

DISTRICT INFORMATION

District Name and Number: High School for Recording Arts, 4039 Fax: (651) 287-0891
Phone: (651) 287-0890 District Address: 1166 University Ave. W, St. Paul, MN 55104
Superintendent (Director): Tony Simmons Email: anthony@hsra.org

SCHOOL INFORMATION

School Name and Number: High School for Recording Arts, 4039-07 Phone: (651) 287-0890
School Address: 1166 University Ave. W, St. Paul, MN 55104 Fax: (651) 287-0891
Principal: Tony Simmons (Director) Email: anthony@hsra.org

Check one:

- Priority School
- Focus School
- Continuous Improvement School

Check if applies:

- Schoolwide plan

Check one (Regional Centers of Excellence):

- North
- South/Central
- SE/Metro

Priority School		Focus School		Continuous Improvement School
2012-13 MMR:	%	2012-13 FR:	%	2012-13 MMR: 52.08%
2013-14 MMR:	%	2013-14 FR:	%	2013-14 MMR: 2.36%

LOCAL BOARD OF EDUCATION

The local Board of Education/Charter Board of High School for Recording Arts has authorized its Program Director at a monthly meeting on February 7, 2007 to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2013-14. The LEA Representative will ensure that the school district (LEA) will maintain compliance with the appropriate federal statutes, regulations, and procedures and will act as the responsible authority in all matters relating to the administration of this improvement plan. The local Board of Education/Charter Board ensures that its designee(s) will periodically update the Board regarding goals and strategies/practices, participate as a member of the school leadership implementation team, and work in collaboration with the Regional Centers of Excellence and/or Minnesota Department of Education providing technical assistance through the Minnesota Statewide System of Support (SSOS).

(Signature of Superintendent/Charter School Board Chair)

(Date)

GENERAL INSTRUCTIONS

- **Template:** This Word document will guide leadership implementation teams in completing Title I Priority and Focus school improvement plans in accordance with the ESEA Flexibility Request. This may also serve as the Title I Schoolwide plan for eligible Priority and Focus schools. Priority and Focus school improvement plans for 2013-14 must be submitted in this MDE template and are due September 2013.
- **Instructions:** Complete and update Priority and Focus school plans with the assistance of your Regional Center of Excellence staff (see page 3). Begin by examining what instructional strategies or practices you have in place that can be continued in your action plan efforts. Use multiple data sources to determine needs and prioritize strategies or practices. It is highly recommended to limit the number of instructional strategies or practices, three to five, to ensure effective school action plan implementation. Fill in Multiple Measurement Rating and Focus Rating information under School Information (page 1) when data is available.
- **Progress Checks:** MDE will conduct quarterly progress checks during 2013-14 for Priority or Focus school plans. Plans that have not met ESEA Flexibility Request guidelines will be returned for changes and/or additional information. Priority and Focus schools will be required to submit updated improvement plans four times each year to MDE and the Regional Center of Excellence; twice a year these same plans will be uploaded to the SERVS system as required. (When identification of Continuous Improvement schools occurs, timelines will be determined for developing Continuous Improvement school plans.)

MESSAGE FROM THE CABINET

A Message from Commissioner Cassellius and the Cabinet: Purpose of the School Improvement Plan and Essential Partnerships for Improvement Planning

A school improvement plan is an organized, focused, inclusive and public way to plan improvement for student benefit. It guides a school to ask new and deeper questions about teacher and student learning as well as conditions and strategies for success. The School Improvement Plan supports our shared mission: *Leading for Educational Excellence and Equity. Every day for Every One.*

Regional Centers of Excellence—Provide a Statewide System of Support (SSOS) to Focus and Priority Schools that enables implementation leadership teams at district and school to effectively implement evidence-based practices impacting positive student outcomes. Regional Center staff, with support from the Minnesota Department of Education specialists, will work on-site in participating schools. Building capacity to support growth and improved reading, mathematics and graduation outcomes for all students will focus on closing the achievement gap.

District and Charter School Boards—Set direction and provide support for the School Improvement process. Establish policies to ensure that school teams, staff, parents, and other community partners have meaningful roles in developing, communicating, monitoring, and evaluating student benefit as a result of SIP (School Improvement Plan) planning and implementation. Celebrate incremental successes as schools reach established benchmarks for student achievement.

District and School Leadership—Meet together regularly about progress towards school goals and needed support for students. Determine next-step supports for teaching and learning based on classroom practices and teacher feedback. Monitor the progress of strategies or practices and report progress to stakeholders on a regular basis.

School Staff—Lead and participate in assessing and establishing priority needs for student equity and achievement. Understand the root cause of student performance challenges. Ensure that classroom strategies for improvement address the needs of students at all levels of learning.

Parents and Families—Learn how to actively contribute to improved academic achievement. Continue a dialogue with school staff about the type of parent engagement that will best support student learning for all students.

Students—Participate in strategies to reach individual and school goals. Be responsible for personal learning and achievement. Celebrate progress with teachers, students and parents.

Continuous Improvement is the shared learning goal and responsibility of our entire culture. Together, let us continue to explore better information about student performance, better information about factors that impact performance, and increase our focus on improvement planning, progress, and results.

REGIONAL CENTERS OF EXCELLENCE: STATEWIDE SYSTEM OF SUPPORT (SSOS)

The ESEA Flexibility Request states the following:

“The primary goal of Regional Centers of Excellence/SSOS is to focus schools and districts on closing the persistent achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students and between disadvantaged children and their more advantaged peers.”

The department has established three Regional Centers of Excellence for these tasks:

- Bring together Statewide System of Support (SSOS) implementation teams with specific expertise.
- Build state capacity to support regional teams.
- Provide equitable technical assistance in evidence-based practices for Focus and Priority Schools.
- Assist school leadership teams in taking evidenced-based practices to scale.

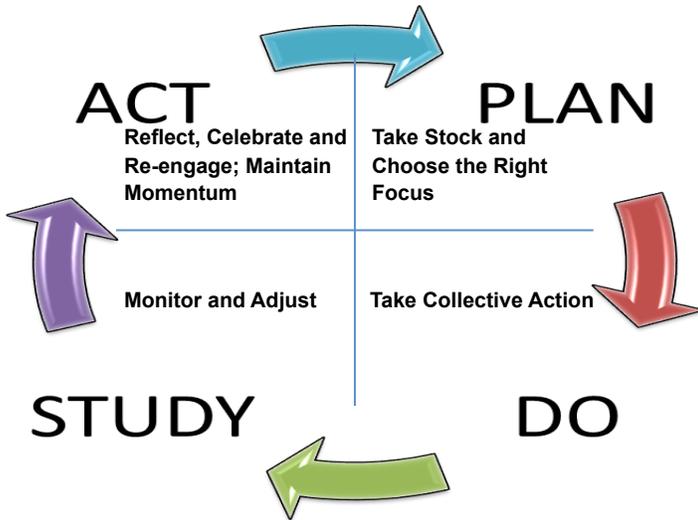
The vision of the Regional Centers of Excellence/SSOS is to create an infrastructure that will support a common, coherent implementation of evidence-based strategies and practices; and apply the Common Principles of Effective Practice (WHAT) and key components of implementation (HOW) to support the infrastructure.

