

School Improvement Plan Overview

Introduction and Purpose

The School Improvement (SI) Plan answers the question, “How are we going to get to where we want to be?” It is different from typical, annual plans that are written to close a gap or achieve a couple goals. The SI Plan is written to achieve the vision of the school and is about keeping the entire system together and moving forward.

The primary purpose of the plan is to identify the strategies, practices, or programs (referred to collectively as “strategies” in this document) based on the root-cause analysis, the system can implement with the highest likelihood of success. Schools should select strategies that are informed by research as having a desired impact in addressing root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), the district or charter—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

For schools identified under ESSA, the plan must:

- a) Improve student outcomes.
- b) Be informed by all indicators in the accountability system, including student performance in Minnesota’s long-term goals.
- c) Based on a school level comprehensive needs assessment.
- d) Include at least one strategy or evidence-based intervention that:
 - Is aligned to the accountability indicator(s) for which the school was identified
 - Is supported by the strongest level of evidence available
 - Is appropriate to the needs of the schools in the student populations
 - May be selected from a state provided list
- e) Include strategies to increase access to experienced, qualified and effective teachers for underserved students at the school and classroom levels.
- f) Identifies resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of this plan.

- g) Be resourced appropriately.
- h) Describe how early stakeholder input was solicited and used plan development, and how stakeholders will participate in plan implementation.
- i) Be approved by the school, the district or charter, and the state (comprehensive support and improvement schools only).
- j) Are made publicly available, such as on a school or district website, with required materials under World's Best Workforce.
- k) Upon approval and implementation, is monitored and periodically reviewed by the state.

A school improvement (SI) plan is required for *each school* identified for support and improvement.

- **Schools identified for *Comprehensive Support and Improvement* are required to submit a SI Plan to the Minnesota Department of Education (MDE)** [submit PDF to schoolsupport@state.mn.us] **no later than March 1, 2019**. Your Regional Center of Excellence team member should be copied on this submission. This plan should already have been reviewed and approved by the district or charter prior to submitting to the state. Note: if the district or charter has a school improvement plan template they would prefer to use, they may do so provided the local template meets all of the state plan requirements as determined by a Regional Center Director or the Director of School Support at MDE.
- **Schools identified for *Targeted Support and Improvement (TSI)* are not required to submit a CNA Summary Report to MDE**. The district or charter has the sole oversight role for school improvement activities under Minnesota's ESSA plan. The state may conduct periodic audits of district and charter TSI activities including the SI Plan. Use of this SI Plan is encouraged but not required.

Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

Preparation and Materials

In advance, a full review of the process, protocols, and supporting documents is important. This includes:

- "School Improvement Plan Template"
- "Hexagon Tool"
- Determining a stakeholder communication/engagement plan

Who Should Be Involved

A school level school improvement team should be established that includes voices of educators, staff and community. District or charter staff should be represented on this team or have clear communication links established between the school and its district or charter. The school improvement team is accountable for making the school improvement work happen, including the development and implementation of the SI plan.

Time

To do this process with fidelity

- Preparing: includes the time to review all documentation, and identification of stakeholders outside of the system to engage in the process. 1-2 hours
- Strategy, practice, program research: includes the time to research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system. Depending on the time of year and availability of leadership/staff, the research should take from one to two weeks.
- Strategy, practice, program selection: Using the hexagon tool, find which option(s) the system is most ready to implement. 2-8 hours.
- Creating the SI Plan: 4-8 hours.
- It is important to note that there may be time needed (possibly multiple days) between steps to allow for any work or research needed to inform the next step.

Directions Overview

Preparing

- Review all documents associated with the SI Plan and strategy selection. Determine how to communicate with and engage all stakeholders, within and outside of the school system.

Strategy, practice, program research

- Research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system.
- Where possible, compare research of similar school systems with similar demographics and student groups.

Strategy, practice, program selection

- Using the Hexagon tool from NIRN (see citation below), select the strategy, practice, or program that is identified as being the best fit for the system.

Creating the SI Plan

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually.
- The SI Plan consists of the baseline data, goals, objectives, selected strategy, activities to implement, person(s) responsible for each activity, how the success of each activity will be measured, what resources are needed, due dates, and when activities will take place on the timeline.

- In the “Plan for Strategy” sections, be sure to consider and include all actions that will be associated with successful implementation of the strategy. To add rows in this section, place the cursor on the right side of the bottom row and click the “return” or “enter” button on your keyboard.
- The plan must include the activities for implementing and monitoring fidelity of the strategy.
- The plan must include stakeholder communication and engagement strategies and plans.

Leading the Conversation

- Using the SI Plan Template, leadership will ensure that all parts are completed, including all items under the “Plan for Strategy” section.
- Facilitating the process can be done in many ways. It is important to use protocols that allow for all stakeholder voices to be shared when determining all actions to implement a strategy.

