



2026-2029 SIP

(Site Improvement Plan)

School Leadership Team (SLT) Members

Team's Purpose: Create, implement, monitor, and adjust the School Continuous Improvement Plan (SCIP) aligned to our district's Vision, Mission & SPriorities

Dan Weisser Administrator	Sharon Hansen Math and Administrative Support	Rachael Ingalls Special Education	Sarah Mikkelson Zeigler COMPASS

SIP Engagement with Community Partners

Explain how **families/caregivers/students** engaged in the CNA and planning process. How will the plan and progress toward goals be communicated with families/caregivers being served and other educational partners in a format and homepage that is easier understood by the intended audience?

CNA & SIP Engagement:

Students- Surveys and individual voice data interviews aligned to MnMTSS CNA Parts A-E Questions

School Board- Updates Shared

SIP Sharing/Communication Moving Forward: The SIP will be published on the district web page, shared with students at the beginning of the year with explicit sharing of how their voices informed the plan development, and reviewed with the School Board/Authorizer with progress monitoring updates provided as well.

How were **school staff** engaged in the CNA and planning process? How will the plan and progress toward goals be communicated and made available to school staff? How will the continuous action plan be shared to those who help carry out the plan?

All Staff- CNA Meetings (quarterly), CNA Parts A-E aligned surveys, Data Review & Analysis

Leadership Team- Completed the SEMI-DLT

Jump to: [Goal #1](#), [Goal #2](#), *Goal 1 is the ESSA Required goal area.

DISCOVERY Public School of Faribault (Charter)

Goal Area #1: School Climate (Attendance & PBIS)

Aligned District Comprehensive Achievement & Civic Readiness and Program Goal Areas

- CACR #1 School Readiness-**
- CACR #2 Closing Gaps-** All racial and economic achievement gaps between students are closed.
- CACR #3 College & Career Readiness**
- CACR #4 Graduation-** All students (*get the skills & growth they need to enable them to*) graduate from high school
- CACR #5 Lifelong Learners-**

Reasons for ESSA Identification: Guided Support (CSI Title 1 School- Low 5% Attendance and Math)

**SMARTIE Goal
(Student Centered):**

Identify a 3-year SMARTIE Goal for the anticipated/desired results. This goal identifies what students will achieve as a result of our action steps. It typically names a specific improvement in student performance, behavior, or well-being, and reflects the ultimate impact of improvement efforts.

Characteristics:

- Specific
- Measurable
- Aligned & Attainable
- Relevant
- Time-bound
- Inclusive
- Equitable

Attendance SMARTIE GOAL:

By spring 2029, the district will increase the average percentage of students with consistent attendance to above 67% across the 2026-2029 school years through inclusive attendance supports, family/community partnerships, engagement strategies to support a positive school environment and early intervention for students most at risk of chronic absenteeism.

Annual Growth Targets:


- 2026-27 65%
- 2027-28 68%
- 2028-29 69%

Rationale:

Discovery Public Charter selected the Building School Climate EBP Cluster, specifically Engagement Strategies to Build School Climate, because it directly addresses one of the school's prioritized root causes: low consistent attendance, which was also a contributing factor in the school's ESSA identification. Research and MDE's Evidence-Based Practices framework identify school climate and engagement as critical levers for improving attendance outcomes.

The school's Comprehensive Needs Assessment identified low attendance and limited student agency and engagement as barriers to student success. As a charter school serving many students who have experienced limited belonging, engagement, or success in previous educational settings, Discovery recognizes that improving attendance requires more than academic interventions alone. Students must experience meaningful relationships, a sense of belonging, relevance in learning, and supportive learning environments that foster engagement and connection to school.

