

**Central Elementary
2018-2019 School Year**

Use of the Record of Continuous Improvement and Schoolwide Plan

- This document is required for all Focus Schools, and Priority 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/>).
- This document may be used as the Schoolwide Plan if your LEA/School does not already use a LEA/School-created plan that fulfills all of the schoolwide plan requirements.

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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 Area Schools, District 0031-01	Phone: 218-333-3100
Superintendent (Director): Mr. Tim Lutz	Fax: 218-333-3129
District Address: 502 Minnesota Avenue NW, Bemidji, MN 56601	Email: tim_lutz@isd31.net
Title Coordinator: Colleen Cardenuto	Phone: 218-333-3100, ext. 31103
Coordinator Address: 502 Minnesota Avenue NW, Bemidji, MN 56601	Email: colleen_cardenuto@isd31.net

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: Central Elementary #050, Grades K-3	Phone: 218-333-3220
School Address: 502 Minnesota Ave NW Bemidji, MN 56601	Fax: 218-333-3205
Principal: Tami Wesely	Email: tami_wesely@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	19.69%	57.56%
2013 - 2014	57.56%	72.68%
2014 - 2015	49.44%	41.65%
2015 - 2016	37.75%	30.24%
2016 - 2017		
2017 - 2018		

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	30%

Student Group	Percent of Total Enrollment
Asian/Pacific Islander	0%
Hispanic	1.4%
Black, not of Hispanic Origin	2.3%
White, not of Hispanic Origin	50.9%
English Learner	0%
Special Education	22.3%
Free/Reduced Price Lunch	75.9%
Homeless	4.5%
Neglected	N/A
Delinquent	N/A
Foster Care	N/A
Military	N/A

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
Tami Wesely	Principal	218 333 3220
Terri Forseth	Title 1 Teacher	218 333 3220
Vince Collyard	Title 1 Teacher	218 333 3220
Kelly Blair	Teacher	218 333 3220
Colleen Cardenuto	Program Administrator	colleen_cardenuto@isd31.net
Jenny Annette	Teacher	218 333 3220
Leighann Mensen	Teacher	218 333 3220
Kelli Jensen	Teacher	218 333 3220
Laci Podmore	Special Education Teacher	218 333 3220
Rance Bahr	Special Education Teacher	218-333-3220
Tony Andrews	Technical Assistance	tandrews@bemidji.k12.mn.us

Describe how the Schoolwide written plan

- a. will be made available to parents and other stakeholders, and
- b. in a format and language that parents can understand

*A copy of the Central school-wide plan is available to the staff, given to the district leadership team, and available for everyone to view on the school website, as well as the Bemidji School District website.

*Bemidji Area Schools publishes a report called the World's Best Workforce that includes a summary of Central's school-wide plan.

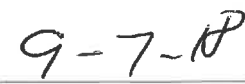
Supporting documentation must be maintained at the school/district. Documentation includes meeting agendas, minutes, sign-in sheets, sample letters, etc.

REQUIRED SIGNATURES:


Principal Signature


Date


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	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?
2018 MAP (K-3) and MCA (Gr. 3) results	Examined scores of individual students	June 2018	Analyze results with classroom teachers
Members of the Schoolwide team will meet	Examine strands of strengths and weaknesses for each grade level	June 2018	Draft grade level goals based on data
District Data Retreat	The strongest strand was... The weakest strand was... Root causes were...	August 2018	Central School Data Team concludes data research and finalize conclusions
Meet with entire staff to report findings	Conclusion charts from district data retreat	September 2018	Building goals will be set. Grade levels will finalize their goals. Teacher reading and math strategy survey will be put into effect.
Review MCA/MTAS Maintenance of Proficiency and Maintenance of Achievement Level Data	Enter Reflection Here	Enter Date	Identify Next Data Source or Next Steps
Review MCA/MTAS Growth Data	Enter Reflection Here	Enter Date	Identify Next Data Source or Next Steps
Review ACCESS for ELLs Growth and Proficiency Data	Enter Reflection Here	Enter Date	Identify Next Data Source or Next Steps

Review perception data collected from staff, students, parents, or other stakeholders	Enter Reflection Here	Enter Date	Identify Next Data Source or Next Steps
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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? Review additional data sources (e.g. implementation data, behavior data)	What did you learn from the data you reviewed? Enter Reflection Here	When will we study the data? Enter Date	What will you do next to advance the data review process? Identify Next Data Source or Next Steps

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: In the subgroup, Special Education, grades 3-5 increased proficiency from 47.8% in the 2016-2017 school year to 50% in the 2017-2018 school year, as measured by the MCA III/MTAS Reading Assessment. Grades K-2 increased Mean RIT scores significantly from Fall 2017 to Spring 2018, as measured by the NWEA MAP Reading Assessment.