The roles of Center staff (which will include a director and several educational specialists in the areas of reading, mathematics, English language development, special education, and implementation science):

- Determine the district’s or school’s current operational and performance status.
- Assist the district and school with school improvement planning (SIP) to prioritize instructional strategies or practices based on identified needs.
- Provide consultation, training and technical assistance to support the school’s or district’s implementation of its specific planned instructional strategies or practices.
- Monitor the district’s or school’s progress with implementation and provide support for necessary modifications to the plan.

PLAN DO STUDY ACT (PDSA) IMPROVEMENT CYCLE

The PDSA Improvement Cycle is an ongoing effort to identify student learning challenges and change instruction for student benefit. Continual follow-up and assessment of implementation and impact for each instructional strategy or practice informs next right steps to support both teacher instruction and student learning.



LEADERSHIP IMPLEMENTATION TEAM REFLECTION QUESTIONS (No written responses required)

PLAN (*Take Stock and Choose the Right Focus*): **What is the school plan for identifying the need and instructional strategy or practice(s) to close the achievement gap?**

- Is there an existing team that serves as the instructional leadership implementation team? Is there appropriate representation of stakeholders based on identified student groups?
- How does the school Comprehensive Needs Assessment determine math/reading SMART goals, appropriate strategies/practices and supports that will best increase student achievement?
- How will instructional strategy or practice planning be aligned with the school's mission, vision and goals?
- How will the leadership team target a root cause of student performance challenges?
- How do implementation and results data from the previous school action plan inform the next right steps?
- How will the leadership implementation team prioritize student needs, plan for implementation of targeted instructional strategies/practices, and evaluate the action plan as the central focus of the continuous improvement process (Plan Do Study Act)?
- How do selected instructional strategies/practices fit with current culture, other initiatives, supports and planned parent engagement?
- What technical assistance, professional development and resources are available for each selected strategy/practice? What will strategies and practices look like when successfully implemented?
- What ongoing data will be collected to assess fidelity of implementation and measure student learning? What will be frequency of data collection?
- How will the leadership implementation team plan for immediate results (Quick Wins) in math/reading?

DO (*Take Collective Action*): **How is strategy/practice being implemented?**

- How will Person(s) Responsible communicate action steps, roles, staff responsibilities, and parent/community partner roles and responsibilities?
- How will the leadership implementation team engage stakeholders?
- When will best practice coaching in reading/math begin and how will implementation data and student outcomes be measured and monitored?

STUDY (*Monitor and Adjust*): **How is the strategy/practice being implemented and impacting student achievement within the PDSA improvement cycle?**

- What do benchmarks (e.g., unit tests, short-cycle assessments or systemwide quarterly common assessments) predict about proficiency and growth of student learning?
- How does progress monitoring (e.g., teacher observation, learning team minutes, coaching logs, interim assessments and classroom formative assessment processes) determine training, retraining, reteaching and resource needs?
- How will job-embedded professional development (e.g., instruction-focused learning teams) and coaching strengthen the impact of the strategy/practice on teacher instruction and student learning?
- Are expected changes in teacher instruction addressing root causes of the challenges to student performance?

ACT (*Reflect, Celebrate and Re-engage; Maintain Momentum*): **What evidence supports continuing or moving to a new PDSA cycle?**

- How does student performance data (benchmarks) inform next steps for implementation?
- How does feedback from staff implementation practices (progress monitoring) inform school (and district) leadership about needed supports?
- How will available funds and resources continue to sustain the evidence-based strategies and practices?
- How will new staff be oriented and supported in the implementation of strategies/practices?

LEADERSHIP IMPLEMENTATION TEAM (If appropriate, schoolwide)

A formal leadership implementation team should be in place to lead the process of developing the school plan. Primarily, this team should organize and oversee the Comprehensive Needs Assessment process: lead the development of an improvement plan focused on root cause analysis; oversee implementation of evidence-based instructional strategies/practices; and evaluate the effectiveness and impact of strategy/practice within a PDSA cycle.

The school action plan for each evidence-based instructional strategy or practice is a dynamic document to be changed and added to on a continuous basis by the team. It reflects a running record of short improvement cycles, approximately four to six weeks, focused on adjusting instruction using both implementation and student achievement data related to the selected strategy or practice.

The school will want to consider these questions to determine the selection of the leadership implementation team:

- Is there an existing team or committee that can serve as the school leadership implementation team?

- If a new team is established, how will members be selected and recruited?
- Is the team membership periodically adjusted to meet changing instructional support needs with attention to inclusion of staff with expertise related to both selected strategies/practices and improvement of most challenging student subgroups?

Leadership Implementation Team membership must represent identified school needs: Principal, Title I staff, data coach, reading and math instructors/coaches, parent representatives, and specialists as determined by the Multiple Measurements Rating or Focus Rating (e.g., special education, English Language Development). List your team in the table below.

Name	Role
1. Tony Simmons	Executive Director
2. Paula Anderson	Education Director and board member
3. Sayra Loftus	Assistant Director for Education & Instructional Effectiveness
4. Dan Frey	Assistant Director of Student Support & Engagement
5. Joey Cienian	Social Studies Facilitator
6. Lael Booth	Sp. Education Facilitator
7. Pamela Weems	parent and board member
8.	
9.	
10.	

Please address the following questions:

1. Explain how the team composition represents the prioritized needs of the school.

Membership on the team includes school administration, lead education staff in identified areas, and parents as key stakeholders. Special education is important due to the large proportion of HSRA's student population who have I.E.P.'s (approximately 30%). A student member will be sought as well.

2. How will the leadership implementation team establish working relationships among themselves, including consistent use of agendas/meeting best practices and a collaborative decision-making process focused on instructional issues?

HSRA's leadership implementation team has established, and maintains working relationships through regularly scheduled meetings, as well as regular informal conversations among school staff who work together every day. Team members attend three different meetings:

- Weekly staff meetings, of the HSRA instructional staff. At these meetings staff discuss current operations of the program, its strengths and weaknesses, and areas to be improved. Reading and Mathematics instruction are on the agenda every week. Each staff person has reporting responsibility for a specific area, e.g. testing, special education, and administration. The staff meetings involve all instructional staff, and are held on Mondays, when the school day begins late. The focus is improving teaching and learning, by attending to student work, assessment data and effective practices. HSRA leadership uses these discussions to develop the program.
- Biweekly advisors' meetings. The advisory program is a key element of HSRA's individualized learning program. Each student is assigned an advisor once they enroll; the advisor is responsible for working with the student to create an appropriate learning program for the student, responsive to the student's interests and needs. Each student has a personal learning plan, maintained by their advisor,

which serves as the basis for their academic program and is updated on a regular basis. Advisors meet bi-weekly on Mondays, focusing on academic issues and challenges, especially in reading and math, and for discussion specific to these critical aspects of the program. Conclusions from these discussions are presented to administration.

- Finally, there are bi-monthly directors' council meetings, attended by the directors of HSRA's departments. Organizing the school into departments was part of HSRA's re-organization accompanying the school's move to its new facility in the summer of 2013. The departments are: Educational and Institutional Effectiveness; Student Support and Engagement; Studio 4 / Creative; Administration; and School Support (includes facility, security, and technology). Leadership implementation members are represented at the directors' council meetings as well.

