

Use of the Record of Continuous Improvement and Summary of Schoolwide Plan

- Parts I and II of this document are required for all Title I Schoolwide Programs, Focus Schools, and Priority Schools. These parts are recommended for all schools.
- Part III (School Action Plan) is required for Focus and Priority Schools and recommended for all schools. The School Action Plan uses the Active Implementation (AI) Frameworks to support sustainable change. Additional detail is located on the [Active Implementation Hub](http://implementation.fpg.unc.edu/) (<http://implementation.fpg.unc.edu/>).
- Part IV (Schoolwide Program Summary) is a summary of the core elements of the Schoolwide Plan and is required for all schools operating a Schoolwide Program.
- Part V (Appendix) provides additional support for schools engaging in the continuous improvement process.

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Part I – District and School Information

DISTRICT INFORMATION	DISTRICT PHONE, FAX, EMAIL
District Name and Number Bemidji Area Schools #0031-01	Phone: (218) 333-3100, 31120
Superintendent (Director): Dr. James Hess, Superintendent	Fax: (218) 333-3129
District Address: 502 Minnesota Ave NW, Bemidji, MN 56601	Email: jhess@bemidji.k12.mn.us
Title Coordinator: Kathy Palm, Director of Curriculum & Admin Services	Phone: (218) 333-3100, 31103
Coordinator Address: 502 Minnesota Ave NW, Bemidji, MN 56601	Email: kpalm@bemidji.k12.mn.us

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: Lincoln Elementary, #060, Grades K-5	Phone: (218) 333-3250
School Address: 502 Minnesota Ave NW, Bemidji, MN 56601	Fax: (218) 333-3480
Principal: Jason Luksik	Email: jluksik@bemidji.k12.mn.us

Determine Your Category

- Schoolwide program
 - Priority (complete Parts I, II, III, and IV)
 - Focus (complete Parts I, II, III, and IV)
 - Continuous Improvement (complete Parts I, II, and IV; Part III Recommended)
 - No MMR designation (complete Parts I, II, and IV; Part III Recommended)
 - Celebration Eligible (complete Parts I, II, and IV; Part III Recommended)
 - Reward (complete Parts I, II, and IV; Part III Recommended)
- Targeted assistance program
 - Priority (complete Parts I, II, and III)
 - Focus (complete Parts I, II, and III)
 - Continuous Improvement (complete Part I; Parts II and III Recommended)
 - No MMR designation (complete Part I; Parts II and III Recommended)
 - Celebration Eligible (complete Part I; Parts II and III Recommended)
 - Reward (complete Part I; Parts II and III Recommended)
- Non-Title School (Parts I, II, III, and IV Recommended)

Multiple Measurement Rating (MMR) and Focus Rating (FR) Trends

Use the [Minnesota Report Card](#) or [Secure Reports](#) to complete the following information.

Year	Multiple Measurement Rating	Focus Rating
2012 - 2013	18.97%	60.69%
2013 - 2014	48.68%	66.33%
2014 - 2015	49.64%	67.34%

Demographic Information

Use the [Minnesota Report Card](#) or [Secure Reports](#) to complete the following information.

Student Group	Percent of Total Enrollment
American Indian/Alaskan Native	27%
Asian/Pacific Islander	0.2%
Hispanic	0.5%
Black, not of Hispanic Origin	1.9%
White, not of Hispanic Origin	70.4%
English Learner	0%
Special Education	15%
Free/Reduced Price Lunch	55.2%

Schoolwide Leadership Implementation Team

Implementation Team Members are selected for their capacity to be effective leaders and willingness and ability to be accountable for implementation. Additional information on Leadership Implementation Teams can be found at [Module 3 – Implementation Teams](#) on the AI Hub.

Leadership Implementation Team membership that represents identified needs: Principal, classroom teacher(s), special education, English language development, data coach, reading and math instructors/coaches, parents including parents of historically underserved students, and others as determined by Comprehensive Needs Assessment.

