

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: jhess@bemidji.k12.mn.us
Title Coordinator: Kathy Palm, Director of Curriculum & Admin Services	Phone: 218-333-3100, 31103
Coordinator Address: 502 Minnesota Ave NW, Bemidji, MN 56601	Email: kpalm@bemidji.k12.mn.us

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: J. W. Smith Elementary #040, Grades K-5	Phone: 218-333-3290
School Address: 502 Minnesota Ave NW, Bemidji, MN 56601	Fax: 218-333-3296
Principal: Patricia Welte	Email: pwelte@bemidji.k12.mn.us

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: **19.86** percent
 2013-14 MMR: **66.94** percent
 2012-13 FR: **18.01** percent
 2013-14 FR: **74.79** 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 has authorized Kathy Palm at a monthly meeting on January 26, 2015 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)

6-3-15

(Date)

II. School Information

Building Level Student Demographics:	Percentage of Total Enrollment:
American Indian/Alaskan Native	41.9%
Asian/Pacific Islander	0.5%
Black, not of Hispanic origin	5.8%
Hispanic	3.3%
White, not of Hispanic origin	48.5%
Limited English Proficient	0.8%
Special Education	13.7%
Free or Reduced-Price Lunch	80.5%

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
Kim Kusler	Rtl Specialist	kkusler@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
Cindy Tuomala	Parent	Tuomala04@hotmail.com
Angie Berg	Community Member	ajberg@paulbunyan.net
Robin Harris	Parent Rep.	rharrisbemidji@gmail.com
Angie Lauderbaugh	Homeless Liaison	alauderbaugh@bemidji.k12.mn.us
Ashley Jones	Elementary Indian Home/School Liaison	ajones@bemidji.k12.mn.us
Kerri Jourdain	Elementary Indian Academic Advisor	Kerri_Jourdain@bemidji.k12.mn.us
Karie Hougard	Reading Specialist	khougard@bemidji.k12.mn.us
Amanda Mix	Math Specialist	amanda_mix@bemidji.k12.mn.us

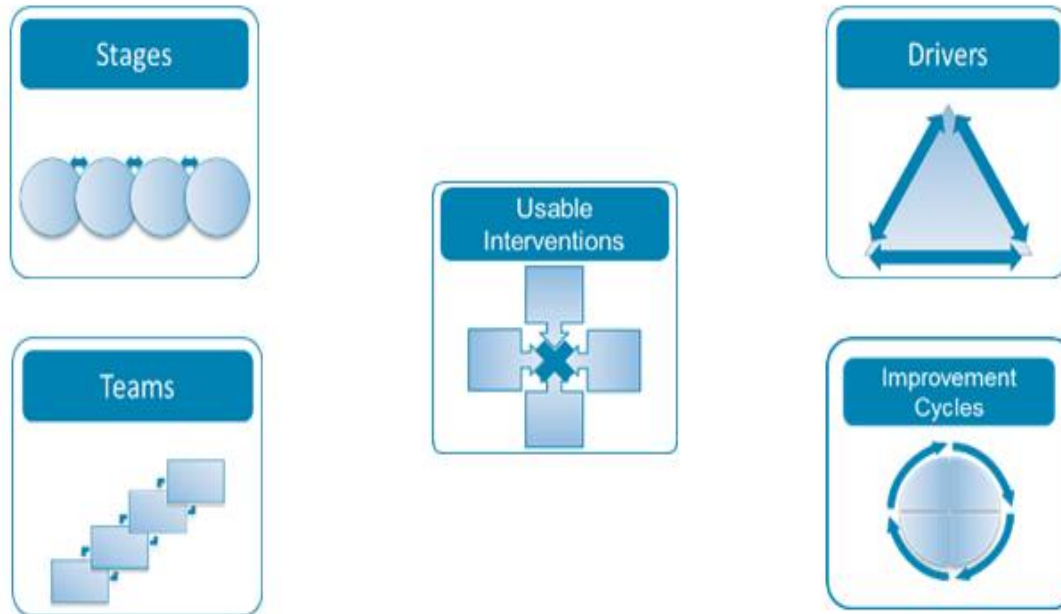
SCHOOL SUMMARY	STATEMENTS
Executive summary of your school: Provide a school overview and include enough information for the reader to become acquainted with the focus of this	J.W. Smith Elementary School has been involved in the Title I Schoolwide Program for 18 years. We currently have 347 students. Our federal Schoolwide status is based on a free and reduced lunch population of (80.5%). High student mobility

