

## I. Identification 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: <a href="mailto:jhess@bemidji.k12.mn.us">jhess@bemidji.k12.mn.us</a>
Title Coordinator: Kathy Palm, Director of Curriculum & Admin Services	Phone: 218-333-3100, 31103
Coordinator Address: 502 Minnesota Ave NW, Bemidji, MN 56601	Email: <a href="mailto:kpalm@bemidji.k12.mn.us">kpalm@bemidji.k12.mn.us</a>

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: Central Elementary #050, Grades K-5	Phone: 218-333-3220
School Address: 502 Minnesota Ave NW, Bemidji, MN 56601	Fax: 218-333-3205
Principal: Patricia Welte	Email: <a href="mailto:pwelte@bemidji.k12.mn.us">pwelte@bemidji.k12.mn.us</a>

Is this your schoolwide program plan?  Yes       No

If yes complete the entire document.

Check one:     Initial Schoolwide plan     Existing Schoolwide plan     Targeted Assistance

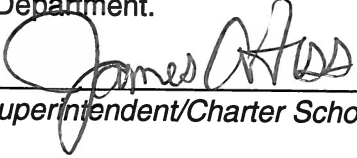
Enter Data:    2012-13 MMR: **19.69** percent  
                   2013-14 MMR: **57.56** percent  
                   2012-13 FR: **58.14** percent  
                   2013-14 FR: **72.68** percent

Check Current Designation:     Reward     Celebration Eligible     Continuous Improvement  
 NA                                     Priority     Focus

Check one if Designated as a Priority or Focus School: NA  
 Northern Sky Center                     South/Central Lakes Center                     SE/Metro Center

## LOCAL BOARD OF EDUCATION ACTION

The local Board of Education/Charter Board of Bemidji Area Schools (LEA Name) has authorized Kathy Palm (Name) at a monthly meeting on January 26, 2015 (Date) 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 2014-15. 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 MDE in support of technical assistance through the Minnesota Statewide System of Support (SSOS) or the Department.



\_\_\_\_\_  
(Signature of Superintendent/Charter School Board Chair)



\_\_\_\_\_  
(Date)

## II. School Information

<b>Building Level Student Demographics:</b>	<b>Percentage of Total Enrollment:</b>
American Indian/Alaskan Native	35.3%
Asian/Pacific Islander	0.4%
Black, not of Hispanic origin	3.3%
Hispanic	4.1%
White, not of Hispanic origin	56.8%
Limited English Proficient	0.4%
Special Education	20.3%
Free or Reduced-Price Lunch	78.0%

<b>LEADERSHIP IMPLEMENTATION TEAM</b>	<b>ROLE</b>	<b>CONTACT INFORMATION</b>
Patricia Welte	Principal	218 333 3220
Maureen Holmstrom	Title 1 Teacher	218 333 3220
Vince Collyard	Title 1 Teacher	218 333 3220
<b>Lori Clifton</b>	Title 1 Teacher	218 333 3220
Kathy Palm, Director of Curriculum & Administrative Services	Program Administrator	kpalm@bemidji.k12.mn.us
<b>Maria Eastman</b>	Parent	218 760 6592
<b>Christine Christiansen</b>	Teacher	218 333 3220
<b>Chris Yingling</b>	Teacher	218 333 3220
<b>Jill Wendland</b>	Teacher	218 333 3220
<b>Kelli Jensen</b>	Teacher	218 333 3220
<b>Terri Forseth</b>	Teacher	218 333 3220
<b>Brad Johnson</b>	Teacher	218 333 3220
<b>Laci Podmore</b>	Special Education Teacher	218 333 3220
<b>Tony Andrews</b>	Technical Assistance	tandrews@bemidji.k12.mn.us
<b>Ashley Jones</b>	Native American liaison	218 333 3220

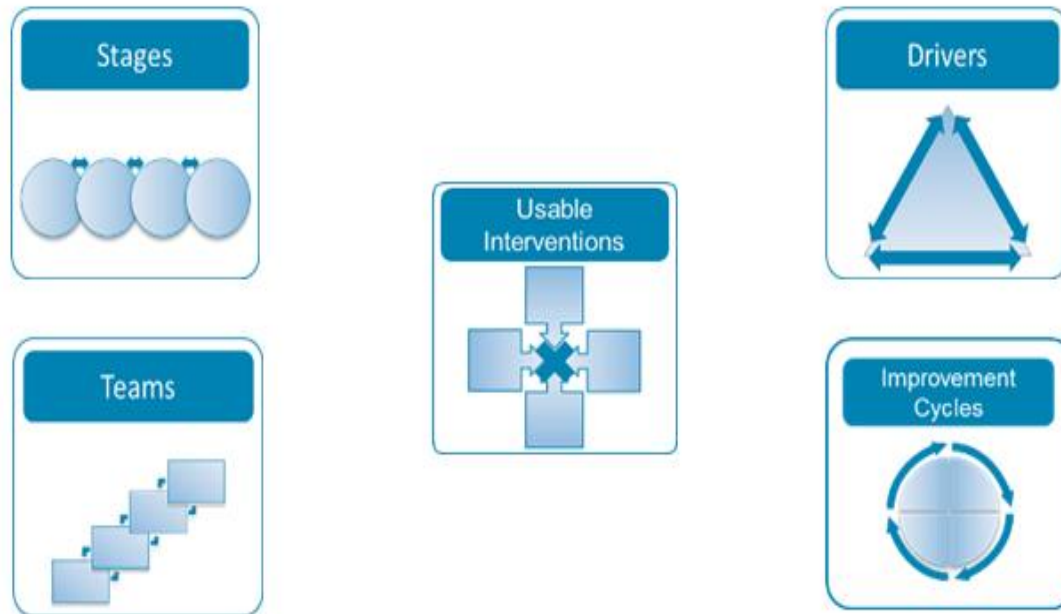
<b>SCHOOL SUMMARY</b>	<b>STATEMENTS</b>
Executive summary of your school: Provide a school overview and include enough information for the reader to become acquainted with the focus of this	Central Elementary is a school of 250 students. The largest subgroups are “free and reduced” at 78%, Native American at 35% and Special Education at 20%. Mobility is also a concern for us, as we enroll several housing shelters and a rehabilitation

<b>SCHOOL SUMMARY</b>	<b>STATEMENTS</b>
action plan.	center.
Describe the team's plan for communicating with the school and community.	The team will share needs/goals and strategy plans with the school staff in grade level meetings, bimonthly Response to Intervention (Rtl) meetings, Professional Learning Communities (PLC) and Student Growth team meetings.

