




Title I Teacher & Principal Meeting

12:00 – 3:00, Thursday, May 13, 2016
District Board Room

Agenda:

1. Introductions: Share a time when you felt most fulfilled as a teacher when working with a student
2. Data:
 - a. 2015-2016 Demographics (handout)
 - b. 2015 School Needs Assessment Data (handout)
 - c. Preliminary 2016 MCA data (handout)
 - d. Viewpoint Data Warehouse – available now and updated with final MCAs by Monday, May 16
 - e. Kathy will share MAP and AIMSweb when available
3. Solway's Continuous Improvement Audit Results March 21, 2016 (handout)
4. Family Engagement Plan:
 - a. Updates needed for 2016-2017 (2016-2017 district calendar handout)
 - b. Get school parent signatures
 - c. Email final plan to Kathy by June 8
 - d. District Title I Parent Advisory Council
 - i. Next meeting at Solway June 1 to approve the District Family Engagement Plan – we can also approve school plans if they are ready by then
 - ii. Parents & MN Reading Corps tutors assembled 2016 Kindergarten packets May 4 and shipped them to the schools
5. 2016-2017 Schoolwide Plans
 - a. Discuss sections
 - b. Share ideas for responding to each
 - c. Work time
 - d. Send Schoolwide Plan to Kathy by June 8
 - e. Update during teacher workshop in August
6. Other?

Enjoy a wonderful summer!



BEMIDJI AREA SCHOOLS 2015-2016 K-12 ENROLLMENT

Based on spreadsheets downloaded from the MDE website: <http://education.state.mn.us>

School	Enrolled		Poverty		Special Ed		LEP		White		American Indian		Asian		Hispanic		Black		Minority		Mobility*			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
State of Minnesota	848,742	38.1%	323,531	38.1%	115,192	13.6%	68,771	8.1%	589,739	69.5%	20,516	2.4%	63,049	7.4%	73,370	8.6%	102,068	12.0%	259,003	30.5%	105,783	12.7%		
Total Bemidji District	5,090	48.9%	2,488	48.9%	804	15.8%	13	0.3%	3,793	74.5%	1,064	20.9%	62	1.2%	55	1.1%	116	2.3%	1,297	25.5%	1,040	20.7%		
Bemidji AEC	60	19	31.7%	6	10.0%			43	71.7%	17	28.3%								17	28.3%	96	181.1%		
Bemidji BYLaW	10	10	100.0%	10	100.0%			6	60.0%	3	30.0%								4	40.0%	19	237.5%		
Bemidji High School	1,405	523	37.2%	240	17.1%			1,154	82.1%	191	13.6%	23	1.6%	16	1.1%	21	1.5%	251	17.9%	191	13.8%			
Bemidji Lumberjack ALC	58	54	93.1%					14	24.1%	39	67.2%			1	1.7%	4	6.9%	44	75.9%	39	72.2%			
Bemidji Middle School	1,050	491	46.8%	162	15.4%			778	74.1%	216	20.6%	16	1.5%	14	1.3%	26	2.5%	272	25.9%	193	18.1%			
Central Elementary	246	172	69.9%	44	17.9%			147	59.8%	75	30.5%	2	0.8%	8	3.3%	14	5.7%	99	40.2%	115	47.7%			
First City School (NMJC)	62	62	100.0%	28	45.2%			23	37.1%	35	56.5%			1	1.6%	3	4.8%	39	62.9%	4	5.6%			
Horace May Elementary	409	155	37.9%	65	15.9%			349	85.3%	43	10.5%	6	1.5%	3	0.7%	8	2.0%	60	14.7%	84	20.7%			
J. W. Smith Elementary	364	286	78.6%	59	16.2%			176	48.4%	164	45.1%	3	0.8%	2	0.5%	19	5.2%	188	51.6%	90	24.7%			
Lincoln Elementary	567	313	55.2%	85	15.0%			399	70.4%	153	27.0%	1	0.2%	3	0.5%	11	1.9%	168	29.6%	90	16.9%			
Northern Elementary	507	228	45.0%	61	12.0%			404	79.7%	85	16.8%	6	1.2%	6	1.2%	6	1.2%	103	20.3%	72	14.1%			
Oshki Manidoo Center	3	3	100.0%	1	33.3%					3	100.0%								3	100.0%				
Paul Bunyan Center	191	82	42.9%	25	13.1%			164	85.9%	23	12.0%	1	0.5%	1	0.5%	2	1.0%	27	14.1%	34	16.8%			
Solway Elementary	158	90	57.0%	18	11.4%			136	86.1%	17	10.8%	4	2.5%			1	0.6%	22	13.9%	13	9.3%			

* The most recent mobility data on the MDE web site is for school year 2014-2015.

