# 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    Brooklyn Center   286 | Supt/Director Phone: 760-450-3386 |
| Superintendent/Director  Dr. Carly Baker | Supt/Director Email: cbaker@bccs286.org |
| District Address: 6300 Shingle Creek Pkwy Suite 286  Brooklyn Center MN 55430 | District/Charter Fax: 763-560-2647 |

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

| Name of Main Contact:  John Huber | Role in District/Charter:  Head of School |
|---|---|
| Phone Number: 763-656-2800 ext. 2001 | E-mail Address: jhuber@k12.com |

| School Information | School Phone, Fax, Email |
|---|---|
| School Name, Number and Grade Span: Insight School of Minnesota, 221, 6-12 | Phone: 763-656-2800 |

| School Information | School Phone, Fax, Email |
|---|---|
| School Address: 6120 Earle Brown Dr; Suite 200 Brooklyn Center MN 55430 | Fax: 763-270-5263 |
| Principal: John Huber | Email:  jhuber@k12.com |

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

| Name of Main Contact:  John Huber | Role in School:  Head of School |
|---|---|
| Phone Number:  763-656-2800 ext. 2001 | E-mail Address:  jhuber@k12.com |

## 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 |
|---|---|---|---|
| 12/10/18 | Reviewed a summary of the comprehensive needs assessment completed in November 2018 | Online meeting for Learning Coach (Parents, guardians, etc.) | The meeting was hosted online and recorded for Learning Coaches who could not attend to view later. |
| 12/10/18 | Summary of the comprehensive needs assessment | Brooklyn Center Community Schools Board and Superintendent | The summary was included as part of the monthly Board report. |
| 12/17/18 | Summary of the comprehensive needs assessment | ISMN staff | The meeting was hosted online and recorded. Those who were unable to attend can watch the recording. |
| 1/9/19 | Summary of student survey and initial school improvement plans | Family Academic Support Team Meeting | Presentation to share results |
| February 11, 2019 | Summary of the School Improvement Plan and all the work ISMN staff completed while creating the document. | Brooklyn Center Community Schools Board and Superintendent | Live presentation at one of the Brooklyn Center Community Schools Board meeting yet to be determined. |
| February 11, 2019 | Summary of the School Board presentation including the School Improvement Plan | Insight School of MN faculty | Online presentation for staff to hear plans for the upcoming school year. |

| February 11, 2019 | Summary of the School Improvement Plan | Learning Coach Meeting | Present draft plans for 2019-20 school improvement plans to Learning Coaches/Parents, etc. |
|---|---|---|---|
| March 11, 2019 | Summary of the School Improvement Plan | Learning Coach Meeting | Present final School Improvement Plans to Learning Coaches/Parents, etc. |
| March 2019 | Summary of the School Improvement Plan | Students | As part of their Finding Your Path course, John Huber will make presentations to the grade levels on school improvement plans. |

## 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.

| #1 | Click here ☒ if the strategy is an Evidence-Based Practice (EBP) |
|---|---|
| The **Strategy** we are going to implement is | Using the Minnesota Early Identification and Response System (MEIRS) as a template, develop a systemic approach to identifying students for additional support and develop and identify interventions to respond as needed to support all students. |
| to address the **Root Cause** | Currently, Insight School of MN has multiple systems to monitor attendance, providing engagement and accessibility support, identification for potential Special Education or 504 needs, credit earning and academics.  However, with groups working in silos, there is a lack of coordinated effort in providing supports and building schoolwide proactive and reactive interventions. |
| Which will help us meet this student outcome **Goal\*** | Prior to the start of the 2019-20 school year, Insight School of MN will develop and implement an early identification and response system to support the school graduation rate goal of having 68% of the students enrolled prior to October 1$^{st}$ of that school year and have previously earned 14 or more credits will graduate on or before June of the same school year. |

\*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.

