

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): Timothy Lutz, Superintendent	Fax: 218-333-3129
District Address: 502 Minnesota Avenue NW, Bemidji, MN 56601	Email: timothy_lutz@isd31.net
Title Coordinator: Colleen Cardenuto, Director of Curriculum & Admin. Services	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: J. W. Smith Elementary School, #040, Grades K-5	Phone: 218-333-3290
School Address: 502 Minnesota Avenue N.W., Bemidji, MN 56601	Fax: 218-333-3296
Principal: Patricia Welte	Email: patricia_welte@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	19.86%	18.01%
2013-2014	66.94%	74.79%
2014-2015	52.51%	67.57%
2015-2016	34.66%	38.05%
2016-2017	NA	NA
2017-2018	NA	NA

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	36.6%
Asian/Pacific Islander	0.3%
Hispanic	3.5%
Black, not of Hispanic Origin	5.3%
White, not of Hispanic Origin	35.3%
English Learner	0%
Special Education	19.3%
Free/Reduced Price Lunch	78.1%
Homeless	1.6%
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
Patricia Welte	Principal	patricia_welte@isd31.net
Michele Green	Teacher- Title 1	michele_green@isd31.net
Audra Allen	Teacher- Title 1	audra_allen@isd31.net
Sarah Nielsen	Teacher- Title 1	sarah_nielsen@isd31.net
Nancy Neis	Teacher- Title 1	nancy_neis@isd31.net
Diane Whalen	Teacher- Special Ed.	diane_whalen@isd31.net
Colleen Cardenuto, Director of Curriculum & Administrative Services	Program Administrator	colleen_cardenuto@isd31.net
Angie Berg Jennie Buegler	Parent/ Community Member PAC Parent Rep.	ajberg@paulbunyan.net jennifer.72@outlook.com
Melissa Truax	Parent/ Community Member	melissatruax@yahoo.com
Alea Stoll	Homeless Liason	alea_stoll@isd31.net

Describe how the Schoolwide written plan

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

*A copy of the J. W. Smith school-wide plan is available to the staff, given to the district leadership team, and available to community members in the office and on the school website.

*A copy of the J. W. Smith school-wide plan is 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 the J. W. Smith's school-wide plan.

*During the fall conferences, parents are introduced to the Parent/ Teacher/ Student compacts. During the Spring conferences, the compacts are revisited with students/parents.

*A weekly newsletter is sent home in the student's Friday Folder informing the parents about upcoming activities and programs happening at the school.

*The Family Engagement plan is readily available for everyone to view on the J. W. Smith's website.

Team Member Name	Role	Contact Information
Pat Welte	Building Principal	patricia_welte@isd31.net

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

* Copies of meeting agendas, minutes, sign-in sheets, sample letters, etc. will be kept on file and readily available.

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?
The School Improvement Team will meet to review the Enrollment Data.	*During the 2018-2019 school year 78.1% of our students were considered living in poverty. *J. W. Smith School had a mobility rate of 29.0% during the 2018-2019 school year. *Our largest subgroup American Indian 36.6%, White 35.3% and Special Education 19.3%..	August 2019	Review MCA Proficiency and Achievement levels for 3 rd grade and review NWEA MAP scores for grade 3. Building goals will be set.
Grade level teachers will meet to review MCA-III Proficiency and Achievement levels for 3 rd grade students. Grades K-3 will review NWEA – MAP and FAST scores.	*The third-grade students at JW Smith needs to increase their proficiency on the MCA-III Reading assessment from 33.3% in Spring 2018 to 25.3% in Spring of 2019. *By looking at third grade MCA-III assessment in Reading we learned that our Informational text sub-score at 47.9% is lower than our district and state. *Kindergarten students need to increase their proficiency percentage on the NWEA from 55.9% in September of 2018 to 57.8% in May of 2019. *First grade students will need to increase their proficiency percentage from 41.9% in September of 2018 to 43.9% in May of 2019. * Second grade students will need to increase their proficiency percentage from 32.2% in September of 2018 to 34.2% in May of 2019.	September/ October 2019	Review and compare NWEA MAP Proficiency and Achievement levels for 3 rd grade students. Grade level goals will be set.
Grade level teachers will meet to review NWEA MAP Proficiency and	*Kindergarten students' lowest area in Reading was Foundational Skills. The overall RIT score was	September/	Review and compare MCA Proficiency and

