School Improvement Plan 2018-2021

St. Cloud Area School District 742!
Prepare. Engage. Educate. Empower. Inspire.

SCHOOL INFORMATION	
School Name: McKinley ALC	**School Website: https://www.isd742.org/alc**
Principal/Director: Ellen Stewart	**Email: ellen.stewart@isd742.org**
Phone: 320-370-6795	**Grade Span: 9-12+**
chool Address: 216 Eighth Ave. Waite Park, MN 56387	

Title I School: _ YES X_ NO	School Year: _ 2018-2019 **X** 2019-2020 _ 2020-2021
School Designation:	_ **N/A |** _ **Targeted Support & Improvement |** **X Comprehensive Support & Improvement |** **X Graduation Rate**

SCHOOL LEADERSHIP TEAM	EMAIL	ROLE
Ellen Stewart	Ellen.stewart@isd742.org	Principal
Richard Chakolis	Richard.Chakolis@isd742.org	Assistant Principal
Mike Myers-Schleif	Michael.Myers-Schleif@isd742.org	Social Studies Teacher
Jessica Chouinard	Jessica.chouinard@isd72.org	Focus Teacher
William Joyce	William.joyce@isd742.org	Focus Teacher
Christopher Chopp	Christopher.chopp@isd742.org	Social Studies Teacher
Sam Nordby	Sam.nordby@isd742.org	Counselor
Kara Lund	Kara.Lund@isd742.org	Counselor
Frank Ayers	Frank.ayers@isd742.org	Math Teacher
Shannon Bartholomew	Shannon.bartholomew@isd742.org	Special Education Teacher
Dave Masters	David.masters@isd742.org	Career and Tech Ed Teacher

SCHOOL IMPROVEMENT PLANNING
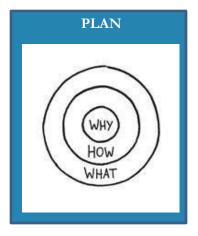
PLAN

5 Steps to continuous improvement:

1. Establish a School Leadership Team
2. Assess needs and set priorities – Comprehensive Needs Assessment (CNA)
3. Determine Priorities, Rationale, Strategies and create a School Improvement Plan
4. Implement the plan
5. Monitor and regularly reassess needs, priorities and strategies

School Improvement Plan expectations:

- School Improvement Plans (SIP) are due September 27, 2019. **Firm Deadline**
- Three-year SIP updated annually at a minimum. Schools may update/revise their SIP as needed at any time during the school year.
- SLTs will commit to reviewing the SIP quarterly as a measurement of progress. (October, January, March, May).
- Principal check-ins will include a discussion of progress towards meeting the goals.
- Title I Schools identified for CSI, TSI and Non-Title I schools identified for Graduation Rate are required to submit their first progress report to MDE March 2019, with ongoing updates. (More information coming from MDE).
- All schools will need to identify Co-Teaching as an Evidence Based Practice/Strategy.
- Resources for the SIP goals and strategies will include Teacher Leader, Title I and building funds.

Student Target Groups

Racial and Ethnic: **All Student Groups** * 20 students to report publicly	All Students, American Indian, Asian, Black, Hispanic, Native Hawaiian/Pacific Islander, White, Two or more races, English Learners (EL), Special Education (SPED), Eligible for free or reduced-price lunch (FRL)
Counter Groups * 20 students to report publicly	EL/Students who are not EL SPED/Students who are not SPED FRL/ Students who are not FRL

PART I: Comprehensive Needs Assessment (CNA)

PURPOSE: The CNA is a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". The CNA process includes reviewing school data and prioritizing the needs of the school.

Data Sources to be reviewed by the SLT:

* Academic Achievement (MCA Reading and Math)   * ACESS 2.0- Progress towards EL Proficiency

* Attendance   * Behavior   * Climate   * Demographics   * Graduation   * Suspension

1. **Describe your SLT's process for reviewing the data:**

   -The McKinley LT looked at student group data in June 2018; Reviewed MCA scores as preliminary results had been reported; Focused on areas of celebration and ways to increase opportunities for students to read in all classes.

   -The team felt that STAR assessments helped to monitor students' reading and math skills and allowed teachers more insight as to the gaps that students may have in reading, writing, and math.

   -At that time, our leadership team was informed about our designation as a school that is categorized as a CSI school in attendance and graduation for all student groups.