| Strategy #2 | Click here ☐ if the strategy is an Evidence-Based Practice (EBP) |
|---|---|
| The **Strategy** we are going to implement is… | Modify the 9th grade schedule to shift students away from the current modified block schedule with two semester courses and two block courses to four semester courses and one block course to be implemented in the 2019-20 school year. |
| …to address this **Root-Cause(s)** | Helping students transition from middle school to high school into a schedule they are familiar with we believe will increase engagement and credit earning during a critical year in high school.  Current middle school students have a schedule with four semester courses and one quarter course.  Implementing an identical course schedule will provide a familiar setting to ease the transition from 8th grade to 9th grade.  A 9th grade student who fails one or more courses during that year is at a far greater risk of not graduating with their cohort than students who have a successful 9th grade year.  Data analysis of the transition to semesters for 9th grade students in 2019-20 will dictate further decisions on the best course schedule for grades 10-12 and will play a role in future school improvement plans. |
| Which will help us meet this student outcome **Goal*** | During the 2019-20 school year, 75% or more of Insight School of MN 9th grade students who enrolled at ISMN prior to October 1, 2019 will earn a minimum of 5.5 credits by the end of their first year in high school. |

| #3 | Click here ☐ if the strategy is an Evidence-Based Practice (EBP) |
|---|---|
| The **Strategy** we are going to implement is | Increase the number of opportunities for full time Insight School of MN students to make up courses through an internal credit recovery program during the school year and in the summer. |
| to address the **Root Cause** | Through our Comprehensive Needs Assessment, data shows many of the students who enroll at Insight School of MN during their 10-12 grade year are credit deficient; some significant enough to place them behind their four-year cohort group.  Along with the new credit deficient student enrollments, students who have failed courses with Insight School of MN in $9^{th}$ – $11^{th}$ grade increases their risk of not graduating with their four-year cohort.  Creating an internal credit recovery program will allow students to make up credits in a pass/no-credit standards-based credit earning option.  When fully implemented, these courses will allow students to take additional courses during the school year along with limited options for credit recovery over the summer.  Students would demonstrate mastery on the MN Standards for their course/grade level to ensure the credit has been earned. |
| Which will help us meet this student outcome **Goal\*** | The overarching goal at Insight School of MN is to achieve an overall Minnesota Department of Education (MDE) graduation rate of 67% or greater over the next three years.  The year over year goal for Insight School of MN is for 68% of the students enrolled prior to October $1^{st}$ of that school year and have previously earned 14 or more credits will graduate on or before June of the same school year. |

| #4 | Click here ☐ if the strategy is an Evidence-Based Practice (EBP) |
|---|---|
| The **Strategy** we are going to implement is | Insight School of MN will develop and implement a plan to identify options for ISMN students to achieve the designation of College and Career Ready on their final transcript, ensure all students are aware of and have access to pathways to achieve that status and increase offerings of elective CTE courses both internally and through future partnerships ISMN students can participate. |
| to address the **Root Cause** | Improving the current plan to create a multiple year approach to assist students to begin exploring careers in middle school through having a post-secondary plan developed and revised through graduation will ultimately lead to a higher graduation rate.  Involved in this plan will be increasing the number of students who achieve the status of College and Career ready by informing students early in high school of the options to achieve the designation to providing multiple pathways for students to increase the percentage of students graduating as college and career ready. |
| Which will help us meet this student outcome **Goal*** | For the 2019-20 school year and beyond, Insight School of MN will have a minimum of 70% of the graduates designated as College and Career Ready as determined by the guidelines developed for Brooklyn Center School District. |

*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:**  Using the Minnesota Early Identification and Response System (MEIRS) as a template, develop a systemic approach to identifying students for additional support and develop and identify interventions to respond as needed to support all students.

**Root-Cause:** Currently, Insight School of MN has multiple systems to monitor attendance, providing engagement and accessibility support, identification for potential Special Education or 504 needs, credit earning and academics.  However, with groups working in silos, there is a lack of coordinated effort in providing supports and building schoolwide proactive and reactive interventions.

**Goal:** Prior to the start of the 2019-20 school year, Insight School of MN will develop and implement an early identification and response system to support the school graduation rate goal of having 68% of the students enrolled prior to October 1st of that school year and have previously earned 14 or more credits will graduate on or before June of the same school year.