Mathematics: In the subgroup, Special Education, grades 3-5 increased proficiency from 47.8% in the 2016-2017 school year to 50% in the 2017-2018 school year, as measured by the MCA III/MTAS Math Assessment. Grades K-2 increased Mean RIT scores significantly from Fall 2017 to Spring 2018, as measured by the NWEA MAP Math Assessment.

Graduation (if required):

Other:

Prioritized Concerns:

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

For Schoolwide Plans:

Reading: In the reading Literature Strand, All Students, in grade 3 decreased proficiency from 49.3% in the 2016-2017 school year to 42% in the 2017-2018 school year.

Mathematics: In the math Number and Operations Strand, All Students, in grade 3 decreased proficiency from 45.1% in the 2016-2017 school year to 40.2% in the 2017-2018 school year.

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: The 3rd grade did not receive full support from a Reading Corp supplemental program, which had been implemented in the past. A large percentage of students were below grade level entering grade 3, they did show individual growth, but did not meet proficiency standards.

Mathematics: A large percentage of students were below grade level in the math Number and Operation strand entering grade 3, they did show individual growth, but did not meet proficiency standards.






Graduation (if required):

Other:

PART III – School Action Plan

(Required for all Focus and Priority Schools; Recommended for all schools)

Use and Importance of Implementation Science

Icon Link to AI Hub	Description
	<p>Drivers are the key components of capacity that enable the success of innovations. They are integrated and work as levers to compensate for weaker drivers. There are 3 categories of Implementation Drivers:</p> <ul style="list-style-type: none"> • Competency Drivers are mechanisms to develop, improve and sustain one's ability to implement an intervention as intended in order to benefit students. These are Selection, Training, Coaching, and Fidelity. • Organization Drivers are mechanisms to create and sustain hospitable organizational and system environments for effective educational services. These are Systemic Intervention, Facilitative Administration, and Decision Support Data System • Leadership Driver focuses attention on providing the right leadership strategies for different types of leadership challenges. These leadership challenges often become a part of the change management process needed to make decisions, provide support and support organization functioning. These strategies are Technical and Adaptive. <p>The work done through each Driver depends on the Stage of implementation.</p>
	<p>Linked Teams review multiple sources of data (including student data) to select an intervention during the exploration stage. Once the intervention is selected, teams determine action steps determined by the Drivers and the Stage of implementation. Teams are responsible for sharing data, communication, support, and accountability.</p>
	<p>Stages are not linear and may overlap. Activities may be occurring or reoccurring in one stage while activities in another stage begin. Start in Exploration.</p> <ul style="list-style-type: none"> • Exploration: Leadership forms teams, identifies data sources, reviews all identified data, engages staff, hypothesizes root cause for instructional improvement, identifies a usable intervention. This stage requires inquiry, research, learning, patience, and the team measures <i>adult effort</i>. • Installation: The team makes necessary changes to infrastructure and puts organizational supports into place including training procedures, coaching plans, reporting frameworks, and outcome expectations. The team measures <i>adult effort</i>. • Initial Implementation: The team measures the fidelity of teachers using the intervention, adjusts drivers such as training and coaching, initiates improvement cycles, manages change. The team measures <i>adult fidelity</i> (doing what was intended). • Full Implementation: Over 50 percent of the teachers are implementing the intervention with fidelity and the new practice becomes standard. Maintain and evaluate change policies to support work.
	<p>Improvement Cycles allow teams to track progress of strategic implementation using short-term and long-term Plan, Do, Study, Act (PDSA) cycles, which provide feedback to the leadership implementation team, building administrators, and teachers.</p>
	<p>Usable Interventions address the needs identified by the data review and will increase student performance over time. A usable intervention is teachable, learnable, doable, and readily assessed in the classroom. It could be an instructional strategy or practice or a part of a larger instructional framework.</p>

The content on this page is based on the work of the National Implementation Research Network (NIN) © 2013-2015 Karen Blase and Dean Fixsen

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.

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 all students enrolled October 1 in grades enter grade levels at school name who are proficient on all reading/mathematics state accountability tests (MCA-III, MTAS) will increase from current percentage in current year to goal percentage in next year.