SCHOOL SUMMARY	STATEMENTS
action plan.	(33,3%) provides distinct challenges. Our ethnicity rate of (51.5%) broadens our cultural base. Because of our American Indian population (41.9%), our district's Indian Education program provides our at-risk students with academic advisors and an Indian Home-School Liaison. Teachers and support staff have received training in diverse areas of professional development. These areas of study are closely aligned with the target goals set each year.
Describe the team's plan for communicating with the school and community.	Schoolwide Goals are set and evaluated every year by our Improvement Leadership and Growth Teams. Academic, behavioral, and school climate data are evaluated. Staff members are encouraged to attend conferences, training sessions and university courses, and they are encouraged to share new learning with colleagues. Every professional and paraprofessional staff member at our schools meets the "highly qualified" requirement under the <i>No Child Left Behind</i> legislation, and each has an individual professional development plan. Communication with parents and our community is important at J.W. Smith School. Weekly newsletters, grade level websites, and our district website (www.bemidjik12.mn.us) ensure that parents can be well informed about school events. We also provide an annual Fall Orientation Day for students and parents in all grades that provide classroom and specialist sessions throughout the day in an effort to meet the scheduling needs of families. Rtl teams meet with student assessments and look over data and information on individual students. A data retreat is held every year in August to look at schoolwide data results. Family Access to student information and assessment scores are provided by Skyward. Parent/Teacher Conferences include test scores and information on students. Weekly Newsletters are sent out to parents to inform them of important testing dates. PLC teams and Student Growth Teams provided data to indicate with services or needs that individual students require.

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.

Make copies of the plan template as needed. Use templates for math, reading, and graduation, if applicable.

Check the plan category that each plan addresses.

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/), (<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: J. W. Smith Elementary

PLAN CONTACT: Patricia Welte

SUBMISSION DATE: June 5, 2015

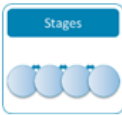
1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. **Instructions for completing each section are provided 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:** In the spring of 2015, the percentage of 3-5 grade students meeting or exceeding Minnesota mathematics performance standards will increase from 61.7% to 65.7% as measured by the Mathematics MCA.

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

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
1. AIMSweb, MAP and MCA results	Title I Team Student Growth Team Rtl Grade Level Teams	Examine strands	August/Sept. 2015	Analyze results with grade level and individual classroom teachers
2. Schoolwide Team meeting	MCA results MAP results AIMSweb scores (K-1)	Where gaps exist and where to focus academic needs.	June 2015	Draft grade level goals based on data
3. District Data Retreat	District data and binders Reading & Math Specialist	Strongest and lowest strands. Growth areas/gap	Aug. 2015	Data and Student Growth Teams research and finalize conclusions.

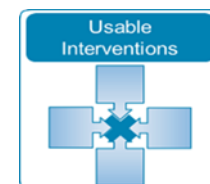
ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
4. Meet with entire staff to report on findings.	Data charts from MCA scores from District Data Retreat	Strongest & weakest strands, where gaps exist.	Sept. 2015	Building goals will be set and grade levels will meet and 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

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: September 2015 to April of 2016

List of usable interventions selected for monitoring below. Highlight the one you will measure first.	Fully Implemented?
1. Improve the use of student engagement strategies in Math areas in our new Math Expressions Curriculum – introduce new strategies quarterly: A. “Math Talk” B. “White board” usage C. Signaling Technique and D. Exit tickets	<input type="checkbox"/>
2.	<input type="checkbox"/>
3. Enter interventions here	<input type="checkbox"/>

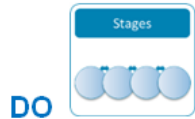


5a. USABLE INTERVENTION SELECTED FOR MONITORING: Improve student engagement strategies in math - Monitor “Math Talk” 1st quarter (core structures for daily use)

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

6a. INSTALLATION

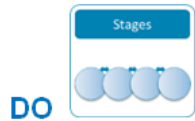
These activities provide structural supports necessary to implement the intervention successfully.