Team Member Name	Role	Contact Information
Jason Luksik	Principal	(218) 333-3250
Liana Schaefer	Teacher	(218) 333-3250
Darlene Riewer	Teacher	(218) 333-3250
Kim Bolte	Teacher	(218) 333-3250
Amanda Mix	Other	(218) 333-3250
Kathy Palm, Director of Curriculum	Program Administrator	kpalm@bemidji.k12.mn.us
Jennifer Verdugo	Parent	(218) 497-0189
Amy Beighley	Community Member	(218) 444-9666
Angela Lauderbaugh	Pupil Service Personnel	angela_lauderbaugh@bemidji.k12.mn.us
Tony Andrews	Technical Assistance	tandrews@bemidji.k12.mn.us
Student Growth Team: Jason Luksik, principal Liana Schaefer, facilitator Becki Campbell, special education	Additional Member	(218) 333-3250

Team Member Name	Role	Contact Information
Student Growth Team Continued: Doreen Felts, K Krista Klinke, 1 st Lisa Schussman, 2 nd John Williams, 3 rd Jeff Smith, 4 th Deb Brown, 5 th		

Part II – Comprehensive Needs Assessment

All Focus and Priority schools and any school operating a Schoolwide Program (SWP) must conduct a comprehensive needs assessment (CNA) that is based at least in part on the academic achievement information of all students in the school.

1. DATA REVIEW

- Data review should include data from multiple sources.
- Information below represents possible data sources.
- Add or delete rows as needed.

DATA	REFLECTION	REVIEW DATE	NEXT STEPS
What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	What did you learn from the data you reviewed?	When will we study the data?	What will you do next to advance the data review process?
Review Enrollment Data	Our Free and Reduced student and American Indian student population percentages have increased from the previous year.	Ongoing	Review MCA Proficiency and Achievement Level for 3 rd , 4 th , and 5 th grade student groups
Review MCA Proficiency and Achievement Level for 3 rd , 4 th , and 5 th grade student groups	<p>Math:</p> <ul style="list-style-type: none"> • Our American Indian students and Non Free and Reduced students have had consistent proficiency percentages the last few years. • Our Free and Reduced students and our White students proficiency percentages have fluctuated the last few years, which has caused our achievement gaps to fluctuate as well. <p>Reading:</p> <ul style="list-style-type: none"> • Reading proficiency has remained very consistent over the last few years, despite our building focus on Math Essential Learning Outcomes. 	8/24/16	Review NWEA MAP Proficiency and Achievement Level for 2 nd , 3 rd , 4 th , and 5 th grade students
Review NWEA MAP Proficiency and Achievement Level for 2 nd , 3 rd , 4 th , and 5 th grade students	<p>Math:</p> <ul style="list-style-type: none"> • The Number and Operations sub-strand is the lowest sub-strand for most grade levels. <p>Reading:</p> <ul style="list-style-type: none"> • The Vocabulary sub-strand is the lowest sub-strand for most grade levels. Informational Text is the second lowest sub-strand for most grade levels. 	8/24/16	Review AIMSweb Proficiency and Achievement Level for Kindergarten and 1 st grade students
Review AIMSweb Proficiency and	<p>Math:</p> <ul style="list-style-type: none"> • All Skills were above 60% mastery in 	8/24/16	Review MMR Rating for Proficiency,

