



## School Improvement Plan Overview

### Introduction and Purpose

The School Improvement (SI) 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 SI 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 the root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), the district or charter—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

For schools identified under ESSA, the plan must:

- a) Improve student outcomes.
- b) Be informed by all indicators in the accountability system, including student performance in Minnesota’s long-term goals.
- c) Based on a school level comprehensive needs assessment.
- d) Include at least one strategy or evidence-based intervention that:
  - Is aligned to the accountability indicator(s) for which the school was identified
  - Is supported by the strongest level of evidence available
  - Is appropriate to the needs of the schools in the student populations
  - May be selected from a state provided list

- e) Include strategies to increase access to experienced, qualified and effective teachers for underserved students at the school and classroom levels.
- f) Identifies resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of this plan.
- g) Be resourced appropriately.
- h) Describe how early stakeholder input was solicited and used plan development, and how stakeholders will participate in plan implementation.
- i) Be approved by the school, the district or charter, and the state (comprehensive support and improvement schools only).
- j) Are made publicly available, such as on a school or district website, with required materials under World's Best Workforce.
- k) Upon approval and implementation, is monitored and periodically reviewed by the state.

A school improvement (SI) plan is required for *each school* identified for support and improvement.

- **Schools identified for *Comprehensive Support and Improvement* are required to submit a SI Plan to the Minnesota Department of Education (MDE)** [submit PDF to [schoolsupport@state.mn.us](mailto:schoolsupport@state.mn.us)] **no later than March 1, 2019**. Your Regional Center of Excellence team member should be copied on this submission. This plan should already have been reviewed and approved by the district or charter prior to submitting to the state. Note: if the district or charter has a school improvement plan template they would prefer to use, they may do so provided the local template meets all of the state plan requirements as determined by a Regional Center Director or the Director of School Support at MDE.
- **Schools identified for *Targeted Support and Improvement (TSI)* are not required to submit a CNA Summary Report to MDE**. The district or charter has the sole oversight role for school improvement activities under Minnesota's ESSA plan. The state may conduct periodic audits of district and charter TSI activities including the SI Plan. Use of this SI Plan is encouraged but not required.

## Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

## Preparation and Materials

In advance, a full review of the process, protocols, and supporting documents is important. This includes:

- "School Improvement Plan Template"
- "Hexagon Tool"

- Determining a stakeholder communication/engagement plan

## Who Should Be Involved

A school level school improvement team should be established that includes voices of educators, staff and community. District or charter staff should be represented on this team or have clear communication links established between the school and its district or charter. The school improvement team is accountable for making the school improvement work happen, including the development and implementation of the SI plan.

## Time

To do this process with fidelity

- Preparing: includes the time to review all documentation, and identification of stakeholders outside of the system to engage in the process. 1-2 hours
- Strategy, practice, program research: includes the time to research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system. Depending on the time of year and availability of leadership/staff, the research should take from one to two weeks.
- Strategy, practice, program selection: Using the hexagon tool, find which option(s) the system is most ready to implement. 2-8 hours.
- Creating the SI Plan: 4-8 hours.
- It is important to note that there may be time needed (possibly multiple days) between steps to allow for any work or research needed to inform the next step.

## Directions Overview

Preparing

- Review all documents associated with the SI Plan and strategy selection. Determine how to communicate with and engage all stakeholders, within and outside of the school system.

#### Strategy, practice, program research

- Research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system.
- Where possible, compare research of similar school systems with similar demographics and student groups.

#### Strategy, practice, program selection

- Using the Hexagon tool from NIRN (see citation below), select the strategy, practice, or program that is identified as being the best fit for the system.

#### Creating the SI Plan

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually.
- The SI Plan consists of the baseline data, goals, objectives, selected strategy, activities to implement, person(s) responsible for each activity, how the success of each activity will be measured, what resources are needed, due dates, and when activities will take place on the timeline.
  - In the “Plan for Strategy” sections, be sure to consider and include all actions that will be associated with successful implementation of the strategy. To add rows in this section, place the cursor on the right side of the bottom row and click the “return” or “enter” button on your keyboard.
- The plan must include the activities for implementing and monitoring fidelity of the strategy.
- The plan must include stakeholder communication and engagement strategies and plans.

