



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.
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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 <i>Houston Public Schools; ISD294</i>	Supt/Director Phone: 507-896-5323
Superintendent/Director <i>Mary Morem</i>	Supt/Director Email: mary.morem@hsd294.us
District Address: <i>306 West Elm Street, Houston, MN 55943</i>	District/Charter Fax: 507-896-3452

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

Name of Main Contact: Mary Morem	Role in District/Charter: <i>Superintendent</i>
Phone Number: 507-896-5323	E-mail Address: mary.morem@hsd294.us

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: <i>Minnesota Virtual Academy, 012, Grades K-12</i>	Phone: 507-896-5323
School Address: <i>306 West Elm Street, Houston, MN 55943</i>	Fax: 507-896-3603

Principal: <i>Angela Specketer</i>	Email: angela.specketer@hsd294.us
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Who is the main contact at the school for the ESSA school support and improvement work?

Name of Main Contact: <i>Angela Specketer</i>	Role in School: <i>Principal</i>
Phone Number: <i>763-515-8835</i>	E-mail Address: angela.specketer@hsd294.us

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.

When will the communication take place	What is the message	Who is the audience	How will it be communicated
<i>Feb, 2019</i>	<i>Share the process the leadership team used in creating our CNA and School Improvement plan</i>	<i>District Admin and Board</i>	<i>Plan will be presented to superintendent and the District Advisory Committee. This committee reports to the board and will then update the board on our improvement plan and activities.</i>
<i>Mar, 2019</i>	<i>Share the process the leadership team used in creating our CNA and School Improvement plan. Elicit participation in MEIRS team.</i>	<i>School staff and faculty</i>	<i>During staff meetings and/or professional development.</i>
<i>Mar, 2019</i>	<i>MNVA's identification as needing comprehensive support to improve graduation rates</i>	<i>Current enrolled students/parents</i>	<i>School website, mailing</i>
<i>Apr-June, 2019</i>	<i>Share school improvement plan</i>	<i>Prospective and current enrolled students/parents</i>	<i>School website</i>
<i>Apr-June, 2019</i>	<i>Share school improvement plan an elicit participation in student and parent focus groups</i>	<i>Prospective and current enrolled students/parents</i>	<i>School mailing</i>

School Improvement Strategy(ies)--Summary

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	Click here  if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	<i>Implement a team, following the MEIRS model, which utilizes early indicators to predict graduation success and applies early interventions to help students stay on track for graduation.</i>
...to address this Root-Cause(s)	<i>MNVA does not have a clearly defined process to identify and provide intervention support for students who fall behind in credits or become disengaged.</i>
Which will help us meet this student outcome Goal*	<i>An analysis of MNVA's four-year rate shows that most non-graduates are continuing their education but are behind in credits. By June 2021, we will increase the number of 9th and 10th graders who are on track with credit completion to 60%.</i>