DATA	REFLECTION	REVIEW DATE	NEXT STEPS
<p>What data sources will the team review?</p> <p>What activities will the team engage in to explore possible instructional strategies/practices?</p>	<p>What did you learn from the data you reviewed?</p>	<p>When will we study the data?</p>	<p>What will you do next to advance the data review process?</p>
<p>Achievement Level for Kindergarten and 1st grade students</p>	<p>Kindergarten and 1st grade.</p> <p>Reading:</p> <ul style="list-style-type: none"> Phoneme Segmentation Fluency in Kindergarten was the only assessment that had less than 60% student mastery in the spring. 		<p>Growth, Achievement Gap</p>
<p>Review MMR Rating for Proficiency, Growth, Achievement Gap</p>	<p>Our Special Education population is coming closer to meeting the proficiency index targets than any of our other subgroups. They are also the only group that is closing the achievement gap in reading.</p>	<p>8/29/16</p>	<p>Staff at Lincoln Elementary will implement Essential Learning Outcomes for each grade level. Goals are in place to address the areas of concerns in regards to achievement gaps and proficiency.</p>
<p>End of Year Parent Involvement Survey</p>	<p>Parents want the teacher, school, and district websites updated more regularly. Parents who work are unable to attend family events that are scheduled during the school day.</p>	<p>8/29/16</p>	<p>One of our specialists will spend part of his day maintaining our building website.</p>
<p>Review Behavior Data</p>	<p>The amount of Behavior Code Violations doubled from last year.</p>	<p>Monthly</p>	<p>Implement professional development for Responsive Classroom, continue with monthly behavior committee meetings, and continue with monthly behavior focus themes for school-wide assemblies.</p>
<p>Review Attendance Data</p>	<p>We had 21 students who missed more than 20 days of school last year.</p>	<p>Monthly</p>	<p>We will continue using staff attendance mentors as well as adding student attendance mentors and Responsive Classroom strategies as motivators to get to school.</p>
<p>Review Mental Health Data</p>	<p>After staff training on awareness and referral process there was a large increase in referrals and need for services.</p>	<p>Monthly with Providers</p>	<p>There will be a full-time Mental Health caseworker on staff this year.</p>

2. COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

The Comprehensive Needs Assessment (CNA) results are used to determine the following:

- Subjects and skills for which teaching and learning need to be improved.
- Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.
- Needs of the school relative to each of the components required in a Schoolwide Program.

After reviewing the data above, please list the team's identified successes, prioritized concerns, and hypothesized root causes for identified concerns below:

Successes

After reviewing the data in step 1, what successes have been identified by the team?

Reading: 5th grade students' proficiency percentages were higher than the state and the district in all sub-groups. All 5th grade sub-groups showed growth in their proficiency percentages from the previous year, except for special education students.

Mathematics: Our Special Education students have made some really great gains, both in proficiency and closing the gap.

Prioritized Concerns:

After reviewing the data in step 1, what concerns were noted?

Reading: Background Knowledge, Vocabulary, Informational Text.

Mathematics: Background Knowledge, Continue to Align Essential Learning Outcomes to the Curriculum, Automaticity with Math Facts.

Hypothesized Root Causes:

A Root Cause is an early controllable factor in a chain of factors that impact student learning. Use the action plan to implement a usable intervention to address hypothesized root cause.

Reading: Lack of Background Knowledge: lack of exposure to content through read-alouds, lack of conversation/oral language practice, lack of experiences with content in the real world, lack of mapping/compare/contrast activities, lack of exposure to non-fiction text.

Mathematics: Lack of Background Knowledge: lack of applying mathematical operations to real world problems, lack of measuring practice in real world situations, lack of real world practice with time and money.

Part III – School Action Plan

READING ACTION PLAN

SCHOOL: Lincoln Elementary

PLAN CONTACT: Jason Luksik

SUBMISSION DATE: Sept. 1, 2016

1. Reading SMART Goal: At Lincoln Elementary the “All Students” group will increase their reading proficiency from an average of 58.2% in the spring of 2016 to an average of 61.2% in the spring of 2017 as measured by the MCA III Reading Test. American Indian students’ proficiency will improve from 42.3% to 45.3% in Spring 2017, and Free and Reduced Lunch students’ proficiency will improve from 44.7% to 47.7% in Spring 2017.

2. Reading Usable Intervention(s):

Identify the usable interventions (strategies or practices) the team has selected for monitoring.

If applicable, identify the instructional framework that includes the usable intervention: Enter framework if applicable

List of usable interventions selected to address hypothesized root cause. Identify the intervention for monitoring below.	<u>Fully Implemented?</u>
1. Reading Essential Learning Outcomes (ELOs)	X
2. Reading Common Formative Assessments	X
3. Building Background Knowledge Strategies	<input type="checkbox"/>

3a. Usable Intervention Selected for Monitoring: Reading Essential Learning Outcomes (ELOs)