## Facilitating Support for Sustainable Change in Minnesota Schools

### Using Implementation Science

The Active Implementation Frameworks based on Implementation Science were developed by the National Implementation Research Network (NIRN) to support system and practice change. This Record of Continuous Improvement uses those frameworks and Implementation Science to help schools establish a facilitated network of support for sustainable change. The change effort is led by a Leadership Implementation Team that understands and uses the five Integrated Active Implementation Frameworks effectively. A brief overview of these frameworks follows. An in-depth review of the frameworks, and supportive implementation tools, is located on the [Active Implementation Hub](http://implementation.fpg.unc.edu/) (<http://implementation.fpg.unc.edu/>).



Implementation Team Members are selected for their capacity to be effective leaders and willingness and ability to be accountable for implementation. Teams need to be purposefully linked to one another due to the nature of their work. They need to be linked to other teams at the instructional level (PLC's), district, regional, and state (Minnesota Department of Education) level. Implementation teams share the responsibility for improvement with administration and work with staff and community stakeholders to ensure all students receive high-quality instruction in an equitable learning environment.

Implementation Teams review multiple sources of data (including student data) and then select a usable intervention during the exploration stage that a) will address the needs identified by reviewing the data and b) is most likely to create an increase in student performance over time. By definition, a usable intervention is one that is teachable, learnable, doable, and readily assessed. Once the intervention is selected, teams develop staged action steps that provide structural supports necessary for successful implementation. **A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework.** The stages include:

Exploration: Teams are formed and the usable intervention is selected.

Installation: Supports such as guiding documents and initial training are provided and coaching routines and supports are articulated.

Initial implementation: Teachers begin using the practice, receive coaching, and work towards fidelity of implementation guided by fidelity data (e.g. are we doing what we said we would do).

Full implementation: Over 50% of the teachers are implementing the usable intervention(s) as intended.

Teams track the progress of strategic implementation using both short-term and longer-term Plan, Do, Study, Act cycles (PDSA) to provide feedback to the leadership implementation team, building administrators, and teachers. Information from PDSA cycles provides ongoing snapshots of how the system is progressing towards fidelity of implementation and improved student outcomes. As implementation progresses through the stages, the focus of the PDSA changes. During exploration and installation the PDSA cycle is used to evaluate adult effort in selecting the intervention and preparing for implementation. During initial implementation the focus shifts to ensuring fidelity of the instructional or intervention processes. While student outcomes are measured all along the way, it is most reasonable to expect that upon full implementation the focus includes not only fidelity data but also measures of formative and summative student performance (that should increase with increased fidelity). This stage-based process may span several years. The PDSA cycle also is used to provide a longer term evaluation of the overall impact of the usable intervention on student success. This cycle informs decisions about continued use of the intervention, necessary improvements (e.g., more training or coaching), or whether the process should begin again to find an intervention that will provide a greater impact on student outcomes.

Leadership implementation teams address barriers and facilitate effective change through the use of the implementation drivers. Teams use the drivers to guide every conversation they have about enhancing effective implementation and resolving barriers to implementation. The competency drivers include selection, training, coaching, and performance assessment (fidelity of instruction). The organizational drivers include data management and use for decision making, facilitative administration, and systems intervention. The leadership driver makes use of both adaptive and technical strategies for problem solving.

Schools using the active implementation frameworks must recognize that no one framework is more important than the others. Focusing on one framework, or ignoring even one, diminishes the effectiveness of the continuous improvement process. By striving to understand the connections among all five frameworks, schools can expand their capacity to manage the complex variables of school change. This Record of Continuous Improvement is intended to support your ability to effectively manage change and create improved student outcomes.

## Instructions

Use the following guidelines when entering information in the numbered sections of your Record of Continuous Improvement. This Record evolves over time so **complete sections 4a-6c as you progress through the stages and document your most current work**. Use the Evidence Summary to record the barriers you need to overcome and the successes you have along the way. This will become an ongoing record of your school improvement efforts.

**SCHOOL:** Enter your school name.

**Plan Contact:** Enter plan contact.

**Submission Date:** Enter the quarterly submission date here.

1. Make copies of the plan template as needed. Use templates for math, reading, and graduation, if applicable.
2. Check the plan category that each plan addresses.
3. Write the SMART Goal statement. This is the All Student Goal that reflects reduction of the achievement GAP.

**4a. Exploration** is the first stage of the process. Identify the data sources the team will review, what is learned from the data and what actions will be taken. This stage requires inquiry, research, learning and patience. The final step in this stage is to select a usable intervention (strategy or practice) to implement and measure during initial implementation and full implementation to determine if it leads to increased academic performance. For example, you might determine that Balanced Literacy is a framework that includes appropriate strategies to address the findings of the needs assessment. For additional resources regarding stages see the [Active Implementation Hub](http://implementation.fpg.unc.edu/module-4), (<http://implementation.fpg.unc.edu/module-4>).

4b. Name the usable intervention that you will implement on the chart. For example: Interactive Read Aloud. Highlight one usable intervention to implement and monitor first.

5a-c. Write your usable intervention selected to monitor here so it can be easily referenced as you enter the installation and initial implementation stages. Select a change manager for each action plan and identify which plan you are completing.

6a. Installation is the second stage of the process. Use the chart to identify what you will do to provide the structural supports necessary for successful implementation of the usable intervention (strategy or practice). These activities could include selection and training of staff, development of documents such as practice profiles to help you clearly define your framework or strategy, documenting processes to monitor your implementation efforts, or addressing policy issues that will enhance the implementation process. In this stage, measure your effort and report your findings in the Evidence Summary. For example, how many staff received training? Is the coaching service delivery plan established? For more guidance [see Modules 2, 4, and 6](http://implementation.fpg.unc.edu/modules-and-lessons) on the Active Implementation Hub (<http://implementation.fpg.unc.edu/modules-and-lessons>).