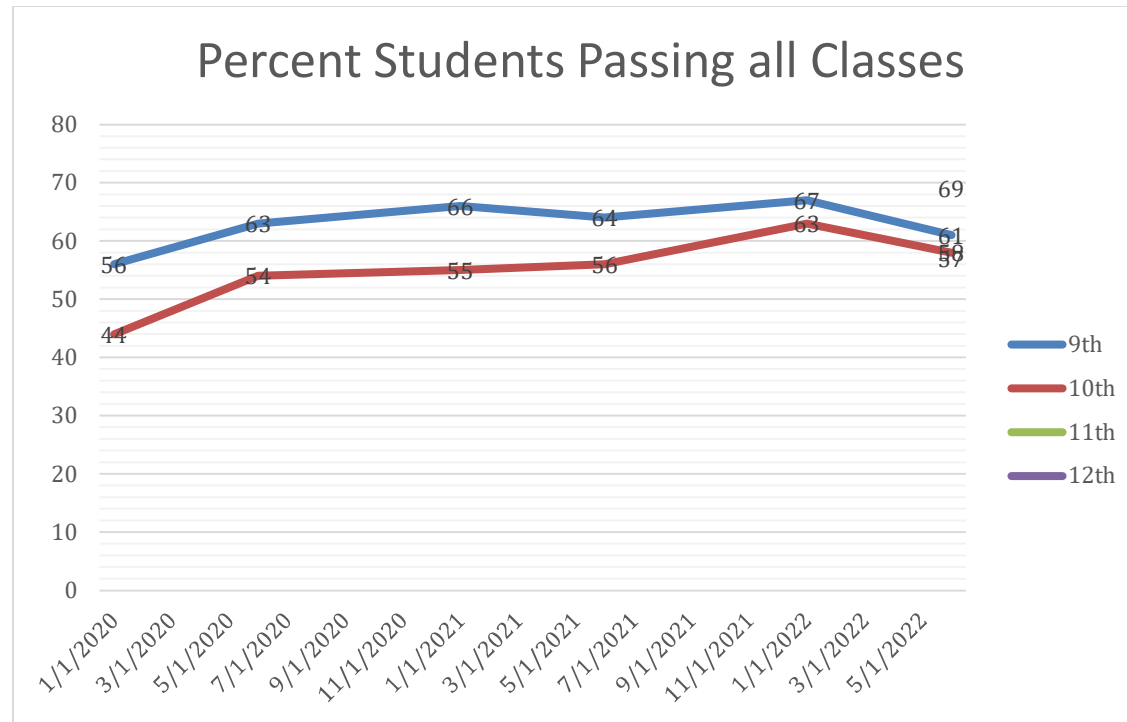
Action Steps	Person(s) Responsible	Measurement	Resources Needed	A u g u s t	S e p t e m b e r	O c t o b e r	N o v e m b e r	D e c e m b e r	J a n u a r y	F e b r u a r y	M a r c h	A p r i l	M a y	J u n e	J u l y	Due Date
<i>Expand team to include additional support staff (engagement counselors, family liaison, etc)</i>	<i>Laura Yehlik</i>	<i>Team members added</i>	<i>None</i>	<input checked="" 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"/>	August 30, 2020
<i>Expand Intervention Options, including Peer Tutoring</i>	<i>MEIRS Team</i>	<i>Interventions identified</i>	<i>Time, data, research</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>	September 30, 2020
<i>Progress Monitor last year's 9th graders who were exited from MEIRS to ensure continued growth</i>	<i>MEIRS Team</i>	<i>Progress Monitoring Tracking Form</i>	<i>Time, data, research</i>	<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, throughout year

<i>Add 10th graders to MEIRs Support</i>	<i>MEIRS Team</i>	<i>Data pulled weekly for both 9th and 10th graders</i>	<i>Time, data, research</i>	<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, throughout year
<i>Continue progress monitoring system to determine if interventions are helping</i>	<i>MEIRS Team</i>	<i>System created/purchased</i>	<i>Time, data, research on various systems available</i>	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	June 30, 2021

*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?
 - Our MEIRS team successfully added 10th graders to the MEIRS support process. Our goal was to have 60% of both 9th and 10th graders passing all their classes.
 - For first semester, we had 67% of our 9th graders passing all classes and 63% of our 10th graders passing all classes.
 - For second semester, we had X
 - We successfully added additional interventions to support our students, including a more layered check-in support from our engagement counselors, a peer tutoring program offered weekly and X
- How has student achievement been impacted? What is the evidence?
 - We have seen an increase in student achievement in our 9th graders since 2019 when this process was first started. Since adding 10th graders this year, we have seen an increase in their student achievement as well. The only exception is this past semester. Both gains are represented in the graph below.



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- How will implementation be adjusted and/or supported moving into the next year?
 - Our leadership team and MEIRS team will meet this fall to review past work, past success and chart out our new goals and initiatives. At our final leadership meeting, some things discussed as tentative implementation changes include:
 - Additional intervention support based off work done this year that was successful
 - Additional training of interventionist staff on executive functioning and academic instruction support
 - Training of general education staff on Tier 1 interventions to use in their classrooms
 - Training of general education staff on ELL best practices