

School Improvement Plan 2018-2021

SCHOOL INFORMATION			
School Name: St. Cloud Tech High School		School Website: www.isd742.org/tech	
Principal/Director: Charlie Eisenreich		Email: tech@isd742.org	
Phone: 320-370-8350		Grade Span: 9 - 12	
School Address: 233 12 th Avenue South, St. Cloud, MN 56301			
Title I School:	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	School Year:	<input type="checkbox"/> 2018-2019 <input checked="" type="checkbox"/> 2019-2020 <input type="checkbox"/> 2020-2021
School Designation:	<input type="checkbox"/> N/A <input type="checkbox"/> Targeted Support & Improvement <input checked="" type="checkbox"/> Comprehensive Support & Improvement <input checked="" type="checkbox"/> Graduation Rate		

SCHOOL LEADERSHIP TEAM	EMAIL	ROLE
Erin Bloch	erin.bloch@isd742.org	Guidance Counselor – Note Taker 1
Jenny Furcht	jennifer.furcht@isd742.org	Art Teacher – Member
Leah Fuller	leah.fuller@isd742.org	Special Education Teacher – Reflector 1
Kate Green	katherine.green@isd742.org	Language Arts Teacher – Member
Leanne Klett	leanne.klett-meinke@isd742.org	Spanish Teacher – Note Taker 2
Jackie Peterson	jacklyn.peterson@isd742.org	English Language Teacher – Member
Marcy Kickhafer	Marcy.kickhafer@isd742.org	Mathematics Teacher- Member
Ayan Omar	Ayan.omar@isd742.org	Language Arts Teacher- Member
Mikey Lucia	michaelene.lucia@isd742.org	Academic Coach – Member
Cindi Patten	cynthia.patten@isd742.org	Administrative Intern – Timekeeper
Stacey Haas	stacey.haas@isd742.org	Assistant Principal – Member
Tim Finkbeiner	timothy.finkbeiner@isd742.org	Assistant Principal – Reflector 2
Jesús Sandoval	jesus.sandoval@isd742.org	Assistant Principal – Member
Charlie Eisenreich	charles.eisenreich@isd742.org	Principal – Facilitator/Convener

SCHOOL IMPROVEMENT PLANNING

5 STEPS TO CONTINUOUS IMPROVEMENT:

1. Establish a School Leadership Team
2. Assess needs and set priorities – Comprehensive Needs Assessment (CNA)
3. Determine Priorities, Rationale, Strategies and create a School Improvement Plan
4. Implement the plan
5. Monitor and regularly reassess needs, priorities and strategies



SCHOOL IMPROVEMENT PLAN EXPECTATIONS:

- School Improvement Plans (SIP) are due September 21, 2018. **FIRM DEADLINE.**
- Three-year SIP updated annually at a minimum. Schools may update/revise their SIP as needed at any time during the school year.
- SLTs will commit to reviewing the SIP quarterly as a measurement of progress. (October, January, March, May).
- Principal check-ins will include a discussion of progress towards meeting the goals.
- Title I Schools identified for CSI, TSI and Non-Title I schools identified for Graduation Rate are required to submit their first progress report to MDE March 2019, with ongoing updates. (More information coming from MDE).
- All schools will need to identify Co-Teaching as an Evidence Based Practice/Strategy.
- Resources for the SIP goals and strategies will include Teacher Leader, Title I and building funds.

STUDENT TARGET GROUPS

<p>Racial and Ethnic: All Student Groups * 20 students to report publicly</p>	<p>All Students, American Indian, Asian, Black, Hispanic, Native Hawaiian/Pacific Islander, White, Two or more races, English Learners (EL), Special Education (SPED), Eligible for free or reduced-price lunch (FRL)</p>
<p>Counter Groups * 20 students to report publicly</p>	<p>EL/Students who are not EL SPED/Students who are not SPED FRL/ Students who are not FRL</p>

PART I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

PURPOSE: The CNA is a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". The CNA process includes reviewing school data and prioritizing the needs of the school.