6b. Initial implementation is the third stage in the process. Use the chart to identify and track the actions the team will take to implement the selected usable intervention. This stage focuses on the instruction that will occur in the classroom. What will your teachers do and what is your fidelity expectation? For example, you might indicate in your Action Step that teachers will utilize Interactive Read-aloud three to five times per week. Your fidelity expectation may be that walk-throughs will indicate 60% of the teachers demonstrate proficiency according to a Read Aloud practice profile by December 1, 2014. Use the Evidence Summary to record the actual findings based on use of the PDSA study cycle. Consider and use the implementation drivers to guide the next steps.

6c. Full implementation is the fourth stage in the process. Once you have reached at least 50% fidelity in a given strategy or set of strategies, move that strategy into full implementation, identifying in the chart what you will do to increase the rate of proficiency among the teachers using the intervention. Reduce your monitoring frequency to a maintenance level unless you see the proficiency rates decline. When you reach fidelity of implementation with one intervention, create a new action plan for the next intervention. When fidelity is achieved in all interventions, evaluate student data to determine the overall impact.



## RECORD OF CONTINUOUS IMPROVEMENT

**SCHOOL:** Central Elementary

**PLAN CONTACT:** Patricia Welte

**SUBMISSION DATE :**6/5/15

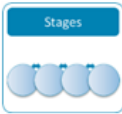
1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. **Instructions for completing each section are provided as a separate document.**

2. Each template will provide detail for math, reading or graduation. **Check one.**  Math       Reading       Graduation (if applicable)

3. **SMART Goal:** MATH : The proficiency percentage of all students, grades 3-5, at Central Elementary, will increase from 57.4% in spring 2015 to 61.4% in spring 2016, as measured by the MCA III **math** assessment.

### 4a. EXPLORATION

This process includes a **COMPREHENSIVE NEEDS ASSESSMENT** and will lead to the selection of a usable intervention you believe will lead to improved student outcomes. Consider the demographics of your school and community, academic achievement and other relevant information (section 1114(b) (1) of Title I of No Child Left Behind, the SWP).



### PLAN

<b>ACTION STEPS</b> What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	<b>TEAM LEAD/ RESOURCES</b> Who will lead this action step?  What resources are needed?	<b>DATA</b> What did you learn from the data you reviewed?	<b>BY DATE</b>	<b>NEXT STEPS</b> What will you do next to advance the exploration process?
1. 2015 MAP and MCA results  AIMSweb data for Grades K-1	Title I Team Student Growth Team	Examined scores of individual students; Preliminary MCA scores show that 3rd and 5th grade proficiency rates were down and lower than the district's; 4th grade was up and higher than the district's; K-1 AIMS web data shows significant improvement in almost all areas	June 2015	Analyze/Share results with individual classroom teachers
2. Schoolwide Team meeting	MCA results MAP results	Examined strands of strength and weakness for	June 2015	Draft goals based on data

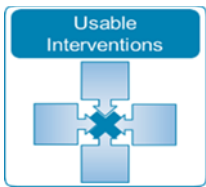
<b>ACTION STEPS</b> What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	<b>TEAM LEAD/ RESOURCES</b> Who will lead this action step? What resources are needed?	<b>DATA</b> What did you learn from the data you reviewed?	<b>BY DATE</b>	<b>NEXT STEPS</b> What will you do next to advance the exploration process?
	Curriculum pay Room to meet in	each grade level; Strand data scores do not show any significant strength or weakness; overall, all strand scores were lower than district's		
3. District Data Retreat	Cheryl Nash Data notebooks	The strongest strand was .....The weakest strand was ...	Sept. 2015	Student Growth Team concludes data research and finalizes conclusions.
4. Meeting with entire staff to report findings	Conclusion charts from MCA per District Data Retreat	The strongest strand was ...The weakest strand was...	Sept. 2015	Building goals will be set. Grade levels will finalize their goals.
5. Enter action steps here	Enter team lead/ resources here	Enter what you learned from the data reviewed here	Enter date here	Enter next steps here
6. Enter action steps here	Enter team lead/ resources here	Enter what you learned from the data reviewed here	Enter date here	Enter next steps here
7. Enter action steps here	Enter team lead/ resources here	Enter what you learned from the data reviewed here	Enter date here	Enter next steps here
8. Enter action steps here	Enter team lead/ resources here	Enter what you learned from the data reviewed here	Enter date here	Enter next steps here

#### 4b. SELECTING A USABLE INTERVENTION

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 the framework here if applicable

List of usable interventions selected for monitoring below. Highlight the one you will measure first.	Fully Implemented?
1 Improve use of student engagement strategies through “check for understanding” – new strategy implemented quarterly: A. Signaling (thumbs up, red or blue card, turn and talk) B. Think, Pair, and Share C. White board usage D. Exit Tickets	<input type="checkbox"/>
2.	<input type="checkbox"/>
3. Enter interventions here	<input type="checkbox"/>
4. Enter interventions here	<input type="checkbox"/>

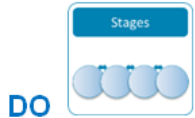


**5a. USABLE INTERVENTION SELECTED FOR MONITORING Improve use of student engagement strategies through “check for understanding”**

**5b. Instructional Change Manager:** Math Rtl Specialist \_\_\_\_\_ **5c.  Math  Reading  Graduation (check one)**

**6a. INSTALLATION**

These activities provide structural supports necessary to implement the intervention successfully.