## Leading the Conversation

- Using the SI Plan Template, leadership will ensure that all parts are completed, including all items under the “Plan for Strategy” section.
- Facilitating the process can be done in many ways. It is important to use protocols that allow for all stakeholder voices to be shared when determining all actions to implement a strategy.

## Modifications or Variations

Describe options for use:

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually. However, it may be written for an initial one year cycle if:
  - There was not enough data to complete a root-cause process. In this case, a strategy may be used based on the best hypothesis and additional data collected to revisit the root-cause process.
  - Due to other factors within the system, a one year goal is in the best interests of the system.
- Delegating strategy research to multiple people can save time on the research step of the process.
- A system may select only one strategy to implement, but may select up to three. It is recommended that a system not try to implement more than three strategies in a given year.

## Citations

- Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.
- NIRN - The National Implementation Research Network. (n.d.). Retrieved from <http://nirn.fpg.unc.edu/>

## 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: Duluth Public Schools, ISD 709	Supt/Director Phone: 218 336 8700
Superintendent/Director: John Magas	Supt/Director Email: john.magas@isd709.org
District Address: 4316 Rice Lake Road, Suite 108. Duluth, MN 55811	District/Charter Fax:

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

Name of Main Contact: Anthony Bonds	Role in District/Charter: Assistant Superintendent
Phone Number: 218.336.8700	E-mail Address: anthony.bonds@isd709.org

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Area Learning Center, 10-12	Phone: 218 336 8756
School Address: 11 East Superior Street Suite 450., Duluth, MN 55802	Fax:
Principal: Nathan Glockle	Email: nathan.glockle@isd709.org

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

Name of Main Contact: Nathan Glockle	Role in School: Principal
Phone Number: 218 336 8756	E-mail Address: nathan.glockle@isd709.org

## 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</b> will the communication take place	<b>What</b> is the message	<b>Who</b> is the audience	<b>How</b> will it be communicated
August, 2022	Duluth Area Learning Center was designated a school needing comprehensive support in order to meet 4-year graduation rates	ISD 709 staff Duluth Communities	District Communication: social media, email, media
November 7	School improvement efforts	Committee of the Whole	Boardbook

## School Improvement Strategy(ies)--Summary

Identify the strategies, practices, or program 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 efforts and seek deep, consistent implementation of one or two strategies.

<b>Strategy #1</b>	<input type="checkbox"/> MEIRS 2.0 Click here <input type="checkbox"/> ✓ if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is...	Minnesota Early Indicator and Response System (MEIRS 2.0).



<p>...to address this <b>Root-Cause(s)</b></p>	<p>As a staff, we have not consistently used student data-driven practices that address performance and unique student needs.</p>
<p>Which will help us meet this student outcome <b>Goal*</b></p>	<p>In order to improve the graduation rate of our seat-based students, the percentage of credits earned per semester (earned/attempted) will increase from 61.5% to at least 75% by June 2023 as measured by semester final grades.</p> <p>A hybrid schedule has been implemented</p> <p>The ALC will increase the percentage of on-time, seat-based, 4-year graduates, increasing the total from 15% to 30% by the end of the 2022-2023 school year. Data on students' attendance, completed work, and grades will be regularly monitored by groups of teachers assigned to the following groups of seat-based students: 9-10th grade students, 11th grade students, 12th grade students, and 4+ year students. Through the use of varied interventions including communication with parents/guardians, regular individual check-ins with red-flagged students (flagged by teacher groups based on data), and additional work time for all students through the use of flexible scheduling, the graduation rate can increase to 30% for all student groups.</p>