BEMIDJI AREA SCHOOLS 2015-2016 Pre-K ENROLLMENT

Based on spreadsheets downloaded from the MDE website: <http://education.state.mn.us>

School	Enrolled		Poverty		Special Ed		LEP		White		American Indian		Asian		Hispanic		Black		Minority		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
State Pre-Kindergarten	15,443	5,752	37.2%	15,441	100.0%	0	0.0%	11,000	71.2%	511	3.3%	823	5.3%	1,448	9.4%	1,661	10.8%	4,443	28.8%		
Bemidji Pre-Kindergarten	145	93	64.1%	145	100.0%	0	0.0%	90	62.1%	46	31.7%	2	1.4%	2	1.4%	5	3.4%	55	37.9%		

K-1 students are not counted in Bemidji District enrollment numbers because we receive no funding for these students.

To: Kathy Palm, Director of Curriculum and Administrative Services
Bemidji Public Schools

Tama Wesely, Principal

From: Greg Keith, Director of School Support

Date: April 11, 2016

Re: **Solway Elementary School Continuous Improvement Audit**

This Continuous Improvement School Audit Report is based on the site visit to Solway Elementary School on March 21, 2016. The report is based on evidence from interviews and a document review conducted during the on-site visit. The first section of the report provides school commendations. The second section identifies recommendations and concerns for areas such as the school leadership team, comprehensive needs assessment, and school improvement plan (e.g., Record of Continuous Improvement).

Recommendations from the Continuous Improvement School Audit Report should be used to inform 2016-2017 school improvement planning. The school improvement action plan, addressing audit report recommendations, must be submitted to Tom Gray by August 31, 2016. The school improvement plan should include the following information:

- Name of Continuous Improvement school (school district, school contact)
- Date of submission
- Identification of each recommendation from the Continuous Improvement Audit Report
- Identification of how recommendations are being addressed within the school improvement plan

Areas of concern identified in the audit report should also be considered in future planning but may not be explicitly addressed in the school improvement plan.

Tom Gray, the report author, is available to work with you and appropriate staff to clarify anything in the Continuous Improvement School Audit Report. Tom can be reached at (651) 582-8282 or thomas.gray@state.mn.us. Mary Jacobson from the Western Lakes Regional Center of Excellence is also available to assist in the process of school improvement planning and in addressing audit recommendations and areas of concern.

Please extend my thanks to the team at Solway Elementary for their time and hard work, and for the assistance staff was provided prior to, during, and after the visit.