Modifications or Variations

Describe options for use:

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually. However, it may be written for an initial one year cycle if:
 - There was not enough data to complete a root-cause process. In this case, a strategy may be used based on the best hypothesis and additional data collected to revisit the root-cause process.
 - Due to other factors within the system, a one year goal is in the best interests of the system.
- Delegating strategy research to multiple people can save time on the research step of the process.
- A system may select only one strategy to implement, but may select up to three. It is recommended that a system not try to implement more than three strategies in a given year.

Citations

- Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.
- NIRN - The National Implementation Research Network. (n.d.). Retrieved from <http://nirn.fpg.unc.edu/>

School Improvement (SI) Plan

The purpose of the school improvement (SI) plan is to lay out the vision, including strategies and actions, person(s) responsible, measurement, costs/funding sources, timelines, and anything that must be considered. The SI Plan will move the system forward to the vision. The SI Plan is work done in the [INSTALLATION](#) stage. Using what is learned through the [EXPLORATION](#) stage, the leadership team can acquire or repurpose needed resources for implementation.

Contact Information

District or Charter Information	District Phone, Fax, Email
District/Charter Name & Number TRIO Wolf Creek Distance Learning Charter School #4095	Supt/Director Phone: 651-213-2017
Superintendent/Director: Tracy L Quarnstrom	Supt/Director Email: tquarnstrom@wolfcreekhs.org
District Address: 13750 Lake Blvd Lindstrom MN 55045	District/Charter Fax: 651-257-0576

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

Name of Main Contact: Tracy L Quarnstrom	Role in District/Charter: Director
Phone Number: 651-213-2017	E-mail Address: tquarnstrom@wolfcreekhs.org

School Information	School Phone, Fax, Email
School Name, Number & Grade Span: TRIO Wolf Creek Distance Learning Charter School #4095, Grades Served 9-12	Phone: 651-213-2017
School Address: 13750 Lake Blvd Lindstrom MN 55045	Fax: 651-257-0576
Principal: Tracy L Quarnstrom	Email: tquarnstrom@wolfcreekhs.org

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

Name of Main Contact: Tracy L Quarnstrom	Role in School: Director
Phone Number: 651-213-2017	E-mail Address: tquarnstrom@wolfcreekhs.org

Stakeholder Engagement and Communications Plan

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

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
Staff Meeting	We have been identified for needed supports and we all want to work together to ensure that our graduation rates increase and that we serve students to the best of our abilities.	Wolf Creek staff members.	We will look at data around being identified and the need for change. We will discuss our plan and next steps for needed improvements.
Board Meeting	We have been identified for needed supports and we all want to work together to ensure that our graduation rates increase and that we serve students to the best of our abilities.	Board Members and our authorizer	We will look at data around being identified and the need for change. We will discuss our plan and next steps for needed improvements.
ESSA Family Meeting	We want to support your student in earning a high school diploma, we want to partner with you to ensure that success.	Parents, students, families	We will look at a blank credit check, explain the need for graduation success and help families understand that not competing courses will mean delaying their graduation date.
ESSA Video	We want to support your student in earning a high school diploma, we want to partner with you to ensure that success.	Parents, Students, Families who cannot attend a F2F meeting	We will look at a blank credit check, explain the need for graduation success and help families understand that not competing courses will mean delaying their graduation date.

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 <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Strategy: Implementing a new purchased curriculum for core subjects of math, English, social studies, and science within the charter school. In order to accomplish this integration over the next two years we will engage in a standards mapping project that will disclose gaps or area of need for teacher created curriculum in the third year of implementation.
...to address this Root-Cause(s)	Root Cause: Some Wolf Creek students come to the charter school behind on credits and we need to engage them in the most innovative, engaging, and fully aligned to standards curriculum we can create to fill needed gaps and allow them to earn an accredited high school diploma.
Which will help us meet this student outcome Goal*	<p>Goal: Students will be more engaged in the curriculum and complete more courses with passing grades which will allow them to graduate at a higher rate in the future. Some students may still take more time to graduate but progress will be noted in data tables for completion.</p> <p>Completion rates across all courses will increase from an average score of 66% to 71% by 2022</p> <p>The three-year average graduation rate for all students at Wolf Creek will increase from 47.9% to 55% by 2025</p>

Strategy #2	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is ...	Strategy: Put in place a screener tool for reading and math if other recent and appropriate test scores are not available for incoming students.
... to address the Root Cause	Root Cause: Many students enter Wolf Creek behind in both skills and credits. Often times skills deficits aren't immediately apparent which thereby delays the implementation of interventions needed to improve skills. This can lead to unsuccessful course completion and thus delay graduation.
Which will help us meet this student outcome Goal*	Goal: The three-year average graduation rate for all students at Wolf Creek will increase from 42.9% to 47.9% by 2021

Strategy #3	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is ...	Strategy: Wolf Creek will expand professional development in the area of working with at-risk youth for all staff members to increase student success. This will include training on Adverse Childhood Experiences and further investigation of becoming a Trauma Informed School.
... to address the Root Cause	Root Cause: Due to the high percentage of students with At-Risk factors, Wolf Creek staff needs to increase their skills and knowledge in this area to best serve our student population.
Which will help us meet this student outcome Goal*	Goal: Staff will increase their understanding of at-risk youth and develop skills for helping students succeed. Staff will engage in the Hope Survey to better understand the elements of this survey tool. Staff will also work to achieve a high score in overall Hope. The three year average for the overall Hope score at TRIO Wolf Creek Distance Learning Charter School will increase from the current scores of 48.55 (moderate) to a high score within a 3-year period.

