# Record of Continuous Improvement
# Including Summary of Schoolwide Plan
## Solway Elementary
## 2017-2018 School Year

## 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/).
- Part IV (Schoolwide Program Summary) is a summary of the core elements of the Schoolwide Plan and is required for all schools operating a Schoolwide Program.
- Part V (Appendix) provides additional support for schools engaging in the continuous improvement process.

## Table of Contents

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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)
  - X 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 |
|---|---|---|
| 2014 - 2015 | 17.36 | 50.00 |
| 2015 - 2016 | 33.71 | 45.04 |
| 2016 - 2017 | * | * |

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## 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 | 5.6% |
| Asian/Pacific Islander | 0.6% |
| Hispanic | 1.9% |
| Black, not of Hispanic Origin | 0.6% |
| White, not of Hispanic Origin | 80% |
| English Learner | 0.6% |
| Special Education | 13.8% |
| Free/Reduced Price Lunch/Poverty | 53.1% |
| Multi-Ethnic | 11.3% |
| Minority | 20% |
| Mobility | 15.8% |
| Homeless | 4.4% |

## 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 School-wide Plan Coordinator TAT Team Leader | 218-467-3232 |
| Amanda Sherwood | 1st Grade Teacher, | 218-467-3232 |
| Jenny Frenzel | Title I Teacher | 218-467-3232 |
| Timothy Slough | 3rd Grade Teacher, TAT Team | 218-467-3232 |
| Tiffany Berg | 2nd Grade Teacher | 218-467-3232 |
| Nate Blumhagen | 3rd Grade Teacher | 218-467-3232 |
| Becky Johnson | 1st Grade Teacher, | 218-467-3232 |

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| Team Member Name | Role | Contact Information |
|---|---|---|
| | TAT Team | |
| Robyn Beyer | 4th Grade Teacher | 218-467-3232 |
| Michelle Dahlby | 5th Grade Teacher | 218-467-3232 |
| Julia Simons | Media/Tech Teacher | 218-467-3232 |
| Melinda Phillips | Special Education Teacher, TAT Team | 218-467-3232 |
| Kathy Palm, Director of Curriculum and Administrative Services | Program Administrator | kpalm@bemidji.k12.mn.us |
| Alisa VanDyke | Parent | 218-556-2216 |
| Twila Bolte | Parent | 218-467-3232 |
| 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 |

**REQUIRED SIGNATURES:**

_____ _        _____

Principal Signature                                                                    Date

_____ _        _____

Superintendent/Director Signature                                              Date

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## 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<br><br>What data sources will the team review?<br><br>What activities will the team engage in to explore possible instructional strategies/practices? | REFLECTION<br><br>What did you learn from the data you reviewed? | REVIEW DATE<br><br>When will we study the data? | NEXT STEPS<br><br>What will you do next to advance the data review process? |
|---|---|---|---|
| The School Improvement Team will meet to review the Enrollment Data | After looking at the data, 53.1% of our students are considered in poverty while we have a mobility rate of 15.8%. Our largest subgroups are White students at 80%, Special Ed at 13.8%, and Native American at 5.6%. | August 2017 | We will evaluate the data to see if poverty or mobility effect achievement. |
| The School Improvement Team will meet to discuss the school wide proficiency and achievement data for the reading and math MCAIII assessment. | According to the MCAIII, 53.4% of all students were proficient in reading and 40.9% of students were proficient in math. | August 2017 | Continue implementing guided reading and small-group math instruction to provide targeted instruction and increase student achievement. |