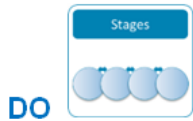


<b>ACTION STEPS</b> What activities will provide structural supports necessary to implement interventions successfully?	<b>TEAM LEAD / RESOURCES</b>	<b>EFFORT EXPECTATION</b> What is the expected result of this adult activity?	<b>BY DATE</b>	<b>EVIDENCE SUMMARY TO INFORM NEXT STEPS</b> Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.
1. Training in use of specific “check for understanding” strategies, beginning first quarter with “Signaling”	Trainer/ Rtl Specialist/Staff	Full participation	September 2015	All teaching staff has attended training and are ready to implement
2. Determine specific level of implementation and an observation checklist (Ex. “in 10 minute observation walkthrough, the opportunity for check for understanding should occur at least twice”	Staff checklist/tally marks	Teachers begin participation – “Signaling” strategies implemented in classroom	October 2015	Create coaching schedule
3. Establish monthly coaching schedule	Administration, Rtl specialist and teachers Checklist/tally marks	All teachers will be observed monthly	October 2015	Schedule will be submitted; Observation data/checklists will begin to be submitted; Percentage of fidelity will be determined monthly
	Enter team lead	Enter effort expectation	Enter date	Enter summary here

<b>ACTION STEPS</b> What activities will provide structural supports necessary to implement interventions successfully?	<b>TEAM LEAD / RESOURCES</b>	<b>EFFORT EXPECTATION</b> What is the expected result of this adult activity?	<b>BY DATE</b>	<b>EVIDENCE SUMMARY TO INFORM NEXT STEPS</b> Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.
	/ resources here	here	here	

## 6b. INITIAL IMPLEMENTATION

These are the action steps you will take to implement the usable intervention you have selected to fidelity. Fidelity requires at least 50% of the teachers using the practice to do so with a high level of proficiency when observed.

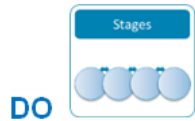


<b>ACTION STEPS</b> What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.	<b>TEAM LEAD / RESOURCES</b>	<b>FIDELITY EXPECTATION</b> What is the expected or desired fidelity outcome for this adult activity	<b>BY DATE</b>	<b>EVIDENCE SUMMARY TO INFORM NEXT STEPS</b> Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity.
1. Implement schedule of fidelity observation/walkthroughs using checklist/tally marks	Rtl specialist, administration, and teachers	We will have implementation data; each teacher will be observed monthly	Beginning October and continuing through the school year	Monitor % of fidelity. When 50% of staff has successfully implemented the "Signaling" strategy, we move to full implementation.
2. First observation of teachers by specialist or peer	Rtl specialist or peer	40% of the teachers using strategy with fidelity	Oct 2015	Review observation data; Provide assistance to teachers not implementing with fidelity; Schedule second observation; Work toward 50% fidelity
3. Second observation of teachers by specialist or peer	Rtl specialist or peer	50% or greater	Nov 2015	Move to next strategy "Think, Pair, Share"
4. Enter action steps here	Enter team lead / resources here	Enter fidelity expectation here		Enter summary here
5. Enter action steps here	Enter team lead / resources here	Enter fidelity expectation here	Enter date here	Enter summary here

<p style="text-align: center;"><b>ACTION STEPS</b></p> <p style="text-align: center;">What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.</p>	<p style="text-align: center;"><b>TEAM LEAD / RESOURCES</b></p>	<p style="text-align: center;"><b>FIDELITY EXPECTATION</b></p> <p style="text-align: center;">What is the expected or desired fidelity outcome for this adult activity</p>	<p style="text-align: center;"><b>BY DATE</b></p>	<p style="text-align: center;"><b>EVIDENCE SUMMARY TO INFORM NEXT STEPS</b></p> <p style="text-align: center;">Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity.</p>
<p>6. Enter action steps here</p>	<p>Enter team lead / resources here</p>	<p>Enter fidelity expectation here</p>	<p>Enter date here</p>	<p>Enter summary here</p>

## 6c. FULL IMPLEMENTATION

Once this intervention has been implemented successfully by over 50% of the teachers, create a sustainability process for the intervention and processes to assist teachers who are still developing their proficiency. Then start a new action plan for the next intervention selected in 4b.



<b>ONGOING MONITORING OF THE INTERVENTION</b>  What data will you collect and review to measure whether or not you are reaching your desired educational outcomes?  What is your measure of adult behavior change (e.g., is implementation of the intervention occurring as intended)?  What is your measure of student performance change?	<b>TEAM LEAD / RESOURCES</b>	<b>SUSTAINABILITY EXPECTATION</b>  What is your target for student outcomes (e.g., achievement gap reduction)?  What is your target for instructional behavior (e.g., increased fidelity)?	<b>BY DATE</b>	<b>EVIDENCE SUMMARY TO INFORM NEXT STEPS</b>  Record actual outcomes for both student outcomes and fidelity.  Celebrate successes. Determine next action steps.
1. Collect student progress data -Monthly MCAP and MCOMP in Grades 2-5 -Curriculum assessments in Grades K-1 2. Collect monthly teacher fidelity implementation data	Teachers/ Math Rtl Specialist	Increase student proficiency percentage from ____ to ____  Increase implementation fidelity of “Signaling” strategy to 50%	Review by November 2015	Enter summary here
1. Collect student progress data -Monthly MCAP and MCOMP in Grades 2-5 -Curriculum assessments in Grades K-1 2. Collect monthly teacher fidelity implementation data	Teachers/Math Rtl Specialist	Increase student proficiency percentage from ____ to ____  Increase implementation fidelity of “Signaling” strategy to 100%; increase implementation fidelity of “Think, Pair, Share” strategy to 50%	Review by Jan 2016	Enter summary here