3b. Instructional Change Manager: Jason Luksik

4. Action Plan:

<u>STAGE</u>	ACTION STEPS	<u>EXPECTATION</u>	REVIEW DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
In what stage of implementation is the current intervention and how does it inform actions?	How do the <u>drivers</u> inform what the team will do? Identify action steps and persons responsible for completing the action step.	What is the expected result of this activity? How will the team study adult effort and fidelity of implementation?	What date will the team study the expectation results?	Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
Exploration	Student Growth team will attend the District Data Retreat and analyze MCA results.	Determine successes, prioritized concerns, and hypothesize root causes to plan for interventions as needed. Set building goals.	8/24/16	Principal will share expectations and building goals with Lincoln staff.
Installation	Principal will share expectations and building goals with Lincoln staff.	Staff knowledge of schoolwide goals to work cohesively towards increased student success.	August 2016	Each RTI team comprised of grade level teachers and a schoolwide staff representative determine grade-level goals that are related to the school-level goals in weekly RTI meetings.
Initial Implementation	Each RTI team comprised of grade level teachers and a schoolwide staff representative determine grade-level goals that are related to the school-level goals in weekly RTI meetings.	After determining grade-level goals, each grade level will determine students that need particular interventions and continue work on the ELO process from where they left off last year.	Fall 2016 & Ongoing	Principal will oversee ELO process for each grade level and provide coaching resources.
Full Implementation	Principal will oversee ELO process for each grade level and provide coaching resources.	Grade Levels fully implement their ELOs in core instruction and begin the process of creating/integrating Common Formative Assessments (CFAs)	Ongoing	Principal will oversee CFA process for each grade level and provide coaching resources.

MATHEMATICS ACTION PLAN

SCHOOL: Lincoln Elementary

PLAN CONTACT: Jason Luksik

SUBMISSION DATE: Sept. 1, 2016

1. Mathematics SMART Goal: At Lincoln Elementary the “All Students” group will increase their mathematics proficiency from an average of 58.1% in the spring of 2016 to an average of 61.1% in the spring of 2017 as measured by the MCA III Math Test. American Indian students’ proficiency will improve from 38.7% to 41.7% in Spring 2017, and Free and Reduced Lunch students’ proficiency will improve from 43.9% to 46.9% in Spring 2017.

2. Mathematics Usable Intervention(s):

Identify the usable interventions (strategies or practices) the team has selected for monitoring.

If applicable, identify the instructional framework that includes the usable intervention: Enter framework if applicable

List of usable interventions selected to address hypothesized root cause. Identify the intervention for monitoring below.	Fully Implemented?
1. Math Essential Learning Outcomes	X
2. Math Common Formative Assessments	X
3 Building Background Knowledge Strategies	<input type="checkbox"/>

3a. Usable Intervention Selected for Monitoring: Common Formative Assessments (CFAs)

3b. [Instructional Change Manager:](#) Jason Luksik

4. Action Plan:

<u>STAGE</u>	ACTION STEPS	<u>EXPECTATION</u>	REVIEW DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
In what stage of implementation is the current intervention and how does it inform actions?	How do the <u>drivers</u> inform what the team will do? Identify action steps and persons responsible for completing the action step.	What is the expected result of this activity? How will the team study adult effort and fidelity of implementation?	What date will the team study the expectation results?	Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
Exploration	Student Growth team will attend the District Data Retreat and analyze MCA results.	Determine successes, prioritized concerns, and hypothesize root causes to plan for interventions as needed. Set building goals.	8/24/16	Principal will share expectations and building goals with Lincoln staff.
Installation	Principal will share expectations and building goals with Lincoln staff.	Staff knowledge of schoolwide goals to work cohesively towards increased student success.	August 2016	Each RTI team comprised of grade level teachers and a schoolwide staff representative determine grade-level goals that are related to the school-level goals in weekly RTI meetings.
Initial Installation	Each RTI team comprised of grade level teachers and a schoolwide staff representative determine grade-level goals that are related to the school-level goals in weekly RTI meetings.	After determining grade-level goals, each grade level will determine students that need particular interventions and continue work on the ELO process from where they left off last year.	Fall 2016 & Ongoing	Principal will oversee ELO process for each grade level and provide coaching resources.
Full Implementation	Principal will oversee ELO process for each grade level and provide coaching resources.	Grade Levels fully implement their ELOs in core instruction and begin the process of creating/integrating Common Formative Assessments (CFAs)	Ongoing	Principal will oversee CFA process for each grade level and provide coaching resources.
Full Implementation	CFA's will be developed for each grade level in relation to the state standards using the ELO document.	Students will be assessed and teachers will adjust instructional strategies to meet the needs of the students.	August- May	Each grade level will develop CFA's and discuss as a team the results at their weekly RTI meeting. Data will be shared to determine instructional strategies and differentiated instruction.