3. How will the leadership implementation team implement a systemic continuous improvement framework to guide instructional changes to increase student learning?

Team members meet on a regular basis as described above, and are thus able to guide instructional changes within the framework of the school as a whole, and with knowledge of students' lives outside school. Data is reviewed on a regular basis and adjustments made to promote continuous improvement.

The establishment of departments, with a leader for each one, provides for better delineation of responsibility, ensuring regular monitoring of data and accountability for results. In addition to assessment data, HSRA leadership has access to student survey data which also helps inform program adjustments: HSRA has established a school survey which students do online twice per year, which asks for their input on each of the departments.

Overall program success, in light of annual student and school goals, is reviewed each summer, and revised goals and measures established for the following year. Program adjustments are made based on data about the program. HSRA provides three full weeks of staff development during the summer for all staff; these summer sessions include reviewing data from the previous school year and planning for improvements during the coming year.

4. How will the leadership implementation team communicate and establish feedback loops with stakeholders?

The team communicates with staff via weekly staff meetings; there are also weekly Community Meetings of staff and students, to which parents are also invited. Major issues before the school, including schoolwide initiatives and improvement efforts, are discussed at these meetings and input sought from students and parents as well as school staff. Discussion of school goals with students occurs in advisory groups as well as through Community Meetings.

Also, HSRA's School Improvement Committee reports to the HSRA governing board. HSRA has parent conference/project presentation nights three times per year, to which all students and families are invited. The presentation nights include updates on the school improvement plan.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

The leadership implementation team should:

- Summarize the evidence gathered during the comprehensive needs assessment.
- Prioritize student needs.

- Identify evidence-based instructional strategies/practices to address root cause of low student academic performance and/or gaps.

The evidence should be linked to student achievement, both state accountability tests and local achievement data aligned to Minnesota Academic Standards.

Use the tables below to summarize the achievement data, implementation data, and other related information to determine instructional strengths and challenges that have emerged. By answering the questions that follow, the team will be able to reflect on prioritized needs and potential solutions to challenges.

Instructional Strengths: After evaluating the effect of currently implemented instructional strategies or practices, list the instructional strategies/practices showing the greatest effect on mathematics learning, reading learning, or graduation. Please summarize at least two data sources (i.e., benchmarks) to show impact on student achievement. Provide current fidelity of implementation data (i.e., progress monitoring) to show level of implementation. Use the “Next Right Steps” column to document your team’s answer to this: What evidence supports continuing or moving to a new instructional strategy or practice? Add rows as needed.

Instructional Strengths	Student Achievement Data	Fidelity of Im-plem. Data	Next Right Steps
List Instructional strengths	List student achievement data	List fidelity of imple-mentation data	List next right steps
<p>Key instructional strengths for reading include:</p> <ul style="list-style-type: none"> HSRA has carried out school-wide implementation of project-based learning based at the school, and individualization of the program based on the advisor system and personal learning plans for all students. We believe these strategies, by making learning “real,” or relevant to students’ lives, is what allows HSRA to succeed with a student population that experiences many life challenges. HSRA uses Daily Language Arts (DLA) as its schoolwide approach to reading/literacy. DLA focuses on literature which is of high interest and relevant to students’ lives. The DLA approach follows strategies advocated by Alfred Tatum in <i>Teaching Reading to Black Adolescent Males</i>, which seem highly applicable to HSRA’s population. Specific DLA strategies include reading a book in common (by advisories) supported by supplementary materials, support for learning vocabulary from context, free-writing, enrichment activities around DLA books in community meetings and student projects, and writing exercises supported by expository writing lessons. See School Action Plan for Reading below, for details. HSRA staff are skilled at working with students who have had behavior challenges in other settings, and use their knowledge of students’ background in generating the instructional program. 	<ul style="list-style-type: none"> GRAD data: 23 continuously-enrolled students took the Reading GRAD at least once during the 2012-13 school year; of these students, only six passed, or 26%. During 2011-12, 36% of continuously-enrolled students who re-took the Reading GRAD passed (five of 14 students). MCA data: HSRA had 52 10th graders who took the Reading MCA in April, 21 of whom were “October 1” students with no significant gap in attendance, and with valid test scores. Of these students, three Met or Exceeded standards, six Partially met standards, and the others did not meet standards, resulting in an AYP Index Rate of 28.57 Measures of Academic Progress (MAP) data: HSRA students took the MAP three times during the 2012-13 school year, in October, in late March, and finally in May. Fall-to-spring MAP results comparison showed that 40 students took the test both times, of whom 19 met or exceeded their projected spring scores. HSRA leadership also reviews the proportion of continuously enrolled students who earn at least one credit in DLA (91% in 2012-13, up from 68% in 2011-12), and the proportion of these students who earn at least partial validations in Literary Analysis and/or Effective Communications (94% in 2012-13, compared to 100% in 2011-12). 	<p>HSRA’s instructional staff team reviews data and implementation of instructional strategies in weekly meetings, and the advisors’ team reviews data and strategies in their bi-weekly meetings, to ensure instructional strategies are being implemented as planned.</p>	<ul style="list-style-type: none"> Ensure adequate training/ planning time for instructional staff to plan the reading/literacy program Retain a reading specialist (consultant) to work with HSRA’s entire instructional staff around reading/literacy. Ensure alignment of HSRA reading/literacy instruction with Common Core standards, e.g. utilizing supplementary nonfiction for that purpose. Establish courses in reading that culminate in projects. DLA will incorporate more instruction explicitly linking skills taught to state standards, providing more instruction that closely approximates MCA testing. Use of NWEA Measures of Academic Progress results (linked to NWEA’s “Continuum of Learning”) in reading to inform differentiation and personalization of instruction.