ACTION STEPS What activities will provide structural supports necessary to implement interventions successfully?	TEAM LEAD / RESOURCES	EFFORT EXPECTATION What is the expected result of this adult activity?	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.
1. Continued Math Training in the new Math Expressions Series. Use of student engagement strategy #1. “Math Talk”	Math Specialist/staff	Full participation	Sept. 2015	Set up training sessions
2. Determine specific levels of implementation and an observation checklist (ex: “in 10 minute observation walk-through, the opportunity for “Math talk” occurred 3 times).	Math specialist/teachers Checklist	Teachers will begin in the participation of “Math Talk”	October 2015	Create fidelity check and coaching schedule for Math Specialist and teachers.
3. Implement schedule of fidelity observation/walk-throughs using checklist	Math specialist/teacher checklist	Implementation of data and each teacher will be observed every 2 months	October/Nov. 2015	Schedule to be developed and submitted for review
4. Rtl, PLC and grade level meetings scheduled	Math specialist, teachers, principal	Teachers will examine current test scores, graphs and benchmarking scores to determine effectiveness of interventions	Throughout current school year.	Principal reviews team agendas and notes; continual support provided by specialist

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.



ACTION STEPS What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.	TEAM LEAD / RESOURCES	FIDELITY EXPECTATION What is the expected or desired fidelity outcome for this adult activity	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS 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 observations/walkthroughs using checklist/tally marks by implementing the "Math Talk" strategy	Math specialist/teachers	Teachers begin work toward implementation and fidelity	Beginning Oct/Nov of 2015	Monitor % of fidelity. When 50% of staff has successfully implemented the "Math Talk" strategy, we move to full implementation.
2. First observation of teachers by Math specialist or peer	Math specialist or peer	At least 30% of teachers using strategy with fidelity	Oct/Nov 2015	Review observation data and provide assistance to teachers to implementing with fidelity. Schedule second observation. Work toward 50% fidelity check
3. Second observation of teachers by math specialist of peer	Math specialist or peer	50% or above fidelity	Dec/Jan 2015-2016	Move to next strategy "White board" usage
4.				
5.				
6. Enter action steps here	Enter team lead / resources here	Enter fidelity expectation here	Enter date here	Enter summary here

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.



ONGOING MONITORING OF THE INTERVENTION 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?	TEAM LEAD / RESOURCES	SUSTAINABILITY EXPECTATION What is your target for student outcomes (e.g., achievement gap reduction)? What is your target for instructional behavior (e.g., increased fidelity)?	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS Record actual outcomes for both student outcomes and fidelity. Celebrate successes. Determine next action steps.
Observation checklist AIMSweb (K-1) 3. Curriculum assessments MAP and OLPA, grades (2-5).	Teachers/Math specialist	Close the achievement gap and increase fidelity. Student proficiency percentage from ____ to ____	Oct. 2015 and continued throughout the school year	Teaching staff has attended meetings and training and are ready to implement
2. Observations, progress monitoring with “Math Talk” and “White board” usage	Teachers/Math Specialist	Close the achievement gap and increase fidelity	Oct/Nov 2015	Review observation data and provide assistance to teachers not implementing with fidelity. Schedule second observation. Work toward 50% or above fidelity.
3. Observations, progress monitoring with “Signaling and “Exit tickets”	Teachers/Math Specialist	Close the achievement gap and increase fidelity	March & April 2016	In April, if 100% implementation has occurred, move to next action plan that will continue into the next Fall school year.
4. Continue teacher support through RtI Team and PLC meetings	Teachers/Math Specialist	See above	Continuous throughout the school year	Teachers review fidelity and student progress monitoring; assistance provided to teachers struggling with implementation

