

**Record of Continuous Improvement/ Schoolwide Plan**  
**Lincoln Elementary**  
**2017-2018 School Year**



**Part I – District and School Information**

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

<b>DISTRICT INFORMATION</b>	<b>DISTRICT PHONE, FAX, EMAIL</b>
District Name and Number Bemidji Area Schools, District 0031-01	Phone: 218-333-3100
Superintendent (Director): Dr. James Hess, Superintendent	Fax: 218-333-3129
District Address: 502 Minnesota Avenue NW, Bemidji, MN 56601	Email: <a href="mailto:jhess@bemidji.k12.mn.us">jhess@bemidji.k12.mn.us</a>
Title Coordinator: Kathy Palm, Director of Curriculum & Admin. Services	Phone: 218-333-3100, ext. 31103
Coordinator Address: 502 Minnesota Avenue NW, Bemidji, MN 56601	Email: <a href="mailto:kpalm@bemidji.k12.mn.us">kpalm@bemidji.k12.mn.us</a>

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

**Determine Your Category**

- Schoolwide program
  - Priority (complete Parts I, II, III)
  - Focus (complete Parts I, II, III)
  - Continuous Improvement (complete Parts I, II, III)
  - No MMR designation (complete Parts I, II, III)

20170301 ● Targeted assistance program

- Priority (complete Parts I, II, III)
- Focus (complete Parts I, II, III)
- Continuous Improvement (complete Parts I, II, III)
- No MMR designation (complete Parts I, II, III)
- Non-Title School (complete Parts I, II, III)

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

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

Year	Multiple Measurement Rating	Focus Rating
2012 - 2013	18.97%	60.69%
2013 - 2014	48.68%	66.33%
2014 - 2015	49.64%	67.34%
2015 - 2016	24.34%	26.43%

### 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	18.8%
Asian/Pacific Islander	0.2%
Hispanic	1.4%
Black, not of Hispanic Origin	1.4%
White, not of Hispanic Origin	66.8%
English Learner	0.0%
Special Education	19.4%
Free/Reduced Price Lunch	57.6%
Homeless	0.7%
Neglected	NA
Delinquent	NA
Foster Care	NA

Military	NA
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**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.**

School Leadership supporting documentation must be maintained at the school/district. Documentation includes meeting agendas, minutes, sign-in sheets, etc.

Team Member Name	Role	Contact Information
Jason Luksik	Principal	(218) 333-3250
Liana Schaefer	Teacher	(218) 333-3250
Darlene Riewer	Teacher	(218) 333-3250
Kim Bolte	Teacher	(218) 333-3250
Amanda Mix	Math Specialist	(218) 333-3250
Kathy Palm, Director of Curriculum	Program Administrator	kpalm@bemidji.k12.mn.us
Jennifer Verdugo	Parent	(218) 497-0189
Brooke Naaz	Parent	(218) 766-9056
Angela Lauderbaugh	Pupil Service Personnel	angela_lauderbaugh@bemidji.k12.mn.us

Tony Andrews	Technical Assistance	tandrews@bemidji.k12.mn.us
<b>Student Growth Team:</b> Jason Luksik, principal Liana Schaefer, facilitator Becki Campbell, special education Doreen Felts, K Krista Klinke, 1st Lisa Schussman, 2nd John Williams, 3rd Kristen Johanneck, 4th Deb Brown, 5th	Additional members	(218) 333-3250

Describe how the Schoolwide written plan

- a. will be made available to parents and other stakeholders, and
  - The Schoolwide plan is available on the building and district website.
- b. in a format and language that parents can understand.
  - We did our best to define acronyms and use less educational jargon.

Supporting documentation must be maintained at the school/district. Documentation includes meeting agendas, minutes, sign-in sheets, sample letters, etc.

**REQUIRED SIGNATURES:**

\_\_\_\_\_  
Principal Signature Date

\_\_\_\_\_  
Superintendent/Director Signature Date

**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: Academic, non-academic, program, perception, and fidelity data
- Information below represents possible data sources.
- Add or delete rows as needed.