Instructional Strengths	Student Achievement Data	Fidelity of Im-plem. Data	Next Right Steps
<p>Key instructional strengths for math include:</p> <ul style="list-style-type: none"> • HSRA uses Concentrated Math as its schoolwide approach to math instruction. Concentrated Math is a highly individualized program of instruction designed in accordance with the Minnesota Academic Standards in Mathematics. Utilizing a deeply differentiated spiral curriculum that cycles through the four mathematics content strands, students receive the appropriate level of work in targeted math group. • HSRA staff are skilled at working with students who have had behavior challenges in other settings, and use their knowledge of students' background in generating the instructional program. 	<ul style="list-style-type: none"> • MCA data: HSRA had 35 juniors who took the Math MCA in April, 22 of whom were "October 1" students with no significant gap in attendance, and had valid scores on the test. Of these students, three Met or Exceeded standards based on test results, four Partially met standards, and the others did not meet standards, resulting in an AYP index rate of 22.73. • MAP data: HSRA students took the Mathematics MAP test three times during the 2012-13 school year. Fall-spring MAP results comparison shows that Fifty-six students tested both times , of whom 29 met or exceeded their projected spring score (52%). • HSRA leadership also reviews the proportion of continuously enrolled students who earn at least one credit in Concentrated Math (76% in 2012-13, up from 68% in 2011-12), and the proportion of these students who earn at least partial validations in Math (97% in 2012-13, compared to 87% in 2011-12). 	<p>HSRA's instructional staff team reviews data and implementation of instructional strategies in weekly meetings, and the advisors' team reviews data and strategies in their bi-weekly meetings, to ensure instructional strategies are being implemented as planned.</p>	<ul style="list-style-type: none"> • Ensure adequate training/ planning time for instructional staff to plan the math program • Ensure placement of students at the appropriate instructional level in mathematics, based on diagnostic test results (usually the MAP) • Concentrated Math will incorporate more instruction explicitly linking skills taught to state standards, providing more instruction that closely approximates MCA testing. • More effective implementation of blended learning to address student needs across the instructional spectrum, including both remediation and advancement (begun during the spring of 2013, and being refined during 2013-14). • Implementing mathematical modeling to provide students with direct experiences of math, e.g. designing a house; learning about flight/aviation then flying a plane • Use of NWEA Measures of Academic Progress results (linked to NWEA's "Continuum of Learning") in mathematics to inform differentiation and personalization of instruction.
<p>Key strengths supporting a high graduation rate include:</p> <ul style="list-style-type: none"> • The advisory system: advisors work with individual students to generate a personal learning plan (PLP) that builds the student's path toward graduation and success in life beyond high school. • Overall design of the program: HSRA was designed to re-engage students who were not effectively engaged in education, through exploration of music, media, technology and the entertainment industry so that they acquire both core learning and real-world, 21st-century skills. By providing a learning program that creates pathways to a high school diploma, post-secondary education, and real-world career skills, HSRA empowers at-risk students. 	<ul style="list-style-type: none"> • Proportion of students out-of-school prior to enrolling at HSRA: 73% of students were not in school prior to enrolling at HSRA, for an average of 6.47 months. • Graduation rate (of seniors enrolled at HSRA as of October 1, who remain continuously enrolled): HSRA's 2012-13 graduation rate was 61%: Twenty-two of 36 continuously-enrolled seniors had graduated as of summer 2013 . This compares with a 65% graduation rate last year (36 of 55 continuously-enrolled seniors graduated). 	<p>HSRA's advisors' team reviews current status and issues in implementation of the advisory program, including the tiered system of advisories, during their biweekly meetings. Challenges relating to advisory and the overall program's ability to move students toward graduation, are discussed at directors' council meetings.</p>	<ul style="list-style-type: none"> • Tiered system of advisories, implemented 2013-14: Alpha for newly-enrolled students; Beta for the majority of students; and Delta for students approaching graduation (two advisories). • Implement Check and Connect program to prevent truancy and re-engage at-risk students and families. Advisors identify students who are at risk due to factors outside school, and one of three staff members works with the students to help them address challenges they are facing, and stay in school.

Instructional Challenges: List other instructional challenges not addressed with the implementation of the instructional strengths listed above; they may be past challenges that remain or have grown over the past year, or new challenges to student learning. Please summarize at least two data sources (i.e., benchmarks) that shows these are challenges. List the root causes identified for each instructional challenge. Provide one to three

evidence-based instructional strategies/practices being considered to address the instructional challenge that is aligned to the identified root cause. Add rows, as needed.

Instructional Challenges	Data Analyzed/ Reviewed	Root Causes	Possible Instructional Solutions
List instructional challenges	List data analyzed/reviewed	List root causes	List possible instructional solutions
<ul style="list-style-type: none"> Improving capacity to address reading in all content areas and to incorporate culturally-relevant subject matter Ensure capacity to incorporate nonfiction in reading instruction Ensure students attain academic skills sufficient to pass MCA's 	<p>In addition to academic assessment data which shows the majority of HSRA students far below grade level academically, HSRA leadership analyzes student mobility and attendance data:</p> <ul style="list-style-type: none"> 73% of students were not in school prior to enrolling at HSRA, for an average of 6.47 months Overall percent-of-attendance was only 56.17% in 2012-13 	<p>HSRA by design serves a population of students who have not succeeded in other educational settings; the majority of students are significantly below grade level upon enrolling, so HSRA needs to provide remediation while simultaneously preparing students to meet high academic standards.</p>	<ul style="list-style-type: none"> Utilization of an outside trainer to facilitate schoolwide planning around reading. Enhance reading across the curriculum Culturally-relevant literacy Increased use of nonfiction and supplementary materials Additional tutoring for students taking the MCA
<ul style="list-style-type: none"> Ensure appropriate placement of students for math instruction based on their strengths / needs Improving capacity to build math learning into real-world topics Meeting the needs of students who need two Algebra 2 credits, required for graduation beginning with the class of 2015 	<p>In addition to academic assessment data which shows the majority of HSRA students far below grade level academically, HSRA leadership analyzes student mobility and attendance data:</p> <ul style="list-style-type: none"> 73% of students were not in school prior to enrolling at HSRA, for an average of 6.47 months Overall percent-of-attendance was only 56.17% in 2012-13 		<ul style="list-style-type: none"> Implementation of a three-tier leveled math system, with students differentiated by skill level (low, medium, or excelling). Spiral curriculum used in Conc. Math addresses higher-level math subjects. Students' tier is determined by internal diagnostic and/or MCA/MAP assessment results. Increased use of blended learning to meet students' needs at all levels. Math woven into real-world topics e.g. aviation, sports, junior achievement
<ul style="list-style-type: none"> Ensure that students have the competence in essential Academic Standards to pass mandated assessments Ensure effective personalization of learning to build an appropriate path to graduation for every students 	<p>In addition to academic assessment data which shows the majority of HSRA students far below grade level academically, advisors review each student's credits needed for graduation and work with the student to build an individualized path toward graduation and success in life beyond school, based on the student's individual strengths, interests and needs.</p>		<ul style="list-style-type: none"> Using multiple strategies in basic skills areas to enable students to graduate and succeed in higher education Multiple strategies to personalize learners' plans to earn credits to graduate Check and Connect to increase student retention and engagement

The data should be shared with all stakeholders for feedback and reflection on the capacity to implement identified instructional strategies/practices. Once sharing has taken place, the team will work with the school staff to prioritize needs and determine the focus of SIP Action Plan instructional strategies or practices.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Using the information on instructional strengths and challenges in the previous two tables, answer the following questions.

1. What priority needs does the data suggest? Include rationale/process for prioritizing needs. Consider these questions:

- Is student performance in one content area weaker than another?
- Is the school gap for a subgroup significantly larger for one group than another?
- Is the size of a subgroup significantly larger than another?
- Does the school have greater capacity to implement one instructional strategy/practice?

HSRA has a relatively homogeneous student population (mainly African American, all urban, almost all low income). The school employs a team of highly committed, well-skilled educators who have or can quickly build the capacity to implement the instructional practices needed. The below summarizes the rationale for the three goals stated in the Action Plans below:

- Rationale for focus on Reading - Reading was selected as a focus area because many HSRA students are behind in reading; improving student skills in this area is critical for student success, in learning and in most careers.
- Rationale for focus on Mathematics – Mathematics was selected as a focus area because many HSRA students are behind in math; improving student skills in this area is critical for student success, in further schooling and in most careers.
- Rationale for focus on the graduation - Graduation from high school helps a young person access many opportunities including higher education and desirable employment. Improving the graduation rate continues to be a challenge which is why the graduation rate, along with attendance rate, remains one of HSRA's Performance Target areas for purposes of accountability to its Authorizer.