| 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 Math** Proficiency and Achievement Level Data by Student Group | According to the MCAIII, 0% of American Indian, 22.4% of Free & Reduced Lunch students, 10% of Special Ed students, and 47.8% of white students were proficient in math. | August 2017 | Focus more small-group math instruction with the lower performing subgroups to close the achievement gaps in grades 3-5. |
| Review **MCA Reading** Proficiency and Achievement Level Data by Student Group | According to the MCAIII, 16.7% of American Indian, 46.9% Free & Reduced Lunch, 0% Special Education, and 53.4% of White students were proficient in reading. | August 2017 | Focus more small-group reading and instruction with the lower performing subgroups to close the achievement gaps in grades 3-5. |
| Review **MCA Math** Proficiency and Achievement Level Data by Grade | According to the MCAIII assessment, 35.7% of 3rd graders, 44.8% of 4th graders, and 41.9% of 5th graders were proficient in **math**. | August 2017 | Continue implementing small-group math instruction in grades 3-5 to increase student achievement. |
| Review **MCA Reading** Proficiency and Achievement Level Data by Grade | According to the MCAIII assessment, 32.1% of 3rd graders, 48.3% of 4th graders, and 77.4% of 5th graders were proficient in **reading**. | August 2017 | Continue implementing guided reading instruction in grades 3-5 to increase student achievement. |

| DATA | REFLECTION | REVIEW DATE | NEXT STEPS |
|---|---|---|---|
| What data sources will the team review?<br><br>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 **MAP Math** proficiency and achievement data for 2<sup>nd</sup>-5<sup>th</sup> grade students. | According to the NWEA MAP assessment, | August 2017 | Continue implementing small-group math instruction in grades 2-5 to increase student achievement. |
| Review **MAP Reading** proficiency and achievement data for 2<sup>nd</sup>-5<sup>th</sup> grade students. | According to the NWEA MAP assessment, | August 2017 | Continue implementing guided reading instruction to grades 2-5 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: Our girls in grades 4 and 5 showed strength in Reading and Science**

    **Mathematics:** In grade 3 the boys showed strength over the girls by 12%

    **Graduation (if required):**

    **Other:**

**Prioritized Concerns:**
After reviewing the data in step 1, what concerns were noted?

**Reading:** In grades 3 and 4, Informational text continues to be a concern.

**Mathematics:** In all grades, number and operation is a concern. (Automaticity in math facts)

**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:** <mark>Student attendance,</mark>

**Mathematics:** <mark>Student attendance,</mark>
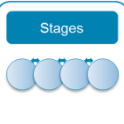
**Graduation (if required):**

**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 |
|---|---|
| Drivers | **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.<br>There are 3 categories of Implementation Drivers:<br>• 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.<br>• 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.<br>• 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.<br>The work done through each Driver depends on the Stage of implementation. |
| Teams | **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. |
| Stages | **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.<br>• 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 *adult effort*.<br>• 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 *adult effort*.<br>• 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 *adult fidelity* (doing what was intended).<br>• 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. |
| Improvement Cycles | **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. |
| Usable Interventions | **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. |

**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 |
|---|---|---|---|---|

# READING ACTION PLAN

**SCHOOL**: Solway Elementary School          **PLAN CONTACT:** Heather Sande, Title 1 Coordinator  **SUBMISSION DATE**: 9-5-2017

**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 3% from 53.4% in 2017 to 56.4% in 2018.

**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

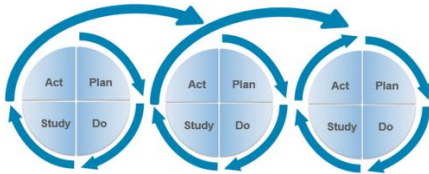| List of usable interventions selected to address hypothesized root cause. Identify the intervention for monitoring below. | Fully Implemented? |
|---|---|
| 1.   Standard-Based Guided Reading Groups | ☐ |
| 2.   Common Formative Assessments | ☐ |
| 3.   Title 1 Intervention Groups | X |
| 4.   Reading Recovery | X |
| 5.   Reading Corps. | X |
| 6.   Pals Reading | ☐ |
| 7.   LLI | ☐ |
| 8.   Raz Kids | ☐ |
| 9.   Spelling City | ☐ |
| 10.  Read Naturally | ☐ |
| 11. Responsive Classroom Approach | X |
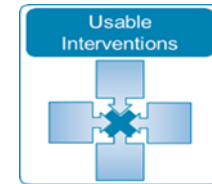
## READING ACTION PLAN

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

**3b**. **Instructional Change Manager:** Heather Sande

**4. Action Plan:**

 Use Plan-Do-Study-Act Cycles to implement and sustain the selected usable intervention.

