DEPARTMENT OF EDUCATION

Regional Centers *of* **EXCELLENCE**

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 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 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 Northland Community School 118	Supt/Director Phone: 218-566-2351
Superintendent/Director John McDonald	Supt/Director Email: jmcdonald@isd118.org
District Address: 316 E Main St. Remer, MN 56672	District/Charter Fax: 218-566-2053

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

Name of Main Contact: Mary Yakibchuk	Role in District/Charter: K-12 Principal
Phone Number: 218-566-2351	E-mail Address: myakibchuk@isd118.org

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Remer Elementary, K-6; Northland High School 7-12	Phone: 218-566-2351

School Address: 316 E Main St. Remer, MN 56672	Fax: 218-566-2053
Principal: Mary Yakibchuk	Email: myakibchuk@isd118.org

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

Name of Main Contact: Mary Yakibchuk	Role in School: K-12 Principal
Phone Number: 218-566-2351	E-mail Address: myakibchuk@isd118.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.

When will the communication take place	**What** is the message	**Who** is the audience	**How** will it be communicated
March 5, 2019	SIP Plan Summary	NCS Teachers	PowerPt Presentation
March 11, 2019	SIP Plan Summary	NCS School Board.	PowerPt Presentation
April 4(?), 2019	SIP Plan Summary	NCS Parents and Families	PowerPt Presentation
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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…	Improved Support of School-Wide Behavior, both proactively and reactively, through a detailed MTSS model and improved school climate with respect to behaviors
…to address this **Root-Cause(s)**	Students, teachers and administration lacking in common understanding in what is acceptable student behavior, and also lacking in school-wide MTSS systems and procedures that define and afford consistent implementation of proactive and reactive behavior supports at all tiers
Which will help us meet this student outcome **Goal***	NCS students needing Tier 3 Intensive intervention/support will not exceed 5 % of total student population as defined by SWISS data, and those students needing Tier 2 interventions/supports will not exceed 15 % of total student population, and those students categorized as tier 1 students, as defined by SWISS data will represent 80% or greater of entire student population. This distribution will be applied across all NCS grades K-12.

#2	Click here ☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	Improved Instruction for both Reading and Math, through implementation of a detailed MTSS model and improved school climate with respect to academic growth and achievement
to address the **Root Cause**	Students are disconnected from their own learning, current instructional programming ineffective for most students to show proficiency as measured by MCAs

Which will help us meet this student outcome **Goal***	Overall proficiency in reading and Math for all students, as measured by MCA will increase 5 % each year until we reach or exceed the state average for all sub groups/demographics.

#3	Click here ☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	Improved Integration of culturally sensitive and appropriate systems, classes, instruction and interventions
to address the **Root Cause**	The need to build strategies to consistently deliver culturally responsive support to appeal to diverse learners with distinct backgrounds. Due to culture, socialization, preference or learning needs, students respond differently to different types of content.
Which will help us meet this student outcome **Goal***	Difference in overall proficiency in reading and Math between all students and Native students will decrease by 2 % per year, until disparity in achievement is no longer present;

*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: Improved Support of School-Wide Behavior, both proactively and reactively, through a detailed MTSS model and improved school Climate

Root-Cause: Students, teachers and administration lacking in common understanding in what is acceptable student behavior, and also lacking in school-wide MTSS systems and procedures that define and afford consistent implementation of proactive and reactive behavior supports at all tiers

Goal: NCS students needing Tier 3 Intensive intervention/support will not exceed 5 % of total student population as defined by SWISS data, and those students needing Tier 2 interventions/supports will not exceed 15 % of total student population, and those students categorized as tier 1 students, as defined by SWISS data will represent 80% or greater of entire student population. This distribution will be applied across all NCS grades K-12.

(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	August	September	October	November	December	January	February	March	April	May	June	July	Due Date
TIER 1: 2nd Step Curriculum will be taught to all students K-8, daily, as part of the classroom routine/morning meeting (K-6) or Avid/Homeroom (7-8)	Classroom Teachers (K-8)	Teachers will follow their schedules and deliver 2nd Step instructio as scheduled	Master Schedule with Social Emotional Time scheduled, 2nd Step Curriculum	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☒	☒	Aug. 2

			for grades K-8														
Tier 1: Schoolwide Anti Bullying Campaign to include annual bully prevention presentation offered to all students (K-12) and parents	(?)			☐	☐	☒	☐	☐	☐	☐	☐					
TIER 1: Morning Meeting, take a break chairs, reflection sheets and buddy rooms will be used to support student behaviors at Tier 1	Classroom Teachers (K-6)	Teachers will support tier 1 behavior interventions	Responsive Classroom Training	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	July 1
Tier 2: Turn Around/Interventions Room available for all grades during all periods of the day for K-6 (Eagle's Nest) and 7-12 (Intervention Room) for students not responding appropriately to Tier 1, behavior interventions/supports.	Turn Around Room Staff; 1 for grades K-6; 1 FTE for grades 7-12	Student use of turn around room is tracked with sign-in/sign out sheet	Staff identified, 7-12 space identified	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	Jan. 26
Tier 2: **EXPLORE and CREATE** Identified and Supported Student Accountability/Consequences Ladder and systems to include: mediation, lunch/recess	All Staff/PBIS Team		Person to run small group behavior	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Oct. 15