2. What evidence-based instructional strategies or practices will be selected for mathematics, reading, and/or graduation based on prioritized needs? How was Root Cause Analysis used to determine instructional strategies or practices?

After reviewing the various instructional strategies and practices HSRA has in place in its ongoing efforts to improve, the leadership implementation team selected the following as the focus for our School Action Plans:

Reading:

- Implement interdisciplinary teaching in DLA, with a combined English and Social Studies focus, to enhance student interest and improve student learning while addressing the new Common Core language standards.

Mathematics:

- Ensure placement of students at the appropriate instructional level in mathematics, based on diagnostic test results (usually the MAP)
- More effective implementation of blended learning to address student needs across the instructional spectrum, including both remediation and advancement (begun during the spring of 2013, and being refined during 2013-14).

Graduation:

- Implement tiered system of advisories, implemented 2013-14: Alpha for newly-enrolled students; Beta for the majority of students; and Delta for students approaching graduation (two advisories).

- Implement Check and Connect program to prevent truancy and re-engage students and families.
3. Define the SIP implementation work being carried out by instruction-focused learning teams (sometimes called professional learning communities). How is the research being used to support the implementation work (e.g., defining critical features of implementation, identifying student subgroups expected to make greatest gains)?

HSRA advisors meet biweekly, to discuss student work and standards, focusing on identifying content and sharing best practices and successful strategies for working with particular students. Content focus at these meetings typically includes reading and mathematics, the subject areas addressed in the School Improvement Plan.

4. How will the learning team leadership (principal and learning team facilitators) bimonthly meetings be used to support the ongoing implementation of selected instructional strategies/practices?

At HSRA there are bimonthly meetings of the advisors, and of department leaders:

- Biweekly advisors' meetings: Advisors meet bi-weekly on Mondays, focusing on academic issues and challenges, especially in reading and math, and for discussion specific to these critical aspects of the program. Conclusions from these discussions are presented to administration.
- There are bi-monthly directors' council meetings, attended by the director's of HSRA's departments. Organizing the school into departments was part of HSRA's re-organization accompanying the school's move to its new facility in the summer of 2013. The departments are: Educational and Institutional Effectiveness; Student Support and Engagement; Studio 4 / Creative; Administration; and School Support (includes facility, security, and technology). Leadership implementation members are represented at the directors' council meetings as well as among the advisors.

Implementation of the selected strategies in reading, mathematics and graduation will be monitored by lead staff who are included in these meetings, and assistance obtained as needed for ongoing implementation of the practices.

5. How is the district (LEA) providing support and assistance to implement the evidence-based instructional strategies/practices? How will the district intervene if strategies/practices are not implemented with fidelity or are not providing significant increases in student achievement?

Not applicable for a single-school charter district.

SCHOOL ACTION PLAN #1: Mathematics

1. [Copy School Action Plan template to address separate goals]
2. Math Reading Graduation (if applicable)
3. **SMART Goal:** HSRA's Index Rate for AYP Mathematics Proficiency will increase from 22.73 in the spring of 2013, sufficiently to meet its AYP target in the spring of 2014.
- 4a. **Instructional Strategy or Practice:** Ensure placement of students at the appropriate instructional level in mathematics, based on diagnostic test results (usually the MAP)

5 ACTION STEPS (What actions are needed to implement Instructional Strategy or Practice with fidelity?)	6 PERSONS RESPONSIBLE	7 RESOURCES	8 BENCHMARKS	9 TIMELINES	10 PROGRESS MONITORING
Plan:					
Math teachers planned how to ensure appropriate student placement in math, prior to the school year	Assistant Director for Education & Instructional Effectiveness, and lead math facilitator	Planning time	Plan reported to whole instructional team, during weekly staff meetings	Done August; strategy in place for beginning of school year	Student placement assessed through school
Do:					
Math teachers review students' assessment scores, and place them appropriately based on this data. The MAP is well-aligned to MN state standards in math as assessed on the MCA.	Assistant Director for Education & Instructional Effectiveness	MAP tests	All students placed at an appropriate instructional level in math	September / after each orientation for new students; revisited as needed based on student performance	Documentation shows student placement
Implement NWEA-suggested strategies for student's instructional level. To facilitate this, HSRA staff member attended "Minnesota Institute Day" NWEA MAP training, then trained other staff on linking MAP results to instruction.	Assistant Director for Education & Instructional Effectiveness	Online instructional resources accompanying MAP tests	Math instruction linked to instructional level as shown by students' most recent MAP results	10/23/13 (MN Institute); January for training of HSRA staff	
Study:					
Review student results, on the NWEA Math MAP, and MCA in Math	Assistant Director for Education & Instructional Effectiveness; advisors	MAP and MCA tests	Placements reviewed subsequent to obtaining MAP results; students moved as appropriate	Fall, Winter, Spring (MAP); Summer (MCA results)	Review and Monitor results are filed in subject EHSRA information tab
School survey, done mid-year and toward the end of the school year, asks students about their level of confidence in math	Education Director (ensures surveys are done); Assistant Director (reviews results)	School survey (done through the free Survey Monkey online tool)	Extent of students' confidence that their math skills are improving	Winter; spring	Review student results
Act:					
HSRA staff will continue monitoring student placement	Assistant Director for Education & Instructional Effectiveness	Planning time	Placement strategy revised for	Ongoing (monitoring);	

4b. **Instructional Change Manager:** Sayra Loftus, Assistant Director for Education & Instructional Effectiveness
Math

SCHOOL ACTION PLAN #2: Mathematics

1. [Copy School Action Plan template to address separate goals]
2. xMath □ Reading □ Graduation (if applicable)
3. **SMART Goal:** HSRA’s Index Rate for AYP Mathematics Proficiency will increase from 22.73 in the spring of 2013, sufficiently to meet its AYP target in the spring of 2014.
- 4a. **Instructional Strategy or Practice:** More effective implementation of blended learning to address student needs across the instructional spectrum, including both remediation and advancement

5 ACTION STEPS (What actions are needed to implement Instructional Strategy or Practice with fidelity?)	6 PERSONS RESPONSIBLE	7 RESOURCES	8 BENCHMARKS	9 TIMELINES	10 PERFORMANCE MONITORING
Plan: Lead math staff assessed resources to supplement math instruction (Khan Academy replaced Brainchild as the primary resource used, effective fall 2013; other tools assessed included Odyssey and Gradpoint)	Assistant Director for Education & Instructional Effectiveness, and lead math facilitator	Khan Academy	Extent of student use of Khan Academy	Done August; strategy in place for beginning of school year	Khan Academy student
Do: Khan Academy offered as an option for all students, to support their learning in math. KA works well for both intervention (to ensure students master skills assessed on the MCA) and an extension. Students coached to make effective use of Khan Academy; results monitored and tracked on PLPs.	Assistant Director for Education & Instructional Effectiveness	Khan Academy	Extent of student use of Khan Academy	September / after each orientation for new students (placement)	Khan Academy student
Study: Students’ progress in Khan Academy is monitored and assessed via online reporting; teacher reports show time spent and skills mastered on a student-by-student basis	Assistant Director for Education & Instructional Effectiveness	Khan Academy, and associated reporting tools		Quarterly review; Spring for comparison with NWEA results	Time skills in Khan Academy compared with results
Act: HSRA staff will analyze spring NWEA results, and use the Critical Friends Looking at Data protocol to assess progress made by students using Khan Academy; results will inform changes for the subsequent year, and staff development to support such.	Assistant Director for Education & Instructional Effectiveness; Education Director	Khan Academy, and associated reporting tools; NWEA MAP; and staff time for planning		June for comparison with NWEA results; August for planning / training for 14 subsequent year	Time skills in Khan Academy

4b. **Instructional Change Manager:** Sayra Loftus, Assistant Director for Educational & Instructional Effectiveness

SCHOOL ACTION PLAN #1: Reading

1. [Copy School Action Plan template to address separate goals

2. Math Reading Graduation (if applicable)

3. **SMART Goal:** HSRA's Index Rate for AYP Reading Proficiency will increase from 28.57 in the spring of 2013, sufficiently to meet its AYP target in the spring of 2014.

