

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

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

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Part I – District and School Information

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

DISTRICT INFORMATION	DISTRICT PHONE, FAX, EMAIL
District Name and Number: Bemidji School District #0031-1	Phone: 218-333-3100 Ext. 31120
Superintendent (Director): Dr. James Hess	Fax: 218-333-3129
District Address: ISD 31, 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 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: Solway Elem. #080 Grades 1-5	Phone: 218-467-3232
School Address: 502 Minnesota Avenue NW, Bemidji MN 56601	Fax: 218-467-3490
Principal: Mrs. Tami Wesely	Email: twesely@bemidji.k12.mn.us

Determine Your Category

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

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

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

Year	Multiple Measurement Rating	Focus Rating
2013 - 2014	74.08	79.38
2014 - 2015	17.36	50.0
2015 - 2016	33.71	45.04

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	10.8%
Asian/Pacific Islander	2.5%
Hispanic	0%
Black, not of Hispanic Origin	.6%
White, not of Hispanic Origin	86.1%
English Learner	0%
Special Education	11.4%
Free/Reduced Price Lunch	57%

Schoolwide Leadership Implementation Team

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

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

Team Member Name	Role	Contact Information
Tami Wesely	Principal	218-467-3232
Heather Sande	Title I Facilitator/Teacher Reading Recovery Teacher SWP Coordinator School Improvement Team	218-467-3232
Amanda Sherwood	1 st Grade Teacher, Continuous Improvement Team Member	218-467-3232
Timothy Slough	1 st -2 nd Grade Teacher, Continuous Improvement Team Member	218-467-3232
Tiffany Berg	2 nd Grade Teacher, Continuous Improvement Team Member	218-467-3232
Nate Blumhagen	3 rd Grade Teacher, Continuous Improvement Team Member	218-467-3232
Becky Johnson	3 rd -4 th Grade Teacher, Continuous Improvement Team Member	218-467-3232
Robyn Beyer	4 th Grade Teacher, Continuous Improvement Team Member	218-467-3232

Team Member Name	Role	Contact Information
Michelle Dahlby	5 th Grade Teacher, Continuous Improvement Team Member	218-467-3232
Gigi Nicoson	Title 1 Teacher, Math Interventionist Continuous Improvement Team Member TAT Chairperson	218-467-3232
Julia Simons	Media/Tech Teacher, Continuous Improvement Team Member	218-467-3232
Kathy Palm, Director of Curriculum and Administrative Services	Program Administrator	kpalm@bemidji.k12.mn.us
Alisa VanDyke	Parent	218-556-2216
Carol Carpenter, Volunteer	Community Member	carpen@paulbunyan.net
Angela Lauderbaugh	Pupil Service Personnel	Angela_lauderbaugh@bemidji.k12.mn.us
Tony Andrews	Technical Assistance	218-333-3100 Ext. 31103
Bonnie Wentzel	Support Staff, Title 1 Para	218-467-3232
Fred Reinke	Special Ed Teacher	218-467-3232

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
<p>What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?</p>	<p>What did you learn from the data you reviewed?</p>	<p>When will we study the data?</p>	<p>What will you do next to advance the data review process?</p>
<p>The Continuous Improvement Team will meet to review the Enrollment Data</p>	<p>After looking at the data, 57% of our students are considered in poverty while we have a relatively low mobility rate of 9.3%. Our largest subgroups are White students at 86.1%, Special Ed at 11.4%, and Native American at 10.8%.</p>	<p>August 2016</p>	<p>We will evaluate the data to see if poverty or mobility effect achievement.</p>
<p>The Continuous Improvement Team will meet to discuss the school wide proficiency and achievement data for the reading and math MCAIII assessment.</p>	<p>According to the MCAIII, 61.8% of all students were proficient in reading and 59.6% of students were proficient in math.</p>	<p>August 2016</p>	<p>Continue implementing guided reading and small-group math to provide targeted instruction and increase student achievement.</p>
<p>Review MCA Data Proficiency and Achievement Level Data by Student Group</p>	<p>According to the MCAIII, 28.6% of American Indian, 33.3% of Asian, 100% of Black, and 64.9% of white students were proficient in math.</p> <p>According to the MCAIII, 30.8% of American Indian, 100% Asian, 0% Black, and 66.2% of White students were proficient in reading.</p>	<p>August 2016</p>	<p>Focus more direct math and reading instruction towards the lower performing subgroups to close the achievement gaps.</p>

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 MCA Proficiency and Achievement Level Data by Grade	According to the MCAIII, 60% of 3 rd graders, 54.5% of 4 th graders, and 73.1% of 5 th graders were proficient in reading. 66.7% of 3 rd graders, 57.6% of 4 th graders, and 53.8% of 5 th graders were proficient in math.	August 2016	Continue implementing guided reading and small-group math groups to increase student achievement.

2. COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

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

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

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

Successes

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

Reading: 5th graders outperformed the district total in Literature.

Mathematics: 3rd graders outperformed the district .5%

Graduation (if required):

Other:

Prioritized Concerns:

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

Reading: Special Ed and Native American were below district and state in all areas.

Mathematics: All subgroups underperformed.

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: Guided reading groups need to be non-negotiable across grade levels.

Mathematics: Not enough repetition of concepts in current curriculum.



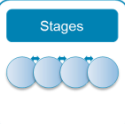


Graduation (if required):

Other:

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).
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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 action steps here	Enter expectation here	Enter date	Enter summary and next steps here
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READING ACTION PLAN

SCHOOL: Solway Elementary School

PLAN CONTACT: Heather Sande, Title 1 Coordinator **SUBMISSION DATE:** Enter date here

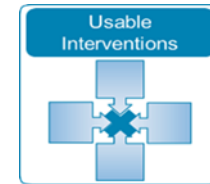
1. Reading SMART Goal: The percentage of “ALL Students” enrolled at Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA reading test will increase from 61.8% in 2016 to 64.8% in 2017.

2. Reading Usable Intervention(s):

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

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

List of usable interventions selected to address hypothesized root cause. Identify the intervention for monitoring below.	<u>Fully Implemented?</u>
1. Standard-Based Guided Reading Groups	<input type="checkbox"/>
2. Common Formative Assessments	<input type="checkbox"/>
3. Title 1 LLI Groups	X
4. Reading Recovery	X
5. Reading Corps.	<input type="checkbox"/>

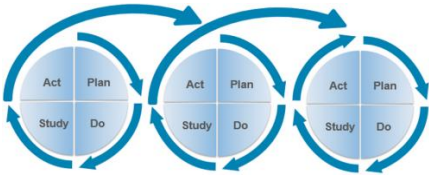


READING ACTION PLAN

3a. Usable Intervention Selected for Monitoring: Flexible Guided Reading Groups

3b. [Instructional Change Manager](#): Rtl Team

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.
Initial Implementation	Principal walk-throughs	Principal will observe fidelity in the classroom	End of Year	Use of MDE rubric MCA test
Installation	Ongoing training	Teachers professional development opportunities	End of Year	Documentation, staff sign in sheets
Installation	Provide staff opportunity to observe other classrooms utilizing guided reading	Teachers will learn how to organize and implement guided reading groups	Dec. 2016	Reflection documentation
Initial Implementation	Focus Rtl team on core instruction & small group	Teachers working together to focus on small group instruction	End of Year	Rtl notes

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

MATHEMATICS ACTION PLAN

SCHOOL: Solway Elementary School

PLAN CONTACT: Heather Sande, Title 1 Coordinator **SUBMISSION DATE:** 09/01/2016

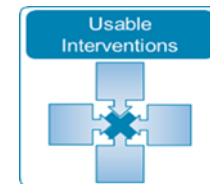
1. Mathematics SMART Goal: The percentage of “ALL Students” enrolled in Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA math test will increase from 59.6% in 2016 to 63.6% in 2017.

