



School Improvement Plan Summary

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 SI Plan should be support and align to the World’s Best Workforce Plan, the North Star Excellence and Equity System, and/or the Minnesota Department of Human Rights Agreement and Plan to reduce suspensions and expulsions.

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 the root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), Duluth Public Schools—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.

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.

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Duluth Area Learning Center	Phone: 218.336.8756
School Address: 215 N 1st Ave E	Fax: 218.336.8770
Principal: Adrian Norman	Email: adrian.norman@isd709.org

School Improvement Strategy(ies)--Summary

Strategy #1	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	MEIRS 2.0
...to address this Root-Cause(s)	Truancy
Which will help us meet this student outcome Goal*	Attendance and graduation rates
Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions	<p>Early Warning Systems, as a part of a comprehensive school improvement plan and when implemented and monitored effectively, are recognized as an evidence-based practice for school improvement (Rumberger, 2017). Minnesota's Early Indicator Response System (MEIRS) is an Early Warning System that has been intentionally designed with flexibility to address the unique local needs of the various districts, charters, schools and programs that serve students in Minnesota.</p> <p>This guide outlines a process a district, charter or school can use to design a system to support a MEIRS team to meet regularly to: identify students who are showing signs of struggling in specific locally determined indicators, match students with appropriate proactive interventions, and monitor progress. This guide describes the two critical components: The work the Leadership Team must undertake to design and support the seven step process of an</p>

	evidence-based early warning system, as well the work of the MEIRS team to determine, discuss and address student needs at regularly scheduled MEIRS meetings.
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#2	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Hybrid Schedule
to address the Root Cause	Attendance, passing courses, graduation rates
Which will help us meet this student outcome Goal*	Graduation rates and increasing attendance
Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions	<p>Hybrid Program In a hybrid program, sometimes referred to as a blended program, students attend a portion of their teacher/contact in an organized class. The benefit of this is that students have interaction with other students and benefit from small group interchange. The other portion of the time student would be working independently.</p> <p>Programs establish a class that all hybrid students need to attend that covers the following: How to be a self-directed learner How students work with their individual learning style How to monitor progress and ask for assistance when needed This class facilitates success by informing students about hybrid program requirements and expectations.</p> <p>This is also a good test to see if the student will be successful using IS as their educational delivery. If the student is not following through, a seat-based system should be maintained. Students are expected to meet a requirement of 1.5 to two hours per week, per course, of teacher contact time. The first 45 minutes the student meets with the teacher to discuss their progress, assess and issue new work. The second 45 minutes the student is working on an activity related to the class they are taking. This could include watching a video, working on the computer, etc. College-style scheduling, such as preparing a master schedule of classes for the semester and have students create their own schedule, or offering classes in once a week three or four hour blocks.</p>