*(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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Create a document with all current RtI, MTSS systems currently in place at ISMN | Talia Vital and Sheri McKeever | Submitted to the Head of School prior to due date. | N/A | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | March 1, 2019 |
| Create a document, with ISMN teacher feedback, of interventions currently in place. | Jaclyn Weber | Submitted to the Head of School prior to due date. | N/A | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | March 1, 2019 |
| Identify and form an RtI team to develop the new model | John Huber | All identified individuals are contacted and agree to participate | Volunteers to be part of the committee/team | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☒ | ☐ | ☐ | ☐ | ☐ | March 10, 2019 |

| Task | Owner | Evidence of Completion | Resources Needed | Timeline | | | | | | | | | | | | Target Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The RtI development team reviews the MEIRS documents along with current ISMN RtI/MTSS systems to determine overlap.  Also, investigate trainings and other K12 school models. | RtI Team | Report provided to the ISMN Administrative team with findings and recommendations | Send team preliminary work along with documents related to MEIRS.  Dedicated time to meet review documents and discuss plans. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ⊠ | ⊠ | ⊠ | ⊠ | ☐ | ☐ | May 12, 2019 |
| Create a draft new RtI Plan | RtI Team | Based on the groups research, findings and viewing of other models, the team develops a proposed RtI plan. | Other K12/online school models | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ⊠ | ☐ | ☐ | June 10, 2019 |
| Present the newly created RtI/MEIRS system to the ISMN staff at the face to face meeting in August 2019 | John Huber and RtI Team | Full presentation to the entire ISMN faculty | Powerpoint presentation for staff along with the finalized document | ⊠ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | August 20, 2019 |

*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:** Modify the 9th grade schedule to shift students away from the current modified block schedule with two semester courses and two block courses to four semester courses and one block course to be implemented in the 2019-20 school year.

**Root-Cause:** Helping students transition from middle school to high school into a schedule they are familiar with we believe will increase engagement and credit earning during a critical year in high school. Current middle school students have a schedule with four semester courses and one quarter course. Implementing an identical course schedule will provide a familiar setting to ease the transition from 8th grade to 9th grade. A 9th grade student who fails one or more courses during that year is at a far greater risk of not graduating with their cohort than students who have a successful 9th grade year. Data analysis of the transition to semesters for 9th grade students in 2019-20 will dictate further decisions on the best course schedule for grades 10-12 and will play a role in future school improvement plans.

**Goal:** During the 2019-20 school year, 75% or more of Insight School of MN 9th grade students who enrolled at ISMN prior to October 1, 2019 will earn a minimum of 5.5 credits by the end of their first year in high school.

*(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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Finalize the 9th grade schedule plan for 2019-20 | John Huber | Proposed plan approved by the ISMN faculty and K12 for fall 2019 implementation | N/A | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | March 1, 2019 |
| Determine which 9th grade courses will be semester based and blocked. | John Huber and Samantha Etim | Proposed plan approved by the ISMN faculty and K12 for fall 2019 implementation | N/A | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | March 1, 2019 |
| Develop a plan for 9th grade students who start after the first day of school. (Late start students) | John Huber and Samantha Etim | Adding on to the initial plan document, develop plans for late start students in 9th grade | Review of other K12 school late start plans | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☒ | ☒ | ☐ | ☐ | May 11, 2019 |

| Action Step | Person(s) Responsible | Resources | Evidence | | | | | | | | | | | | | | Timeline |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Map curriculum and adjust the live session master schedule as needed. | 9th grade teachers and John Huber | Curriculum map submission for 2019-20 | Blank curriculum mapping documents | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ⊠ | ⊠ | ⊠ | ☐ | ☐ | May 30, 2019 |
| Inform current 8th grade students of the schedule they will enroll in as 9th grade. (Create materials to orient students to 9th grade schedule) | Alysia Allen and John Huber | Powerpoint and live meeting with students/LC's | Documents created to present to 8th grade students/families | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ⊠ | ⊠ | ☐ | ☐ | May 30, 2019 |
| Virtual and/or live 9th grade orientation sessions beginning two weeks before the start of the 2019-20 school year. | Jessica Brandt | Powerpoint and orientation schedule | Documents created to present to 9th grade students upon enrollment | ⊠ | ⊠ | ⊠ | ⊠ | ⊠ | ⊠ | ⊠ | ⊠ | ⊠ | ⊠ | ☐ | ☐ | Ongoing throughout the school year |

*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?
  - o   Click or tap here to enter text.

