 

# 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:

1. Improve student outcomes.
2. Be informed by all indicators in the accountability system, including student performance in Minnesota’s long-term goals.
3. Based on a school level comprehensive needs assessment.
4. 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
1. Include strategies to increase access to experienced, qualified and effective teachers for underserved students at the school and classroom levels.
2. Identifies resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of this plan.
3. Be resourced appropriately.
4. Describe how early stakeholder input was solicited and used plan development, and how stakeholders will participate in plan implementation.
5. Be approved by the school, the district or charter, and the state (comprehensive support and improvement schools only).
6. Are made publicly available, such as on a school or district website, with required materials under World’s Best Workforce.
7. 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 MDE.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 oversite 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 curser 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](http://nirn.fpg.unc.edu/learn-implementation/implementation-stages/installation) stage. Using what is learned through the [EXPLORATION](http://nirn.fpg.unc.edu/learn-implementation/implementation-stages/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: Face to Face Academy, Public Charter #4036-07  | Supt/Director Phone: 651-772-5554 |
| Superintendent/Director: Darius Husain  | Supt/Director Email: husaind@f2facademy.org |
| District Address: 1165 Arcade St, St. Paul MN 55106 | District/Charter Fax: 651-772-5621 |

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

| Name of Main Contact: Darius Husain | Role in District/Charter: Executive Director |
| --- | --- |
| Phone Number: 651-772-5554 | E-mail Address: husaind@f2facademy.org |

| **School Information** | **School Phone, Fax, Email** |
| --- | --- |
| School Name, Number and Grade Span: Face to Face Academy, 4036-07, 9th- 12th Grade | Phone: 651-772-5544, 651-772-5621, husaind@f2facademy.org |
| School Address: 1165 Arcade St, St. Paul MN 55106 | Fax: 651-772-5621 |
| Principal: Darius Husain | Email: husaind@f2facademy.org |

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

| Name of Main Contact: Darius Husain | Role in School: Executive Director |
| --- | --- |
| Phone Number: 651-772-5554 | E-mail Address: husaind@f2facademy.org |

### Stakeholder Engagement and Communications Plan

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

One of the hallmarks of the Academy that allows for continual engagement and frequent communication opportunities is the school’s collaborative team model. As a small school, the Academy has the luxury of conducting meetings and professional development opportunities as an entire staff. Staff meets twice daily to discuss student issues, programming, lesson plans and curriculum, and strategies to improve student learning. On the Governance Level, the Academy Board meets monthly to support and provide oversight of the school’s strategic goals. For parents, students, and family members, a well-integrated communication plan has been established with quarterly family events (including the Annual meeting), 8 conferences per school year, twice weekly assemblies, and an e-mail platform that allows for frequent and timely updates.

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 |
| --- | --- | --- | --- |
| Feb 2019 | Review and Comment on the Final Draft of the Continuous Improvement Plan that will be submitted to MDE | Continuous Improvement Team | Committee/Team Meeting |
| March 2018 | Overview of the Continuous Improvement Plan and the how the administration and staff will begin implementing next steps. Who is responsible for each role, what supports will be given, and how the process will be monitored | Administration, Teachers, and Support Staff | School Planning/Development Day |
| April 2019 | Presentation of the Continuous Improvement Plan and discussion of goals and strategies. Further dialogue regarding how the Board can support implementation of goals. | School Board | Presentation at Monthly Board Meeting |
| August of 2019 | What is ESSA? Why has the Academy been identified? What is School Improvement? What is the focus other the school’s SIP? How will SIP help students with their academic goals? How can Parents and Family members support the SIP. | Parents, Students, and Family Members | Academy’s Annual Meeting and through email and letter’s home |