2. **Identify your school's strengths and challenges.**

   We are a trauma sensitive school. Staff have had extensive training about mental health, ACES (Adverse Childhood Experiences) and best practices providing support to school dependent learners.   Quality of the student: adult relationship. We cultivate positive relationships. We have less students enrolled (low adult to student ratio), so we can meet the unique individual needs of our learners.

   Challenges we have are due to our at-risk student population, including homelessness, truancy and poverty. McKinley attendance rates are low. Many students have had interrupted education, learning gaps, or struggled in other academic settings. We will focus on best practices in alternative education.

3. **Identify the student target group(s) and indicators identified for prioritized support. (see Page 2 – Student Target Groups).**

Student groups as follows: Black, SPED, FRL, White

4. **Based on the findings in questions 1-3, what are the prioritized needs that will ensure your school is working towards meeting the identified goals?**

Attendance rates and graduation rates for all students at McKinley (grad rates below 67%). The 4-year grad rate for each of these groups is between 37.2 FRL and 44.89 SPED. The LT's first step is to clearly articulate the expectation that students are expected to be in school daily. This is a change from previous years as McKinley has operated with 2 separate programs: general and PACE in which students were not required nor expected to be in school daily.

PBIS, MN Diversion Model, AVID, Personalized Learning, Co teaching

PART II: ACTION PLAN

PURPOSE: Set SMART goals for each priority, determine the **rationale/why** and explain how Equity is evident within the goal. Identify the **evidence-based strategies and actions** to achieve the goal, **expectations why/how** for the strategy**, who** is ultimately responsible, **resources** needed to ensure the strategy is implemented with fidelity, the **timeline/when** to achieve the strategy and the **measurement/monitoring** of progress towards meeting the strategy**.**

      √ PRIORITY 1: EQUITY   All schools will set an overarching Equity goal that must be embedded within the SIP priorities.

      √ PRIORITY 2: SUSPENSION   All schools will set a SMART Suspension goal to reduce the number of suspensions.

      √ PRIORITY 3: LITERACY   All schools will set a SMART Literacy goal aimed at increasing student achievement.

      √ PRIORITY 4: MATH   All schools will set a SMART Math goal aimed at increasing student achievement.

      √ PRIORITY 5: GRAD RATE   Schools graduating students set a SMART Grad goal. Schools are encouraged to set a supporting Grad goal.

PRIORITY 1: EQUITY:

√ We commit to …

GUIDING QUESTIONS:
1. **Describe how staff will be reintroduced to the Courageous Conversation protocol.**

On August 29th, 2018, Principal Fischer presented the Courageous conversations protocol. Principal Fischer shared with staff our school district and building demographics which has increased our enrollment of students of color from 22% in 2007 to 53% in 2018. Staff members were provided with an opportunity to practice identifying where they were on the compass as well as the first two conditions (of the 6) and all four agreements.

2. **What is the 'look for' evidence indicating that all staff are utilizing the Courageous Conversation protocol on an ongoing basis?**

In August, the first formal training that McKinley teachers had was held regarding the Courageous Conversations protocol. Evidence that licensed staff members are using the protocol on an ongoing basis would be the use of "I" rather than "we" or "they"- this is an indication of understanding personal and local. When data and collaborative teams are analyzing data, staff members will be isolating race in the conversation.

3. **What is the 'look for' evidence indicating there is a deepening of the use of the Courageous Conversation protocol?**

McKinley staff is in the process of being introduced to the 3 components of Courageous Conversations- compass, six conditions and 4 agreements. We will work on deepening our understanding of. Personal and Local, isolating race and the 4 agreements. More practice opportunities are needed.

4. **What is the 'look for' evidence to ensure RACE remains part of the conversation?**

Visuals in the school, increased students' voice and opportunities for students to see people who look like them in curriculum as well as hearing people ask questions, such as, "How does race impact _____?"

5. **What professional development/support will staff need to engage in deepening their racial equity skill set?**

Continued practice with 3 components of Courageous Conversations- more in-depth equity PD, defining whiteness and unconscious bias. We will be asking for support from the Equity Department; members of the leadership team to lead dialogue and to model using our protocols.

6. **How will classrooms and the rest of the school be authentically represented? What will this look like?**

Intentionally finding ways for student voice to lead either through collaborative work, projects, or class discussions. As a building instructional leader, administration will work with the staff as a whole and in data team work to find opportunities for students of color to share experiences or to learn about positive impacts of people of color in curriculum.