This focus is also aligned with the MnMTSS Framework, which elevates social, emotional, behavioral, and academic success as interconnected outcomes necessary for students to thrive. By implementing engagement strategies that strengthen school climate, Discovery aims to increase student connectedness, attendance, engagement, and readiness to learn, creating the conditions necessary for

		<p>improved academic outcomes, including mathematics achievement. Participation in the Tier 1 Leadership Community of Practice will further support the school's efforts to strengthen universal systems, student engagement, and school climate.</p> <p>Root Causes Being Addressed:</p> <ul style="list-style-type: none"> ● Low consistent attendance. (Area of ESSA identification) ● Limited student agency and engagement.
<p>Adult Implementation Goal</p>	<p>What will staff learn and accomplish so that students can meet the SMARTIE goal?</p>	<p>Adult Implementation Goal: Staff will learn and implement engagement strategies from the Building Positive School Climate practice guide to strengthen student belonging, agency, engagement, and attendance.</p> <p>Engagement Strategies to Support a Positive School Climate Practice Guide</p>
<p>Evidence Based Practice Cluster <i>Which evidence-based practice cluster(s) would best address at least one of your reasons for identification and result in accomplishing your SMARTIE student outcome goal?</i></p> <p>COMPASS: Evidence -Based Practice Clusters Menu (Select at least one)</p>	<p>EBP Practice Clusters:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuous Improvement <input type="checkbox"/> Graduation Practice Cluster: On-Track to Graduation <input type="checkbox"/> Graduation Practice Cluster: Alternative Pathways to Graduation <input type="checkbox"/> Math Practice Cluster: 8 Effective Mathematical Teaching Practices 	<ul style="list-style-type: none"> <input type="checkbox"/> TIER 1 Instruction <input type="checkbox"/> Literacy Practice Cluster: Structured Literacy <input type="checkbox"/> English Language Proficiency Cluster: Integrated Language and Content Instruction <input type="checkbox"/> Attendance Practice Cluster: Improving Attendance Systems <input checked="" type="checkbox"/> Attendance Practice Cluster: Building Positive School Climate
<p><i>EBPs (Evidence Based Practice)</i></p>	<p>Specific EBP (from the Attendance Cluster):  Building Climate - Engagement.pdf (practice Guide)</p>	

Which **specific** evidence-based practice(s) from the cluster will be the implementation focus?

MnMTSS Continuous Improvement Framework Connections

- Component 1: Infrastructure for Continuous Improvement**
 - 1.4: School Climate
- Component 2: Family and Community Engagement
 - 2.3 Link Families to Learning
- Component 3: Multi-Layered Practices
 - 3.1: Tier 1 (Core) Practices
- Component 4: ASSESSMENT
 - 4.3: Progress Monitoring
- Component 5: Data-based Decision Making
 - 5.2 Educational Decision Making
 - 5.1 Accessible and Integrated Data

Measurement: *What evidence will we gather to measure progress toward our goal?*

Progress Monitoring: *What data points will be used? When and how often will progress monitoring data be assessed? Who will be responsible for gathering and displaying data? How will progress data be shared with the building? *These data could be different from the main data measure*

(Use multiple types and levels of data)
[Categories of Data](#)

Data/Evidence Sources:

Measure	What it shows	When reviewed
SEL curriculum use assessments	Instructional delivery and student impact within the 9th Grade Seminar.	Quarterly
Engagement Strategies for Building Positive School Climate practice guide	Adult implementation of the selected engagement strategies.	Quarterly
Surveys and voice data	Student, staff, and family perceptions of belonging, relevance, voice, and agency.	Fall, winter, spring
Attendance review	Whether climate and engagement work is improving consistent attendance.	Quarterly