# Plan for Strategy #3

**Strategy #3:** Increase the number of opportunities for full time Insight School of MN students to make up courses through an internal credit recovery program during the school year and in the summer.

**Root-Cause:** Through our Comprehensive Needs Assessment, data shows many of the students who enroll at Insight School of MN during their 10-12 grade year are credit deficient; some significant enough to place them behind their four-year cohort group.  Along with the new credit deficient student enrollments, students who have failed courses with Insight School of MN in 9th – 11th grade increases their risk of not graduating with their four-year cohort.  Creating an internal credit recovery program will allow students to make up credits in a pass/no-credit standards-based credit earning option.  When fully implemented, these courses will allow students to take additional courses during the school year along with limited options for credit recovery over the summer.  Students would demonstrate mastery on the MN Standards for their course/grade level to ensure the credit has been earned.

**Goal:** The overarching goal at Insight School of MN is to achieve an overall Minnesota Department of Education (MDE) graduation rate of 67% or greater over the next three years.  The year over year goal for Insight School of MN is for 68% of the students enrolled prior to October 1st of that school year and have previously earned 14 or more credits will graduate on or before June of the same school year.

*(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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Finalize a proposal for K12 for a modified quarter four and summer credit recover program to be implemented in the spring of 2019 that includes, course/term structure, staffing, FAST support and Special Education considerations and courses offered.  (2019 seniors only?) | John Huber | Proposal outlining ISMN spring 2019 credit recovery plans submitted to K12. | N/A | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | March 1, 2019 |
| Create a proposal for the 2019-20 school year plan that includes: course/term structure, courses offered, grade levels served and qualification criteria, master schedule for the year and staffing, FAST support and Special Education considerations. | John Huber | Proposal outlining ISMN spring 2019 credit recovery plans submitted to K12. | N/A | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☒ | ☐ | ☐ | ☐ | ☐ | March 30, 2019 |
| Identify and communicate with students who would benefit from a spring 2019 credit recovery option. | Samantha Etim | Documentation all students who could graduate in 2019 have been contacted and informed | N/A | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ | ☐ | March 30, 2019 |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Implement the spring 2019 credit recovery program and collect feedback to make modifications before full implementation in 2019-20 | John Huber | Oversee all aspects of credit recovery implementation and gather feedback from students/staff on effectiveness and suggestions | Survey monkey questionnaire for Q4 and summer students | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☒ | ☒ | ☐ | | | June 30, 2019 |
| Working within the new RtI model, implement strategies to identify students who would benefit from the credit recovery program in the 2019-20 school year. | RtI team and John Huber | Using the document created by the RtI team, identify students in the designated grade levels and inform beginning in August 2019 | N/A | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☐ | ☐ | | Ongoing as students enroll |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Provide training for the ISMN staff on the new credit recovery model in August 2019 | John Huber | Powerpoint training and related documents to new credit recovery model | N/A. | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

*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?
    - 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 #4

**Strategy #4:** Insight School of MN will develop and implement a plan to identify options for ISMN students to achieve the designation of College and Career Ready on their final transcript, ensure all students are aware of and have access to pathways to achieve that status and increase offerings of elective CTE courses both internally and through future partnerships ISMN students can participate.

**Root-Cause:** Improving the current plan to create a multiple year approach to assist students to begin exploring careers in middle school through having a post-secondary plan developed and revised through graduation will ultimately lead to a higher graduation rate.  Involved in this plan

will be increasing the number of students who achieve the status of College and Career ready by informing students early in high school of the options to achieve the designation to providing multiple pathways for students to increase the percentage of students graduating as college and career ready.

**Goal:** For the 2019-20 school year and beyond, Insight School of MN will have a minimum of 70% of the graduates designated as College and Career Ready as determined by the guidelines developed for Brooklyn Center School District.