### 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 [x]  if the strategy is an Evidence-Based Practice (EBP) |
| --- | --- |
| The **Strategy** we are going to implement is… | Continuation of the Academy’s Schoolwide Student Support model. This practice is integral part of the school’s twice daily meetings and is a principal driver of the many successes experience at the Academy. The model matches many of the key components of MEIRS 2.0 in that all Academy Staff:* Meet Regularly as a Team
* Review Data from multiple sources
* Discuss Individual Students
* Assign Interventions
* Ensure Interventions are provided
* Monitor Student Progress
* Evaluate, Refine, and Report
 |
|  …to address this **Root-Cause(s)** | **Attendance:** The vast majority of students enrolled in the school have a long history of truancy throughout their academic careers. While many students engage in the school experience when arriving at the Academy, others continue to struggle with attendance. The reported root causes of this truancy (both past and present) include a history of mental health concerns, trauma, chemical health concerns, homeless or near homelessness, poverty, and lack of appropriate academic and social supports at their previous school.  |
| Which will help us meet this student outcome **Goal\*** | The percent of students with an attendance rate 60% or above will increase from 52.5% in SY 19 to 60% in SY 22. The benchmarks will be 54.% for SY 20, 57.5% in SY 21, & 60% in SY 22; an increase of 2.5% each school year. |

| **#2** | Click here [ ]  if the strategy is an Evidence-Based Practice (EBP) |
| --- | --- |
| The **Strategy** we are going to implement is | Implementation of the New Student Orientation and Retention Program. The Academy will combine current practices (Schoolwide Student Support, New Student Orientation Day) with new initiatives including peer ambassadors, new student support groups, and systemic parent/staff check-ins. |
| to address the **Root Cause** | Another large category of students never engage in the overall school experience at the Academy. Their core underlining issues (discussed above) lead to students falling off the enrollment within their first 6 months due to 15 consecutive missed days. |
| Which will help us meet this student outcome **Goal\*** | The percent of students with an attendance rate 60% or above will increase from 52.5% in SY 19 to 60% in SY 22. The benchmarks will be 54.% for SY 20, 57.5% in SY 21, & 60% in SY 22; an increase of 2.5% each school year. |

| **#3** | Click here [ ]  if the strategy is an Evidence-Based Practice (EBP) |
| --- | --- |
| The **Strategy** we are going to implement is | Exploration and potential implementation of a Work-Based Learning Program |
| to address the **Root Cause** | **Graduation:** The Academy’s mission is to work with the most At-Risk for dropping out of school. Thus, the vast majority of students arrive at the school “over-aged and under-credited.” With significant life circumstances outlined in the attendance section, a compounding set of factors begin to erode school viability: continued poor attendance leads to lack of academic progress and increased beliefs of hopelessness. As they become older (usually after turning 18), students feel the pull toward the world of work and look for alternatives to the diploma, including the GED.  |
| Which will help us meet this student outcome **Goal\*** | At least 80% of continuously enrolled students (attendance rate of at least 60%) will meet or exceed their credit accumulation goal (at least 5.0 credits per quarter). In addition, at least 90% of continuously enrolled students (attendance rate of at least 60%) will meet or exceed their partial credit goal (at least 4.0 credits per quarter).  |

\*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:** Continuation of the Academy’s Schoolwide Student Support model.

**Root-Cause: Attendance:** The vast majority of students enrolled in the school have a long history of truancy throughout their academic careers.

**Goal:** The percent of students with an attendance rate 60% or above will increase from 52.5% in SY 19 to 60% in SY 22.

*(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** | **Timetable for Completion** |
| --- | --- | --- | --- | --- |
| Review MEIRS 2.0 with all staff and discuss similarities and differences with the Academy Student Support Model. Critical Question: Are there components of the MEIRS model that would be helpful to incorporate (if not already practiced)? | Darius Husain & All Staff | Summary notes from Professional Development Day indicating staff comments and suggestions | -Professional Development Time.-MEIRS 2.0 model for review | Spring 2019 |
| Review of “Student Issues Tracking Form.” Critical Questions: Does the current tracking form most effectively capture and ensure the process of identify, intervene, and evaluate? Are there steps to improve upon our practices? Are there students that are falling below the 60% threshold that are NOT receiving adequate interventions? | Darius Husain & All Staff | -Summary notes from Professional Development Day indicating staff comments and suggestions.-Percentage of interventions targeted toward chronic truants. | -Professional Development Time-Student Issues Tracking Form-Student Attendance records for SY 19 | Summer 2019 |

*To add additional action steps, Place cursor to the right of the last row and click “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?
	+ Click here to enter text.
* How has student achievement been impacted? What is the evidence?
	+ Click or tap here to enter text.
* How will implementation be adjusted and/or supported moving into the next year?
	+ Click or tap here to enter text.