Part IV – Summary of Schoolwide Program for School Year 2016-17

Schoolwide Requirements, References, and Guidance

- Title I Schoolwide Programs must follow the required core elements and components defined in section 1114(b) of the Elementary and Secondary Education Act (ESEA), Code of Federal Regulations, title 34, part 200, sections 26 and 28 [34 CFR 200.26 and 200.28].
- Each school operating a Schoolwide Program with Title I funds must complete Parts I and III of this document.
- In Part III, the core elements are represented by numbered sections and the components are included as lettered subsections of each core element.
- The MDE ESEA [Title I-A and Title II-A Compliance Guide and Monitoring Tool](#) provides additional information about the requirements for a Schoolwide Program and the documentation that the district and school must maintain to demonstrate compliance with the Federal regulations.
- The detailed Schoolwide program information maintained at the school or district must be in a format and language understandable to parents and other stakeholders.

1. Current Comprehensive Plan

The schoolwide plan addresses the required components listed below and is made available in a format and language understandable to parents and other stakeholders.

1a. Schoolwide Reform Strategies

List one or more instructional and other building effort(s) being implemented to address the needs identified in the CNA in order to improve teaching and learning for all students throughout the school, e.g., PLCs, differentiated instruction, PBIS. (Add as many rows as needed.)

- 1) RTI Teams
- 2) Guided Reading/Differentiated Instruction
- 3) Responsive Classroom/Assemblies
- 4) Greeters/Attendance Mentors

1b. Timely and Effective Assistance

List two or more **methods** used to identify students who experience the most difficulty mastering academic standards and who need timely additional assistance. (Add as many rows as needed.)

- 1) Phonological Awareness Skills Test (PAST)/Kindergarten Assessment
- 2) AIMSweb Data Analysis/Observation Survey/Fountas & Pinnell Benchmarks
- 3) NWEA MAP Data Analysis
- 4) MCA Data Analysis

List one or more activities used to provide timely and effective assistance to students who experience the most difficulty mastering academic standards, e.g., small group pull-out, small group push-in. (Add as many rows as needed.)

- 1) one-on-one instruction and interventions
- 2) small group pull-out instruction and interventions
- 3) small group push-in instruction
- 4) Foster Grandmas/Grandpas
- 5) Volunteer Helpers/College Practicum Students

1c. Instruction by Highly Qualified Teachers

All core subject teachers and interventionists in a school operating a Schoolwide Program must meet the standards for being highly qualified. If all core subject teachers are not highly qualified, a plan is needed to ensure the educator(s) will become highly qualified.

All paraprofessionals or educational assistants working in a school implementing a Schoolwide Program must also be highly qualified. List one or more activities being implemented to ensure all educators in the school meet highly qualified standards and to attract highly qualified teachers to high-needs schools. Be sure to include the process for educators who are teaching with a special permission (e.g., limited license, waiver, variance) to become highly qualified. (Add as many rows as needed.)

- 1) All teachers and paraprofessionals in the Title I schools are “highly qualified”. If any para did not have two years of college when NCLB began, the district provided them training in math, reading, writing, and paraprofessional expectations. Since that time, all paraprofessionals hired have completed at least two years of college.

1d. Professional Development

List one or more types of high-quality professional development activities provided for teachers, paraprofessionals, principals, and others as appropriate that correspond to the current Schoolwide Program needs assessment and have these features:

- Designed to improve academic achievement of individual students as well as the overall instruction program.
- Aligned with state academic standards.
- Designed to provide teachers with information that can be used to make decisions about the use of academic assessments.