<p>Achievement levels for grades (K-3).</p>	<p>137.5 in September of 2018 with a proficiency percentage of 55.8%. *First grade students' lowest area was Language/Writing and Foundational Skills. The overall RIT score for the First-grade students was 152.5 in September of 2018 and a proficiency percentage of 41.9%. *Second grade students' lowest area was Informational Text and Literature. The overall RIT score for second grade students was 166.3% in September of 2018 and a proficiency percentage of 32.2%. *Third grade students' lowest area in Reading was Informational Text. The overall RIT score for third grade students was 183.2 in September of 2018 and a proficiency percentage of 53%.</p>	<p>October 2019</p>	<p>Achievement levels for 3rd grade and review NWEA MAP scores for grades K, 1st and 2nd. Goals will be set for the grade levels.</p> <p>Review and compare Spring 2018 FAST scores for 1st grade. Grade level goals will be set.</p> <p>(AIMSweb has been discontinued for the 2017-2018 school year and replaced with MAP testing in grades K-12 beginning in the Fall of 2017). Our district is currently piloting the FAST program for 2018-2019.</p>
<p>Grade level teachers will meet to review NWEA MAP Proficiency and Achievement levels for grades Kindergarten through 3rd.</p>	<p>The FAST program will be used to determine future needs for students at risk in the academic areas of Reading and Math.</p>	<p>September/ October 2019</p>	<p>Review and compare NWEA MAP Proficiency and Achievement levels for Kindergarten and 1st grade students. Grade level goals will be set.</p> <p>(AIMSweb has been discontinued for the 2017-2018 school year and replaced with MAP testing in grades K-12). The FAST program will be piloted from January of 2019 to May of 2019.</p>
<p>The Attendance monitor will provide a monthly report to all individual classrooms.</p>	<p>*During the 2017-2018 school year, J. W. Smith had an overall attendance percentage of 92.09%</p>	<p>Monthly</p>	<p>Monthly celebrations will be held in the individual classrooms to celebrate the students with perfect attendance.</p>

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:

* The students in 3rd grade had an overall proficiency percentage of 50.4% on the 2017-2018 MCA-III Reading Assessment, which was higher than the district's 3rd grade proficiency at a percentage of 49.7%.

Mathematics:

*The students in 3rd grade had an overall RIT score of 203.0 on the NWEA Map Mathematics Assessment. Our projected growth was 12.9%. Our actual growth was 14.9%.

Graduation (if

required): Other:

Prioritized Concerns:

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

For Schoolwide Plans:

Reading: *The students in Kindergarten had an overall RIT Score of 152.7% on the 2017-2018 NWEA Measures of Academic Progress – Reading Assessment, which was slightly lower than the district’s Kindergarten RIT Score of 153.8%.

* The students in 1st grade had an overall RIT Score of 167.4% on the 2017-2018 NWEA Measures of Academic Progress – Reading Assessment, which was significantly lower than the district’s 1st grade RIT Score of 176.0%.

*The students in 2nd grade had an overall RIT Score of 186.5% on the 2017-2018 NWEA Measures of Academic Progress – Reading Assessment, which was slightly lower than the district’s 2nd grade RIT Score of 187.3%.

*The students in 3rd grade had an overall proficiency percentage in Informational text of 47.9% on the 2017-2018 MCA-III Reading Assessment, which was significantly lower than the district’s 3rd grade proficiency percentage in Informational Text of 50.6% and the State was 54.9%.

Mathematics:

*The students in Kindergarten had an overall RIT Score of 154.2% on the 2017-2018 NWEA Measures of Academic Progress – Reading Assessment, which was lower than the district’s Kindergarten proficiency of 156.0%.