<p align="center"><b>ONGOING MONITORING OF THE INTERVENTION</b></p> <p>What data will you collect and review to measure whether or not you are reaching your desired educational outcomes?</p> <p>What is your measure of adult behavior change (e.g., is implementation of the intervention occurring as intended)?</p> <p>What is your measure of student performance change?</p>	<p align="center"><b>TEAM LEAD / RESOURCES</b></p>	<p align="center"><b>SUSTAINABILITY EXPECTATION</b></p> <p>What is your target for student outcomes (e.g., achievement gap reduction)?</p> <p>What is your target for instructional behavior (e.g., increased fidelity)?</p>	<p align="center"><b>BY DATE</b></p>	<p align="center"><b>EVIDENCE SUMMARY TO INFORM NEXT STEPS</b></p> <p>Record actual outcomes for both student outcomes and fidelity.</p> <p>Celebrate successes. Determine next action steps.</p>
<ol style="list-style-type: none"> <li>1. Collect student progress data -Monthly MCAP and MCOMP in Grades 2-5 -Curriculum assessments in Grades K-1</li> <li>2. Collect monthly teacher fidelity implementation data</li> </ol>	<p>Teachers/Math RtI Specialist</p>	<p>Increase student proficiency percentage from ____ to ____</p> <p>Increase implementation fidelity of “Think, Pair, Share” strategy to 100%; increase implementation fidelity of “White Board Usage” strategy to 50%</p>	<p>Review by March 2016</p>	<p>Enter summary here</p>
<ol style="list-style-type: none"> <li>1. Collect student progress data -Monthly MCAP and MCOMP in Grades 2-5 -Curriculum assessments in Grades K-1</li> <li>2. Collect monthly teacher fidelity implementation data</li> </ol>	<p>Teachers/Math RtI Specialist</p>	<p>Increase student proficiency percentage from ____ to ____</p> <p>Increase implementation fidelity of “White Board Usage” strategy to 100%; increase implementation fidelity of “Exit Ticket” strategy to 100%</p>	<p>Review by end of school year</p>	<p>If before the end of the school year, 100% fidelity has occurred with all 4 strategies, add a fifth “check for understanding” strategy.</p> <p>Student Growth Team will meet to discuss implementation of additional “check for understanding” strategy.</p>

**6d. INTERVENTION MONITORING RECORD** Enter name of selected intervention here

Cut and paste 6c into a summary document to create a record of interventions that are fully-implemented. This Intervention Monitoring Record can be used for peer observations and classroom walkthroughs.

## RECORD OF CONTINUOUS IMPROVEMENT

**SCHOOL:** Central Elementary School

**PLAN CONTACT:** Reading Rtl specialist

**SUBMISSION DATE:** June 5, 2015

1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. **Instructions for completing each section are provided as a separate document.**

2. Each template will provide detail for math, reading or graduation. **Check one.**  Math       Reading       Graduation (if applicable)

3. **SMART Goal:** The proficiency percentage of all students, grades 3-5, at Central Elementary, will increase from 53.4% in spring 2015 to 57.4% in spring 2016 as measured by the MCA III **Reading** assessment.

### 4a. EXPLORATION

This process includes a **COMPREHENSIVE NEEDS ASSESSMENT** and will lead to the selection of a usable intervention you believe will lead to improved student outcomes. Consider the demographics of your school and community, academic achievement and other relevant information (section 1114(b) (1) of Title I of No Child Left Behind, the SWP).



<b>ACTION STEPS</b> What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	<b>TEAM LEAD/ RESOURCES</b> Who will lead this action step?  What resources are needed?	<b>DATA</b> What did you learn from the data you reviewed?	<b>BY DATE</b>	<b>NEXT STEPS</b> What will you do next to advance the exploration process?
1. 2015 MAP and MCA results AIMSweb data for K-1	Title I Team Student Growth Team	Examined scores of individual students; Preliminary MCA data shows growth in proficiency overall, but rates still lower than the district's	June 2015	Analyze results with individual classroom teachers

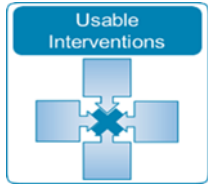
<b>ACTION STEPS</b> What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	<b>TEAM LEAD/ RESOURCES</b> Who will lead this action step? What resources are needed?	<b>DATA</b> What did you learn from the data you reviewed?	<b>BY DATE</b>	<b>NEXT STEPS</b> What will you do next to advance the exploration process?
2. Schoolwide Team meeting	MCA results MAP results Curriculum pay Room to meet in	Examined strands of strength and weakness for each grade level; Strand data scores do not show any significant strength or weakness; overall, all strand scores were lower than district's	June 2015	Draft goals based on data
3. District Data Retreat	Cheryl Nash Data notebooks	The strongest strand was .....The weakest strand was ...	Sept. 2015	Student Growth Team concludes data research and finalizes conclusions.
4. Meeting with entire staff to report findings	Conclusion charts from MCA per District Data Retreat	The strongest strand was ...The weakest strand was...	Sept. 2015	Building goals will be set. Grade levels will finalize their goals.
5. Enter action steps here	Enter team lead/ resources here	Enter what you learned from the data reviewed here	Enter date here	Enter next steps here
6. Enter action steps here	Enter team lead/ resources here	Enter what you learned from the data reviewed here	Enter date here	Enter next steps here
7. Enter action steps here	Enter team lead/ resources here	Enter what you learned from the data reviewed here	Enter date here	Enter next steps here
8. Enter action steps here	Enter team lead/ resources here	Enter what you learned from the data reviewed here	Enter date here	Enter next steps here

#### 4b. SELECTING A USABLE INTERVENTION

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 the framework here if applicable

List of usable interventions selected for monitoring below. Highlight the one you will measure first.	Fully Implemented?
<b>1. Improve use of active reading strategies, with focus on a new strategy quarterly:</b> <b>A. Predicting/Inferring</b> <b>B. Questioning</b> <b>C. Visualizing</b> <b>D. Summarizing</b>	<input type="checkbox"/>
2. Enter interventions here	<input type="checkbox"/>
3. Enter interventions here	<input type="checkbox"/>
4. Enter interventions here	<input type="checkbox"/>



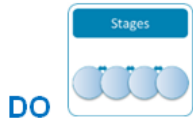
**5a. USABLE INTERVENTION SELECTED FOR MONITORING:** Improve use of active reading strategies quarterly

**5b. Instructional Change Manager:** Rtl Reading specialist

**5c.**  Math  Reading  Graduation (check one)

**6a. INSTALLATION**

These activities provide structural supports necessary to implement the intervention successfully.

