

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.

Table of Contents

Use the links below to navigate the sections in the document.

To return to the Table of Contents, use the keyboard shortcut **Ctrl + Home**.

Part I – [District and School Information](#)

Part II – [Comprehensive Needs Assessment](#)

[1. Data Review](#)

[2. Needs Assessment Summary](#)

Part III – [School Action Plan](#)

[Use and Importance of Implementation Science](#)

[Action Plan Instructions](#)

[Reading Action Plan](#)

[Mathematics Action Plan](#)

[Graduation Action Plan \(if required\)](#)

[Other Action Plan \(if needed\)](#)

Part IV – [Schoolwide Program Summary](#)

[Schoolwide Requirements, References, and Guidance](#)

[1. Current Comprehensive Plan](#)

[2. Budget](#)

[3. Annual Evaluation](#)

Part V – [Appendix: Additional support for utilizing the Record of Continuous Improvement](#)

Part I – District and School Information

(Required for all schools completing the Record of Continuous Improvement)

DISTRICT INFORMATION	DISTRICT PHONE, FAX, EMAIL
District Name and Number Bemidji District #0031-01	Phone: 218-333-3100, 31120
Superintendent (Director): Dr. James Hess	Fax: 218-333-3129
District Address: 502 Minnesota Avenue NW, Bemidji, MN 56601	Email: jhess@bemidji.k12.mn.us
Title Coordinator: Kathy Palm, Director of Curriculum & Admin. Services	Phone: 218-333-3100 ext. 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: J.W. Smith Elementary #040, Grades K-5.	Phone: 218-333-3290
School Address: 502 Minnesota Ave. N.W., Bemidji, MN 56601	Fax: 218-333-3296
Principal: Pat Welte	Email: pwelte@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 **NA**
 - 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	19.86%	18.01%
2013 - 2014	66.94%	74.79%
2014 - 2015	52.51%	67.57%
2015 - 2016	34.66%	38.05%

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	45.1%
Asian/Pacific Islander	0.8%
Hispanic	0.5%
Black, not of Hispanic Origin	5.2%
White, not of Hispanic Origin	48.4%
English Learner	0.3%
Special Education	16.2%
Free/Reduced Price Lunch	78.6%

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.

LEADERSHIP IMPLEMENTATION TEAM	ROLE	CONTACT INFORMATION
Patricia Welte	Principal	pwelte@bemidji.k12.mn.us
Michele Green	Teacher- Title I	Michele_Green@bemidji.k12.mn.us
Audra Allen	Teacher- Title I	audra_allen@bemidji.k12.mn.us
Sarah Nielsen	Teacher- Title I	sarah_nielsen@bemidji.k12.mn.us
Nancy Neis	Teacher- Title I	Nancy_Neis@bemidji.k12.mn.us
Patty Marquardt	Special Ed. Teacher	pmarquardt@bemidji.k12.mn.us
Kathy Palm, Director of Curriculum & Administrative Services	Program Administrator	kpalm@bemidji.k12.mn.us
Angie Berg	Community Member	ajberg@paulbunyan.net
Robin Harris	Parent	rharrisbemidji@gmail.com
Angie Lauderbaugh	Homeless Liaison	alauderbaugh@bemidji.k12.mn.us
Ashley Jones	Elementary Indian Home/School Liaison	ajones@bemidji.k12.mn.us
Amanda Mix	Math Specialist	Amanda_Mix@bemidji.k12.mn.us
Karie Hougard	Reading Specialist	khougard@bemidji.k12.mn.us

Part II – Comprehensive Needs Assessment

(Required for all Schoolwide Programs, Focus Schools, and Priority Schools; Recommended for All Schools)

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?
MCA-III	Student strength and weaknesses	May 2017	Compare other data findings
MAP Test Scores	Student strength and weaknesses	May 2017	Compare other data findings
OLPA Test Scores	Student strength and weaknesses	March 2017	Compare other data findings
AIMSweb Test Scores (K-2 nd)	Student strength and weaknesses	September 2016	Instructional groups will be formed based on test scores
AIMSweb Test Score (K-2 nd)	Student strength and weaknesses	January 2017	Instructional groups will be modified based on test scores
AIMSweb Test Score (K-2 nd)	Student strength and weaknesses	May 2017	Compare data from Spring of 2017 to Fall of 2016

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: Informational Text

Mathematics: Data Analysis

Graduation (if required):

Other: Action Behavior Team (formed in Spring 2016)

Prioritized Concerns:

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

Reading: Literature

Mathematics: Numbers and Operations

Graduation (if required):

Other: Increased amount of inappropriate classroom behaviors

Hypothesized Root Causes:

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

Reading: Students are lacking vocabulary skills, understanding and application.