*The students in 1st grade had an overall RIT Score of 170.1% on the 2017-2018 NWEA Measures of Academic Progress – Reading Assessment, which was significantly lower than the district’s 1st grade proficiency of 179.9%.

*The students in 2nd grade had an overall proficiency percentage of 190.1% on the 2017-2018 MCA-III Mathematics Assessment, which was slightly lower than the district’s 2nd grade proficiency of 190.7%.

* The students in 3rd grade had an overall proficiency percentage in Numbers and Operations of 45.4% on the 2017-2018 MCA-III Reading Assessment, which was significantly lower than the district’s 3rd grade proficiency percentage in Numbers and Operations was 49.6% and the State was 53.4%.

Graduation (if required):

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:

- *Students have a lack of background knowledge.
- *Guided Reading groups are unsuccessful with the needs of the students, class sizes and staff members available.
- *Students lack vocabulary skills, understanding and application.

Mathematics:






- *Students have a lack of background knowledge.
- *Students struggle with completing multi-step mathematic problems applying to the real-world.
- *Students are expected to learn new, higher order concepts without mastering basic skills.

Graduation (if required):

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 in practice. 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 Systems Intervention, Facilitative Administration, and Decision Support Data Systems. • Leadership Driver focuses attention on providing the right leadership strategies for different types of leadership challenges. These leadership challenges often emerge as part of the change management process needed to make decisions, provide guidance, and support organization functioning. These strategies are Technical and Adaptive. <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 a usable intervention during the exploration stage. Once the intervention is selected, teams develop action steps determined by the Drivers and the Stage of implementation. Teams are linked to share data, communication, support, and accountability.</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, and identifies a usable intervention. This stage requires inquiry, research, learning, and patience, and the team measures <i>adult effort</i>. • Installation: The team makes necessary changes to infrastructure and puts organization supports into place including training procedures, coaching plans, reporting frameworks, and outcome expectations. The team measures <i>adult effort</i>. • Initial Implementation: The team measures the fidelity of teachers using the practice, adjusts drivers such as training and coaching, initiates improvement cycles, and manages change. The team measures <i>adult fidelity</i> (doing what was intended). • Full Implementation: Over 50 percent of the teachers are implementing the usable intervention with fidelity and the new practice becomes standard. Maintain success and change policies to support work.
	<p>Improvement Cycles allow teams to track progress of strategic implementation using both short-term and long-term Plan, Do, Study, Act (PDSA) cycles, which provide feedback to the leadership implementation team, building administrators, and teachers.</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 and may be part of a larger instructional framework.</p>

The content on this page is based on the work of the National Implementation Research Network (NIRN).
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Action Plan Instructions

ACTION PLAN (Reading, Mathematics, Graduation if required, or Other)

The Action Plan tool is intended for use by the Leadership Implementation Team to document ongoing work when implementing a usable intervention. This tool is intended to be updated regularly as a part of Leadership Implementation Team meetings.

Header Information:

In the **School** field, enter the School Name.

In the **Plan Contact** field, enter the contact person leading the action plan implementation.

In the **Submission Date** field, enter the most recent date the Record of Continuous Improvement was submitted to Title, uploaded to SERVS Financial, or submitted for MDE review.

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: J. W. Smith Elementary School

PLAN CONTACT: Pat Welte

SUBMISSION DATE: September 30, 2018

1. Reading SMART Goal:

- At J. W. Smith Elementary, all Kindergarten Students will increase their reading proficiency on the NWEA – Measures of Academic Progress Reading Assessment from an average of 55.8% in the Fall of 2018 to 57.8% in the Spring of 2019.
- At J. W. Smith Elementary, all First Grade Students will increase their reading proficiency on the NWEA – Measures of Academic Progress Reading Assessment from an average of 41.9% in the Fall of 2018 to 43.9% in the Spring of 2019.
- At J. W. Smith Elementary, all Second Students will increase their reading proficiency on the NWEA – Measures of Academic Progress Reading Assessment from an average of 32.2% in the Fall of 2018 to 34.2% in the Spring of 2019.
- At J. W. Smith Elementary, all 3rd grade Students will increase their reading proficiency on the NWEA – Measures of Academic Progress Reading Assessment from an average of 53% in the Fall of 2018 to 55% in the Spring of 2019. Also, the 3rd grade students will increase from 33.3% in Spring of 2018 to 35.3% to Spring of 2019 on the MCA III – Reading Assessment.