Examples: PLCs, reading instructional coach. (Add as many rows as needed).

- 1) RTI Teams
- 2) Data Retreat
- 3) Math/Reading Coaches available to help when needed

1e. Parental Involvement

List one or more types of parent involvement activities sponsored by the school that involve parents in the planning, review, and subsequent implementation of the Schoolwide Program. Include strategies to improve parent involvement with student academic achievement, e.g., Title I annual meeting, family nights. (Add as many rows as needed.)

- 1) The District Title I Parent Advisory Council (PAC) members represent parents from all Title I schools, including nonpublic. The group attends a meeting at each Title I school to learn about that school's Title I program. PAC provides input and approval of the District Family Engagement Plan. These parents also participate in work sessions to help schools prepare for events and assemble the annual kindergarten packets.
- 2) Family Involvement Opportunities: Cultural Family Night, Math Madness, Drop Everything and Read (DEAR) Day
- 3) PTO Sponsored Opportunities: Fall Carnival, Movie Nights, Fine Arts Night, Community Book Sales, Ice Cream Social, Color Run

1f. Preschool Transition

List one or more activities being implemented to assist the successful transition of preschool children and their families from an early childhood program to kindergarten in the Schoolwide Program, e.g., kindergarten round-up, parent classes. (Add as many rows as needed.)

1) Kindergarten Orientation

2) The District LEA Title I provides kindergarten packets for all new district kindergarten students (including nonpublic students) to encourage parents to work with their children at home. The kits include: reading book, math literacy book, sight word cards, letter cards, number cards, number line, colors, pencil, and bookmark.

1g. Program Coordination

List one or more groups and subsequent activities that coordinate and integrate federal, state, and local resources, programs, and services, e.g., what process is in place to expand a program based on an increased student population needing that service. (Add as many rows as needed.)

1) Kathy Palm, District Director of Curriculum & Administrative Services, oversees federal programs including Title I Part A, Title I Part D, Title II Part A, Rural & Low Income Grant, McKinney Vento, as well as state alternative Targeted Services for after-school and summer programming. Kathy is a member of the district Cabinet, Leadership Team, District Curriculum Advisory Committee (WBWF), Homeless Advisory Team, District Technology Team, and District Staff Development Committee. Kathy shares information with each of these groups and focuses on the district goals for a combined collaborative school improvement effort.

List the costs, by object code, required to implement the reform effort(s) and other activities listed above. Identify what staff and services are supported using Title I funds. (Add as many rows as needed.)

- 1) 140 #___ Teachers
- 2) 161 #___ Paraprofessionals
- 3) 200s fringe benefits for teachers and paraprofessionals
- 4) 185 Additional hours for after-school training for teachers
- 5) 186 Additional hours for after-school training for paraprofessionals
- 6) 305 Kelly Services substitute costs for teaches and paraprofessionals
- 7) 366 Travel and registration for teachers to attend professional development activities aligned to school goals
- 8) 401 Supplies to support reading and math activities
- 9) 406 Instructional Software Licensing to support reading and math
- 10) 430 Instructional supplies to support reading and math activities
- 11) 456 Instructional Technology Related Supplies to support interventions
- 12) 530 Equipment to support the school Title I program
- 13) 556 Instructional Technology-Related Hardware to support interventions

3. Annual Evaluation

3a. Evaluation Date

List the date of the most recent evaluation of the Schoolwide Program.

- 1) 8/30/16

3b. Data Sources

List one or more data sources used to evaluate the implementation and effectiveness of the Schoolwide Program, e.g., test scores, survey results. (Add as many rows as needed.)

- 1) Data Given by Kathy Palm
- 2) Viewpoint
- 3) Parent Surveys

3c. Results

List one or more results (e.g., student or staff successes, lessons learned) of the annual evaluation of the Schoolwide Program. (Add as many rows as needed.)

- 1) Renewed Focus on Goals
- 2) Staff working cohesively

3d. Changes to Schoolwide Program

List one or more changes planned for the Schoolwide Program based on the evaluation of the previous year's Schoolwide Program. (Add as many rows as needed.)

- Moving forward with the CFA process in math