Goal 1 Action Steps & Progress Monitoring

When?	Action step	Focus	Evidence of implementation	Evidence of impact
Summer	<p>Summer leadership will establish a rollout plan, implementation expectations, PD Plan (PBIS PLSB Hours) and quarterly monitoring tools.</p> <p>* identify 2-3 core engagement components to be implemented consistently in 9th Grade Seminar and across secondary settings.</p> <p>*Create PD Calendar</p>	Set the climate/engagement work in motion with clear adult roles, timelines, and tools.	Rollout plan, expectations document, monitoring templates, leadership notes, PD Calendar	Staff know the priorities and what successful implementation looks like.
Workshop week	Workshop week will launch the practice guide with staff learning, reflection, and planning time.	Build shared understanding of the engagement strategies and how they connect to attendance, belonging, and agency.	Workshop agenda, slides, reflection sheets, team plans	Staff can identify the practices they will use in 9th Grade Seminar and other settings.
Fall (or earlier)	Clarify attendance policies and protocols for attendance record keeping, parent outreach, etc.			
Fall-Winter-Spring	Staff will implement the Building Positive School Climate engagement strategies in classrooms and student-support settings, with emphasis on relevant learning, student voice, relationships, and culturally responsive practice.	Support student engagement and agency through daily instructional practice.	Walkthroughs, lesson evidence, coaching notes, team agendas	Student voice data shows stronger engagement, belonging, and ownership.
Quarterly (*ESSA Requirement	Quarterly data reviews will	Monitor what adults are doing and	Survey summaries, attendance	Trends show whether

	examine adult implementation, student perception, attendance, and climate outcomes.	how students are responding.	review, SEL assessment results, implementation tracker	implementation is improving student outcomes over time.
Quarterly	Leadership will adjust supports based on evidence of impact and staff need.	Use the data to refine coaching, PD, and support structures.	Revised supports, coaching plans, leadership follow-up notes	Adults improve fidelity and student outcomes strengthen in response.
Community of Practice (ESSA Requirement): Tier 1 Leadership	Dan will attend monthly as SE COMPASS Tier 1 Leadership CoP	Leadership Learning to further support staff	Feedback loops with staff and leadership team to inform decisions. Evidence of "Tier 1 'Try Its' " in Instructional Delivery	Leadership- All Adults buildig their Tier 1 Tool Box

Goal Area #2: Engaging & High Quality Core (T1) Instruction- MATH

Aligned District Comprehensive Achievement & Civic Readiness Goal Areas

- 1. All students are ready for career and college.
- 2. All graduate from high school.
- 3. All racial & economic achievement gaps between students are closed
- 4. All students (*get the skills & growth they need to enable them to*) graduate from high school

SMARTIE Goal (Student Centered):
Identify a 3-year SMARTIE Goal for the anticipated/desired results. This goal

- Characteristics:**
- Specific
 - Measurable
 - Aligned & Attainable
 - Relevant
 - Time-bound

*While this SMARTIE goal has a Math Focus, all staff will learn about High Quality Instructional Strategies to enhance planning, instructional delivery and student learning across all content areas.

SMARTIE GOAL: Math- By spring 2029, grades 6-12 students will show increased math growth on NWEA MAP Math, with at least 50% of students meeting their fall-to-spring expected growth target across the FY24-FY28 period, while students below benchmark and students with IEPs demonstrate accelerated growth through consistent access to high-quality instruction, targeted supports, and regular progress monitoring.