DATA SOURCES TO BE REVIEWED BY THE SLT:

√ Academic Achievement (MCA Reading and Math)	√ ACCESS 2.0 - Progress towards EL Proficiency
√ Consistent Attendance	√ Behavior
√ Student Demographics	√ Graduation
√ School Climate	√ Suspension

1. Describe your SLT's process for reviewing the data:

The student data was reviewed by the Leadership Team on August 15th, 2019, at which time the team began planning for the 19-20 school year. The team will review data once a month with support from Hillary Johnson. Hillary attended our first formal Leadership Team meeting to introduce herself and her role in supporting student achievement. Teachers and staff have access to multiple data points in TIES to progress monitor throughout the year (MCA, STAR, ACCESS, etc.) 2019 MCA data will be shared, broken down by specific student groups, in October. Professional development and Data Teams, throughout the year, will be based on the goals developed for the SIP.

2. Identify your school's strengths and challenges.

Strengths: We have had steady growth in math for the last three years. The category of partially meets in math has shrunk, and the exceeds category grew in math as well. Our overall graduation rate was 85.19% (2016-2017). Our 7-year graduation rate was 91%. For behavioral data, we had 84% of our students in the green or Tier 1 group. We were a 2018 Exemplar school for PBIS. Our school consistently shows growth on the ACCESS test each year. Our AP programming is a strength, +70% of students receive a 3 or greater on AP exams. We specialize in serving SLIFE and refugee students; these students also make the largest growth rate amongst our student population. We have CO2 and InnStep programming for 18-21-year-old SPED students. Dreamline, AVID, Co-Teaching, and additional student support programming are in place at Tech HS.

The New Tech High School site provides the community with a 21st Century designed school capable of providing improved learning and teaching environments with an emphasis on collaboration, co-teaching, and technology-based instruction. Addition of BARR

Challenges: There is a gap in achievement between FRL students and Non-FRL students. Our 4-year graduation rate for SPED was 50.98%. We have transient students who move often between buildings or districts. St. Cloud is a place where many new to country and SLIFE students settle, and also secondary settlement students to our school, many of whom are refugees who need significant support. In a school with parts of the building as old as 102 years with only half of the school having AC, there are environmental and technological challenges to the learning environment.

3. **Identify the student target group(s) and indicators identified for prioritized support. (see Page 2 – Student Target Groups).**

FRL: Math and Reading MCA/ failure rate- all grade focus in 19-20
Black, NonEL: Math and Reading MCA/ failure rate- all grade focus in 19-20
SPED- focusing on 7-year graduation rate and support for 18-21 programs

4. **Based on the findings in questions 1-3, what are the prioritized needs that will ensure your school is working towards meeting the identified goals?**

Keeping students on track to be in Algebra II by 11th grade
Co-teaching, BARR, Dreamline, Tiered Study Halls to support students in passing courses
MTSS and wrap-around meetings to focus on helping specific students achieve success
DATA teams to focus on student success
Restorative Practices and Relationships
SEL
Addition of EPIC
Personalized Learning (Schoology, student collaboration, and student voice-choice)
Grading and reporting updates
Study Halls

PART II: ACTION PLAN

PURPOSE: Set SMART goals for each **PRIORITY**, determine the **RATIONALE/WHY** and explain how Equity is evident within the goal. Identify the **EVIDENCE BASED STRATEGIES/ACTION** to achieve the goal, **EXPECTATIONS/WHAT/HOW** for the strategy, **WHO** is ultimately responsible, **RESOURCES** needed to ensure the strategy is implemented with fidelity, the **TIMELINE/WHEN** to achieve the strategy and the **MEASUREMENT/MONITORING** of progress towards meeting the strategy.

- √ **PRIORITY 1: EQUITY**
- √ **PRIORITY 2: SUSPENSION**
- √ **PRIORITY 3: LITERACY**
- √ **PRIORITY 4: MATH**
- √ **PRIORITY 5: GRAD RATE**

All schools will set an overarching Equity goal that must be embedded within the SIP priorities

All schools will set a SMART Suspension goal to reduce the number of suspensions.