In the interest of children,

Greg Keith

Solway Elementary School Commendations from Stakeholder Interviews

LEA Administration	Leadership Team	Professional Development	School Climate	Family Engagement
<ul style="list-style-type: none"> ● There is solid support from the superintendent, curriculum director and the Board for continuous improvement initiatives.” ● “The District Data Retreat has become a highlight every fall to look at data, root cause and school level action plans.” ● “By using Rural and Low Income grant funds, the district subscribes to the Viewpoint Data Warehouse and teachers and principals are able to get specific information on all of their students.” ● “We post the school plans on the district ‘World’s best Workforce’ site, print the plans, present them to the Board, district Curriculum Advisory Committee and the district Staff Development Committee; school teams work hard at making their plans the best they can be by focusing on data, SMART goals, and creating manageable plans.” ● “There is 20% of the building Title I funds dedicated for school improvement activities.” 	<ul style="list-style-type: none"> ● “The Continuous Improvement team includes all (7) classroom teachers and the (4) specialists. The team meets every month for one hour. It did meet every other week for a while to work on school improvement activities.” ● “The principal is a dedicated and passionate leader. She is half time at the building site.” ● “Core members of the leadership team represented the school at the district 2015 Data Retreat process.” ● “SMART goals were identified in the improvement plan.” ● “There is use of the Record of Continuous Improvement. ● “The school works on their improvement plan throughout the school year and the curriculum director provides demographic, MAP, OLPA and MCA information as it is available.” 	<ul style="list-style-type: none"> ● “A math/science RtI specialist and an ELA/social studies RtI specialist were hired to provide additional support, resources and intervention strategies in the areas of math and reading to all district schools.” ● “We also had teacher professional development from Aug. 31 – Sept. 3, 2015 and June 8, 2016 is set aside. The district data retreat was Aug. 24, 2015 for the school data teams.” ● “The teachers participate on RtI teams at least once a month plus on Early Release days. All RtI team meetings have an agenda and a note taker. In addition, Solway’s Student growth Team meets once a month with an RtI specialist (math or reading).” ● “In addition, RtI training provided strategies to target gender issues and increase achievement.” ● “Paraprofessionals are also receiving training with Responsive Classroom. 	<ul style="list-style-type: none"> ● “The small group of teachers has created a strong culture of teamwork.” ● “The teachers are hard workers and have really focused on school improvement.” ● “All of the school staff work well together and do a lot of amazing things.” ● “The after school Targeted Services program looks at student needs and supports. We doubled the number of children in the after-school program this year.” ● “The Reading Recovery program has really helped with my child’s confidence and now they are doing really well.” ● “The reading support from the Title I program has been the most positive and my child’s reading level is going up.” ● “The Tiger Bags, which include books, activity sheets and other information and tips, really helps my child over the summer months.” ● “All the school staff knows everyone – it’s a family atmosphere.” 	<ul style="list-style-type: none"> ● “Each Title I school is provided with parent involvement funds. There is also a formal family engagement plan. The schools keep track of family engagement participation and Solway has had very good support from parents.” ● “Solway schedules two nights in addition to a full day to attain good attendance for parent-teacher conferences. ● “The family events focus on reading and math skills and introducing families to games that can be played at home to improve these skills. The school is intentional about encouraging families from different student groups to attend.” ● “There was a “Back to School Night” that had an intentional focus of targeting the performance of boys in math and reading. Strategies and activities were discussed and parents were encouraged to support these as well throughout the school year.”

Continuous Improvement School Audit: Solway Elementary School

Continuous Improvement Component	Indicator	Stakeholder Responses or Document Review Comments	MDE Recommendations or Areas of Concern
<p>1. School Leadership Team:</p> <ul style="list-style-type: none"> • Is there a school implementation leadership team? If yes: <ul style="list-style-type: none"> ○ Was there an existing committee that served as the school leadership team? ○ If a new team was established, how were members selected and recruited? ○ Describe your involvement with the school leadership team. ○ How does the school leadership team organize its work, establish working relationships and communicate with stakeholders? 	<ul style="list-style-type: none"> ■ A leadership implementation team should be in place to lead the process of implementing the school improvement action plan (e.g., Record of Continuous Improvement). Primarily, this team should organize and oversee the Comprehensive Needs Assessment process and conduct or oversee the implementation of instruction and interventions on an ongoing basis. □ The team includes all learning team (PLT) leaders and ensures representatives from core content areas and grade levels. There is flexibility to add school staff depending on improvement work and linkages to other teams/committees. □ Roles and Responsibilities are defined, documented and adaptable. □ The team meets more than two times a month and meetings are long enough to focus on teaching and learning needs. □ Formal process exists to propose agenda items prior to meeting, assist agenda development, document meeting results and effectively communicate with stakeholders. 	<ul style="list-style-type: none"> □ "The Continuous Improvement team includes all (7) classroom teachers and the (4) specialists. The team meets every month for one hour. It did meet every other week for a while to work on improvement activities." □ "The team analyzes multiples forms of data (mostly student achievement), completes a needs assessment, discusses root cause and sets action plans. They write and approve the schoolwide continuous improvement plan and discuss necessary changes throughout the year. At the end of the year they examine their progress and write their new schoolwide plan. The district curriculum director reviews the plan as well." □ "The school works on their plan throughout the school year and the curriculum director provides demographic, MAP, OLPA and MCA information as it is available." □ "The district and school is interested in support from the RCE with practice profiles and collecting and analyzing fidelity of implementation data." 	<p>Recommendation #1: <i>Strengthen leadership team core structures and critical features as informed by best practice</i></p> <p>Suggested Next Steps:</p> <ul style="list-style-type: none"> ■ Review purpose, functions, roles and responsibilities of the leadership team. ■ Continue building capacity of the school leadership team to facilitate the needs assessment process at the building level. ■ Provide content experts in solving identified student concerns including key academic stakeholders. ■ Continue strengthening the selection process of interventions (e.g., practices, strategies) based on root cause analysis. ■ Study/Monitor/Adjust: The school action plan for each evidence-based intervention is a dynamic document to be changed and added to on a continuous basis by the leadership team. It reflects an ongoing record of short improvement cycles, approximately four to six weeks, focused on adjusting instruction using both implementation (principal walkthroughs, coaching observations) and student achievement data related to the selected instructional intervention. ■ Refer to MDE Leadership Implementation Team Rubric.
<p>2. Comprehensive Needs Assessment:</p> <ul style="list-style-type: none"> • Was a Comprehensive Needs Assessment (CNA) conducted? If yes: <ul style="list-style-type: none"> ○ Describe your involvement in the CNA process. ○ Who conducted and oversaw the CNA process? ○ When was it conducted? ○ Who were the key stakeholders 	<ul style="list-style-type: none"> ■ The leadership implementation team conducts a comprehensive needs assessment by gathering and analyzing process (fidelity), student achievement and performance assessment data. □ Evidence included process (fidelity), student achievement and performance assessment data which was gathered by the leadership team during the comprehensive needs assessment to prioritize student needs. □ Identified evidence-based instructional 	<ul style="list-style-type: none"> □ "Core members of the leadership team represented the school at the district 2015 Data Retreat process." 	