| STAGE | ACTION STEPS | EXPECTATION | 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. |
| Study | Title I teacher and classroom teachers will review results from Spring 2017 MCA (grades 3-5) | Teachers will identify student strengths and prioritize concerns. | Fall 2017 | Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps. |
| Study | Title I staff and classroom teachers will assess students with MAP (GRADES 1-5) and analyze the results. | Teachers will identify student strengths and prioritize concerns. | Fall 2017 Winter 2018 Spring 2018 | Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps. |
| Plan | Title 1 staff and classroom teachers will create flexible guided reading groups based on the needs of the students. | Guided reading groups will be implemented in to classroom instruction. | Fall 2017 | Begin the cycle again with planning and identified action steps. |

| STAGE | ACTION STEPS | EXPECTATION | 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?<br><br>Identify action steps and persons responsible for completing the action step. | What is the expected result of this activity?<br><br>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.<br><br>Celebrate successes. Identify barriers.<br><br>Begin the cycle again with planning and identified action steps. |
| Act | Ongoing training will be provided for guided reading instruction. | Teachers will learn valuable information and gain insight f to use in their reading instruction. | Ongoing | Analyze results and record what was learned.<br><br>Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps. |
|  |  |  |  |  |

**\*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**: 9-5-2017

**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 40.9% in 2017 to 43.9% in 2018.

**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

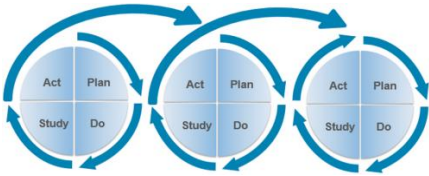| List of usable interventions selected to address hypothesized root cause. Identify the intervention for monitoring below. | Fully Implemented? |
|---|---|
| 1.   Standard-based Guided Math Groups | ☐ |
| 2.   Common Formative Assessments | ☐ |
| 3.   Title 1 Intervention groups | X |
| 4.   Responsive Classroom Approach | X |
| 5.   PALS Math | ☐ |
| 6.   Focus wall | ☐ |
| 7.   Exit Slips | ☐ |
| 8.   Math Talks | ☐ |
| 9.   Number Worlds | ☐ |
| 10. Technology (Websites, Apps) | ☐ |
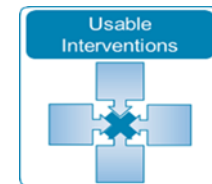
# MATHEMATICS ACTION PLAN

**3a. Usable Intervention Selected for Monitoring:** Small-group math instruction

**3b**. **Instructional Change Manager:** Heather Sande

**4. Action Plan:**



Use Plan-Do-Study-Act Cycles to implement and sustain the selected usable intervention.

| STAGE | ACTION STEPS | EXPECTATION | 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. |
| | Title 1 staff and classroom teachers will create flexible small math groups based on the needs of their students. | Teachers will identify student strengths and prioritize concerns according to MCA results.  Students will receive small group instruction on past skills that they did not show proficiency in.  This will help them to be more successful with the current skills being taught. | Fall 2017 ongoing | Based on student performance in the groups through progress monitoring, and reevaluation, students will be moved in or out of intervention groups as their proficiency in the skills increases or decreases. |
| | Teachers will concentrate on Math vocabulary by using word walls and focal points. | Students will demonstrate their understanding of the math vocabulary. | ongoing | Teacher observation, formative assessments, unit tests. |
| | Responsive Classroom morning meeting preview of the standards that will be taught. | Students will develop an understanding of what they are learning and why. | ongoing | Teacher observation of student participation. |
| | Involve students in their own personal data and help them set a personal goal for growth. | The students will develop ownership in their learning. | ongoing | Analyze results and have students identify their performance.  Celebrate successes, identify areas of concern. |

| STAGE | ACTION STEPS | EXPECTATION | 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. |
| | Enter action steps here | Enter expectation here | Enter date | Enter summary and next steps here |
| | 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) The school will follow the Responsive Classroom Model for schoolwide discipline.

2) Teachers will meet with RtI/PLC teams to discuss student data and make intervention decisions.

3) Teachers will differentiate instruction by using guided reading groups and small math groups to meet the needs of all students.