#2	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is	Check and Connect
to address the <b>Root Cause</b>	Student progress monitoring
Which will help us meet this student outcome <b>Goal*</b>	<p>The ALC will increase the percentage of on-time, seat-based, 4-year graduates, increasing the total from 15% to 30% by the end of the 2022-2023 school year. Data on students' attendance, completed work, and grades will be regularly monitored by groups of teachers assigned to the following groups of seat-based students: 9-10th grade students, 11th grade students, 12th grade students, and 4+ year students. Through the use of varied interventions including communication with parents/guardians, regular individual check-ins with red-flagged students (flagged by teacher groups based on data), and additional work time for all students through the use of flexible scheduling, the graduation rate can increase to 30% for all student groups.</p>

#3	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is	
to address the <b>Root Cause</b>	
Which will help us meet this student outcome <b>Goal*</b>	

\*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.



Exploration																	
1. Analyze data of students who have been on track to graduate in four years to determine the prevalence of need.		Summary of credits	Transcripts, Infinite Campus queries, School guidance counselor, Grade Guardian	x	X	X	x	x	x	x	x	x	x	x	x	x	ongoing
2. Discuss indicators areas and threshold: Attendance, Behavior, Course performance, or determine if there are other locally determined indicators that are more relevant.	Leadership team	Demographics (students groups, qualifiers, grade levels, etc.), Attendance, Grades,	Grade Guardian  Data from Infinite Campus, Canvas  PEAK		X	X	x	x	x	x	x	x	x				ongoing
3. Review and identify existing interventions and strategies that match target areas and address needs. Develop and tweak existing practice profiles to meet student needs.  Teams bring their data to the large group staff and build school-wide actions and plans; recording interventions within Grade Guardian (Establish consensus on expectations and procedures, boost Credit Recovery focus, etc.	CIT and MEIRS teams	CNA data	MEIRS guide with intervention strategies  Track interventions			X	X										ongoing

<p>4. Plan to form a MEIRS “Core Team” and determine MEIRS Team make-up.</p> <p>Survey staff and students. Invite stakeholders to meet and assist in articulating the MEIRS Plan.</p>	<p>All teaching staff (each assigned to a team)</p>	<p>Intervention logs</p>	<p>MEIRS intervention strategies lists</p>				<p>X</p>																<p>Done September annually</p>
<p>5. Create CNA for linked schools and facilitate conversations about credit recovery with linked schools.</p>	<p>CIT Staff from Denfeld, East, District Leadership</p>	<p>Results from facilitated conversations Data Driven Dialogue protocol from National School Reform</p>	<p>Principal time to think about needs after anecdotal data gathering</p>				<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>						<p>ongoing</p>
<p>6. Develop a communication plan to describe the process to key stakeholders</p>	<p>District (Adell Wellens) School Board COW meeting</p>			<p>X</p>																			<p>annually</p>
<p>7. Connect with high school counselors and BARR and DASH coordinators from Denfeld</p>	<p>Principal, Counselors</p>	<p>Meeting Minutes</p>	<p>Time to Collaborate</p>																				
<p>8. Develop proposal for summer school and credit recovery improvements</p>	<p>Principal Director of Secondary Teaching</p>	<p>Proposal</p>	<p>Shift in FTE at each site from summer school and Excel (middle</p>				<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>													



4. Determine most effective way to track fidelity data on adult behaviors implementing interventions, and meeting effectiveness.	All teaching staff (each assigned to a team)	Intervention logs - GG	MEIRS intervention strategies lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MEIRS meetings - weekly
5. Ensure that the student data collection system is sufficient to identify students according to identified indicators and thresholds, and monitor their progress.	All teaching staff (each assigned to a team)	Intervention logs - GG	MEIRS intervention strategies lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	x	x	x	<input type="checkbox"/>	ongoing
6. Establish communication links between MEIRS team and Leadership team to report barriers and successes during the next stage.	All teaching staff (each assigned to a team)	Intervention logs - GG	MEIRS intervention strategies lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	x	x	x	<input type="checkbox"/>	ongoing
7. Continue discussing and implementing a plan to increase opportunity for students to access curriculum and remove barriers to credit accrual i.e. hybrid schedule (June 2018 Ed. Committee, meetings with MARSS coordinator, IC tech team, and continued discussions with district leadership).	Adrian	Increase credit accrual	Hybrid Schedule									x	x	x	x	x
8. Begin staff training on creation and implementation to increase opportunities to access curriculum and earn credits.	teaching staff	“One Stop Shop” meeting notes	next year schedule requirements											x	x	Ongoing