Continuous Improvement Component	Indicator	Stakeholder Responses or Document Review Comments	MDE Recommendations or Areas of Concern
<p>involved in conducting the CNA?</p> <ul style="list-style-type: none"> o How did the district (LEA) provide oversight for the school CNA process?] 	<p>interventions (e.g., strategies, practices) to address root cause of low student academic performance and/or gaps.</p> <ul style="list-style-type: none"> o The evidence was linked to student achievement, both state accountability tests and local achievement data aligned to Minnesota Academic Standards. 		
<p>2. Comprehensive Needs Assessment (continued):</p> <ul style="list-style-type: none"> o Generally, what did the root cause analysis of the CNA determine? o What does the evidence/data tell you about student strengths and needs in reading/math? o What priority needs did the data suggest? o Were instructional interventions selected based on prioritized needs? 	<ul style="list-style-type: none"> o The leadership implementation team conducts a comprehensive needs assessment by gathering and analyzing process (fidelity), student achievement and performance assessment data; the team prioritizes students concerns, explores graduation gaps and hypothesizes potential root causes. o Identified patterns in trends to determine strengths and challenges. o Prioritized student needs to focus improvement efforts. o Hypothesized potential root causes of prioritized needs (through use of protocols). o Explored appropriate instructional interventions to solve proposed root cause of challenge. 	<ul style="list-style-type: none"> o "At the 2015 Data Retreat, we did not have sufficient time to discuss root cause and action plans; the curriculum director will make this a priority for next year. However, there was district follow-up support for the school in these areas." 	
<p>3. SMART Goals:</p> <ul style="list-style-type: none"> o How were oversight and support provided for the (school leadership team) school staff in the goal-setting process? o Do your school goals meet the SMART criteria? o Was identified student group(s) goal provided for added rigor? (Provide brief explanation) o Do teachers readily know these improvement SMART goals? 	<ul style="list-style-type: none"> o Strategically, a school should structure their SMART goals to help guide their progress toward the 2017 proficiency rate targets. o Research supports that SMART goals have an impact if teachers not only set such goals, but also know them and work actively to pursue them. The school leadership team (not administrators or central office) sets goals and ensures that all school staff readily knows them. o Strategically, a leadership team should structure SMART goals to help guide school progress toward the 2017 proficiency rate targets: reducing by half the percentage of students who are not proficient based on 2011 results for mathematics and 2013 results for reading. The "All Students" group SMART goals should focus on increasing the overall percentage of students proficient in all tested grades in the school. o After going through the in-depth data analysis, if one of the top prioritized student concerns involves a specific student group and the group is larger than ten percent of the building enrollment; the school should define a SMART goal to address the prioritized student concern. 	<ul style="list-style-type: none"> o "The Bemidji School Board and Cabinet determine the District Goals based on data. This serves as a guideline for the schools." o "The percentage of all students, grades 3-5, enrolled on Oct. 1st at Solway Elementary who are proficient on all reading state accountability tests will increase from 58.8% in 2015 to 60.8% in 2016." o "The percentage of all students enrolled on Oct. 1st at Solway Elementary who are proficient on all math state accountability tests will increase from 56.3% in 2015 to 58.9% in 2016." o "The goals (2% increase in both math and reading) could have more rigor, including student group goals." 	<p>Recommendation #2: Ensure rigor of school SMART goals</p> <p>Suggested Next Steps:</p> <ul style="list-style-type: none"> o Establish school SMART goals that are rigorous enough to ensure that the school will exit the Continuous Improvement designation. o Consider after the in-depth data analysis, if one of the top prioritized student concerns involves a specific student group and the group is larger than ten percent of the building enrollment; the school could define a SMART goal to address the prioritized student concern. o Align schoolwide goals to PLC and IGP goals. o Ensure goal setting that is based on a collaborative process. When administrators and teachers set goals that are collaboratively based it increases mutual agreement and common understanding. o Refer to MDE SMART Goal Toolkit.