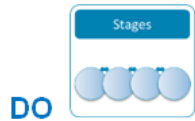


<b>ACTION STEPS</b> What activities will provide structural supports necessary to implement interventions successfully?	<b>TEAM LEAD / RESOURCES</b>	<b>EFFORT EXPECTATION</b> What is the expected result of this adult activity?	<b>BY DATE</b>	<b>EVIDENCE SUMMARY TO INFORM NEXT STEPS</b> Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.
1. Training in use of specific “active reading” strategies, beginning with “Predicting/Inferring”	Trainer/ Rtl Specialist/staff	Full participation	September 2015	All teaching staff has attended training and are ready to implement
2. Determine specific level of implementation and an observation checklist (Ex. “in 10 minute observation walkthrough, the use of an active reading strategy should occur at least once.”)	Staff checklist/tally marks	Teachers begin participation	October 2015	Create coaching schedule
3. Establish monthly coaching schedule	Administration, Rtl specialist and teachers Checklist/tally marks	All teachers will be observed monthly	October 2015	Schedule will be submitted; Observation data/checklists will begin to be submitted; Percentage of fidelity will be determined monthly
4. Enter action steps here	Enter team lead / resources here	Enter effort expectation here	Enter date here	Enter summary here

<b>ACTION STEPS</b> What activities will provide structural supports necessary to implement interventions successfully?	<b>TEAM LEAD / RESOURCES</b>	<b>EFFORT EXPECTATION</b> What is the expected result of this adult activity?	<b>BY DATE</b>	<b>EVIDENCE SUMMARY TO INFORM NEXT STEPS</b> Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.
5. Enter action steps here	Enter team lead / resources here	Enter effort expectation here	Enter date here	Enter summary here

## 6b. INITIAL IMPLEMENTATION

These are the action steps you will take to implement the usable intervention you have selected to fidelity. Fidelity requires at least 50% of the teachers using the practice to do so with a high level of proficiency when observed.



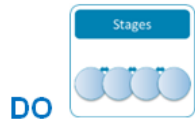
<b>ACTION STEPS</b> What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.	<b>TEAM LEAD / RESOURCES</b>	<b>FIDELITY EXPECTATION</b> What is the expected or desired fidelity outcome for this adult activity	<b>BY DATE</b>	<b>EVIDENCE SUMMARY TO INFORM NEXT STEPS</b> Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity.
1. Implement schedule of fidelity observation/walkthroughs using checklist/tally marks	Rtl specialist, administration, and teachers	We will have implementation data; each teacher will be observed monthly	Beginning October and continuing through the school year	Monitor % of fidelity. When 50% of staff has successfully implemented the "Predicting/Inferring" strategy, we move to full implementation.
2. First observation of teachers by specialist or peer	Rtl specialist or peer	40% of the teachers using strategy with fidelity	Oct 2015	Review observation data; Provide assistance to teachers not implementing with fidelity; Schedule second observation; Work toward 50% fidelity
3. Second observation of teachers by specialist or peer	Rtl specialist or peer	50% or greater	Nov 2015	Move to next strategy "Questioning"
4. Enter action steps here	Enter team lead / resources here	Enter fidelity expectation here	Enter date here	Enter summary here
5. Enter action steps here	Enter team lead / resources here	Enter fidelity expectation here	Enter date here	Enter summary here

<p style="text-align: center;"><b>ACTION STEPS</b></p> <p style="text-align: center;">What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.</p>	<p style="text-align: center;"><b>TEAM LEAD / RESOURCES</b></p>	<p style="text-align: center;"><b>FIDELITY EXPECTATION</b></p> <p style="text-align: center;">What is the expected or desired fidelity outcome for this adult activity</p>	<p style="text-align: center;"><b>BY DATE</b></p>	<p style="text-align: center;"><b>EVIDENCE SUMMARY TO INFORM NEXT STEPS</b></p> <p style="text-align: center;">Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity.</p>
<p>6. Enter action steps here</p>	<p>Enter team lead / resources here</p>	<p>Enter fidelity expectation here</p>	<p>Enter date here</p>	<p>Enter summary here</p>



## 6c. FULL IMPLEMENTATION

Once this intervention has been implemented successfully by over 50% of the teachers, create a sustainability process for the intervention and processes to assist teachers who are still developing their proficiency. Then start a new action plan for the next intervention selected in 4b.



<b>ONGOING MONITORING OF THE INTERVENTION</b> What data will you collect and review to measure whether or not you are reaching your desired educational outcomes? What is your measure of adult behavior change (e.g., is implementation of the intervention occurring as intended)? What is your measure of student performance change?	<b>TEAM LEAD / RESOURCES</b>	<b>SUSTAINABILITY EXPECTATION</b> What is your target for student outcomes (e.g., achievement gap reduction)? What is your target for instructional behavior (e.g., increased fidelity)?	<b>BY DATE</b>	<b>EVIDENCE SUMMARY TO INFORM NEXT STEPS</b> Record actual outcomes for both student outcomes and fidelity. Celebrate successes. Determine next action steps.
1. Collect student progress data -MAP in Grades 2-5 -Curriculum assessments in Grades K-5 -MCA in Grades 3-5 2. Collect monthly teacher fidelity implementation data	Teachers/Reading Rtl Specialist	Increase student proficiency percentage from ____ to ____  Increase implementation fidelity of “Predicting/Inferring” strategy to 50%	Review by November 2015	Enter summary here
1. Collect student progress data -MAP in Grades 2-5 -Curriculum assessments in Grades K-5 -MCA in Grades 3-5 -OLPA as available 2. Collect monthly teacher fidelity implementation data	Teachers/Reading Rtl Specialist	Increase student proficiency percentage from ____ to ____  Increase implementation fidelity of “Predicting/Inferring” strategy to 100%; increase implementation fidelity of	Review by Jan 2016	Enter summary here