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: J. W. Smith Elementary

PLAN CONTACT: Patricia Welte/Audra Allen

SUBMISSION DATE: June 5, 2015

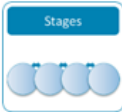
1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. **Instructions for completing each section are provided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

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

3. **SMART Goal:** In the spring of 2015, the percentage of 3-5_grade students meeting or exceeding Minnesota Reading performance standards will increase from 60.6% to 64.6% as measured by the Reading MCA.

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

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
1. AIMSweb, MAP and MCA results	Title I Team Student Growth Team Rtl Grade Level Teams	Examine strands	August/Sept. 2015	Analyze results with grade level and individual classroom teachers
2. Schoolwide Team meeting	MCA results MAP results AIMSweb scores (K-1)	Where gaps exist and where to focus academic needs.	June 2015	Draft grade level goals based on data
3. District Data Retreat	District data and binders Reading & Math Specialist	Strongest and lowest strands. Growth areas/gap	Aug. 2015	Data and Student Growth Teams research and finalize conclusions.

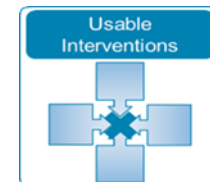
ACTION STEPS	TEAM LEAD/ RESOURCES	DATA	BY DATE	NEXT STEPS
What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	Who will lead this action step? What resources are needed?	What did you learn from the data you reviewed?		What will you do next to advance the exploration process?
4. Meet with entire staff to report on findings.	Data charts from MCA scores from District Data Retreat	Strongest & weakest strands, where gaps exist.	Sept. 2015	Building goals will be set and grade levels will meet and finalize their goals.
5. Rtl, PLC and grade level meetings	Continue to look at student data with graphs, scores and work.	Current test scores, graphs and benchmarking scores.	Throughout current school year.	Working with teams of teachers and current data. Examining guided reading practices.
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

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 Guided Reading instruction by: A. Assessing students for Guided Reading placement and skill needs B. Implementing the Guided Reading Lesson Plan. C. Improving vocabulary instruction for each grade level within the Guided Reading context D. Improving comprehension instruction within the Guided Reading context.	<input type="checkbox"/>
2. Enter interventions here	<input type="checkbox"/>
3. Enter interventions here	<input type="checkbox"/>
4. Enter interventions here	<input type="checkbox"/>

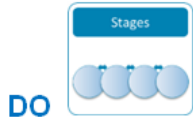


5a. USABLE INTERVENTION SELECTED FOR MONITORING: Improve guided reading instruction – Monitor the use of assessments to inform guided reading placement and lesson focuses 1st quarter

5b. Instructional Change Manager: Audra Allen **5c.** Math Reading Graduation (check one)

6a. INSTALLATION

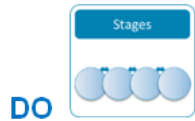
These activities provide structural supports necessary to implement the intervention successfully.



ACTION STEPS What activities will provide structural supports necessary to implement interventions successfully?	TEAM LEAD / RESOURCES	EFFORT EXPECTATION What is the expected result of this adult activity?	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.
1. Train teachers in Strategy #1: the use of guided reading assessments to inform placement and lesson focus	Reading Specialist/staff	Full participation	Sept. 2015	Set up training sessions
2. Determine specific levels of implementation and an observation checklist (evidence of assessments, decisions based on data).	Reading Specialist/teachers Checklist	Teachers will begin in the implementing assessments	October 2015	Create fidelity check and coaching schedule for Reading Specialist and teachers.
3. Implement schedule of fidelity observation/walk-throughs/teacher consultation using checklist	Reading Specialist/teacher checklist	Implementation of data and each teacher will be observed every 2 months	October/Nov. 2015	Schedule to be developed and submitted for review
4. Rtl, PLC and grade level meetings scheduled	Reading Specialist, teachers, principal	Teachers will examine current test scores, graphs and benchmarking scores to determine effectiveness of interventions	Throughout current school year.	Principal reviews team agendas and notes; continual support provided by specialist
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.