Continuous Improvement Component	Indicator	Stakeholder Responses or Document Review Comments	MDE Recommendations or Areas of Concern
<p>4. Usable Interventions:</p> <ul style="list-style-type: none"> • Briefly describe the selected instructional interventions (e.g., practices, strategies) from your school improvement action plan. • What were the processes for getting input from school staff about potential instructional interventions at your school? 	<ul style="list-style-type: none"> ■ School identifies an evidence-based instructional intervention (e.g., strategy, practice) as a solution for the selected potential root cause. □ Addresses these questions to ensure the process results in selecting an evidence-based intervention that is appropriate for school's prioritized student need(s). <ul style="list-style-type: none"> ○ How will the instructional intervention help eliminate a potential negative root cause to improve student learning? ○ In what settings and for which populations has the instructional intervention been effective? Is this the same population raising school concerns? ○ Is there credible research demonstrating the effectiveness of the instructional intervention? ○ Does the school have the capacity and resources to implement the instructional intervention? 	<p>Document Review Comments</p> <ul style="list-style-type: none"> □ "In 2011-2012, the district began a five-year RtI plan. The RtI Specialist presented core curriculum strategies to our Student Growth Team. In 2015-2016 the district has focused on a behavior intervention process." □ "In 2015-2016, the district's goal will be to focus on ELOs. Also a math/science RtI specialist and a ELA/social studies RtI specialist were hired to provide additional support, resources and intervention ideas in the areas of math and reading to all district schools." □ "For reading we use small intervention groups, Reading Recovery, Guided Reading, Café/Daily 5, Readers Theater, Read naturally, Reading Corps, LLI, Houghton Mifflin and Scholastic reading materials." □ "For math we use small group instruction, Math Talk and are in our second year of using a new curriculum - Math Expressions." 	
<p>5. School Improvement Action Plans:</p> <ul style="list-style-type: none"> • Was there an Action Plan template (e.g., Record of Continuous Improvement) for each identified intervention? ○ Was there at least one math and one reading intervention identified (using separate template)? ○ Was the number of interventions limited (to three-five) to ensure focus? ○ Were "persons responsible" identified regarding who will coach the intervention/strategy, support conditions for instructional change and monitor learning progress? • What specific action steps were taken to implement each intervention? Are action steps based on the intervention's critical features and describe the necessary actions to achieve the intervention and aligned goal(s)? Are 	<ul style="list-style-type: none"> ■ The purpose of the Action Plan is to select evidence-based interventions linked to prioritized needs for reading, mathematics, and/or graduation which may also be specific to a struggling student group in the school. □ Practice profiles developed to help school staff clearly define each selected usable intervention. □ Training was provided for school staff that was based on the development of a practice profile; critical features were identified (and inform action steps) regarding the instructional intervention. □ Coaching observations and classroom walkthroughs based on the practice profile were used to assist with formally tracking the implementation of the intervention. □ The team analyzes process (fidelity) and student achievement data of the intervention after 4-6 week improvement cycles. 	<p>Document Review Comments</p> <ul style="list-style-type: none"> □ "There is use of the Record of Continuous Improvement. □ "With the change in Schoolwide plan forms, we would like training in how best to complete these plans. The Title I teachers struggled with the new format this year and it is different again for next year." 	

