

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 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] **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 Northfield #659	Supt/Director Phone: 507-663-0600
Superintendent/Director Dr. Matt Hillmann	Supt/Director Email: mhillmann@northfieldschools.org
District Address: 1400 Division St S. Northfield, MN	District/Charter Fax: 507-663-0611

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

Name of Main Contact: Hope Langston	Role in District/Charter: Director of Assessment Services
Phone Number: 507-645-0600	E-mail Address: hlangston@northfieldschools.org

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Northfield ALC, #85, 9-12 grade	Phone: 507-645-1201
School Address: 201 Orchard St S. Northfield, MN	Fax: 507-645-1250
Principal: Daryl Kehler	Email: dkehler@northfieldschools.org

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

Name of Main Contact: Daryl Kehler	Role in School: ALC Director
Phone Number: 507-645-1201	E-mail Address: dkehler@northfieldschools.org

Stakeholder Engagement and Communications Plan

Describe your stakeholder engagement activities and how you will communicate with stakeholders.

We hold fall and spring conferences and invite parents to special events throughout the school year.

Use the following table to outline a communications plan for the ESSA support and improvement work.

When will the communication take place	What is the message	Who is the audience	How will it be communicated
10/15 and 10/17 conferences	How the ALC is Supporting students, where they are with credits, attendance, progress, and behaviors	Parents	Face to Face
November	Notification of ESSA identification for Grad rate	Parents	Mailed Letter
Implement an ALC Improvement Team	Explore multiple perspectives for improving graduation outcomes at the ALC.	Cheryl Warner - parent Julie Pritchard - SB Cheryl Mathison Former student	Meeting minutes and updates to wider school community
Studer results	Discussion of employee engagement/feedback for administration and developing action steps for continuous improvement	ALC Staff	Presentation/discussion at an ALC Staff meeting

School Improvement Strategy(ies)--Summary

Research Source: **(Best Practices for Improving Attendance in Secondary Schools - Hanover Research, October 2016)**

Identify the strategies, practices, or programs 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 effort and seek deep, consistent implementation of one or two strategies.

Strategy #1	Type Y if the strategy is an Evidence-Based Practice (EBP): Y
The Strategy we are going to implement is...	NHS credit recovery process Expanded use of Independent Study
...to address this Root-Cause(s) -	Shortage of credits at ALC entry
Which will help us meet this student outcome Goal*	100% of the students entering the ALC from NHS will be at or above the credit threshold on the credit matrix for 4 year graduation.

#2	Type Y if the strategy is an Evidence-Based Practice (EBP): Y
The Strategies we are going to implement are	Rectify coding issues Attendance practices per Hanover Research <ul style="list-style-type: none"> ● Recovery of partial credits ● Mental and chemical support ● SEL curriculum ● Advisory attendance/credit check ● Make students aware of attendance policy and consistency of implementation ● PBIS strategies to create a welcoming atmosphere as measured by SEI survey
to address the Root Cause -	Inconsistent attendance
Which will help us meet this student outcome Goal*	60% of ALC students will reach the consistent attendance of 90% as measured by the average of all grading periods for each school year included in this plan.

*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.

Plan for Strategy #1

Strategy #1: We plan on continued implementation of the NHS credit recovery process and expanded use of Independent Study at the ALC, The Key, and NHS.

Root-Cause: Shortage of credits at ALC entry

Goal:

100% of the students entering the ALC from NHS will be at or above the credit threshold on the credit matrix or 4 year graduation.

(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	D
				u	e	c	o	e	a	e	a	p	a	u	u	a
				g	p	t	v	c	n	b	r	r	y	n	l	t
																e
Implement IS at the HS	Carrie Duba (HS Psych), Marnie Thompson (HS Asst. Principal)	Monthly meeting notes Number of students participating	Time set aside Odysseyware	X	X	X	X	X	X	X	<input type="checkbox"/>	o				
Implement IS at the HS	Carrie Duba (HS Psych), Marnie Thompson (HS Asst. Principal)	Spreadsheet of credits completed % of credit threshold met for each student	Computer access, communication method of credits completed	X	X	X	X	X	X	X	<input type="checkbox"/>	n				
																g

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

Progress Toward Goal #1: *(To be completed at 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?
 - We have begun monthly meetings to monitor progress of Independent Study (IS) program at the High School. I have also begun monthly meetings with The Key to monitor progress with IS at their program as well. This has helped keep us on the same page as we move through the year. Our consistent meetings allow us to track student achievement closely. We have kept meeting notes for these meetings.
- How has student achievement been impacted? What is the evidence?
 - We have already completed initial analysis of students new to the ALC this year and found that 54% of students coming from the HS are at the credit threshold. We have had 7.25

credits earned from students taking IS at the HS this year so far. We have had 13 students complete credits this year, with 40 students enrolled in the program.

- The Key has had 2.75 credits earned from the 6 students that are involved with IS at their program.
- How will implementation be adjusted and/or supported moving into the next year?
 - We will continue to fine tune the process so that students are identified for this support earlier and not getting into major credit deficit situations. This means increased communication with the High School staff so students are identified for IS opportunities early. Our processes for collecting, administering coursework, and communicating completed credits are going smoothly, so those will most likely not be changed.

Plan for Strategy #2

Strategy #2: We will rectify coding issues and continue to implement attendance practices per Hanover Research

- Recovery of partial credits
- SEL curriculum
- Advisory attendance/credit check
- Make students aware of attendance policy and consistency of implementation
- PBIS strategies to create a welcoming atmosphere as measured by SEI survey

Root-Cause: Inconsistent attendance

Goal:

60% of ALC students will reach the consistent attendance of 90% as measured by the average of all grading periods for each school year included in this plan.

(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	D
				u	e	c	o	e	a	e	a	r	a	u	u	a
				g	p	t	v	c	n	b	r	r	y	n	l	t
Correctly code student absences for school related activities	Mary Huberg Chris Neset	Absence numbers in Skyward	Training and monitoring of attendance accuracy				X	X	X	X	<input type="checkbox"/>	o n g o i n g				
Correct records of students who are in IS and seat-based programs	Mary Huberg Chris Neset	IS flag turned on for any student participating in IS	Training and monitoring						X	X						o n g o i n g
Continue to work with students to obtain partial credits if they absent out of a grading period.	Daryl Kehler, ALC Teachers	Attendance and Credit completion reports	Time to meet with students and develop a plan of action with each student.	X	X	X	X	X	X	X	<input type="checkbox"/>	o n g o i n g				