Examples: Student Group SMART Goals

The percentage of specific student group enrolled October 1 in grades enter grade levels at school name who are proficient on all reading/mathematics state accountability tests (MCA-III, MTAS) will increase from current percentage in current year to goal percentage in next year.

The average growth of specific student group enrolled October 1 in grades enter grade levels at school name will increase from current growth average in current year to growth average goal in next year.

The achievement gap between specific student group and the respective non-student comparison group enrolled October 1 in grades enter grade levels at school name will decrease from current gap in current year to gap goal in next year.

2. Usable Intervention: Identify the usable intervention(s) selected for monitoring by the leadership implementation team. If usable interventions are a part of a framework, identify the applicable framework. See [Usable Interventions](#) for more detail.

3a. Usable Intervention Selected for Monitoring: Identify the intervention from Step 2 selected to monitor with the Action Plan (Step 4).

3b. Instructional Change Manager: Identify the individual selected to oversee implementation of the usable intervention.

4. Action Plan:

Plan-Do-Study-Act Cycles: Plan well, but get started with doing the intervention selected. Collect data on effort and fidelity and study it. Act on lessons learned by celebrating successes and making decisions about improvements. Begin the cycle again. Plan the changes. Do the changes. Study the progress. Act on new insights. Plan...

Stage: This column heading is linked to a brief description of each stage of implementation. The stage determines the work done through each **implementation driver** which leads to determining the appropriate expectation.

Action Steps: One action step entered per row. Use the **implementation drivers** to guide what will be done and record those actions.

Expectation: The stage and the appropriate implementation driver inform the expected result and the type of evidence to gather, the process by which data is analyzed, and the guiding questions leadership implementation teams ask about data to inform next steps:

- During *Exploration* and *Installation* stages the team measures *adult effort*.
 - Effort data can inform planning and development of Competency Drivers and monitor readiness to engage with enough resources, supports and data systems.
- During *Initial Implementation* the team adds measurements of *adult fidelity*.
 - Fidelity data can inform changes to the Competency Drivers and determine how to use the Organizational Drivers to remove barriers and add resources.
- During *Full Implementation* the team adds measurements of *student outcomes*.
 - Use fidelity data to make connections between adult efforts and student outcomes to sustain success.

Review Date: Enter the date when the leadership implementation team expects to review the status of the action step.

Evidence Summary to Inform Next Steps: State the outcome(s) of the review and the specific next step(s) to be entered on the next row within the action plan for progress monitoring.

Adding Rows to the Action Plan:

1. Outside of the table border, use the mouse on the right-hand side of the last row in the table.
2. Press Enter to create a new row within the action plan.
3. Repeat steps 1 and 2 to add multiple blank rows rather than one new row each time one is needed.

Note: If the last row was used before rows are added, use the template below to incorporate the drop-down options into the Stages column and to incorporate the data entry prompts into the remaining columns.

4. Place the cursor into the right-hand column anywhere along the data entry prompt "Enter summary and next steps here."
5. Press the left mouse button; keep the mouse button pressed, and drag to the left to highlight the entire row then let go of the mouse button.
6. Hold down the Ctrl+C (Copy) keys then release the keys.
7. Place your cursor into the first column of the new row.
8. Press the left mouse button; keep the mouse button pressed, and drag the mouse to the bottom-right-hand cell of the new rows to highlight all the cells in each new row then let go of the mouse button.
9. Hold down the Ctrl+V (Paste) keys to paste the template onto the new row(s).

The new row will look and function just like the following template row:

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

SCHOOL: Central Elementary

PLAN CONTACT: Tami Wesely

SUBMISSION DATE: September 1, 2018

1. Reading SMART Goal: The proficiency percentage of all students, enrolled December 15, grade 3, at Central Elementary, will increase from 28.6% in spring 2018 to 30.6% in spring 2019 as measured by the MCA III Reading assessment.

2. Reading Usable Intervention(s):

Identify the usable interventions (strategies or practices) the team has selected for implementation. The interventions must

- provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
- 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
- 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.	<u>Fully Implemented?</u>
1. Improve Reading Comprehension with use of writing based assessments such as: <ul style="list-style-type: none"> • Think, Write, Share • Journaling • Using word walls for written responses 	<input type="checkbox"/>
2. Enter usable intervention here	<input type="checkbox"/>
3. Enter usable intervention here	<input type="checkbox"/>
4. Enter usable intervention here	<input type="checkbox"/>

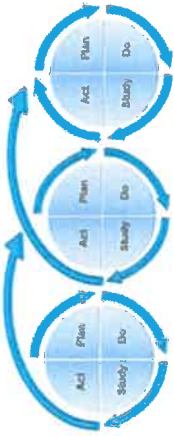


READING ACTION PLAN

3a. Usable Intervention Selected for **Monitoring-Implementation**: Improve nonfiction comprehension by using grade level strategies.