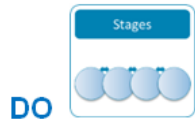


ACTION STEPS What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.	TEAM LEAD / RESOURCES	FIDELITY EXPECTATION What is the expected or desired fidelity outcome for this adult activity	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS 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 observations/walk-throughs or consultation using checklist; implement Strategy #1 – Assessment for Guided Reading	Reading Specialist/teachers	Teachers begin work toward implementation and fidelity	Beginning Oct/Nov of 2015	Monitor % of fidelity. When 50% of staff has successfully implemented the “Assessment for Guided Reading” strategy, we move to full implementation.
2. First observation of teachers by Reading specialist or peer	Reading specialist or peer	At least 30% of teachers using strategy with fidelity	Oct/Nov 2015	Review observation data and provide assistance to teachers to implementing with fidelity. Schedule second observation. Work toward 50% fidelity check
3. Second observation of teachers by Reading specialist of peer	Reading specialist or peer	50% or above fidelity	Dec/Jan 2015-2016	Move to next strategy “Guided Reading Lesson Planning” usage
4. Continue teacher support through RtI Team and PLC meetings	Teachers/Reading Specialist	See above	Continuous throughout the school year	Teachers review fidelity and student progress monitoring; assistance provided to teachers struggling with implementation
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;">ACTION STEPS</p> <p>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;">TEAM LEAD / RESOURCES</p>	<p style="text-align: center;">FIDELITY EXPECTATION</p> <p>What is the expected or desired fidelity outcome for this adult activity</p>	<p style="text-align: center;">BY DATE</p>	<p style="text-align: center;">EVIDENCE SUMMARY TO INFORM NEXT STEPS</p> <p>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.



ONGOING MONITORING OF THE INTERVENTION 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?	TEAM LEAD / RESOURCES	SUSTAINABILITY EXPECTATION What is your target for student outcomes (e.g., achievement gap reduction)? What is your target for instructional behavior (e.g., increased fidelity)?	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS Record actual outcomes for both student outcomes and fidelity. Celebrate successes. Determine next action steps.
Continue to use assessments to inform instruction: 1. Observation checklist 2. AIMSweb (K-1) 3. Curriculum assessments MAP and OLPA, grades (2-5). 4. Guided Reading Assessments	Teachers/Reading specialist	Close the achievement gap and increase fidelity to 100%. Student proficiency percentage from ____ to ____	Oct. 2015 and continued throughout the school year	Teaching staff has attended meetings and training and are ready to implement new strategies each quarter
2. Observations, consultation, progress monitoring with Strategy #1: “Guided Reading Assessments”. Begin to train and work with Strategy #2: “Guided Reading Lesson Design”	Teachers/Reading Specialist	Close the achievement gap and increase fidelity	Oct/Nov 2015	Review observation data and provide assistance to teachers not implementing with fidelity. Schedule second observation. Work toward 50% or above fidelity.
3. Observations, consultation, progress	Teachers/Reading Specialist	Close the achievement gap and increase fidelity	March & April 2016	In April, if 100% implementation has occurred, move to next action plan

<p align="center">ONGOING MONITORING OF THE INTERVENTION</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">TEAM LEAD / RESOURCES</p>	<p align="center">SUSTAINABILITY EXPECTATION</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">BY DATE</p>	<p align="center">EVIDENCE SUMMARY TO INFORM NEXT STEPS</p> <p>Record actual outcomes for both student outcomes and fidelity.</p> <p>Celebrate successes. Determine next action steps.</p>
monitoring with Strategy #2: "Vocabulary Instruction" and Strategy #3: "Comprehension Instruction"				that will continue into the next Fall school year.
4. Continue teacher support through RtI Team and PLC meetings	Teachers/Reading Specialist	See above	Continuous throughout the school year	Teachers review fidelity and student progress monitoring; assistance provided to teachers struggling with implementation

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)

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 (RtI), 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 (RtI) 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 & 21st 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.