Usable Intervention(s):

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

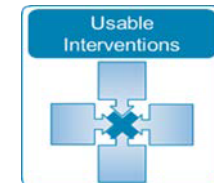
The interventions must

- 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

3

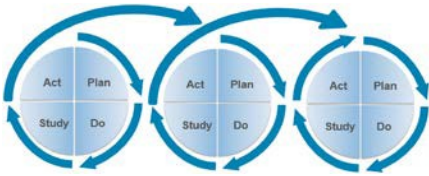


READING ACTION PLAN

3a. Usable Intervention Selected for Monitoring Implementation: Common Formative Assessments in Reading

3b. [Instructional Change Manager](#): Pat Welte

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.

<u>STAGE</u>	ACTION STEPS	<u>EXPECTATION</u>	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	The School Improvement team will attend the District Data Retreat and analyze the MCA results for 3 rd grade and the NWEA – MAP results for grades K-3.	Determine the successes, prioritized concerns and hypothesize root causes to plan for interventions as needed. Building goals will be set.	August 2019	The School Improvement Team will share findings and building goals with the J. W. Smith staff.
Installation	The School Improvement team and principal will share building goals with the J. W. Smith staff.	The staff will work cohesively to increase student success.	August/ September/ October 2019	Each grade level will use the building goals set by the School Improvement team to create grade level goals.
Full Implementation	The Reading Recovery teachers will OS the lowest 20% of students entering the first grade.	The Reading Recovery teachers will identify the students that meet the needs of the program.	September 2018 and February 2019	The teachers will analyze the data to determine if students have successfully completed the requirements.

Full Implementation	The Title 1 teachers will analyze MAP testing data and MCA data results to determine student placement.	The Title 1 teachers will identify the students that meet the needs of the program based upon the data.	September 2018 and ongoing throughout the school year	The teachers will analyze the data to determine if the students have successfully completed the requirements.
Full Implementation	The Reading Corps. tutors and Reading Corps. internal coach will analyze the results of the students FAST testing data.	The tutors and internal coach will identify the students that meet the needs of Reading Corps. based upon the data collected.	September 2018 and ongoing throughout the school year	The tutors and internal coach will work together to determine if the students have successfully completed the requirements of Minnesota Reading Corps.
Exploration	JW Smith Staff is piloting the FAST assessment and progress monitoring tool January 2019 to May of 2019.	To differentiate instruction and identify possible students at risk.	Jan 2019 to May of 2019.	Teachers will analyze student data and identify students at risk.

MATHEMATICS ACTION PLAN

SCHOOL: J. W. Smith Elementary School

PLAN CONTACT: Pat Welte

SUBMISSION DATE: September 30, 2018

1. Mathematics SMART Goal:

- At J. W. Smith Elementary, all Kindergarten Students will increase their math proficiency on the NWEA – Measures of Academic Progress Math Assessment from an average of 63.5% in the Fall of 2018 to 65.5% in the Spring of 2019.
- At J. W. Smith Elementary, all First Grade Students will increase their math proficiency on the NWEA – Measures of Academic Progress Math Assessment from an average of 41.9% in the Fall of 2018 to 43.9% in the Spring of 2019.
- At J. W. Smith Elementary, all Second Students will increase their math proficiency on the NWEA – Measures of Academic Progress Math Assessment from an average of 38.7% in the Fall of 2018 to 40.7% in the Spring of 2019.
- At J. W. Smith Elementary, all 3rd grade Students will increase their math proficiency on the NWEA – Measures of Academic Progress Math Assessment from an average of 53.0% in the Fall of 2018 to 55.0% in the Spring of 2019. Also, the 3rd grade students will increase from 57.4% in Spring of 2018 to 59.4% to Spring of 2019 on the MCA III – Math Assessment.
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2. Mathematics Usable Intervention(s):