Mathematics: Students are expected to learn new, higher order concepts without mastering basic skills.



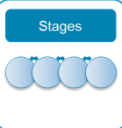


Graduation (if required):

Other: Students are lacking social skills and knowledge of acceptable and unacceptable behaviors before attending school.

PART III – School Action Plan

(Required for all Focus and Priority Schools; Recommended for all schools)

Use and Importance of Implementation Science

Icon Link to AI Hub	Description
	<p>Drivers are the key components of capacity that enable the success of innovations in practice. They are integrated and work as levers to compensate for weaker drivers. There are 3 categories of Implementation Drivers:</p> <ul style="list-style-type: none"> • Competency Drivers are mechanisms to develop, improve and sustain one’s ability to implement an intervention as intended in order to benefit students. These are Selection, Training, Coaching, and Fidelity. • Organization Drivers are mechanisms to create and sustain hospitable organizational and system environments for effective educational services. These are Systems Intervention, Facilitative Administration, and Decision Support Data Systems. • Leadership Driver focuses attention on providing the right leadership strategies for different types of leadership challenges. These leadership challenges often emerge as part of the change management process needed to make decisions, provide guidance, and support organization functioning. These strategies are Technical and Adaptive. <p>The work done through each Driver depends on the Stage of implementation.</p>
	<p>Linked Teams review multiple sources of data (including student data) to select a usable intervention during the exploration stage. Once the intervention is selected, teams develop action steps determined by the Drivers and the Stage of implementation. Teams are linked to share data, communication, support, and accountability.</p>
	<p>Stages are not linear and may overlap. Activities may be occurring or reoccurring in one stage while activities in another stage begin. Start in Exploration.</p> <ul style="list-style-type: none"> • Exploration: Leadership forms teams, identifies data sources, reviews all identified data, engages staff, hypothesizes root cause for instructional improvement, and identifies a usable intervention. This stage requires inquiry, research, learning, and patience, and the team measures <i>adult effort</i>. • Installation: The team makes necessary changes to infrastructure and puts organization supports into place including training procedures, coaching plans, reporting frameworks, and outcome expectations. The team measures <i>adult effort</i>. • Initial Implementation: The team measures the fidelity of teachers using the practice, adjusts drivers such as training and coaching, initiates improvement cycles, and manages change. The team measures <i>adult fidelity</i> (doing what was intended). • Full Implementation: Over 50 percent of the teachers are implementing the usable intervention with fidelity and the new practice becomes standard. Maintain success and change policies to support work.
	<p>Improvement Cycles allow teams to track progress of strategic implementation using both short-term and long-term Plan, Do, Study, Act (PDSA) cycles, which provide feedback to the leadership implementation team, building administrators, and teachers.</p>
	<p>Usable Interventions address the needs identified by the data review and will increase student performance over time. A usable intervention is teachable, learnable, doable, and readily assessed in the classroom. It could be an instructional strategy or practice and may be part of a larger instructional framework.</p>

The content on this page is based on the work of the National Implementation Research Network (NIRN).

© 2013-2015 Karen Blase and Dean Fixsen

Action Plan Instructions

ACTION PLAN (Reading, Mathematics, Graduation if required, or Other)

The Action Plan tool is intended for use by the Leadership Implementation Team to document ongoing work when implementing a usable intervention. This tool is intended to be updated regularly as a part of Leadership Implementation Team meetings.

Header Information:

In the **School** field, enter the School Name.

In the **Plan Contact** field, enter the contact person leading the action plan implementation.

In the **Submission Date** field, enter the most recent date the Record of Continuous Improvement was submitted to Title, uploaded to SERVS Financial, or submitted for MDE review.

