Minnesota Department of Education

Record of Continuous Improvement/ Schoolwide Plan

Lincoln Elementary

2017-2018 School Year

Regional Centers of EXCELLENCE

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 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:** jhess@bemidji.k12.mn.us
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:** kpalm@bemidji.k12.mn.us

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
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:** jason_luksik@isd31.net

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)
- 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

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

Student Growth Team: Jason Luksik, principal Liana Schaefer, facilitator Beckie Campbell, special education Doreen Felts, K Krista Lillo, 1st Lisa Schussman, 2nd John Williams, 3rd Jeff Smith, 4th Deb Brown, 5th Dana Woods Technology	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:

Jason Lukasik 4-18-18

Principal Signature Date

James Otters 4-18-18

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 What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	REFLECTION What did you learn from the data you reviewed?	REVIEW DATE When will we study the data?	NEXT STEPS What will you do next to advance the data review process?
Review Enrollment Data	Our school poverty rate went up by 2.2%. Reflecting the increasing needs of our students and families. There was an increase of our minority groups of 3.1%.	8/23/17	Review in the spring of 2018 MCA and MAP data for K-5th student proficiency and achievement to see if increased enrollment of minority subgroup, poverty subgroup and special ed. subgroup affect test performance.
Review MCA III Proficiency and Achievement Level in Reading	-All students group has dropped significantly below the state and district average. -Native American subgroup and free and reduced students scored closer to the state average. -White subgroup is 12% below the state average. -Free and reduced and Native American students compare well to the state, but did not improve our overall scores.	8/23/17	Review MCA and Map data in the spring of 2018.

Review MCA III Proficiency and Achievement in Math	-White students scored 5% below the state average. Due to the large number of students in this subgroup, this effects our overall score greatly. -Number and operations is the main area in need of improvement school wide.	8/23/17	Review MCA and Map data in the spring of 2018.
Parent Survey on parent involvement	The number of surveys were low in number and there was confusion as to what was being asked. The survey is sent out in the spring of the year.	May	Review surveys in the spring to gather information in regards to parent involvement.
Review Attendance Data	Current attendance data for 1st quarter shows an increase of 1.1% overall attendance from 2016-2017 to 2017-2018.	Monthly at Student Growth Meetings	Review data at the end of the school year in regards to overall attendance and review of sub groups.
Review Behavior Data	Our school saw a significant decrease in the number of suspensions from 65 in 2015-2016 to 39 in 2016-2017.	Monthly at Student Growth Meetings	Review data in spring of 2018 to determine if there is a continual decrease in the number incidences.
Review Mental Health Data	-More students are being served through Stellher Human Services providing therapy and skills. - More referrals are being made than there are staff resources available.	Monthly at Student Growth Meetings	Review monthly data of students being served and request continued support through other local agencies.

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: Free and reduced and Native American subgroups scored similar to the state average.

Mathematics: Students in the Native American sub-group scored similar to the state average.

Graduation (if required):

Other:

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

For Schoolwide Plans: **Reading: The all student sub-group dropped significantly below the state and district average.**

Mathematics: The white student sub-group scored 5% lower than the state average. Number and operations was the main are in need of improvement.

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: At Lincoln Elementary we see a large percentage of our demographic that come to our school with systemic issues that extend into the school system. Reading is a key focus area for our staff with our student population.

Mathematics: At Lincoln Elementary we see a large percentage of our demographic that come to our school with systemic issues that extend into the school system. Math is a key focus area for our staff with our student population.

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**: August 2017

Reading SMART Goal: At Lincoln Elementary the "All Students" group will increase their reading proficiency from an average of 52.5% in the spring of 2017 to an average of 55.5% in the spring of 2018 as measured by the MCA III Reading Test. American Indian students' proficiency will improve from 30.8% to 33.8% in Spring 2018, and Free and Reduced Lunch students' proficiency will improve from 43.6% to 46.6% in Spring 2018.

1. Reading 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.	Fully Implemented?
1. Reading Essential Learning Outcomes	X
2. Reading Common Formative Assessments	☐
3. Building Background Knowledge Strategies	☐
4. Enter usable intervention here	☐

READING ACTION PLAN

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.

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.
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 goals 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 Implementation	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 to work on the ELO process from where they left off last year.	Fall 2017 & 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.	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.

MATHEMATICS ACTION PLAN

SCHOOL: Lincoln Elementary School **PLAN CONTACT:** Jason Luksik **SUBMISSION DATE**: August 2017

1. Mathematics SMART Goal: At Lincoln Elementary the "All Students" group will increase their mathematics proficiency from an average of 56.5% in the spring of 2017 to an average of 60% in the spring of 2018 as measured by the MCA III Math Test. American Indian students' proficiency will improve from 32.7% to 35.7% in Spring 2018, and Free and Reduced Lunch students' proficiency will improve from 43.6% to 46.6% 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.	Fully Implemented?
1. Math Essential Learning Outcomes	X
2. Math Common Formative Assessments	☐
3. Develop strategies for addressing Number and Operation	☐

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.

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.
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 state standards using the ELO document.	Students will be assessed and teachers will adjust instructional strategies to meet the needs of the students.	September - May	Each grade level will develop CFAs and discuss as a team the results at their weekly RTI meeting. Data will be shared to determine instructional strategies and differentiated instruction.