PRIORITY 2: SUSPENSION SMART GOAL:

   √ **In the fall of 2020, our school's out of school suspension rate will decrease by 3% in number of students that are suspended from fall of 2019.**

RATIONALE and evidence of Equity:

Evidence Based Practice/Strategy	Expectations	Responsible Person's Involved	Resources/PD	Timeline	Measurement of Progress
Examples: 1) Implement PBIS. Update Flow Chart and Matrices.	1) Classroom teachers and staff will present slideshow with expectations specific to attendance, credit attainment and defining respect.	1) Classroom teachers, PBIS Team, support staff and Ms. Stewart	1a) Review and reset PBIS expectations, training for new staff. 1b) Continued ACES training so we are responding to students from a trauma-sensitive lens	1) Every other month on staff meetings/PD	1) Review disaggregated Suspension Data monthly to make adjustments. Flow Chart /Matrices are updated and implemented. Admin Walk-Throughs.
2) Implementation of The MN Model of School- based diversion	2) School personnel to reduce the use of exclusionary practices. The team will focus on promoting PBIS, especially an emphasis on positive adult/student relationships to create an umbrella of support options for students. 3) Restorative practices to repair harm and process ODRs	2) Mr. Chakolis and MN Model team	2) Time and support to develop process and data collection tool	2) Fall 2018- team was formed. Referral and monitoring process being refined.	2) Diversion Model data collection tool (Wilder Foundation) will inform us of progress and/or areas of growth. This plan will also indicate areas in which adjustments may be made.

PRIORITY 3: LITERACY SMART GOAL:

√ **In the fall of 2020, the percentage students proficient in grade 10 will increase from 28.1% to 35% as measured by the MCA III.**

RATIONALE and evidence of Equity:

Evidence Based Practice/Strategy	Expectations	Responsible Person's Involved	Resources/PD	Timeline	Measurement of Progress
Example: 1) Co-Teaching	1) Teachers will implement co-teaching every day with fidelity. All students will participate in core instruction.	1) Teachers, Principal, District for support	1) On-going training, coaching, mentoring, planning time (subs or extended time)- our *McKinley teachers will be exposed to the 4 models of co-teaching.*	1) Daily during the school year	1) Walk-Through data, lesson plans reflecting co-planning, evidence of appropriate co-teaching models
2) Data Teams /Standards Focus	2) Review student data with a focus on grade level standards; Develop common assessments and instructional strategies through 6 Step or Collaborative Inquiry process using DuFour's guiding questions.	2) Classroom teachers-placing an emphasis on reading, writing and speaking in all classes.	2) Data Team meetings. Support from Admin and district as needed	2) Two Wednesdays monthly during the school year	2) Increased alignment between initiatives, Classroom Walk-Throughs, teacher pedagogy, increased student achievement

PRIORITY 4: MATH SMART GOAL:

✔ In the fall of 2020, the percentage students proficient in grade 11 will increase from 7.3% to 12% as measured by the MCA III.

RATIONALE and evidence of Equity:

Evidence Based Practice/Strategy	Expectations	Responsible Person's Involved	Resources/PD	Timeline	Measurement of Progress
Example: 1) Data Teams /Standards Focus	1) Review student data with a focus on grade level standards; Develop common assessments and instructional strategies through the 6 Step or Collaborative Inquiry process using DuFour's guiding questions.	1) Classroom teachers	1) Data Team meetings. Support from Admin and district as needed	1) E/O Wednesday during the school year	1) Increased alignment between initiatives, Classroom Walk-Throughs, teacher pedagogy, increased student achievement

PRIORITY 5: GRAD RATE SMART GOAL:

√ **In the fall of 2020, our 4-year graduation rate will increase by 5% from fall of 2019.**

RATIONALE and evidence of Equity:

Evidence Based Practice/Strategy	Expectations	Responsible Person's Involved	Resources/PD	Timeline	Measurement of Progress
Example: 1) Data Teams /Standards Focus	1) Review student data with a focus on grade level standards; Develop common assessments and instructional strategies through the 6 Step or Collaborative Inquiry process using DuFour's guiding questions.	1) Classroom teachers	1) Data Team meetings. Support from Admin and district as needed	1) E/O Wednesday during the school year	1) Increased alignment between initiatives, Classroom Walk-Throughs, teacher pedagogy, increased student achievement