



School Improvement Theory of Action

Authored by stakeholders for the School Improvement section of the Every Student Succeeds Act

(ESSA) State Consolidated Plan. If Minnesota:

- Partners with districts to facilitate school improvement.
- Focuses school improvement efforts on equity and underserved student groups.
- Builds districts' and schools' capacity to use the principles of active implementation.*
- Delivers supports through on-site coaching, opportunities to network, and leadership development.
- Meaningfully involves stakeholders in school improvement planning and implementation.
- Focuses school improvement on Minnesota's Common Principles of Effective Practice.*

Then:

- Districts and schools will be able to engage in comprehensive needs assessment to identify, name, and eliminate inequities.
- Districts and schools will have the capacity to implement evidence-based practices using continuous improvement processes.
- All schools will have highly effective educators and instructional leaders. *
- Educators and stakeholders will be meaningfully engaged in the improvement process.
- Districts and schools will be standards-focused and ensure educational equity. *

And the result will be:

- Improved outcomes for all students.
- The elimination of achievement gaps between groups of students.
- Increased capacity of districts and schools to implement sustained continuous improvement processes.
- Increased educator effectiveness.
- Improved conditions for teaching and learning.

So that schools can meet the needs of each student and so that each student benefits from a high-quality school.

*Terms will be defined further or elaborated upon in an accompaniment.