detention, small group social skills interventions (WIN time)			interventions															
Tier 3: **EXPLORE and CREATE** Identified and Supported Student Accountability/Consequences Ladder to include: 1:1 intervention/instruction with intervention specialist, ½ day ISS, whole day ISS, OSS,	All Staff/PBIS Team			☐	☐	☐	☐	☐	☐	☐	☐							Oct. 15
				☐	☐	☐	☐	☐	☐	☐	☐							Jan. 26
				☐	☐	☐	☐	☐	☐	☐	☐	☐						Mar. 1

*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?
  - 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: Improved Instruction for both Reading and Math, through a detailed MTSS model and improved school climate with respect to academic growth and achievement

Root-Cause: Students are disconnected from their own learning, current instructional programming ineffective for most students to show proficiency as measured by MCAs

Goal: Overall proficiency in reading and Math for all students, as measured by MCA will increase 5 % each year until we reach or exceed the state average for all sub groups/demographics.

(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	August	September	October	November	December	January	February	March	April	May	June	July	Due Date
Tier 1 — Improve student engagement through individualized student goal setting and goals conferencing with teacher three times/year (K-11) and AVID strategies (7-9)	classroom teachers (K-6) and advisors (7-12)	each student knows their goal for both reading and math	**?**	☐	☐	⊠	☐	☐	⊠	☐	☐	☐	☐	☐	☐	
Tier 1 — Data focused PLCs: Data Driven Decision Making to Improve Tier 1 Instruction focusing on Math (K-6) or subject	Mary Yakichuk and classroom teachers	learning walks, student data,	**?**	☐	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠	☐	☐	☐	

appropriate (7-12 and Specialists) (to meet weekly, 3/mo)															
Tier 1 Improve Tier 1 ELA instruction through consistent and effective implementation of evidence based practices (EBP) as shared, taught, supported and coached by SRCL coach	Kristin Loney and teachers (K-5)	Fidelity Checks during random walkthrough	?	☐	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐
Tier 1 Incentives Celebrations to coincide with the normative testing schedule to recognize outstanding student achievement and growth in academics as measured by normative assessments	Mary Yakibchuk and ?	?	incentives, and a way to measure growth, and achievement,	☐	☐	☐	☐	☐	☐	☐	☐	☐			
Tier 1 Improve Tier 1 instruction for all CORE subjects through consistent and effective implementation of AVID strategies (7-9)	Mary Yakibchuk and AVID site leader (?)	Fidelity walkthrough to check for AVID strategies in CORE classes in grades 7-9	AVID summer institute training for all CORE teachers for grades 7-9												

Tier 2 WIN time scheduled daily to support students in small group, to provide small group intervention in Math, ELA, or Social Skills (K-6)	Title Teachers, Intervention Specialists, Social Workers	Data Tracking Sheets		☐	☐	☐	☐	☐	☐	☐	☐					
Tier 2 Data Focused PLCs supporting Monthly Data Meetings to determine flexible grouping for each 4 week round of WIN time interventions (meeting 1 week/mo)	Title Teachers, Intervention Specialists, Social Workers, Classroom Teachers	Intervention Grouping Lists made for next WIN round of Interventions	PLC time 1/month	☐	☐	☐	☐	☐	☐	☐	☐					
Tier 2 AVID tutoring available 2x/week (grades 7-9)	Mary Yakibchuk and AVID site leader (?) and AVID elective teachers	Fidelity checks	Tutors and tutor training	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

*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 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: Improved Integration of culturally sensitive and appropriate systems, classes, instruction and interventions

Root-Cause: The need to build strategies to consistently deliver culturally responsive support to appeal to diverse learners with distinct backgrounds. Due to culture, socialization, preference or learning needs, students respond differently to different types of content.

Goal: Difference in overall proficiency in reading and Math between all students and Native students will decrease by 2 % per year, until for disparity in achievement is no longer present;

(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	August	September	October	November	December	January	February	March	April	May	June	July	Due Date
Tier 1 Native Drumming and Native Dance offered as elective courses for credit grades 9-12	John McDonald (A & I grant) Leah Monroe	Native culture focused classes are offered	instructor able to teach these courses	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

	(organization, recruiting)															
Tier 2 Social/Emotional/Behavior support through cultural intensive instruction and intervention provided as a WIN time intervention	Mary Yakibchuk and Leah Monroe	students are meeting regularly with specially trained staff	specially trained staff	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

*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 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?
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- 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.