*(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 |
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| Identifying the current pathways to earn the status of College and Career Readiness and determine if potential changes are appropriate to allow more ISMN students to earn this designation. | Samantha Etim and John Huber | Samantha locates the Brooklyn Center list and John Huber discusses potential changes with B.C. | N/A | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | March 4, 2019 |
| Identify student interest on the various career pathways to use as a factor for future elective course offerings | Samantha Etim | Using the survey that currently exists, determine the top career clusters based on student needs | If the current survey is not complete, create a new survey in Survey Monkey | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☒ | ☐ | ☐ | ☐ | ☐ | March 15, 2019 |

| Task | Owner | Notes | Evidence | | | | | | | | | | | | | | Due Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Choose at minimum of three new elective courses to offer in 2019-20 directly related to the two highest interest career pathways. | John Huber, Samantha Etim, Jenny Ryan | Based on the student data and staffing availability. Submit as part of the 2019-20 course submission. | List of all K12 courses | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☒ | ☐ | ☐ | ☐ | ☐ | March 30, 2019 |
| Build a course plan for two pathways to share with students in 8th and 9th grade as they plan for registration. | John Huber, Samantha Etim, Jenny Ryan | Based on the student data and staffing availability. Submit as part of the 2019-20 course submission. | List of all K12 courses | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☒ | ☐ | ☐ | ☐ | ☐ | May 20, 2019 |
| Choose at minimum of three new elective courses to offer in 2020-21 directly related to the highest interest career pathways. Also, begin a plan of elective course yearly cycles. | John Huber, Samantha Etim, Jenny Ryan | Based on the student data and staffing availability. Submit as part of the 2020-21 course submission. | List of all K12 courses | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☒ | ☐ | ☐ | ☐ | ☐ | March 30, 2020 |

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| Build a course plan for two pathways to share with students in 8th and 9th grade as they plan for registration. | John Huber, Samantha Etim, Jenny Ryan | Based on the student data and staffing availability. Submit as part of the 2020-21 course submission. | List of all K12 courses | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☒ | ☐ | ☐ | ☐ | ☐ | May 20, 2020 |
| Choose at minimum of three new elective courses to offer in 2021-22 directly related to the highest interest career pathways.  Also, begin a plan of elective course yearly cycles. | John Huber, Samantha Etim, Jenny Ryan | Based on the student data and staffing availability. Submit as part of the 2021-22 course submission. | List of all K12 courses | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☒ | ☐ | ☐ | ☐ | ☐ | March 30, 2021 |
| Build a course plan for two pathways to share with students in 8th and 9th grade as they plan for registration. | John Huber, Samantha Etim, Jenny Ryan | Based on the student data and staffing availability. Submit as part of the 2021-22 course submission. | List of all K12 courses | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☒ | ☐ | ☐ | ☐ | ☐ | May 20, 2021 |

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| Create a scope and sequence from MS through 12th grade to be incorporated into Finding Your Path and course offerings along with revising the personal learning plan. | John Huber, Samantha Etim, Jaclyn Weber | One document with a multi-year plan to incorporate post-secondary planning and CTE into a student's educational journey at ISMN | Investigate other K12/online school CTE plans | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☒ | ☐ | August 30, 2019 |
| Beginning in the fall of 2019, informing all students on the college and career readiness designation and pathways to achieve and how to respond when a student cannot meet any of the requirements. | John Huber, Samantha Etim, Jessica Brandt | Addition of college and career pathway information into orientations, FYP and grade level meetings | 2-3 ppt slides that can be used in different presentations. | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☐ | ☐ | Ongoing as students enroll |

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| Begin investigating and potentially creating partnerships with post-secondary institutions throughout MN for ISMN students, and/or MN online students if working with MDE on this project, to take courses at a local technical school/community college to further prepare for life after high school. | John Huber | This is an ongoing goal to create opportunities for ISMN students locally. | Undetermined at this point. | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☐ | ☐ | June 30, 2020 |

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

**Progress Toward Goal #4:** *(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.