4a. **Instructional Strategy or Practice:** Implement interdisciplinary teaching in DLA, with a combined English and Social Studies focus, to enhance student interest and improve student learning while addressing the new Common Core language standards.

5 ACTION STEPS (What actions are needed to implement Instructional Strategy or Practice with fidelity?)	6 PERSONS RESPONSIBLE	7 RESOURCES	8 BENCHMARKS	9 TIMELINES	10 PROGRESS MONITORING
Plan: Lead English and Social Studies instructional staff jointly planned during the summer, for an interdisciplinary approach to be implemented in DLA, addressing both English and Social Studies content standards. The revised DLA will utilize supplementary nonfiction readings to ensure Common Core standards are addressed.	Lead staff for English and Social Studies	Planning time; copies of book to be used in DLA		August planning, for Sept. implementation	Lead staff to ensure completion of plan by August. Progress monitoring DLA
Do: English and Social Studies teachers introduced guided projects addressing content standards in both subjects. Learning was related to contemporary events through a focus on Hurricane Katrina and its aftermath, later expanded to encompass projects relating to other natural disasters.	Lead staff for English and Social Studies		Students in regular attendance are expected to earn a full semester-credit in DLA; teachers review student journals and classroom work weekly to assess extent to which students are meeting expectations.	Weekly review of student work (implement throughout the year; ongoing monitoring)	<ul style="list-style-type: none"> Peer review of student work Staff review of student work Performance assessment focus on standards
Utilization of an outside trainer (consultant) to facilitate schoolwide planning around reading, including reading across content areas; this training/planning will be incorporated into DLA.	Education Director	Title funds to pay trainer; staff time		Early spring 2014 (dates to be determined)	Staff support regarding
Study: Students' progress in DLA is monitored on an ongoing basis throughout the year; credits earned, NWEA scores and student engagement (survey) data are assessed at the end of the first	Lead staff for English and Social Studies	Planning time	Proportion of students meeting expectations	January for first-semester review; weekly review of student work	Staff analysis of results of work and progress

4b. **Instructional Change Manager:** Dan Frey, Assistant Director of Student Support & Engagement (English teacher); Joe Cienian, Lead Advisor (Social Studies teacher)

SCHOOL ACTION PLAN #1: Graduation

1. [Copy School Action Plan template to address separate goals

2. Math Reading Graduation (if applicable)

3. **SMART Goal:** HSRA's graduation rate¹ will increase from 61% in 2012-13 to at least 66% in 2013-14 and at least 71% in 2014-15.

4a. **Instructional Strategy or Practice:** • Tiered system of advisories, implemented 2013-14: Alpha for newly-enrolled students; Beta for the majority of students; and Delta for students approaching graduation (two advisories)

5 ACTION STEPS (What actions are needed to implement Instructional Strategy or Practice with fidelity?)	6 PERSONS RESPONSIBLE	7 RESOURCES	8 BENCHMARKS	9 TIMELINES	10 PERFORMANCE MONITORING
Plan: HSRA's Tier Committee met over the spring and summer, and members carried out work outside the committee, to research and plan a tiered system of advisories, for implementation in 2013-14. Specific expectations of students, and responsibilities of staff, were identified for each of the tiers, as were processes for moving between tiers.	Chair of Tier Committee	Planning time	Plan completed, for beginning of 2013-14 school year	Spring/summer 2013 for planning, completed by end of August	
Do: Students assigned to the appropriate Tier based on age and progress toward graduation (new students are admitted and orientations done once a week, so assignment of students continues throughout the year)			All students placed in Tiered advisory, beginning Sept. 2013	August 2013 (assignment of returning students); Sept. 2013 and ongoing/weekly for newly enrolling students	Student surveys Teacher surveys Tiered advisory outcomes
Student progress toward graduation, and advancement from Tier to Tier, monitored throughout the year			Number of students progressing from one Tier to the next		
Study: Lead staff will monitor student retention rate as well as numbers of students moving between tiers. Satisfaction with the system (among both students and staff) is monitored by school survey questions. Changes could include re-assigning staff among tiers based on their strengths or adjusting outcomes required to exit the first or second tier.	Assistant Director for Education & Instructional Effectiveness; Assistant Director of Student Support & Engagement				
Defined as the proportion of seniors enrolled at HSRA as of October 1, who remain continuously enrolled through the end of the year unless they graduate sooner.					
Act: Staff will reflect on the effectiveness of the tiered advisory system at the end of the 2013-14 school year,	Assistant Director for Education & Instructional Effectiveness; Assistant Director			June 2014; August 2014	

4b. **Instructional Change Manager:** <Insert Person's Name>

SCHOOL ACTION PLAN #2: Graduation

1. [Copy School Action Plan template to address separate goals
2. Math Reading Graduation (if applicable)
3. **SMART Goal:** HSRA's graduation rate² will increase from 61% in 2012-13 to at least 66% in 2013-14 and at least 71% in 2014-15.
- 4a. **Instructional Strategy or Practice:** Implement Check and Connect program to prevent truancy and re-engage students and families.

5 ACTION STEPS (What actions are needed to implement Instructional Strategy or Practice with fidelity?)	6 PERSONS RESPONSIBLE	7 RESOURCES	8 BENCHMARKS	9 TIMELINES	10 MONTHS
Plan: Lead staff attended training at the University of MN on Check & Connect, and developed a plan to implement the program as a strategy to retain and re-engage the most at-risk students.	Assistant Director of Student Support & Engagement	Training provided by the University of MN (see http://checkandconnect.umn.edu/)		Summer 2013; plan in place by Sept. 2013	
Do: Advisors refer students with various needs (e.g. housing, health or mental health issues) to Check & Connect	Advisors		Number of students in Check & Connect (target is 3-5 per advisory)	Sept. 2013; ongoing as new students enroll	
Student Engagement director and coordinators (two additional, non-instructional staff) do intake meeting, identifying resources to meet students needs. Resources utilized at present are mainly within the school.	Assistant Director of Student Support & Engagement; Student Engagement Coordinators	Housing Advocate (at HSRA two days/week, through McKinney-Vento grant); school social worker for Sp. Ed. students; school nurse; transition placement counselor.		Sept. 2013; ongoing as new students are assigned	
Student Engagement director and coordinators continue to connect with students, following up on their needs	Assistant Director of Student Support & Engagement; Student Engagement Coordinators			Ongoing throughout the year	
Study: Lead staff will monitor student participation in Check & Connect throughout the year. Satisfaction with the program. Participating students may be surveyed to obtain their input on Check & Connect. Changes for 2014-15 will be informed by HSRA's experience this year. One area for growth is the identification and utilization of more resources outside the school, to support HSRA students.	Assistant Director of Student Support & Engagement				Start of school year
<p>² Defined as the proportion of seniors enrolled at HSRA as of October 1, who remain continuously enrolled through the end of the year unless they graduate sooner.</p>					Continued

4b. **Instructional Change Manager:** <Insert Person's Name>

SCHOOL ACTION PLAN INSTRUCTIONS

1. **School Action Plan(s)** (Copy School Action Plan template, as needed, for each instructional strategy or practice.)