*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: Put in place a screener tool for reading and math if other recent and appropriate test scores are not available for incoming students.

Root Cause: Many students enter Wolf Creek behind in both skills and credits. Often times skills deficits aren't immediately apparent which thereby delays the implementation of interventions needed to improve skills. This can lead to unsuccessful course completion and thus delay graduation.

Goal: The three-year average graduation rate for all students at Wolf Creek will increase from 42.9% to 47.9% by 2021.

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	p	a	u	u	
				g	p	t	v	c	n	b	r	r	y	n	l	
Review current curriculum and other options to purchase new curriculum by spring 2019.	Brenda Swanson Tracy Quarnstrom Curriculum Lead	Curriculum Rubric and curriculum survey docs.	Company demos and PD days to determine best curriculum options.	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	6/30/2019
Professional Development for all staff on new curriculum and standards mapping expectations.	Brenda Swanson Tracy Quarnstrom Curriculum Lead	Curriculum creation timeline will be created for the next 2-3 years in google docs.	Company information on standards and trainers from company needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8/30/2019
Professional Development for staff on new curriculum and implementation processes.	Brenda Swanson Tracy Quarnstrom Curriculum Lead	Prof Development calendar and day evaluations.	Prof Development days and training information.	<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"/>	8/30/2020

Curriculum Committee monthly check ins for all curriculum implementation for universal elements and design monthly for 2019-2020 school years. All agendas and checklists will be archived as needed	Brenda Swanson Tracy Quarnstrom Curriculum Lead			<input 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"/>	<input checked="" type="checkbox"/>	6/01/2020
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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: We are going to analyze the mentor (Learning Manager) number of advisees and find the appropriate number to ensure that students are receiving support from a trusted adult. We will determine the most effective ratio of students to mentor (Learning manager) to ensure that students are receiving needed support from a trusted adult. This will include completing and analyzing a robust time study.

Root Cause: Data collected shows that a significant portion of students have one or more at-risk factor due in part to the lack of a trusted adult in their lives.

Goal: Students' at-risk factors will be less of a hindrance in successfully completing courses through the vital connection of a trusted adult, Learning Manager.

The outcome of the goal will be shown through the Hope Survey in terms of increased scores in the areas of overall Hope and Advisor Academic. Advisor Academic is currently at 4.22 (Good) and Overall Hope score is currently at 48.55 (Moderate).

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(S) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	p	a	u	u	
				g	p	t	v	c	n	b	r	r	y	n	l	
Professional Development time for screener elements.	Tracy Quarnstrom Brenda Swanson	Time Study Data	None	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	6/15/19
Outreach to other online schools for screener expectations.	Tracy Quarnstrom	Data	MDE List of online schools	<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"/>	8/30/19

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: To continue to give staff members working with at-risk youth the tools and professional development skills needed to succeed. We will offer more information on Adverse Childhood Experiences and continue to investigate becoming a Trauma Informed School setting. Wolf Creek will expand professional development in the area of working with at-risk youth for all staff members to increase student success. This will include training on Adverse Childhood Experiences and further investigation of becoming a Trauma Informed School.

Root Cause: Due to the high percentage of students with At-Risk factors, Wolf Creek staff needs to increase their skills and knowledge in this area to best serve our student population.

Goal: Staff will increase their understanding of at-risk youth and develop skills for helping students succeed. Staff will engage in the Hope Survey to better understand the elements of this survey tool. Staff will also work to achieve a high score in overall Hope.

The outcome of the goal will be shown through the Hope Survey in terms of increased scores in the areas of overall Hope. Overall Hope score is currently at 48.55 (Moderate).

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	p	a	u	u	
				g	p	t	v	c	n	b	r	r	y	n	l	
Introduce ACES topics at yearly staff retreat.	Tracy Quarnstrom Brenda Swanson	Agenda	High Quality ACES information, speakers, resources.	<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 type="checkbox"/>	<input type="checkbox"/>	5/30/19
Develop a plan for summer ACES offerings that are voluntary.	Tracy Quarnstrom Brenda Swanson	Email or offerings	High Quality ACES information, speakers, resources.	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	6/15/19
Plan time for ACES work in August Teacher Training Days.	Tracy Quarnstrom Brenda Swanson	Agenda	High Quality ACES information, speakers, resources.	<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"/>	8/30/19

Add dates and activities to the PD Calendar around ACES For 1920	Tracy Quarnstrom Brenda Swanson	Agendas and PD Calendar	High Quality ACES information, speakers, resources.	<input 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"/>	<input type="checkbox"/>	9/15/19
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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.](#)