NOTE: Priority Schools, Focus Schools, and Continuous Improvement Schools working with the Regional Centers of Excellence submit their Record of Continuous Improvement to MDE on September 1, December 1, March 1, and June 1 each year.

1. SMART Goal: Write the SMART Goal Statement.

NOTE: The All Student Goal reflects increases in student proficiency. The Student Group goals reflect the increased proficiencies, increased achievement, and reduction of the achievement gap.

Example: All Student SMART Goals

The percentage of each student enrolled October 1 in grades enter grade levels at school name who are proficient on all reading/mathematics state accountability tests (MCA-III, MTAS) will increase from current percentage in current year to goal percentage in next year.

Examples: Student Group SMART Goals

The percentage of specific student group enrolled October 1 in grades enter grade levels at school name who are proficient on all reading/mathematics state accountability tests (MCA-III, MTAS) will increase from current percentage in current year to goal percentage in next year.

The average growth of specific student group enrolled October 1 in grades enter grade levels at school name will increase from current growth average in current year to growth average goal in next year.

The achievement gap between specific student group and the respective non-student comparison group enrolled October 1 in grades enter grade levels at school name will decrease from current gap in current year to gap goal in next year.

2. Usable Intervention: Identify the usable intervention(s) selected for monitoring by the leadership implementation team. If usable interventions are a part of a framework, identify the applicable framework. See [Usable Interventions](#) for more detail.

3a. Usable Intervention Selected for Monitoring: Identify the intervention from Step 2 selected to monitor with the Action Plan (Step 4).

3b. Instructional Change Manager: Identify the individual selected to oversee implementation of the usable intervention.

4. Action Plan:

Plan-Do-Study-Act Cycles: Plan well, but get started with doing the intervention selected. Collect data on effort and fidelity and study it. Act on lessons learned by celebrating successes and making decisions about improvements. Begin the cycle again. Plan the changes. Do the changes. Study the progress. Act on new insights. Plan...

Stage: This column heading is linked to a brief description of each stage of implementation. The stage determines the work done through each **implementation driver** which leads to determining the appropriate expectation.

Action Steps: One action step entered per row. Use the **implementation drivers** to guide what will be done and record those actions.

Expectation: The stage and the appropriate implementation driver inform the expected result and the type of evidence to gather, the process by which data is analyzed, and the guiding questions leadership implementation teams ask about data to inform next steps:

- During *Exploration and Installation* stages the team measures *adult effort*.
 - Effort data can inform planning and development of Competency Drivers and monitor readiness to engage with enough resources, supports and data systems.
- During *Initial Implementation* the team adds measurements of *adult fidelity*.
 - Fidelity data can inform changes to the Competency Drivers and determine how to use the Organizational Drivers to remove barriers and add resources.
- During *Full Implementation* the team adds measurements of *student outcomes*.
 - Use fidelity data to make connections between adult efforts and student outcomes to sustain success.

Review Date: Enter the date when the leadership implementation team expects to review the status of the action step.

Evidence Summary to Inform Next Steps: State the outcome(s) of the review and the specific next step(s) to be entered on the next row within the action plan for progress monitoring.

Adding Rows to the Action Plan:

1. Outside of the table border, use the mouse on the right-hand side of the last row in the table.
2. Press Enter to create a new row within the action plan.
3. Repeat steps 1 and 2 to add multiple blank rows rather than one new row each time one is needed.

Note: If the last row was used before rows are added, use the template below to incorporate the drop-down options into the Stages column and to incorporate the data entry prompts into the remaining columns.

4. Place the cursor into the right-hand column anywhere along the data entry prompt “Enter summary and next steps here.”
5. Press the left mouse button; keep the mouse button pressed, and drag to the left to highlight the entire row then let go of the mouse button.
6. Hold down the Ctrl+C (Copy) keys then release the keys.
7. Place your cursor into the first column of the new row.
8. Press the left mouse button; keep the mouse button pressed, and drag the mouse to the bottom-right-hand cell of the new rows to highlight all the cells in each new row then let go of the mouse button.
9. Hold down the Ctrl+V (Paste) keys to paste the template onto the new row(s).