<p align="center"><b>ONGOING MONITORING OF THE INTERVENTION</b></p> <p>What data will you collect and review to measure whether or not you are reaching your desired educational outcomes?</p> <p>What is your measure of adult behavior change (e.g., is implementation of the intervention occurring as intended)?</p> <p>What is your measure of student performance change?</p>	<p align="center"><b>TEAM LEAD / RESOURCES</b></p>	<p align="center"><b>SUSTAINABILITY EXPECTATION</b></p> <p>What is your target for student outcomes (e.g., achievement gap reduction)?</p> <p>What is your target for instructional behavior (e.g., increased fidelity)?</p>	<p align="center"><b>BY DATE</b></p>	<p align="center"><b>EVIDENCE SUMMARY TO INFORM NEXT STEPS</b></p> <p>Record actual outcomes for both student outcomes and fidelity.</p> <p>Celebrate successes. Determine next action steps.</p>
		<p>“Questioning” strategy to 50%</p>		
<p>1. Collect student progress data -MAP in Grades 2-5 -Curriculum assessments in Grades K-5 -MCA in Grades 3-5 -OLPA as available</p> <p>2. Collect monthly teacher fidelity implementation data</p>	<p>Teachers/Math RtI Specialist</p>	<p>Increase student proficiency percentage from ____ to ____</p> <p>Increase implementation fidelity of “Questioning” strategy to 100%; increase implementation fidelity of “Visualizing” strategy to 50%</p>	<p>Review by March 2016</p>	<p>Enter summary here</p>
<p>1. Collect student progress data -MAP in Grades 2-5 -Curriculum assessments in Grades K-5 -MCA in Grades 3-5</p> <p>2. Collect monthly teacher fidelity implementation data</p>	<p>Teachers/Math RtI Specialist</p>	<p>Increase student proficiency percentage from ____ to ____</p> <p>Increase implementation fidelity of “Visualizing” strategy to 100%; increase implementation fidelity of “Summarizing” strategy to 100%</p>	<p>Review by end of school year</p>	<p>If before the end of the school year, 100% fidelity has occurred with all 4 strategies, add a fifth “active reading” strategy.</p> <p>Student Growth Team will meet to discuss implementation of additional “active reading” strategy.</p>

**6d. INTERVENTION MONITORING RECORD** Enter name of selected intervention here

Cut and paste 6c into a summary document to create a record of interventions that are fully-implemented. This Intervention Monitoring Record can be used for peer observations and classroom walkthroughs.

### III. Schoolwide Program (SWP) Plan Required Components (SWP schools complete)

- Under section 1114(b)(1) of Title I of No Child Left Behind, the SWP must address the following 10 components.
- Comprehensive Needs Assessment (Component 1) action steps are included in 4a. EXPLORATION. Required narrative is below.
- Reform Strategy (Component 2) action steps and responses b and e are included in 4b through 6c. Other required narrative is below.

#### Assurances (check boxes for items 1-6)

X  1. Our schoolwide plan was developed during a one-year period and was developed with the involvement of parents and other members of the community including teachers, principals, administrators, pupil services personnel, technical assistance providers and school staff. It addresses the ten components listed below and is also available to the LEA, parents, and the public in an understandable and uniform format in a language the parents can understand.

#### Comprehensive Need Assessment

We conducted a comprehensive needs assessment of the entire school identifying specific areas of academic needs, resulting in a plan that reflects the use of data driven decision making, establishing challenging goals, as well as identified areas of instructional strengths and weaknesses.

#### Reform Strategies

We have provided the implementation of reform strategies designed to improve instruction throughout the school so all children can meet the state's proficient and advanced levels, including strengthening core academic program, increasing amount and quality of learning time, enriched and accelerated curriculum, and strategies to meet the needs of historically underserved populations and those at risk of not meeting academic performance standards.

#### Highly Qualified Teachers

We provide instruction by highly qualified teachers.

#### High-quality and Ongoing Professional Development

We provide high-quality and ongoing professional development for teachers, principals, and paraprofessionals and others as appropriate.

### Strategies to Attract High-Quality Highly Qualified Teachers

We implement strategies to attract high-quality highly qualified teachers to high-need schools.

### Parental Involvement

We have strategies in place to increase parental involvement to improve student academic achievement.

### Transition

We assist the transition of preschool children from early childhood programs to the local elementary schools.

### Teacher Involvement in Use of Academic Assessment

Teachers are included in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

### Timely and Effective Assistance

We identify students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement standards and ensure they receive effective and timely assistance.

### Coordination

We coordinate and integrate the use of federal, state and local resources, services and programs.

The schools decide their building goals based on the district goals and their assessment and demographic data. They provide the district office with their school improvement and staff development plans every fall, and these are published for Leadership, District Curriculum Committee, and the School Board. Throughout the year, all building and district staff work to achieve their goals and align staff training to these goals. At the end of the year, each building provides a report of how they performed in reaching their goals to the Director of Curriculum. This information becomes part of the district's annual **World's Best Workforce Report**, distributed to the public by October 1 each year and posted on the district web site.

The district provides teachers with MCA, NWEA MAP and AIMSweb test data and helps them analyze their data through data retreats. Most of the Title I teachers participate on their school improvement teams. The Title II provides a district data retreat every August. We will continue to focus on of Response to Intervention (Rtl), Professional Learning Communities (PLCs), and AIMSweb benchmark training.

The Bemidji School District supports staff development for highly qualified teachers and paraprofessionals. We provide Title II, Part A and district General Fund for staff development. The District Staff Development Committee oversees Title II, Part A and the district staff development money to award grants for staff development opportunities that align with district school improvement goals and student achievement. The district provides five days for district-wide staff development and four early release days. Bemidji also provides teachers with ongoing training opportunities in the five areas required by the MN Board of Teaching for license renewal: teaching reading, behavior modification, adapting curriculum, early onset of childhood mental illness, and using technology for delivering curriculum. Bemidji district also provides training for new teachers.

Title I resources are used to target the greatest academic needs for student achievement and based on the assessment data from the previous year. Reading and math continue to be primary staff development focuses. Building principals oversee Title I purchases for their buildings, the Director of Curriculum approves those purchases, and the district Business Manager approves all final purchases. The Bemidji School District's business office oversees all accounting procedures, provides information to the auditors, and draws down the SERVS funds.

The district sets aside at least 1% of all Title I funds for Parent Involvement, and 95% of those funds are used for building-level parent involvement activities and 5% for district-level Parent Advisory Council (PAC) activities. These activities include Title I school newsletters and PAC meetings at Title I schools. Title I staff coordinate parent math and reading activity events for families to help them help their children in these areas.

Other district Title I set asides include the homeless program, which served 300 students last year; Reading Recovery training and materials, MN Reading Corps coaches training, and instructional materials for district Limited English Proficiency.

Other areas of school collaboration with district, state and federal programs include:

- **MN Reading Corps** (2015-2016) will provide tutors in elementary schools to focus on students Reading Well by Third Grade.
- **MN Math Corps** New in 2015-2016, will provide math tutors for grades 4-5 at six elementaries and grade 6 at the middle school if enough math tutors are found.
- **Title II, Part A** provides training that supports the district curriculum review. Title II also supports the **Response to Intervention (Rtl) Specialist** position.