All schools will set a SMART Literacy goal aimed at increasing student achievement.

All schools will set a SMART Math goal aimed at increasing student achievement.

Schools graduating students set a SMART Grad goal. Schools are encouraged to set a supporting Grad goal.

PRIORITY 1: EQUITY:

√ We commit to ...

GUIDING QUESTIONS:

1. Describe how staff will be reintroduced to the Courageous Conversation protocol.

Bring in reminders of the protocol in all PD sessions- not just in Equity (access to table tents in all Professional Development, committees, and Data Teams). Equity team will continue to embed protocol within monthly Equity PD. Staff applying and modeling the courageous Conversations protocol and the six conditions.

2. What is the 'look for' evidence indicating that all staff are utilizing the Courageous Conversation protocol on an ongoing basis?

Isolate data on student equity groups, observations of work within our learning groups and use of the protocol table tents.

Continue to have community conversations each year to source feedback from students, teachers, parents, and community members. Implement a randomized survey/questionnaire during the school day to assess equity in the school.

3. What is the 'look for' evidence indicating there is a deepening of the use of the Courageous Conversation protocol?

Tech will provide support to staff to continue deepening the skillset, comfort, and fluidity of equity- in ALL facets of equity, ie-- race, religion, sexual orientation, gender, socio-economic status, culture, etc.

Data Teams, TLT, Equity and PBIS Teams, Isolate data on student equity groups, STAR data, Student and Parent Climate Consistency in the use of the protocol in all professional settings and trainings.

4. What is the 'look for' evidence to ensure RACE remains part of the conversation?

Tech has an equity team that meets regularly to look at school data surrounding equity and create strategies and support systems to meet the needs the school and community. Equity team will develop resources for teachers to use the courageous conversations protocol in the classroom.

5. What professional development/support will staff need to engage in deepening their racial equity skill set?

Provide a variety of programming and training for our staff to support student groups in order to ensure all are represented as a means to remove barriers and create opportunity for all including CLR training, Love and Logic, Conscious Discipline, and/or book studies. Engage and empower teachers to seek understanding, take risks, and reflect on practices. Staff creation of baseball cards to introduce themselves.

6. How will classrooms and the rest of the school be authentically represented? What will this look like?

Tech will focus and support staff in a variety of ways such as continuing education, materials, time, and financial support, in order to ensure students that we serve have equal access.

PRIORITY 2: SUSPENSION SMART GOAL:

√ In the fall of 2020, our school's out of school suspension rate will decrease by 20% from fall of 2019.

RATIONALE and evidence of Equity:

Evidence Based Practice/Strategy	Expectations	Responsible Person's Involved	Resources/PD	Timeline	Measurement of Progress
1. Implement PBIS. Update Flow Chart and Matrices	1. Classroom teachers and staff will implement PBIS with fidelity. Flow Charts and Matrices will be updated.	1. Classroom teachers, PBIS Team and Admin. Support from District PBIS Team as needed.	1. Review and reset PBIS expectations, training of new staff. Time to update Flowchart and Matrices.	1. Monthly starting September 2019	1. Review disaggregated Suspension Data monthly to make necessary adjustments. Flow Chart /Matrices are updated and implemented. Admin Walk-Throughs.
2. Scaffolding learning so that all learners can participate in Core Instruction	2. Students will receive Core Instruction with the allowance of differentiated instruction. Develop and implement Tier II & III strategies as needed.	2. Classroom teachers, PBIS Team	2. Time and support to develop and implement Tier II & III strategies. SPED Supervisor support	2. Fall 2019	2. Tier II & III strategies are developed and implemented. Admin Walk-Throughs.
3. Implementation of BIPs for sped students	3. All staff implement BIPs with fidelity. General education teachers learn how to access and use BIP as resource for support. Including utilizing support staff to aid in implementation of BIPS (BSSs)	3. Classroom teachers, case managers, Admin team, SPED Supervisor	3. PD to staff how to access BIP and SPED Accommodations, how to implement the BIPs and how to access support.	3. Start Fall 2019 and ongoing.	3. Leadership Team will review PD plans and implementation and continue additional instruction as needed.
4. Implement Restorative Practices	4. Staff will employ Restorative Practice	4. Building Admin, FOCUS staff, all staff	4. PD to staff on Restorative	4. Start Fall 2019 and ongoing	4. MTSS and Leadership will examine data regarding suspension