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

The interventions must

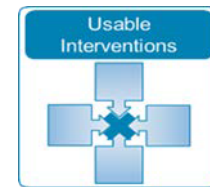
- a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
- b) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs 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. Common Formative Assessments in Mathematics	X

2. Number Worlds	X
3. Rhymes N' Times	X
4. FAST Math Assessment and Progress Monitoring	



MATHEMATICS ACTION PLAN

3a. Usable Intervention Selected for Monitoring: Common Formative Assessments in Mathematics

3b. [Instructional Change Manager](#): Pat Welte

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.

<u>STAGE</u>	<u>ACTION STEPS</u>	<u>EXPECTATION</u>	<u>REVIEW DATE</u>	<u>EVIDENCE SUMMARY TO INFORM NEXT STEPS</u>
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	The School Improvement team will attend the District Data Retreat and analyze the MCA results.	Determine the successes, prioritized concerns and hypothesize root causes to plan for interventions as needed. Building goals will be set.	August 2019	The School Improvement Team will share findings and building goals with the J. W. Smith staff.
Installation	The School Improvement team and principal will share building goals with the J. W. Smith staff.	The staff will work cohesively to increase student success.	August/ September/ October 2019	Each grade level will use the building goals set by the School Improvement team to create grade level goals
Exploration	The Title 1 teachers will analyze MAP testing data and MCA data results to determine the needs.	If the program is needed, the Title 1 teachers will identify the students that meet the needs of the program based upon the data.	September 2019 and ongoing throughout the school year	The teachers will analyze the data to determine if the students have successfully completed the requirements.
Exploration	JW Smith Staff is piloting the FAST assessment and progress monitoring tool January 2019 to May of 2019.	To differentiate instruction and identify possible students at risk.	Jan 2019 to May of 2019.	Teachers will analyze student data and identify students at risk.

OTHER ACTION PLAN

SCHOOL: J.W. Smith Elementary

PLAN CONTACT: Pat Welte

SUBMISSION DATE: September 30, 2018

1. [Other] SMART Goal:

- J.W. Smith Elementary will reduce the number of behavior infractions from 52 reported incidents during the 2017-2018 school year to 49 reported incidents in the 2018-2019 school year.

2. [Other] Usable Intervention(s):

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

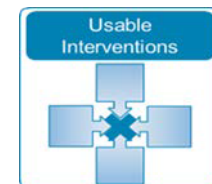
The interventions must

- 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. Responsive Classroom	X
2. Action Team (School Behavior Intervention)	X

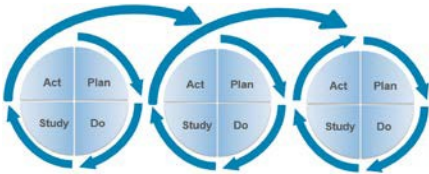


OTHER] ACTION PLAN

3a. Usable Intervention Selected for Monitoring: Responsive Classroom

3b. [Instructional Change Manager](#): Pat Welte

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.

<u>STAGE</u>	ACTION STEPS	<u>EXPECTATION</u>	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.
Full Implementation	Responsive Classroom Training will be provided to Special Education and classroom teachers who have not received training.	J. W. Smith School licensed staff will be fully trained in Responsive Classroom procedures and implemented in the classrooms. (Staff members hired before August 1, 2018 and beyond.	September 2018 and ongoing throughout the year	Celebrate classroom successes and community building.
Full Implementation	In the Fall, the individuals on the Action team will be determined based upon the availability of the staff.	The Action team will intervene when called upon by the classroom teacher during student crisis.	August 2018 and ongoing throughout the year	The recorder will keep records and documentation of individual students that the Action team intervenes with.

**J. W. SMITH TITLE I
SCHOOLWIDE PLAN
TEN REQUIRED ELEMENTS**

Under section 1114(b)(1) of Title I of ESEA, a Schoolwide Program (SWP) must address the following ten components. Please describe HOW the school will implement each of the ten components.