3b. **Instructional Change Manager**: Terri Forseth

4. Action Plan:



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

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 <u>drivers</u> 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/Installation	Determine specific level of implementation through the use of licensed staff survey. Title I Team Site Team	Full participation by staff to implement the reading comprehension strategies.	Monthly 2018-2019 school year	Review teacher survey Percentage of fidelity will be determined Continue and sustain strategies

Initial Implementation	Teachers will complete a fidelity survey upon implementation	We will have implementation data; each teacher will be asked to complete an implementation survey	Continuous	Monitor percentage of fidelity; when 50% of staff has successfully implemented a strategy.
Full Implementation	<p>1. Collect student progress data</p> <ul style="list-style-type: none"> -MAP in Grades K-3 -Curriculum assessments in Grades K-3 -MCA in Grade 3 <p>2. Collect teacher fidelity implementation survey data</p>	Increase implementation fidelity of reading comprehension strategies	Continuous	Review survey data; provide assistance to teachers not implementing with fidelity; continue to work towards 50% of staff successfully implementing the strategy.
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here

<p><u>STAGE</u></p> <p>In what stage of implementation is the current intervention and how does it inform actions? Select a Stage</p>	<p>ACTION STEPS</p> <p>How do the <u>drivers</u> inform what the team will do? Identify action steps and persons responsible for completing the action step. Enter action steps here</p>	<p><u>EXPECTATION</u></p> <p>What is the expected result of this activity? How will the team study adult effort and fidelity of implementation? Enter expectation here</p>	<p>REVIEW DATE</p> <p>What date will the team study the expectation results? Enter date</p>	<p>EVIDENCE SUMMARY TO INFORM NEXT STEPS</p> <p>Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps. Enter summary and next steps here</p>
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MATHEMATICS ACTION PLAN

SCHOOL: Central Elementary
2018

PLAN CONTACT: Tami Wesely

SUBMISSION DATE: September 1,

1. **Mathematics SMART Goal:** The proficiency percentage of all students, enrolled December 15, grade 3, at Central Elementary, will increase from 40% in spring 2018 to 42% in spring 2019, as measured by the MCA III math assessment.

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.	<u>Fully Implemented?</u>
1. Improve Math Fluency and student engagement with the use of: <ul style="list-style-type: none"> • M-Comp probes/benchmark assessment • Computational based exit tickets (signaling, whiteboards) • Use of math vocabulary word wall 	<input type="checkbox"/>
2. Enter usable intervention here	<input type="checkbox"/>
3. Enter usable intervention here	<input type="checkbox"/>

4. Enter usable intervention here



MATHEMATICS ACTION PLAN

- 3a. Usable Intervention Selected for Monitoring: Improve use of student engagement strategies through grade level "Exit Tickets".
 3b. Instructional Change Manager: Vince Collyard

4. Action Plan:



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

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? Exploration/Inst allation	How do the <u>drivers</u> inform what the team will do? Identify action steps and persons responsible for completing the action step. Determine specific level of implementation through the use of licensed staff survey. Title I Team Site Team	What is the expected result of this activity? How will the team study adult effort and fidelity of implementation? Full participation by staff to implement math fluency and student engagement.	What date will the team study the expectation results? Monthly 2018-2019 school year	Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps. Review teacher survey Percentage of fidelity will be determined Continue and sustain strategies
Initial Implementation	Teachers will complete a fidelity survey upon implementation	We will have implementation data; each teacher will be asked to complete an implementation survey	Continuous	Monitor percentage of fidelity; when 50% of staff has successfully implemented a strategy.

Full Implementation	<p>1. Collect student progress data</p> <ul style="list-style-type: none"> -MAP in Grades K-3 -Curriculum assessments in Grades K-3 -MCA in Grades 3 <p>2. Collect teacher fidelity implementation data</p>	Increase implementation fidelity of math fluency and student engagement strategies	Continuous	Review survey data; provide assistance to teachers not implementing with fidelity; continue to work towards 50% of staff successfully implementing the strategy.
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here