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<p>timelines clearly established for action plan steps?</p>			
<p>6. Implementation (Fidelity)/Progress Monitoring Data:</p> <ul style="list-style-type: none"> o As instructional leadership (persons responsible) meets throughout the year, how will implementation data be recorded and reported to inform teacher practice and student learning needs? (Data collection may include classroom walkthroughs, teacher observations, PLC minutes, coaching logs, etc.) o Who is responsible at the District (LEA) level for periodic monitoring of the implementation of instructional interventions (e.g., practices, strategies) at the school? (Describe) 	<ul style="list-style-type: none"> ■ Classroom walkthroughs and coaching observation tools also based on practice profiles. □ Classroom walkthroughs compiled and used as formal fidelity of implementation data for Record of Continuous Improvement (school action plan) interventions. □ The team analyzes process (fidelity) and student achievement data of the intervention after 4-6 week improvement cycles. 	<ul style="list-style-type: none"> □ "The teachers participate on the RtI teams at least once a month, plus on Ear Release Days. All RtI team meetings have an agenda and a note taker. In addition, Solway's Student growth Team meets once a month with an RtI specialist (math or reading). The Continuous Improvement team meets as needed to revise the improvement or schoolwide plan." □ "The main challenge is for every teacher to participate in the school improvement efforts." □ "The teachers are able to use AIMSweb to progress monitor, but this is determined on an individual basis and not required." □ The school reviews data, mostly student achievement, to inform implementation of interventions (e.g., practices, strategies). □ "The district and school is interested in support from the RCE with practice profiles and collecting and analyzing fidelity of implementation data." 	<p>Recommendation #3: Ensure implementation data (fidelity checks) for selected interventions</p> <p>Suggested Next Steps:</p> <ul style="list-style-type: none"> ■ Ensure that each instructional intervention (e.g., practices, strategies) is known and understood by leadership team and teaching staff. The team identifies and shares critical features of selected interventions and provides sufficient training for school staff members before implementing. It is highly encouraged to use practice profiles for this process. ■ Identify formal implementation data (e.g., principal walkthroughs, coaching observations) for each intervention to monitor implementation and inform additional training as needed. ■ Provide a specific timeline for when fidelity of implementation data will be collected and analyzed within each improvement cycle (usually a 4-6 week cycle). ■ Acquire, study and communicate useful, current and relevant data patterns for all school staff to evaluate interventions based on a number of short improvement cycles (confirming root cause analysis).
<p>7. Resources:</p> <ul style="list-style-type: none"> o How is the district (LEA) providing support and assistance to implement the instructional interventions? (Examples of support could include additional human resources, operational flexibility, technical assistance, etc.) o What specific professional development support or instructional coaching do teachers receive to improve on identified areas or implementing selected action plan interventions? o How does the district (LEA) provide oversight of the 20% Title I building 	<ul style="list-style-type: none"> ■ Resources - Identify support/time/funds to implement selected instructional interventions. □ Determine funding requirements and available funds needed to complete each action step to implement and sustain the evidence-based instructional intervention as intended. Total resources should reflect the required 20 percent Title I building set-aside. □ CI Schools should reassess the use of their Title I, II and III funds to address the specific components of their schoolwide plan. Consider coordination of funds to optimize the use of time, staff, supplies, materials and technology. 	<ul style="list-style-type: none"> □ There is 20% of the building Title I funds dedicated for school improvement activities. □ "The principal is a dedicated and passionate leader. She is half time at the building site." 	

Continuous Improvement Component	Indicator	Stakeholder Responses or Document Review Comments	MDE Recommendations or Areas of Concern
<p>setaside to support improvement plan activities? How does the district ensure coordination of building and district resources?</p> <ul style="list-style-type: none"> o Does the district provide resources and time setaside for teacher learning teams/PLCs? If yes, explain. 			
<p>8. Parent Involvement/Family Engagement:</p> <ul style="list-style-type: none"> o How were parents notified regarding the Continuous Improvement School Designation? (Provide brief explanation) o What types of evidence based parent engagement strategies were selected to support student learning needs? o Is there a process to evaluate parent engagement strategies? (Briefly explain) o How does parent feedback inform parent/community involvement in the planning, implementation, and review of the school action plan? 	<ul style="list-style-type: none"> ■ There are multiple strategies and regular opportunities to engage families and the community that are designed to support classroom instruction and increase student achievement. □ An active parent involvement team ensures family engagement (FE) strategies and activities have a focus on student learning. □ Multiple communication tools are used to inform families about ongoing instructional interventions, strategies and activities. □ MDE Family Engagement Rubric used to provide structures/critical features that reflect best practice. 	<ul style="list-style-type: none"> □ "Each Title I school is provided with parent involvement funds. There is a formal family engagement plan. Usually school events have an accompanying meal and also educational games as incentives. The schools keep track of parent participation and Solway has had very good support." □ "Solway schedules two nights in addition to a full day to attain good attendance for parent-teacher conferences. □ "The family events focus on reading and math skills and introducing families to games that can be played at home to improve these skills. The school is intentional about encouraging families from different student groups to attend." □ "There was a "Back to School Night" that had an intentional focus of targeting the performance of boys in math and reading. Strategies and activities were discussed and parents were encouraged to support these as well." 	
<p>9. Evaluation:</p> <ul style="list-style-type: none"> o How does the district (LEA) know that the instructional interventions are working at the school? (Describe) o Was there a process or system to collect both implementation (fidelity) and student outcome data to review evidence for determining if instructional interventions were working? o What steps has the principal taken to move the school toward full implementation 	<ul style="list-style-type: none"> ■ Determine evidence that supports continuing with the intervention or moving to a new PDSA cycle. Consider end of cycle data, teacher feedback, observations, student feedback and student results. □ Training was provided for school staff that was based on the development of a practice profile; critical features were identified (and inform action steps) regarding the instructional intervention. □ Coaching observations and classroom walkthroughs based on the practice profile were 	<ul style="list-style-type: none"> □ The school reviews data, mostly student achievement, to inform implementation and evaluation of programs, initiatives, frameworks, and interventions. The curriculum director analyzes this data at the district and school level, and she provides a comparison of how each school compares to the others. If data indicates that the school is not making progress toward their goals the 	