Supporting data documentation for all data sources identified below must be maintained at the school/district.

DATA	REFLECTION	REVIEW DATE	NEXT STEPS
What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	What did you learn from the data you reviewed?	When will we study the data?	What will you do next to advance the data review process?
Review Enrollment Data	Enter Reflection Here	Ongoing	Identify Next Steps
Review MCA III Proficiency and Achievement Level Data at a School Level	Enter Reflection Here	8/23/17	Identify Next Steps
Review MCA III Proficiency and Achievement Level Data by Student Group	Enter Reflection Here	8/23/17	Identify Next Steps
Review MCA III Proficiency and Achievement Level Data by Grade	Enter Reflection Here	8/23/17	Identify Next Steps
Review AIMSweb Proficiency and Achievement Level Data for Kindergarten and 1st grade students	Enter Reflection Here	8/23/17	Identify Next Steps
Review MMR Rating for Proficiency, Growth, Achievement Gap	Enter Reflection Here	8/23/17	Identify Next Steps
Review Perception Data collected from parents and students	Enter Reflection Here	Beginning of Year 2017	Identify Next Steps
Review Attendance Data	Enter Reflection Here	Monthly at Student Growth Meetings	Identify Next Steps

Review Behavior Data	Enter Reflection Here	Monthly at Student Growth Meetings	Identify Next Steps
Review Mental Health Data	Enter Reflection Here	Monthly at Student Growth Meetings	Identify Next Steps

## 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:

Comprehensive needs assessment supporting documentation should be maintained at the school/district. Documentation includes leadership team and professional learning team meeting agendas and minutes, summary sheets, etc.

### Successes

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

**Reading:**

**Mathematics:**

**Graduation (if required):**

**Other:**

**Prioritized Concerns:**

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

For Schoolwide Plans:

**Reading:**

**Mathematics:**

**Graduation (if required):**

**Other:**

**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:**

**Mathematics:**

**Graduation (if required):**

**Other:**

## PART III – School Action Plan

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

### READING ACTION PLAN

**SCHOOL:** Lincoln Elementary

**PLAN CONTACT:** Jason Luksik

**SUBMISSION DATE:** Data Retreat???

**Reading SMART Goal:** At Lincoln Elementary the “All Students” group will increase their reading proficiency from an average of ??% in the spring of 2017 to an average of ??% in the spring of 2018 as measured by the MCA III Reading Test. American Indian students’ proficiency will improve from ??% to ??% in Spring 2018, and Free and Reduced Lunch students’ proficiency will improve from ??% to ??% in Spring 2018.

#### 1. Reading Usable Intervention(s):

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

The interventions must

- provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
- strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
- allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

Supporting documentation for the selected interventions must be maintained at the school/district. Examples should include research and resources used during exploration.

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 implementation below.	Fully Implemented?
1. Reading Essential Learning Outcomes	X
2. Reading Common Formative Assessments	X
3. Building Background Knowledge Strategies	<input type="checkbox"/>
4. Enter usable intervention here	<input type="checkbox"/>

### READING ACTION PLAN

20170301



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

3b. Instructional Change Manager: Jason Luksik

4. Action Plan:

Supporting documentation that informs next steps decision-making must be maintained at the school/district. Example include practice profiles, PLC notes, fidelity measures, professional development plan, and coaching, etc.

<u>STAGE</u>	ACTION STEPS	<u>EXPECTATION</u>	REVIEW DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
Exploration	<p>How do the <u>drivers</u> inform what the team will do?</p> <p>Identify action steps and persons responsible for completing the action step.</p>	<p>What is the expected result of this activity?</p> <p>How will the team study adult effort and fidelity of implementation?</p>	<p>What date will the team study the expectation results?</p>	<p>Analyze results and record what was learned.</p> <p>Celebrate successes. Identify barriers.</p> <p>Begin the cycle again with planning and identified action steps.</p>
Installation	<p>Student Growth Team will attend the District Data Retreat and analyze MCA results.</p>	<p>Determine successes, prioritize concerns, and hypothesize root causes to plan for interventions as needed. Set building goals.</p>	<p>August 23rd, 2017</p>	<p>Principal will share expectations and building goals with Lincoln staff.</p>
Initial Implementation	<p>Each RTI team comprised of grade level teachers and a schoolwide staff representative determine grade-level goals that are related to the school-level goals in weekly RTI meetings.</p>	<p>After determining grade-level goals, each grade level will determine students that need particular interventions and continue to work on the ELO process from where they left off last year.</p>	<p>Fall 2017 &amp; Ongoing</p>	<p>Principal will oversee ELO process for each grade level and provide coaching resources.</p>