The new row will look and function just like the following template row:

Select a Stage		Enter expectation here	Enter date	Enter summary and next steps here
----------------	--	------------------------	------------	-----------------------------------

READING ACTION PLAN

SCHOOL: J. W. Smith Elementary

PLAN CONTACT: Pat Welte

SUBMISSION DATE: 09/01/2016

1. Reading SMART Goal:

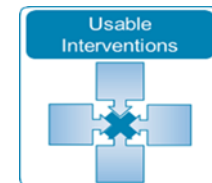
- J. W. Smith Kindergarten students will increase proficiency from 68% in Spring of 2016 to 70% in the Spring of 2017 on Letter Sound Fluency as measured by the AIMSweb assessment.
- J.W. Smith First grade students will increase proficiency from 80.8% in the Spring of 2016 to 82.8% in the Spring of 2017 in Phoneme Segmentation Fluency as measured by the AIMSweb assessment.
- J.W. Smith Second grade students will increase proficiency from 188.7 to 191 as measured by the Measures of Academic Progress Reading Assessment.
- J.W. Smith Third grade students will meet or exceed the district’s proficiency average of 49.6% in the Spring of 2016 to 51.6% in the Spring of 2017 on the MCA-III Reading assessment.
- J.W. Smith Fourth grade students will increase from 42.6% in the Spring of 2016 to 44.6% in the Spring of 2017 on the MCA-III Reading assessment.
- J.W. Smith Fifth grade students will increase from 50% in the Spring of 2016 to 52% in the Spring of 2017 on the MCA-III Reading assessment.

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. Guided Reading	
2. LLI (Leveled Literacy Intervention)	X
3. Reading Recovery – First Grade	X

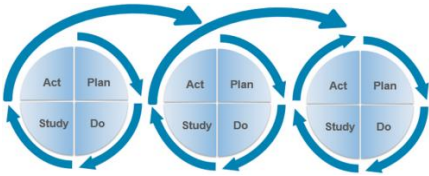


READING ACTION PLAN

3a. Usable Intervention Selected for Monitoring: Guided Reading, Leveled Literacy Intervention (LLI), Reading Recovery

3b. [Instructional Change Manager](#): Pat Welte

4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected [usable intervention](#).

<u>STAGE</u>	<u>ACTION STEPS</u>	<u>EXPECTATION</u>	<u>REVIEW DATE</u>	<u>EVIDENCE SUMMARY TO INFORM NEXT STEPS</u>
In what stage of implementation is the current intervention and how does it inform actions?	How do the drivers 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.
Initial Implementation	Implementation of Guided Reading in the Classrooms	Guided Reading Groups observed during summative review process	Fall 2016 to Spring 2017	Record findings
Full Implementation	LLI Fidelity checks will be performed by Title I staff	Running records	Fall 2016 to Spring 2017	Record findings
Full Implementation	Reading Recovery	Fidelity checks performed	Fall 2016 to Spring 2017	Record findings

*For additional action steps, refer to the template located in [Part V – Appendix](#)

MATHEMATICS ACTION PLAN

SCHOOL: J. W. Smith Elementary

PLAN CONTACT: Pat Welte

SUBMISSION DATE: 09/01/2016

1. Mathematics SMART Goal:

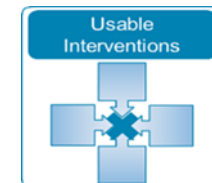
- J.W. Smith Kindergarten students will increase proficiency from 64.2% in the Spring of 2016 to 66.2% in the Spring of 2017 on the Oral Counting assessment as measured by AIMSweb assessment.
- J.W. Smith First grade students will increase proficiency from 61% in the Spring of 2016 to 63% in the Spring of 2017 on the Math Computation assessment as measured by AIMSweb assessment.
- J.W. Smith Second grade students will increase proficiency from 192.1 in the Spring of 2016 to 195 in the Spring of 2017 as measured by the Measures of Academic Progress Math assessment.
- J.W. Smith Third grade students will meet or exceed the district's proficiency average of 66.2% in the Spring of 2016 to 68.2% in the Spring of 2017 on the MCA-III Math assessment.
- J.W. Smith Fourth grade students will increase from 51.1% in the Spring of 2016 to 53.1% in the Spring of 2017 on the MCA-III Math assessment.
- J.W. Smith Fifth grade students will increase from 59.3% in the Spring of 2016 to 61.3% in the Spring of 2017 on the MCA-III Math assessment.