<p>identifies what students will achieve as a result of our action steps. It typically names a specific improvement in student performance, behavior, or well-being, and reflects the ultimate impact of improvement efforts.</p>	<ul style="list-style-type: none"> • Inclusive • Equitale 	<table border="1"> <thead> <tr> <th data-bbox="535 178 1039 235">School Year</th> <th data-bbox="1039 178 1533 235">Growth target</th> </tr> </thead> <tbody> <tr> <td data-bbox="535 235 1039 414">2026-27</td> <td data-bbox="1039 235 1533 414">At least 50% of grades 6-12 students meet fall-to-spring NWEA RIT expected growth targets.</td> </tr> <tr> <td data-bbox="535 414 1039 527">2027-28</td> <td data-bbox="1039 414 1533 527">Maintain at least 50% meeting growth targets, with increased performance among students below benchmark and students with IEPs.</td> </tr> <tr> <td data-bbox="535 527 1039 641">2028-29</td> <td data-bbox="1039 527 1533 641">Maintain or exceed 50% meeting growth targets, with continued upward movement in subgroup growth and benchmark attainment.</td> </tr> </tbody> </table> <p>*This goal aligns to the Charter Contract math growth goal.</p>	School Year	Growth target	2026-27	At least 50% of grades 6-12 students meet fall-to-spring NWEA RIT expected growth targets.	2027-28	Maintain at least 50% meeting growth targets, with increased performance among students below benchmark and students with IEPs.	2028-29	Maintain or exceed 50% meeting growth targets, with continued upward movement in subgroup growth and benchmark attainment.	<table border="1"> <thead> <tr> <th data-bbox="1554 178 2047 235">Evidence of success</th> </tr> </thead> <tbody> <tr> <td data-bbox="1554 235 2047 414">Fall and spring MAP results, plus disaggregating growth by student group. (e.g., students w/IEPs)</td> </tr> <tr> <td data-bbox="1554 414 2047 527">MAP growth trends, subgroup comparisons, and intervention progress monitoring.</td> </tr> <tr> <td data-bbox="1554 527 2047 641">Three-year MAP trend data and student group movement into benchmark.</td> </tr> </tbody> </table>	Evidence of success	Fall and spring MAP results, plus disaggregating growth by student group. (e.g., students w/IEPs)	MAP growth trends, subgroup comparisons, and intervention progress monitoring.	Three-year MAP trend data and student group movement into benchmark.
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<p>Adult Implementation Goal</p>		<p>Adult Implementation Goal: staff learning and implementing the 8 mathematical best practices for teaching which are integral to high quality instruction aligned to the 2022 math standards.</p>	<p>Rationale (Why was this goal chosen?) Discovery’s Northstar math proficiency data falls into the lowest 5th percent within the state.</p> <p>Root Cause Addressed:</p>												

	can meet the SMARTIE goal?	
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Evidence Based Practice Cluster
Which evidence-based practice cluster(s) would best address at least one of your reasons for identification and result in accomplishing your SMARTIE student outcome goal?
COMPASS: [Evidence -Based Practice Clusters Menu \(Select at least one\)](#)

- EBP Practice Cluster:**
- Continuous Improvement
 - Graduation Practice Cluster: On-Track to Graduation
 - Graduation Practice Cluster: Alternative Pathways to Graduation
 - Math Practice Cluster: 8 Effective Mathematical Teaching Practices
 - TIER 1 Instruction

EBPs (Evidence Based Practice)
*Which **specific** evidence-based practice(s) from the cluster will be the implementation focus?*

EBP(s): High Quality Tier 1 Instruction & 8 Mathematical Practices

Tier 1	<input checked="" type="checkbox"/> High Quality Tier 1 Instruction Final Draft	
Math	<input checked="" type="checkbox"/> Establish mathematics goals to focus learning <input checked="" type="checkbox"/> Implement tasks that promote reasoning and pro... <input checked="" type="checkbox"/> Use and connect mathematical representations <input checked="" type="checkbox"/> Facilitate meaningful mathematical discourse	<input checked="" type="checkbox"/> Pose purposeful questions <input checked="" type="checkbox"/> Build procedural fluency from conceptual un... <input checked="" type="checkbox"/> Support productive struggle in learning math... <input checked="" type="checkbox"/> Elicit and use evidence of student thinking

*After some initial PD, prioritized EBPs will be identified for implementation

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Goal #2 Action Steps & Progress Monitoring

What Action?	Progress Notes
Step 1: Setting the Stage for Implementation <ul style="list-style-type: none"> ● Sharing the plan w/the SLT ● Workshop Week launch with Staff (How will staff engage with this plan?) 	
Step 2:	
Action Step 3:	

A Strong CIP Will Focus Our Direction:

- **Purpose Driven** - Shared moral purpose- deep learning for ALL children.
- **Goals that Impact** - Small number of ambitious goals! Focus on and clarify priorities.
- **Clarity of Strategy** - Clearly identify the Strategies/EBPs (evidence based practices) to be implemented and monitored. Action steps include how capacity will be developed (e.g., professional development, PLCs, etc.).
- **Change Leadership** - Leaders establish and enable the conditions for change. (District, Site Administrator(s) & SLTs)