Full Implementation	Principal will oversee ELO process for each grade level and provide coaching resources.	Grade levels fully implement their ELOs in core instruction and beginning the process of creating/integrating Common Formative Assessments (CFAs).	Ongoing	Principal will oversee CFA process for each grade level and provide coaching resources.
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# MATHEMATICS ACTION PLAN

**SCHOOL:** Lincoln Elementary School

**PLAN CONTACT:** Jason Luksik

**SUBMISSION DATE:** Data Retreat???

**1. Mathematics SMART Goal:** At Lincoln Elementary the “All Students” group will increase their mathematics proficiency from an average of ??% in the spring of 2017 to an average of ??% in the spring of 2018 as measured by the MCA III Math Test. American Indian students’ proficiency will improve from ??% to ??% in Spring 2018, and Free and Reduced Lunch students’ proficiency will improve from ??% to ??% in Spring 2018.

**2. Mathematics Usable Intervention(s):**

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

The interventions must

- a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
- b) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
- c) allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

Supporting documentation for the selected interventions must be maintained at the school/district. Examples should include research and resources used during exploration.

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 implementation below.	<u>Fully Implemented?</u>
1. Math Essential Learning Outcomes	X
2. Math Common Formative Assessments	X
3. Building Background Knowledge Strategies	<input type="checkbox"/>

## MATHEMATICS ACTION PLAN

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

**3b. Instructional Change Manager:** Jason Luksik

**4. Action Plan:**

Supporting documentation that informs next steps decision-making must be maintained at the school/district. Example include practice profiles, PLC notes, fidelity measures, professional development plan, and coaching, etc.

<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 <u>drivers</u> inform what the team will do? Identify action steps and persons responsible for completing the action step.	What is the expected result of this activity? How will the team study adult effort and fidelity of implementation?	What date will the team study the expectation results?	Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
Exploration	Student Growth Team will attend the District Data Retreat and analyze MCA results.	Determine successes, prioritize concerns, and hypothesize root causes to plan for interventions as needed. Set building goals.	August 23rd, 2017	Principal will share expectations and building goals with Lincoln staff.
Installation	Principal will share expectations and building goals with Lincoln staff.	Staff knowledge of schoolwide foals to work cohesively towards increased student success.	August 2017	Each RTI team comprised of grade level teachers and a schoolwide staff representative determine grade-level goals that are related to the school-level goals in weekly RTI meetings.
Initial Installation	Each RTI team comprised of grade level teachers and a schoolwide staff representative determine grade-level goals that are related to the school-level goals in weekly RTI meetings.	After determining grade-level goals, each grade level will determine students that need particular interventions and continue work on the ELO process from where they left off last year.	Fall 2017 and Ongoing	Principal will oversee ELO process for each grade level and provide coaching resources.
Full Implementation	Principal will oversee ELO process for each grade level and provide coaching resources.	ELOs in core instruction and begin the process of creating/integrating COmmon Formative Assessments (CFAs)	Ongoing	Principal will oversee CFA process for each grade level and provide coaching resources.
Full Implementation	CFAs will be developed for each grade level in relation to the	Students will be assessed and teachers will adjust instructional strategies to	September - May	Each grade level will develop CFAs and discuss as a team the results at

	state standards using the ELO document.	meet the needs of the students.		their weekly RTI meeting. Data will be shared to determine instructional strategies and differentiated instruction.
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