	<p>as an alternative to suspension</p> <ul style="list-style-type: none">a. Social Emotional Lessons (SEL)b. Restorative Circlesc. Reteaching expectationsd. Accessing FOCUS room and staffe. Accessing CRC (Conflict Resolution Center)f. Use of Reparations		<p>Practices and Strategies</p>		<p>rates and share with staff.</p>
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PRIORITY 3: LITERACY SMART GOAL:

√ In the fall of 2020, the percentage students proficient in grade 10 will increase from 45.2% to 50.2% as measured by the MCA III.

RATIONALE and evidence of Equity:

Evidence Based Practice/Strategy	Expectations	Responsible Person's Involved	Resources/PD	Timeline	Measurement of Progress
1. Co-Teaching – SpEd and EL	1. Teachers will implement co-teaching every day with fidelity. All students will participate in core instruction.	1. Licensed Staff, Admin, AC, Outside trainers, District for support	1. On-going training, coaching, mentoring, planning time (subs or extended time)	1. Daily during the school year	1. Walk-Through data, lesson plans reflecting co-planning, evidence of appropriate co-teaching models, language and content goals posted and connected to the lesson(s)
2. Data Teams /Standards Focus	2. Review student data with a focus on grade level standards; develop common assessments and instructional strategies through 6 Step or Collaborative Inquiry process using DuFour's guiding questions	2. Classroom teachers	2. Data Team meetings. Support from Admin and district as needed	2. E/O Wednesday during the school year	2. Increased alignment between initiatives, Classroom Walk-Throughs, teacher pedagogy, increased student achievement
3. Hire a Reading integrationist	3. To coordinate with classroom teachers to support literacy across disciplines. To provide strategies for teachers to use in class. To work one-	3. Charlene Irvin-Brown Classroom teachers	3. Time to meet with Charlene	3. Throughout the school year as determined by Charlene, classroom teachers, and admin.	3. STAR data and MCA data (growth)

	on-one with students to increase literacy.				
4. BARR	4. To implement BARR programming with fidelity. To track and record progress of BARR students. (90 students in 9th grade)	4. BARR Site Team	4. BARR training, planning time, meeting time, travel, conference funding, substitutes, materials for meeting time	4. Throughout the school year	4. STAR data and MCA data (growth), Passing rate of courses
5. Personalized Learning Practices	5. Classroom teachers will incorporate personalized learning strategies in their courses	5. Classroom Teachers, Leadership team	5. Professional development on Personalized learning	5. Throughout the school year	5. STAR data and MCA data (growth), Passing rate of courses
6. Academic Coach	6. Provide support and mentorship through cognitive coaching for all probationary teachers	6. Mikey Lucia, District Leadership, Admin Team	6. District guided PD	6. Throughout the school year	6. Teacher Retention, improvements in MCA scores
7. Building Mentor Teachers	7. Provide support and mentorship for all probationary teachers not new to teaching	7. Building Mentors	7. District PD, Stipend	7. Throughout the year	7. Teacher retention, improvement in MCA scores

PRIORITY 4: MATH SMART GOAL:

√ In the fall of 2020, the percentage students proficient in grade 11 will increase from **36%** to **41%** as measured by the MCA III.