- **Community Education** also provides specific staff development in the five areas of needed for teacher licensure renewal: teaching reading, adapting curriculum, early onset of childhood mental health, behavior management, and using technology for delivering curriculum. Non-Public, district, substitute teachers and parents attend these classes.
- **Early Childhood Family Education** and **Early Intervention Center** (for pre-school special education children) provide services to parents and pre-school children, as well as transition to kindergarten activities. ECFE brochures are available at the schools.
- **Head Start** provides services to parents and pre-school children, as well as transition to kindergarten activities to families who meet financial qualifications. Head Start brochures are available at the schools.
- **District 4-year-old Program** (located at Bemidji State University) started in 2009 with the Title I Stimulus money. The 5-day, morning and afternoon programs are designed to attract at-risk students and expanded in 2013-2014 under Community Education.
- **Targeted Services Alternative Program & 21<sup>st</sup> Century Grant** offer summer and after-school programming at all six elementary schools and the middle school to at-risk students. This program offers math and reading remediation, as well as activities to build student confidence and self-esteem.
- **Indian Education** provides services to Native American families and students. They also provide home-school liaisons to connect educational services with the home.
- **Homeless Education** services are provided through Title I, McKinney Vento grant, and the district. A homeless liaison provides homeless children with the connection to our schools, assuring transportation and access to services and resources. The liaison also makes regular contact with the homeless shelters and assures all children have access to school. **Evergreen Shelter** children are provided services at the **Alternative Education Center** with a paraprofessional and highly qualified teachers.
- **District Special Education** provides a wide array of services for all students with disabilities. Our district K-12 special education percentage is 15.4%.
- **District School Nurse** provides services district wide and coordinates with the health paraprofessionals at every building.
- **District Food Service** provides nutritionally balanced meals. They are replacing high-sugar and high-fat foods in their menu to meet students' nutritional needs. This was a recommendation of the **District Wellness Committee**.
- **Summer Federal Food Program** provides free student breakfasts and lunches to students and low-cost meals to other family members for seven weeks.
- **Bemidji State University** provides interns, student teachers, and volunteers who work with Bemidji students. They also offer teachers, administrators, and paraprofessionals year-round professional development opportunities. BSU and District leadership meet regularly and collaborate.
- **Beltrami County Collaborative** provides a grant that funds the **District Tracker Program**, which works with families of truant students.
- **Upper Mississippi Mental Health** provides mental health social workers for the school district.

X  2. Our plan was developed in consultation with the district and its leadership implementation team or other technical assistance provider.

X  3. All paraprofessionals meet the definition of highly qualified as outlined under NCLB.

X  4. All paraprofessionals are working under the direct supervision of a highly qualified teacher.

X☐ 5. We will conduct an annual review of the schoolwide plan to ensure that the program description in the plan is implemented as designed and has a positive effect on student achievement.

X☐ 6. We will retain documentation in our district file related to the three core elements of a schoolwide program: conducting a comprehensive needs assessment, creating a comprehensive schoolwide plan, and conducting an annual evaluation.

### **Narrative**

1. Describe the school's Comprehensive Needs Assessment process including data sources and data analysis. Indicate the priority needs to be address and the reform strategies to be implemented to improve teaching and learning at this site.

The priority need in Math was shown to be Numbers and Operations. To address that need, we will be implementing student engagement strategy through "check for understanding." The priority need in Reading was shown to be the Literature strand. We will be implementing active reading strategies quarterly.

2. Describe your schoolwide program vision. How do you plan to operate differently in the new Title I schoolwide program model in order to impact the needs of all students including strategies for meeting the educational needs of historically underserved populations? Highlight staff and parent roles and responsibilities for supporting all learners.

We will continue to select small intervention groups based on MCA, MAP, and AIMSweb assessment data. These are analyzed in conjunction with teacher referral and curriculum based assessments .Central School's Rtl groups and PLCs reflect on the adjusting of groups frequently.

3. Provide a summary of your plan to integrate multiple resources and funding sources to build capacity to improve student achievement. Include any examples of federal, state, local funding, partnerships, and/or other special resources.

Federal funding supports our Title I program and Special Education programming in our school. Compensatory funding and general fund dollars, as well as MN Reading Corps and Math Corps funding ,come from the State of Minnesota. In addition, Central benefits from local partnering with Bemidji State University, with BSU providing practicum students. Bemidji High School also supplies students as interns in numerous classrooms.

4. What process was employed to engage parents, teachers, and community representatives in helping this school become a schoolwide program? How will you continue to inform all relevant stakeholders and engage them in the improvement process?

Central teachers participate in Rtl teams, PLCs and Student Growth Teams to develop the plan and then implement it. Title I teachers meet district wide on a quarterly basis to collaborate on ideas. Parents are included in the discussion at Orientation, conferences, and at several Family Math and Reading days.

5. How will you evaluate your Title I schoolwide program?

The program will be evaluated by looking at the growth of individual students, as well as classroom growth and “all student” growth. The number of students who exit Reading Recovery is also charted. The teams are using progress monitoring, allowing the PLCs and Rtl teams to look at the data. Parent surveys at the conclusion of a school year give valuable information as to parent perspective.

6. Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

Readability is taken into account before releasing results to parents. If there are questions, there are opportunities to meet with staff. Growth over time is shown with graphs. Conferences are held in November and March for parents and staff to discuss results. Information is also posted in the office, as well as online.

7. Provide a list of technical assistance providers who have contributed to the development of the SWP plan. Include meeting dates and topics.

Provider Name	Date	Type of Assistance	Provider’s Experience in SWP Programming
Kim Kusler	April 2015	Analyzed data	District Rtl Specialist
Jacque Pearce	May 2015	Formatting	Title I administrative assistant
District Title I teachers	May 2015	Collaboration	Previous writers of plans
Student Growth Team	May 2015	Collaboration	Previous contributors
Kathy Palm, Director	May 2015	Provided demographic and test data and collaboration	12 years with Title I