All Title I Priority and Focus schools must use the Action Plan template based on the ESEA Waiver Request. Continuous Improvement schools may use this Action Plan template or a similar form of their choosing. This Action Plan will also fulfill Title I Schoolwide requirements. The purpose of the Action Plan is to select high-leverage, evidence-based instructional strategies or practices linked to prioritized needs for reading, mathematics, and/or graduation which may be specific to a struggling student subgroup in the school. The leadership implementation team is responsible for writing meaningful and relevant action plans that are actionable and aligned with processes, people and measures to address increasing student learning and/or achievement gaps. Consider the following:

- Use multiple data sources to determine and prioritize student needs.
- Begin by examining what currently implemented evidence-based instructional strategies/practices are effective and should be refined/sustained as part of the school improvement process.
- It is highly recommended that the number of instructional strategies or practices identified for implementation be at least three and no more than five to focus improvement efforts and ensure effective implementation.

Note: Each selected instructional strategy or practice requires a separate ongoing Action Plan be developed by the leadership implementation team.

2. **Math** **Reading** **Graduation** (Check area that SMART goal and strategy/practice will address.)

All Priority, Focus and Continuous Improvement schools must have at least one reading and one math goal. Graduation must be addressed if this was an area of school identification. Use separate template for reading, math and/or graduation.

3. **Strategic/Specific, Measurable, Attainable, Results-based and Time-bound (SMART) Goal** (Provide SMART Goal.)

SMART Goals-Once priority needs and potential instructional strategies/practices have been identified, it is time for the leadership implementation team to draft goals that set the course for the schoolwide program. Goal statements are broad indicators of intention; they must be connected to specific objectives, strategies, practices, and action steps to become effective targets that truly guide improvement. A well-written action plan goal is strategic/specific, measurable, attainable, results-based, time-bound and, most importantly, focused on increasing achievement for all students in the school.

4a. Instructional Strategy or Practice

Select an instructional strategy or practice to address the root cause of student challenges related to SMART goal. Begin by examining current instructional strategies and practices that can be continued or eliminated. Review in-depth data analysis and the comprehensive needs analysis to determine focus of instructional change/improvement needed to support struggling student subgroups. Identify potential evidence-based instructional strategies and/or practices that have shown significant increases in student achievement for identified struggling student subgroups. For each potential strategy/practice, list the critical components needed to implement the instructional strategy/practice with fidelity. Assess the school's capacity and readiness to implement each potential

instructional strategy/practice and develop a hypothesis about the potential impact. Using this information, select an evidence-based instructional strategy/practice with the greatest impact on the root cause of student learning. Whatever instructional strategy or practice is selected must be responsive to the school's specific needs, context, and culture.

4b. Instructional Change Manager

Select an instructional change manager with content expertise related to the selected, evidence-based instructional strategy or practice. This person will be responsible for the overall guidance of the implementation process to ensure fidelity of implementation as well as use of "best practices" for the content area.

5. **Actions** (Determine actions you will take to plan and implement the strategy/practice.)

Action steps establish boundaries for results. The PDSA cycle details the implementation of the selected strategy/practice and helps the school define the work of school improvement.

PDSA Improvement Cycle—The stages of Plan, Do Study, Act are essential to continuous improvement success and are the basis for a four-step improvement process:

(1) **Plan: Take Stock and Choose the Right Focus/Instructional Strategy or Practice.** Determine professional development needs, instruction-focused learning team support and one-to-one coaching for implementation. Consider alignment of other initiatives and resources, such as time and funding. Ensure school staff has a clear vision of expected instructional changes as well as an understanding about sources, types and uses of data.

(2) **Do: Take Collective Action.** Determine who will do the instructional strategy/practice and how it will be implemented. Communicate selected instructional strategy/practice actions and persons responsible to staff, parents and community partners. Provide best practice coaching. Ensure data systems are in place for measuring implementation and reporting student outcomes. Review and document initial implementation strengths and challenges.

(3) **Study: Monitor and Adjust.** Benchmarks are used to assess student learning. Progress monitoring is used to ensure full fidelity of implementation. Determine training and re-training needs based on coaching, feedback loops, and progress monitoring.

(4) **Act: Reflect, Celebrate and Re-engage; Maintain Momentum.** Analyze data to make decisions about full implementation purpose, processes and outcomes. Determine funds and resources to continue support for sustaining effective evidence-based strategies/practices.

Reflect and re-engage in multiple internal cycles as needed within the larger Action Plan to adjust the implementation of the instructional strategy/practice. If embedded cycles need to repeat, please copy the row with the appropriate section description to allow easy monitoring of the Action Plan cycles.

Plan for Family Engagement related to strategy/practice—A cohesive action plan will incorporate related activities or connections with the family to involve their support for implementation of the strategy/practice. Include appropriate steps in the PDSA cycle so families/community partners are intentionally included as part of the improvement plan.

Plan for a Quick Win cycle—"Quick wins" can accelerate strategy/practice implementation. Turnaround schools often make one or a few visible improvements (quick wins) early in the improvement process to generate buy-in and gain momentum. Quick wins are very focused accomplishments within the first weeks and may include strategic climate/behavioral and/or academic supports.

The length of the PDSA is determined by strategically evaluating whether the school has maximized the impact of the instructional strategy/practice on student learning after progress monitoring shows a reasonable period of full implementation has occurred.

6. **Persons Responsible** (Identify Action Plan leaders by name and role.)

Carefully select Person(s) Responsible from the leadership implementation team who has the expertise to add value and can support each action step with guidance from the instructional change manager for the strategy/practice.

7. **Resources** (Identify support/time/funds to implement selected instructional strategy/practice.)

Determine funding requirements and available funds needed to complete each action step to implement and sustain the evidence-based instructional strategy/practice as intended. Total resources should reflect the required 20 percent Title I building set-aside.

- *Priority and Focus Schools* will be required to reassess the use of Title I, II and III funds to address the specific components of their schoolwide plan. Consider coordination of funds to optimize the use of time, staff, supplies, materials and technology.
- *Priority Schools*, to achieve turnaround, will be required to set aside 20 percent of their Title I funds for MDE-approved school improvement activities. These funds must be earmarked in a Priority School's turnaround plan to ensure that resources are being directed to the specific aspects of a school's plan.
- *Focus Schools*, to close achievement gaps and improve graduation rates, will be required to set aside 20 percent of their Title I funds for state-approved school improvement activities. These funds must be earmarked to ensure that resources are being directed to the specific aspects of a Focus School's plan.