Continuous Improvement Component	Indicator	Stakeholder Responses or Document Review Comments	MDE Recommendations or Areas of Concern
<p>of the school action plan interventions? What supports were needed (or anticipated)?</p> <ul style="list-style-type: none"> o Does the district (LEA) have documentation to show oversight and accountability meetings and visits regarding implementation of the school improvement action plan? 	<p>used to assist with formally tracking the implementation of the intervention.</p> <ul style="list-style-type: none"> o The team analyzes process (fidelity) and student achievement data of the intervention after 4-6 week improvement cycles. 	<p>superintendent and curriculum director will meet with the principal. If the principal wishes, the curriculum director will present at a school staff meeting.</p> <ul style="list-style-type: none"> o "The District Data Retreat has become a highlight every fall to look at data, root cause and school level action plans." o "By using Rural and Low Income grant funds, the district subscribes to the Viewpoint Data Warehouse and teachers and principals are able to get specific information on all of their students." o "Because we post the plans on the district 'World's best Workforce' site, print the plans, present them to the Board, district Curriculum Advisory Committee and the district Staff Development Committee, school teams work hard at making their plans the best they can be. They focus on the data, SMART goals, and creating manageable plans." 	
<p>10. Job-embedded Professional Development:</p> <ul style="list-style-type: none"> o Are there resources and time setaside for learning teams (PLTs)? If yes: Briefly describe a typical PLT meeting. What day(s), time(s) do PLTs meet? o What would you estimate overall is the amount of time spent on analyzing student work as part of a typical PLT meeting? o Define the intervention work of professional learning teams at the school. How is it aligned with academic standards, curriculum, and goals? o Do you engage in professional learning electronically? If so, how? o If there are not teacher teams/PLTs, what professional development support or instructional coaching do teachers receive to improve on identified areas or 	<ul style="list-style-type: none"> o Learning team (PLT) core structures (e.g., organization, function, communication, instruction and learning, data driven decision making) and critical features reflect best practice. There is use of the Learning Team Rubric to guide PLTs with these core structures and critical features. o Schoolwide instructional interventions are learned and supported with coaching to ensure fidelity. A number of focused reading/math interventions are identified. Sufficient PLT time is devoted to implementing selected interventions. o Student work and pre/post assessments, aligned to Standards/benchmarks, are analyzed to determine the extent of student learning and the effectiveness of each instructional intervention. o The Record of Continuous Improvement (school action plan template) is used to record the action steps, based on critical features of an evidence-based intervention to support implementation. 	<p>Area of Concern: Ensure sufficient time and support for effective PLCs</p> <p>Suggested Next Steps:</p> <ul style="list-style-type: none"> o Consider examining the time slots and periods of collaboration time for PLCs. o Ensure the majority of PLC time is spent on the following -- <ul style="list-style-type: none"> o Examining student & implementation data o Analyzing student work o Determining effective strategies o Designing and critiquing powerful lessons o Developing common formative assessments o Supporting schoolwide interventions o Ensure that professional development and training builds the 	