Each spring a comprehensive needs assessment takes place using our most current SW data allowing us to revise and set new goals. All faculty members receive a copy of our up-dated Schoolwide Plan in the early fall of the school year. We have a data retreat scheduled at the end of August 2015 to take an in-depth look at our data and proficiency needs of the students. Math proficiency_____ and Reading proficiency_____.

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.

Our school will have team meetings to: 1) examine practices currently implemented, 2) an evaluation of these practices, 3) a revision (if needed) of the practices and 4) next steps in the new schoolwide plan. All team members will be able to share concerns and ideas, and we will promote an atmosphere of collaboration and respect at the meetings. In addition, staff members will participate and collaborate through bi-weekly RtI Team meetings and quarterly PLC meetings in order to gauge the effectiveness of instructional strategies being implemented. A school Student Growth Team will meet monthly to examine and evaluate data and instructional practices. The RtI, PLC and Student Growth Teams will incorporate the Plan, Do Study and Act” cycle within their meetings to examine and evaluate the effectiveness of instructional strategies and changes. Progress monitoring will be done to provide data to the decision-making process, along with AIMSweb (K-1) and MAP, Benchmarking and OLPA scores (grades 2-5).

Our Schoolwide Team is comprised of our principal, three schoolwide teachers, two parents, one paraprofessional, a community member and three classroom teachers. These committee members represent a complete profile of our school community to ensure diversification of ideas, concerns and instructional levels. Our parent representative attends district-wide monthly meetings to share ideas, concerns, and receive updates on local educational issues. Minutes of these meetings are shared with our SW team, District-wide, and parents are surveyed each spring regarding the effectiveness of our Title I Family Engagement Policy. We will also implement the peer review process in order to evaluate the implementation of the schoolwide plan. The district Math and Reading specialists will assist in this process.

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.

Our school has many resources and funding sources to improve student achievement, this includes: Staff development, Title I, Special Education, Bemidji State University Practicum students, and Minnesota Reading Corps. J.W. Smith Elementary has a school website and a copy of the schoolwide plan will be on-line. Parents and community have involvement in the plan.

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?

The school provides teachers with Rtl and Professional Learning Community meetings, Student Growth Team meetings, Title I Team meetings, Student Orientation, Parent/Teacher Conferences, PTO meetings, Title I Family Nights and Reading Family Days. The Friday Folders and All Star Bulletins are sent home on a weekly basis and inform parents of upcoming events and important dates. The parents also receive surveys to help us to improve the quality of services we provide to best meet student needs. The Family Engagement Parent Luncheon Meeting allows administrators, Title I teachers and paraprofessionals to collaborate and discuss how Title I serves and supports our students and teachers.

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

Our evaluation is ongoing throughout the year, we meet with the Rtl specialist, PLC team meetings to discuss individual student needs and progress. We are flexible and fluid with small groups that we provide for services in Reading and Math. We also look at the data from the fall MCA III spring data, MAP scores, OLPA scores, AIMSweb (K-1) for progress monitoring, sight word assessments and we survey the students and parents through Parent/Teacher Conferences. This allows for parent feedback and input on the Title I services. In reading we use benchmarking, progress monitoring, running records to evaluate student progress.

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).

Academic assessment scores are discussed at Parent/Teacher Conferences and teachers are trained to give parents information that they will understand assessment results and assistance for interpretation can also be found on the district website in the Reading Well for 3rd Grade plan.

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 – Rtl Specialist provider name here	June 2, 2015 nter date here	Data Scores and data summary information	8 years
District Title I teachers Kathy Palm, Director	June 4, 2015 nter date here	SWP Information and action plan Demographics, AYP, MMR, & MCA data for Needs Assessment	Schoolwide plan writers 12 years
Karie Hougard	June 4, 2015	Reading Specialist	Previous contributor
Student Growth Team	May 2015	Collaboration	Previous contributors