8. **Benchmarks** (Identify benchmark assessments.)

Benchmarks, aligned to state standards, are identified to assess proficiency and growth in student learning as well as student progress toward graduation. Benchmark assessment data are frequently and systematically collected across a grade level, content area, or school system at several predetermined times throughout the school year. They may have a variety of titles, such as unit tests, short-cycle assessments or system-wide quarterly common assessments. Benchmark assessments can provide a great deal of information by content standard/benchmark for instruction-focused learning teams to analyze and use for adjusting instruction. The regular feedback on the strengths and weaknesses of instruction should be an integral part of feedback loops for the leadership implementation team so they can adjust the Action Plan to reflect evolving school needs.

9. **Timelines** (Establish timelines for PDSA action steps.)

Targets or timelines have been established by the leadership implementation team to assist in determining progress with PDSA action steps. The timelines should be sufficient for completing the action while also reflecting the urgency to move forward in the improvement process.

10. **Progress Monitoring** (Track progress of instructional strategy or practice implementation)

Document changes in teacher practice related to critical components needed for success of implementation of selected instructional strategy/practice. Data collection may include teacher observation, learning team minutes, coaching logs and classroom formative assessment processes.

11. **Evidence** (Continue or move to a new PDSA cycle.)

Document evidence of: 1) changes in instruction or learning or 2) completion of each action step. Benchmark data should address root causes of student learning challenges as well as progress toward the Action Plans SMART goal. Progress monitoring data in early steps will focus on fidelity of implementation while later steps will attend to full implementation. Evidence for some steps will focus on documenting the completion of different products or processes to be completed as part of the action step, rather than specific benchmark or progress monitoring information. Use the evidence to determine next action steps in one of the four different sections of the PDSA process, as appropriate.

12. School Action Plan Review (Check each box if template addressed the questions in this section.)

The purpose of the questions under section 12 is to ensure the “who, how and what questions” have been addressed within the School Action Plan template for each selected evidence-based strategy/practice.

ENSURING TITLE I SCHOOLWIDE COMPONENTS (Only for schools choosing schoolwide plan option)

As stated in the general instructions on page 1, this template may also serve as the Title I Schoolwide plan for schools classified as Priority, Focus or Continuous Improvement schools. The plan template has readily addressed the following Title I schoolwide components:

- Identify reform strategies, aligned with the needs assessment, that are research-based and provide opportunities for all children to meet the state’s proficient or advanced levels of academic achievement.
- Offer high-quality, ongoing professional development.
- Identify measures to include teachers in decisions regarding the use of academic assessments.

All Title I schoolwide components could be addressed in the School Action Plan Template. To ensure that all components are proficiently addressed, please respond to the following questions.

HIGHLY QUALIFIED STAFF (Answer the following questions.)

1. Do all teachers and paraprofessionals meet the highly qualified (HQ) requirements?

Yes. To teach at High School for Recording Arts, teachers must possess an appropriate license for the area in which they will be teaching. To work as a paraprofessional at High School for Recording Arts, staff must meet the Highly Qualified requirements of No Child Left Behind. The school board and Program Director oversee the hiring process to ensure that paraprofessionals are Highly Qualified before hiring.

2. Are all teachers assigned to the areas in which they are certified to teach?

Yes

3. How does the district plan and establish policy that recruits, assigns and retains HQ staff based on student learning needs?

In addition to advertising for teachers in the local media, when teaching positions become available HSRA recruits through a number of networks to which the school belongs, which are committed to producing high quality teachers, with an emphasis on experiential/project based learning and/or communities of color. These networks include the Coalition of Essential Schools, the Black Alliance for Educational Options, and EdVisions.

CREATE STRATEGIES TO INCREASE PARENT ENGAGEMENT (Answer the following questions.)

1. What types of parent engagement will best support priority learning needs?

HSRA shares information with parents of students, through HSRA Progress Reports, sent home twice per year. HSRA holds community events approximately once a month. These events typically feature student academic work and/or performances. All student families are invited to the community events, and also to bi-weekly “Pick-me-ups,” student performances; and to HSRA’s weekly Community (student) Meeting. Parents sometimes speak at Community Meetings, presenting on their careers and life experiences, as motivational speakers. While many of HSRA’s students do not have parents who are actively involved in their lives, HSRA seeks to have parents and other community members present at the school as positive mentors for students. It is motivational for at-risk students to hear from parents who have faced similar challenges. Parents who are regularly present at the building are able to act as a support network to students other than their own children. For the 2013-14 school year, HSRA

has as a new goal of increasing the level of parent engagement, to be measured by parental attendance at meetings and events at the school; and the establishment of a parent advisory committee.

2. How will parent feedback inform parent/community involvement in the planning, implementation and monitoring of the school plan?

Parents are asked for input on HSRA's strategies for involving the community, informally at parent and community meetings throughout the year, and more formally at annual Title I parent meetings. Their input is taken into account in the planning, implementing and monitoring of school plans. A parent advisory council is under development, as of January 2014.

ADDITIONAL AND TIMELY ASSISTANCE FOR STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS (Answer the following questions.)

1. What evidence indicates the school is providing equal access to standards-based instruction for all students?

HSRA combines individualization of learning with equal access to all students, through the advisory system. Each student is assigned an advisor once they enroll; the advisor gets to know the student, their strengths, needs and interests, and helps their advisees map a path to success via a personal learning plan which shows the student's current classes and school-based projects. This system is being enhanced in 2013-14 with the establishment of tiered advisories to more appropriately challenge all students. Differentiated instruction is utilized in all tiers. Both Concentrated Math and Daily Language Arts are standards-based curricula, required of all students. Standards to be addressed are identified in every course offered at HSRA, and courses are available to all students.

2. How does the school choose strategies/practices and additional assistance/learning time for students not meeting Minnesota performance standards for proficiency?

HSRA uses a tiered math system to identify and place its students in differentiated skilled level in math. Students who are in lower level math receive additional instructional and tutoring time. HSRA staff are available until 7:30pm after school four days per week for additional tutoring in subject areas where they need assistance.

COORDINATE AND INTEGRATE FEDERAL, STATE AND LOCAL SERVICES AND PROGRAMS (Answer the following questions.)

1. Is the school coordinating resources to implement and sustain evidence-based strategies and practices as intended?

As this is a public charter school operating out of a single site, the school and local education agency are one and the same. HSRA's governing board provides oversight of the program including reviewing and approving school goals and school budgets each year. HSRA supports school improvement planning through the Leadership Implementation Team, described at the beginning of this Plan. In addition to providing staff time for team members who are school staff, HSRA contracts with two external consultants for assistance in the program evaluation effort which addresses school improvement planning needs

2. Has the leadership implementation team reassessed the use of their Title I, II and III funds to address the specific components of their Title I schoolwide plan? (Consider coordination of funds to optimize the use of data systems, time, staff, supplies, materials and technology.)

Title II funds, and 20% of Title I funds, are being allocated to support implementation of various aspects of this School Improvement Plan.