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.	<u>Fully Implemented?</u>
1. Rhymes N' Times	
2. Number Worlds	X

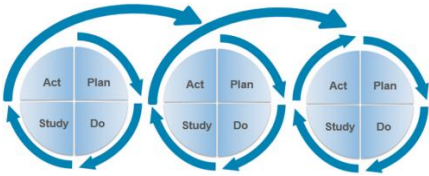


MATHEMATICS ACTION PLAN

3a. Usable Intervention Selected for Monitoring: Rhymes N' Times, Number Worlds

3b. [Instructional Change Manager](#): Pat Welte

4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected [usable intervention](#).

<u>STAGE</u>	<u>ACTION STEPS</u>	<u>EXPECTATION</u>	<u>REVIEW DATE</u>	<u>EVIDENCE SUMMARY TO INFORM NEXT STEPS</u>
In what stage of implementation is the current intervention and how does it inform actions?	How do the drivers 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.
Initial Implementation	Rhymes N' Times will be implemented in the classroom.	Students will complete the three-week program with 85% accuracy on the post assessment.	Fall 2016 to Spring 2017	Record findings
Full Implementation	Number Worlds will be provided by interventionists	Fidelity checks will be performed by Title I staff	Fall 2016 to Spring 2017	Record findings

*For additional action steps, refer to the template located in [Part V – Appendix](#)

GRADUATION ACTION PLAN

SCHOOL: J. W. Smith Elementary

PLAN CONTACT: Kathy Palm

SUBMISSION DATE: 09/01/2016

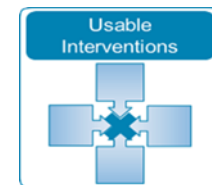
1. Graduation SMART Goal: Enter SMART Goal(s) here

2. Graduation 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. Enter usable intervention here	<input type="checkbox"/>
2. Enter usable intervention here	<input type="checkbox"/>
3. Enter usable intervention here	<input type="checkbox"/>
4. Enter usable intervention here	<input type="checkbox"/>

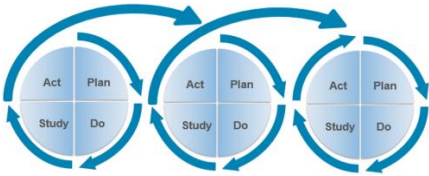


GRADUATION ACTION PLAN

3a. **Usable Intervention Selected for Monitoring:** Enter selected intervention here

3b. **Instructional Change Manager:** Enter change manager's name here

4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected [usable intervention](#).

<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 drivers 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.
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here

*For additional action steps, refer to the template located in [Part V – Appendix](#)

[OTHER] ACTION PLAN

SCHOOL: J. W Smith Elementary

PLAN CONTACT: Pat Welte

SUBMISSION DATE: 09/01/2016

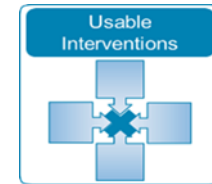
1. **[Other] SMART Goal:** J.W. Smith Elementary will reduce the number of behavior infractions from 70 during the 2015-2016 school year to 60 in the 2016-2017 school year.

2. **[Other] 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. Responsive Classroom	
2. Action Team (school behavior intervention)	

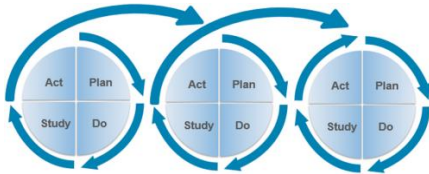


[OTHER] ACTION PLAN

3a. Usable Intervention Selected for Monitoring: Responsive Classroom, Action Team

3b. Instructional Change Manager: Pat Welte

4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected [usable intervention](#).

