

2018-2019 LEA CONFIRMATION OF SCHOOLWIDE PROGRAM

The signatures below confirm that the LEA has reviewed, approved and has on file a written, current schoolwide plan that meets all the requirements for the identified school.

SCHOOL NAME: Lincoln Elementary

DISTRICT NAME: Bemidji Area Schools

DISTRICT NUMBER: 0031-01

By signing this form, the LEA assures that:

The school will operate a schoolwide program that improves the academic achievement of all students and accelerates the student performance of those most at risk who would otherwise be eligible for Title I services within a Targeted Assistance Program.

The District Leadership team has attended the required Minnesota Department of Education comprehensive schoolwide trainings.

The school meets the schoolwide program development requirements and incorporates the federally required core elements and components into their schoolwide plan by addressing the following questions and maintaining documentation that demonstrates the required components have been addressed:

The school has documented that it has met the following requirements:

1. The written Schoolwide plan summarizes the recently completed Comprehensive Needs Assessment (for a new SWP) or Annual Evaluation (for an existing SWP) which
 - a. identifies the assessments, surveys and other sources and activities that were used to evaluate the school program and determine current school needs;
 - b. specifies the most important and immediate student learning needs and their root causes.
2. The plan specifies the selected evidence-based school improvement strategies (including but not limited to those supported with Title funds) that address the identified learning needs particularly of the lowest achieving students.
3. The plan describes how the selected schoolwide strategies
 - a. address the learning needs of all students in the school;
 - b. strengthen the school's academic program, increase the amount and quality of learning time, and provide a well-rounded education; and
 - c. address the identified needs of low-achieving students better than it could as a targeted assistance program.
4. The plan specifies how the selected strategies will be implemented including action steps and the anticipated timeframe for each.

5. The plan specifies
 - a. the method for evaluating implementation of the school improvement strategies, and
 - b. the benchmarks for measuring results particularly for low-achieving students.
6. The plan identifies those involved in development or revision of the plan and the school maintains documentation of how families being served and staff responsible for implementing the plan were involved.
7. The plan specifies how the schoolwide plan will be made available to families being served and other stakeholders in a format and language that the families can understand.
8. The plan identifies the name, position and signature of the district official who reviewed and approved the plan and the date when the plan was approved and certified as meeting all requirements.

Schoolwide School Improvement Strategies:

List the evidence-based school improvement strategies being implemented (including but not limited to those supported with Title funds) that address the identified learning needs particularly of the lowest-achieving students. (Examples are instructional coach, professional development, additional staff time for analyzing assessment data and improving instruction, student behavior supports, parent liaisons, etc.) Please note that a schoolwide program can only use Title I funds for activities identified in the schoolwide plan.

Add as many items as needed.

- 1) Rtl Grade Level Teams: Grade level meetings are held 3x a month to look at student data and progress and to develop plans for interventions to use with struggling students.
- 2) Building Student Growth Teams: Representative teacher teams across grade levels within each elementary school building meet once monthly with the principal to receive information and reading instructional and intervention training. They, in turn, deliver these strategies and practices to their building colleagues during staff meetings and/or Rtl meetings.
- 3) Coaching: The district Rtl Reading and Math Specialists are available for coaching, the modeling of reading and math instruction, and collaboration/discussion with individual teachers and teacher teams across the district.
- 4) District-Wide Data Retreat: Annually in August, teacher and administrative representatives from across grade levels and disciplines meet in building teams to review assessment data and develop instructional goals and action plans.
- 5) School Improvement Planning: A fall professional development day is set aside for schools to examine data and set SMART Goals.
- 6) Responsive Classroom: All staff are trained in Responsive Classroom to focus on enhancing the strong relationship between academic success and social-emotional learning.
- 7) Reading Corps: Tutors work one-on-one with with struggling readers using evidence based literacy interventions.
- 8) Differentiated Reading Interventions: Teachers and instructional paraprofessionals are trained in and implement a side variety of literacy and math interventions.

9) Family Nights: Title I family nights are held several times a year to help teachers and families partner to help students succeed academically and behaviorally .

Annual Evaluation: Briefly describe how the school will evaluate implementation and results.

Review data from MAP

Intervention logs

Number of students exiting programs (Title, Reading Corps)

Data Retreat in the fall.

School Improvement Team will meet monthly to review data.

Behavior Team will meet monthly to review data.

 9-20-18
Principal Signature and Date

 9-20-18
Superintendent/Director Signature and Date