Continuous Improvement Component	Indicator	Stakeholder Responses or Document Review Comments	MDE Recommendations or Areas of Concern
<p>implementing selected action plan interventions?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Team members use and act upon focused, formal feedback processes linked to stakeholders (including leadership team) that provide and receive information on changes in instruction and their impact on student learning? <input type="checkbox"/> Learning team members identify other grade level or content area interventions reflecting a direct focus on instruction. <input type="checkbox"/> Percentage of PLT time spent on collecting and analyzing student work and data is appropriate and reasonable. 	<p>of the Early Release days for PLCs. We have focused on Responsive Classroom; we take attendance, show a video, provide group discussion and determine what we will do the next time."</p>	<p>capacity of primary facilitators and team participants.</p> <ul style="list-style-type: none"> ■ Refer to MDE Learning Team Rubric.
<p>11. Standards Alignment:</p> <ul style="list-style-type: none"> ● Is your curriculum (reading and math) aligned with academic standards/benchmarks on the state test? How is that documented? 	<ul style="list-style-type: none"> ■ The leadership implementation team identifies gaps and overlaps to establish a plan for scaffolded learning to align curriculum, assessments and instruction to ensure learning at higher cognitive levels and transfer learning to real-life situations. <input type="checkbox"/> Curriculum documents are developed to support implementation of the standards/benchmarks. <input type="checkbox"/> Teachers work together (collaboratively plan) to build consensus on what students are expected to know, understand, and be able to do and plan instruction based on the standards/benchmarks. <input type="checkbox"/> Teachers implement a sequence of instruction or instructional framework that provides opportunities for students to receive explicit instruction connected to the standards/benchmarks. <input type="checkbox"/> Teachers use the language of the standards during instruction as well as when they provide feedback to students. Teachers provide students with models and provide specific examples of how the work meets standards. Students verbalize connections between their learning and identified learning goals/targets. Students explain the standards in their own words. Students can articulate the standards and elements they are currently working on and show evidence of the standards in their work. Students use the language of the standards when they provide feedback to other students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum documents have been provided to support implementation of the standards/benchmarks. 	

2015-2016 Continuous Improvement Audit Report: Response and Next Steps

The Minnesota Department of Education (MDE) specialist has completed the Continuous Improvement Audit Report. The audit report, based on onsite visit interviews and the document review, identifies commendations, recommendations and areas of concerns regarding the school leadership team, comprehensive needs assessment and implementation of school improvement action plan interventions (e.g., practices, strategies).

The LEA is provided 30 business days to respond to any identified recommendations or areas of concern. The LEA can respond to identified recommendations or areas of concern by submitting supporting documentation or materials.

Recommendations from the Continuous Improvement School Audit Report should be used to inform 2016-2017 school improvement planning. The school improvement action plan, addressing audit report recommendations, must be submitted to Tom Gray by August 31, 2016. The school improvement plan should include the following information:

- Name of Continuous Improvement School (school district, school contact)
- Date of submission
- Identification of each recommendation from the Continuous Improvement Audit Report
- Identification of how recommendations are being addressed within the school improvement action plan (e.g., Record of Continuous Improvement)

Areas of concern identified in the audit report should also be considered in future planning but may not be explicitly addressed in the school improvement plan.

SBR 400-90-3
 ISD #31
 DATE: 21 MARCH 2016

Bemidji Area Schools 2016-2017 School Calendar

<p style="text-align: center;">AUGUST 2016</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table> <p><i>0 Student/3 Teacher</i></p>	S	M	T	W	T	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p style="text-align: center;">SEPTEMBER 2016</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table> <p><i>19 Student/19.5 Teacher</i></p>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
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August 29-31.....Teacher Day
 September 1.....Teacher Half-Day
 September 5.....Labor Day
 September 6.....Students' First Day

October 3.....Staff Development
 October 20-21.....Education Minnesota
 November 3-4.....Conferences
 November 23.....Student Early Release
 November 24-25.....Thanksgiving

December 23 – January 2.....Winter Break
 January 16.....Martin Luther King Jr Day
(or Snow Make-up Day if Needed)
 January 25.....Student Early Release

February 15.....Student Early Release
 February 20.....Presidents' Day
(or Snow Make-up Day if Needed)
 March 9-10.....Conferences
 March 15.....Student Early Release

April 14.....Spring Break
 May 27.....BHS Graduation
 May 29.....Memorial Day

June 2.....Students' Last Day
 June 5.....Teachers' Last Half-Day

End of 1 st Term.....November 11
End of 2 nd Term.....January 27
End of 3 rd Term.....March 31
End of 4 th Term.....June 2

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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