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
<b>Initial Implementation: Critical Components</b>				u	e	c	o	e	a	e	a	p	a	u		
				g	p	t	v	c	n	b	r	r	y	n		
				u	t	o	e	e	u	r	c	i		e		
				e	b	n	n	a	u	h	l					



				s	n	e	b	b	r	a							
				t	b	r	e	e	y	r							
				e	r		r	r		y							
Develop a communication plan to inform stakeholders of “launch dates”, activities, and to convey support.	All teaching staff (each assigned to a team)	Intervention logs - GG	MEIRS intervention strategies lists	<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"/>	ongoing
Ensure communication protocols are in place for identifying barriers and adaptive challenges and problem-solving (e.g. scheduling, stakeholders buy-in, etc).	All teaching staff (each assigned to a team)	Intervention logs - GG	MEIRS intervention strategies lists	<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"/>	ongoing
Develop a support plan to promote ongoing efforts, including systemic core changes to support outcomes.	All teaching staff (each assigned to a team)	Intervention logs -GG	MEIRS intervention strategies lists	<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"/>	ongoing
Ensure data systems are functioning for measuring and reporting fidelity and student outcomes.	All teaching staff (each assigned to a team)	Intervention logs - GG	MEIRS intervention strategies lists	<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"/>	ongoing

**Progress Toward Goal #1:** *(To be completed at the end of year, and document submitted 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?  
 MEIRS introduction to staff in October by RCE and how-to implement and next steps in November by CIT  
 Teams established in December by students and was a fail due to students being at multiple grade levels. Re-launched in January by grade level teams

Thresholds and weekly meetings implemented 2nd semester (January)

- Teams have been established and are meeting weekly. Intervention logs have been shared with Leadership team.
- How has student achievement been impacted? What is the evidence?
  - TBD
- How will implementation be adjusted and/or supported moving into the next year?
- Teams will continue to meet weekly and may be adjusted and supported according to the data



Touch base with student; follow through with intervention(s)	All teaching staff (each assigned to a team)	GG	MEIRS intervention strategies lists																ongoing
Quarter-by-quarter data compilation on passing rates for each class	Sarah/Pat	Data compiled from GG	Time	<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"/>	ongoing (each quarter)
Assess success of interventions on flagged students	All teaching staff (each assigned to a team)	GG	MEIRS intervention strategies lists																ongoing

To add additional action steps, Place cursor to the right of the last row and press **Enter**.

**Progress Toward Goal #2:** (To be completed at the 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?
  - 2019-20 school year
- How has student achievement been impacted? What is the evidence?
  - Q1 Data - compile
- How will implementation be adjusted and/or supported moving into the next year?
  - TBD



*To add additional action steps, Place cursor to the right of the last row and press **Enter**.*

**Progress Toward Goal #3:** *(To be completed at the 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?
  - This strategy is being implemented in some math classes.
  - Teachers have a clear understanding of each student's understanding of each standard. Mastery, Proficiency, Developing, Unsuccessful/Disengaged.
  - Students don't understand the system and can be confused by the scale 0-4 ... they have a % system ingrained and causes them to hold to those old ideas
  -
- 
- How has student achievement been impacted? What is the evidence?
  - Teachers that have implemented this system have seen improvements in overall proficiency leading to greater student confidence and better scores/grades.
  - Having an understanding of of which standards a student has mastered allows for teachers to allow students to not have to repeat these standards when working toward credit recovery
- How will implementation be adjusted and/or supported moving into the next year?
  - This has to be a slow start for teachers. It would make sense to start at the beginning of a school year or to gradually add this to classes.