**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 (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 intervention by Title 1 staff.

2) Small group in classroom interventions by classroom teachers.

3) Reading Recovery for four 1st grade students per semester.

**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) All teachers and paraprofessionals in the Title I schools are "highly qualified". If any para did not have two years of college when NCLB began, the district provided them training in math, reading, writing, and paraprofessional expectations. Since that time, all paraprofessionals hired have completed at least two years of college.

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) In August, all school teams are invited to the District Data Retreat where the teams analyze their data, consider Root Cause, and create SMART Goals and Action Plans. After the retreat, they take the information back to the school staff during the district workshop days. The district provides four teacher workshop days prior to and after the students' school year, one staff development day focused on School Improvement, and four early release days to focus on PLCs. Each elementary school's RtI Teams meet twice a month and their Student Growth Team meets monthly to oversee the schools RtI efforts.

2) The district has a Reading RTI Specialist and a Math RTI Specialist that provide trainings and are available to help teachers when needed.

3) The district will be providing all schools with Responsive Classroom Training.

## 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) The District Title I **Parent Advisory Council** (PAC) members represent parents from all Title I schools, including nonpublic. The group attends a meeting at each Title I school to learn about that school's Title I program. PAC provides input and approval of the District Family Engagement Plan. These parents also participate in work sessions to help schools prepare for events and assemble the annual kindergarten packets.

2) In September, Solway hosts a **Back to School Night** where families are invited to the school to meet the teachers and ask questions.

3) In November, Solway hosts a **Title I Family Night**. Families are invited into the school to participate in activities focused in the areas of math and reading and share a meal. Every student receives a free book to take home.

4) Every month, Solway publishes a **Parent Newsletter**, in which all teachers contribute something to notify parents of events going on in their classrooms. The newsletter is also emailed to the parents and teachers.

5) Solway has a school **website** which includes information for parents and students.

6) A **weekly newsletter from the Principal** is sent home to parents and families.

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) The District LEA Title I provides **Kindergarten packets** for all new district kindergarten students (including nonpublic students) to encourage parents to work with their children at home. The kits include: reading book, math literacy book, sight word cards, letter cards, number cards, number line, colors, pencil, and bookmark.

2) **Orientation**

3) Solway provides **Preschool Tiger Cub Book Bags** to the Solway student's younger sibling(s) throughout the year. A book bag is sent home with books to read with the younger sibling of a Solway student. When the bag is returned, new books are sent home.

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) Kathy Palm, District Director of Curriculum & Administrative Services, oversees federal programs including Title I Part A, Title I Part D, Title II Part A, Rural & Low Income Grant, McKinney Vento, as well as state alternative Targeted Services for after-school

and summer programming.  Kathy is a member of the district Cabinet, Leadership Team, District Curriculum Advisory Committee (WBWF), Homeless Advisory Team, District Technology Team, and District Staff Development Committee.  Kathy shares information with each of these groups and focuses on the district goals for a combined collaborative school improvement effort.

2)  Principal Leadership meetings

3)  Indian Education Program

4)  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)  140  #___ Teachers

2)  161  #___ Paraprofessionals

3)  200s  fringe benefits for teachers and paraprofessionals

4)  185  Additional hours for after-school training for teachers

5)  186  Additional hours for after-school training for paraprofessionals

6)  305  Kelly Services substitute costs for teaches and paraprofessionals

7)  366  Travel and registration for teachers to attend professional development activities aligned to school goals

8)  401  Supplies to support reading and math activities

9)  406  Instructional Software Licensing to support reading and math

10)  430  Instructional supplies to support reading and math activities

11)  456  Instructional Technology Related Supplies to support interventions

12)  530  Equipment to support the school Title I program

13)  556  Instructional Technology-Related Hardware to support interventions

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

## 3. Annual Evaluation

### 3a. Evaluation Date

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

1) May 31, 2017

### 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) MCA Math & Reading

2) MAP, Primary MAP

3) 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 did not meet our SMART goal in Math

2)   We did not meet our SMART goal in Reading

### 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)  Develop and use common formative assessments

2)  PALS Implementation grades 3-5 Math

3)  Focus on mastery of basic math facts