### Plan for Strategy #2

**Strategy #2:** Implementation of the New Student Orientation and Retention Program.

**Root-Cause: Retention: Attendance:** Lack of engagement leads to a large number of students dropping of the enrollment in their first 6 months at the Academy due to 15 consecutive absences.

**Goal:** The percent of students with an attendance rate 60% or above will increase from 52.5% in SY 19 to 60% in SY 22.

*(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** | **Timetable for completion**  |
| --- | --- | --- | --- | --- |
| Review of current New Student Orientation Practices | Student Support and Advisor Teams | Summary notes from Professional Development Day indicating staff comments and suggestions | -New Student Orientation Protocol  | Spring 2019 |
| Identify Student Ambassadors and provide ongoing training on roles and responsibilities | School Social Work Team | -List of student ambassadors and completed trainings | -Guidelines of what makes effective student ambassadors -Student feedback (both new students & ambassadors) | Spring 2019 |
| Establish support group for new students. Increase contact with parents/adult supporters early in a student’s enrollment through phone calls, emails, progress reports, and other points of contact. | Student Support and Advisor Teams | -Log of new student points of contact and frequency | -Updated database of parent and adult supporters contact info | Summer 2019 |
| Review results of iniatives | Darius Husain & All Staff | -Percent of new students enrolled longer than 6 months and making adequate progress (credit accumulation) | -Student retention, attendance, and credit accumulation records.-Student feedback (both new students & ambassadors) | January 2020 |

*To add additional action steps, Place cursor to the right of the last row and click “enter.”*

**Progress Toward Goal #2:** *(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?
	+ Click here to enter text.
* How has student achievement been impacted? What is the evidence?
	+ Click or tap here to enter text.
* How will implementation be adjusted and/or supported moving into the next year?
	+ Click or tap here to enter text.

### Plan for Strategy #3

**Strategy #3:** Exploration and potential implementation of a Work-Based Learning Program

**Root-Cause: Graduation:** The vast majority of students arrive at the school “over-aged and under-credited.”

**Goal:** At least 80% of continuously enrolled students (attendance rate of at least 60%) will meet or exceed their credit accumulation goal (at least 5.0 credits per quarter).

| **Action Steps** | **Person(s) Responsible** | **Measurement** | **Resources Needed** | **Timetable for completion** |
| --- | --- | --- | --- | --- |
| Establishment of Work Based Learning Committee | Darius Husain | -List of Work Based Committee Members | -Staff meeting time to discuss process | Spring 2019 |
| Solicit feedback from students and parents/guardians regarding interest, focus, and outcomes of a potential Work Based Learning Committee | Work Based Learning Committee | -Survey results from students and parents/guardians | -Student/ parent/guardian survey-Multiple means of communication | Spring 2019 |
| Meet with Work Based Learning Experts and other school leaders with similar programs about process and best practices. | Work Based Learning Committee | Summary Meeting notes with experts and leaders | -Contact information of experts and leaders willing to meet with Academy staff-Designated time for committee members to meet with experts | Summer and Fall 2019 |
| Determine if a Worked Based Learning Program is appropriate and viable for the school. Is so, identify next steps. | Work Based Learning Committee | Review of Collected data: meeting notes, surveys, list of requirements for implementation | -Access to data collected for all committee members-Staff meeting time with committee members | Winter 2020 |

 *(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)*

*To add additional action steps, Place cursor to the right of the last row and click “enter.”*

**Progress Toward Goal #3:** *(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?
	+ Click here to enter text.
* How has student achievement been impacted? What is the evidence?
	+ Click or tap here to enter text.
* How will implementation be adjusted and/or supported moving into the next year?
	+ Click or tap here to enter text.