2. Mathematics Usable Intervention(s):

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

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

List of usable interventions selected to address hypothesized root cause. Identify the intervention for monitoring below.	<u>Fully Implemented?</u>
1. Standard-based Guided Math Groups	<input type="checkbox"/>
2. Common Formative Assessments	<input type="checkbox"/>
3. Title 1 Intervention groups	X
4. Math specialist (half time)	X

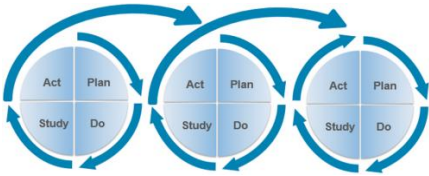


MATHEMATICS ACTION PLAN

3a. Usable Intervention Selected for Monitoring: PALS Math Grades 3-5

3b. [Instructional Change Manager](#): Intermediate RtI Team

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.
Installation	Teacher mentors will provide PALS training	Teachers will become proficient in using PALS Math in their classroom with fidelity.	Nov. 15, 2016	Principal walk-through documentation
Initial Implementation	Assurance that teachers have necessary PALS math materials	Teachers will be able to implement PALS Math while meeting students' needs.	Nov. 15, 2016	Teacher reports necessary items to principal

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

GRADUATION ACTION PLAN

SCHOOL: Enter school name here

PLAN CONTACT: Enter plan contact here

SUBMISSION DATE: Enter date here

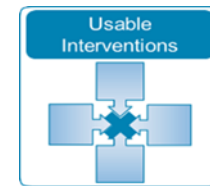
1. Graduation SMART Goal: Enter SMART Goal(s) here

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"/>

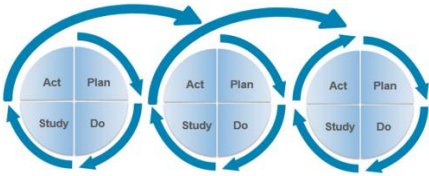


GRADUATION ACTION PLAN

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: Enter school name here

PLAN CONTACT: Enter plan contact here

SUBMISSION DATE: Enter date here

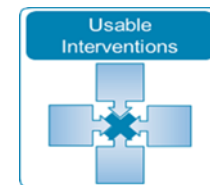
1. [Other] **SMART Goal:** Enter SMART Goal(s) here

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. 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"/>

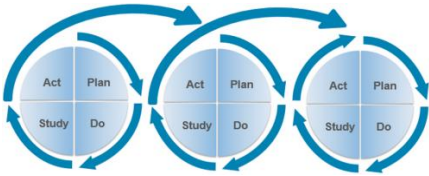


[OTHER] ACTION PLAN

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
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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](#)

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 Model
- 2) RTI/PLCs
- 3) Differentiated Instruction

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 analysis (AIMSweb, MCA, MAP, Observation Survey, LLI Benchmarking)
- 2) RTI meetings
- 3) Classroom formative assessments

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) Small group pull-out
- 2) Small group push-in
- 3) Reading Recovery

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) 2 years of college requirement for paraprofessional hiring
- 2) Current licensure requirement for teachers with ongoing professional development

*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) PLCs
- 2) Reading RTI Specialist

- 3) Math RTI Specialist
- 4) Responsive Classroom Training
- 5) 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) Back to School Night (September)
- 2) Title I Family Night (November)
- 3) Parent Newsletters (monthly)
- 4) Solway school website
- 5) PAC (Parent Advisory Council) Meeting
- 6) Weekly Newsletter from Principal

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 Packets
- 2) Orientation
- 3) Preschool Tiger Cub Book Bags
- 4) Kindergarten Registration/Open house

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) Principal Leadership meetings
- 2) Indian Education Program
- 3) McKinney Vento Program

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)
- 2)
- 3)

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) September 1, 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) Data analysis of AIMSweb
- 2) MCA
- 3) MAP
- 4) Survey results

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) We met our SMART goal in Math
- 2) We met our SMART goal in Reading
- 3) We are no longer in Continuous Improvement

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) Principal informal walk-throughs
- 2) Develop common formative assessments
- 3) RTI process

Part V – Appendix

Blank Action Plan:

[OTHER] ACTION PLAN

SCHOOL:

PLAN CONTACT:

SUBMISSION DATE:

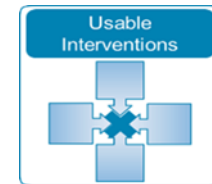
1. [Other] [SMART Goal](#):

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.	Fully Implemented?
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"/>

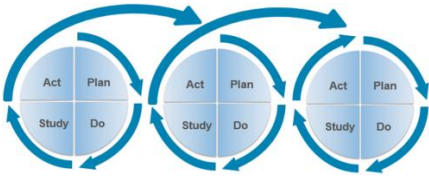


[OTHER] ACTION PLAN

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