<u>STAGE</u>	<u>ACTION STEPS</u>	<u>EXPECTATION</u>	<u>REVIEW DATE</u>	<u>EVIDENCE SUMMARY TO INFORM NEXT STEPS</u>
In what stage of implementation is the current intervention and how does it inform actions?	How do the drivers 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.
Initial Implementation	Responsive Classroom Training provided to classroom teachers in Summer of 2016	Responsive Classroom will be implemented in classrooms Fall of 2016	Fall of 2016	Celebrate classroom success
Initial Implementation	Action Team – school behavior response	Behavior Action Team will intervene and assist when classroom crisis occurs	Throughout the 2016-2017 school year	Record and document findings

*For additional action steps, refer to the template located in [Part V – Appendix](#)

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

(Required for all Schoolwide Programs, including Schoolwide Focus Schools, Schoolwide Priority Schools)

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) Responsive Classroom Behavior Intervention
- 2) Rhymes N' Times
- 3) Number Worlds
- 4) Guided Reading
- 5) Leveled Literacy Intervention (LLI)
- 6) Differentiated Instruction
- 7) Reading Recovery

NOTE: If the district supports multiple Schoolwide Programs, it may want to aggregate this school information for question 1.4.2 of the SERVS Title I application.

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) Data
- 2) Rtl Collaboration
- 3) Running Records

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) Reading Recovery
- 2) Number Worlds
- 3) Rhymes N' Times
- 4) LLI (Leveled Literacy Intervention)
- 5) Guided Reading Groups
- 6) Technology Resources – IXL, Moby Max, Xtra Math, Reading A –Z, Read Naturally, Enchanted Learning

NOTE: Schools working with the Regional Centers of Excellence will explore the CNA process and results in detail in Part II of this form. Schools not working with the Regional Centers of Excellence are encouraged to use Part II as a tool to help organize and implement instructional strategies in the SWP.

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. District workshops in Reading and Math
2. Technology workshops
3. Behavior and Mental illness workshops

*Core academic subjects are defined as English, reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography.

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. Rtl Meetings
2. PLC's
3. District Reading Specialist/Math Specialist Trainings
4. Data Retreat

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. Parent Advisory Meetings
2. Math and Reading Day
3. MCA Award Ceremony
4. Flurry of Books Family Day
5. Grade level Parent Involvement Activities

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 Round-up
2. Kindergarten Book Bags

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. McKinney-Vento Program
2. Homeless Team - Angie Lauderbaugh
3. Technology Team
4. Indian Education Services
5. Administrative Meetings - Kathy Palm

2. Budget

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 4 Teachers
2. 161 5 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

NOTE: If the district supports multiple Schoolwide Programs, it may want to aggregate this school information for question 1.4.3 of the SERVS Title I application.

3. Annual Evaluation

3a. Evaluation Date

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

1. May 31, 2016

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. Viewpoint
2. Survey Results
3. Information from Title I District Director (Kathy Palm)

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. Implementing Attendance plan
2. Implementing Behavior Plan/Action Team

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.)

1. Revisiting Plan Goals by Grade level
2. Engage students with Guided Reading Practice
3. Review MAP, OLPA and MCA-III scores to show areas of growth and areas that need improvement.
4. AIMSweb (K-2nd)
5. Review Attendance and Behavior plans (Attendance 94.75%)

Part V – Appendix

Blank Action Plan:

[OTHER] ACTION PLAN

SCHOOL: J. W. Smith Elementary

PLAN CONTACT: Pat Welte

SUBMISSION DATE: June 1, 2016

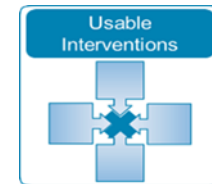
1. [Other] **SMART Goal:** Enter SMART Goal(s) here

2. [Other] **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.	<input type="checkbox"/>
2.	<input type="checkbox"/>
3.	<input type="checkbox"/>
4.	<input type="checkbox"/>

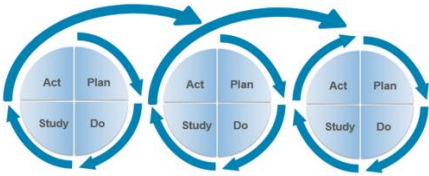


[OTHER] ACTION PLAN

3a. Usable Intervention Selected for Monitoring: Responsive Classroom, Action Team

3b. [Instructional Change Manager](#): Pat Welte

4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected [usable intervention](#).

<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 drivers 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.
Select a Stage				
Select a Stage				