RATIONALE and evidence of Equity:

Evidence Based Practice/Strategy	Expectations	Responsible Person's Involved	Resources/PD	Timeline	Measurement of Progress
1. Data Teams /Standards Focus	1. Review student data with a focus on course level standards; develop common assessments and instructional strategies through the 6 Step or Collaborative Inquiry process using DuFour's guiding questions	1. Classroom teachers	1. Data Team meetings. Support from Admin and district as needed	1. E/O Wednesday during the school year	1. Number of students on on track for Algebra II by grade 11, Number of students assigned in math/tiered study halls with progress monitoring, minutes/days spent tutoring in math in after school programing with progress monitoring,
2. Co Teaching	2. Teachers will implement co-teaching every day with fidelity. All students will participate in core instruction.	2. Teachers, Admin, AC, Outside trainers, District for support	2. On-going training, coaching, mentoring, planning time (subs or extended time)	2. Daily during the school year	2. walk through data, lesson plans, reflecting co-planning, evidence of appropriate co-teaching models, language and content goals posted and connected to the lesson
3. Personalized Learning	3. Teachers will implement personalized learning strategies into their classrooms.	3. Teachers and admin	3. Professional development on Personalized learning	3. Throughout the school year	3. STAR data and MCA data (growth), Passing rate of courses
4. BARR	4. To implement BARR programming with fidelity, to track and record progress of	4. BARR Cohort 2 Site Team	4. BARR training, planning time, meeting time, travel, conference funding, substitutes, materials	4. Throughout the school year	*Observation data

<p>5. Academic Coach</p> <p>6. Building Mentor Teachers</p>	<p>BARR students. (120 students in Cohort 2)</p> <p>5. Provide support and mentorship through cognitive coaching for all probationary teachers</p> <p>6. Provide support and mentorship for all probationary teachers not new to teaching</p>	<p>5. Mikey Lucia, District Leadership, Admin Team</p> <p>6. Building Mentors</p>	<p>Substitutes, materials for meeting time</p> <p>5. District Guided PD</p> <p>6. District PD, stipend</p>	<p>5. Throughout the school year</p> <p>6. Throughout the year</p>	<p>4. STAR data and MCA data (growth), Passing rate of courses</p> <p>5. Teacher Retention, improvement in MCA scores</p> <p>6. Teacher Retention improvement in MCA scores</p>
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PRIORITY 5: GRAD RATE SMART GOAL:

√ In the fall of 2020, our 4-year graduation rate will increase by 2% from fall of 2019.

RATIONALE and evidence of Equity:

Evidence Based Practice/Strategy	Expectations	Responsible Person's Involved	Resources/PD	Timeline	Measurement of Progress
1. Counselor Data Team focus on Grad Rate	1. Consistently review student on-track for graduation progress, develop plan for students needing credit recovery	1. Counselors	1. Data Team meetings. Support from Admin, McKinley programming and district as needed	1. E/O Wednesday during the school year and time to meet with students and families	1. Increased 4-year grad rate from 2018 progress monitoring each trimester through credit data
2. SPED Data Team focus on Grad Rate	2. Consistently review student on-track for graduation progress, develop plan for students needing credit recovery	2. SPED Teachers with Admin support	2. Data Team meetings. Support from Admin and district as needed	2. E/O Wednesday during the school year and time to meet with students and families	2. Increased 4-year and 7-year grad rate from 2018, progress monitoring each trimester through credit data
3. BARR	3. To implement BARR programming with fidelity. To track and record progress of BARR students. (90 students in 9th grade)	3. BARR site team members	3. BARR training, planning time, meeting time, travel, conference funding, substitutes, materials for meeting time	3. Throughout the school year	3. Increased 4-year grad rate from 2018 (2022 grads), progress monitoring each trimester through credit data
4. MCIS, Tier 2 supports	4. Ensure students complete required MCIS and Tier 2 implemented with fidelity	4. Teachers incorporating MCIS, Staff providing Tier 2 support	4. Time to meet and plan Tier 2 supports, training for staff providing Tier 2 supports	4. Throughout the school year	4. Increase 4-year grad rate from 2018, progress monitoring each trimester through credit data