1. **Comprehensive Needs Assessment** - This has been completed in the Schoolwide Plan
2. **Schoolwide Program (SWP) Reform Strategies**
 - a. Describe the school's implementation of SWP reform strategies that will provide opportunities for all children to meet the **State's proficient and advanced levels of student academic achievement.**

*The following strategies will provide opportunities for the children to meet the State's proficient and advanced levels of student academic achievement:

* **Common Formative Assessments using Journeys Reading Curriculum.** The Journeys Reading Curriculum uses various formative assessments, including; Benchmark Assessments, Unit Tests and Weekly Tests. The weekly tests, available at Grades 1-6, help teachers monitor and report student progress on key skills and vocabulary.

* **LLI (Leveled Literacy Intervention)** is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI turn struggling readers into successful readers with engaging books and fast-paced, systematically designed lessons.

* **Reading Recovery** is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention goal is to bring children up to the level of their peers and give them the assistance they need to develop independent reading and writing strategies.

* **Minnesota Reading Corps.** uses the latest research on reading intervention strategies and guidance from literacy experts. It provides struggling readers, in Grades K-3, individualized, data-driven instruction, one-on-one attention, well-trained tutors, instruction delivered with fidelity, and the frequency and duration necessary for student achievement.

* **Common Formative Assessments in Math Expressions-** Math Expressions uses various formative assessments to help drive classroom instruction. Included in the types of formative assessments used in the classroom are; Unit Pre-tests, Unit Post-tests and Chapter Tests.

* **Rhymes N' Times** is used, as needed, with struggling students. Rhymes N' Times is a hands-on program that was designed for students to learn their multiplication facts in three weeks using all 4 learning styles: visual, auditory, kinesthetic and tactile.

* **Number Worlds** is a research proven, teacher-led math intervention program that was built to bring math-challenged PreK-8 students up to grade level in Read World Applications. It is designed to bring students up to grade level by targeting the most important standards.

* **Responsive Classroom Behavior Intervention** is an evidence- based approach to teaching that focuses on engaging academics, positive management, and developmental awareness. The programs help to create safe and joyful learning communities where students develop strong social and academic skills.

- b. Describe the selection process for choosing effective methods and instructional strategies established on scientifically based research that strengthens the **core academic program** of the school.

*The following methods and instructional strategies will include:

- * Data Analysis (MCA, MAP, Observation Survey, LLI Benchmarking)
- * RtI Meetings bi-monthly
- * Classroom Formative Assessments

- c. Describe how the SWP reform strategies will use effective methods and instructional strategies to **increase the amount and quality of learning time**.

* The following Schoolwide-plan strategies will include:

- * Small group push-in/ pull-out
- * Reading Recovery pull-out

- d. Describe the instructional strategies that will address the needs of all children in the school, particularly the needs of **historically underserved populations and low-achieving children**.

*The following instructional strategies will address the needs of all the children in school, particularly the needs of historically un-deserved populations and low-achieving children.

* **LLI (Leveled Literacy Intervention)** is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI turn struggling readers into successful readers with engaging books and fast-paced, systematically designed lessons.

* **Reading Recovery** is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention goal is to bring children up to the level of their peers and give them the assistance they need to develop independent reading and writing strategies.

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* **Number Worlds** is a research proven, teacher-led math intervention program that was built to bring math-challenged PreK-8 students up to grade level in Read World Applications. It is designed to bring students up to grade level by targeting the most important standards.

- e. Describe how the SWP reform strategies are consistent with, and designed to implement, the state and local school improvement plans.

*The following Schoolwide Plan strategies are designed to implement, the state and local school improvement plans:

- * Data Analysis (AIMSweb, MCA, MAP, Observation Survey, LLI Benchmarking)
- * Rtl bi-monthly meetings
- * Classroom Formative Assessments using Math Expressions and Journeys
- * Classroom Informal Assessments

3. Instruction by Highly Qualified (HQ) Teachers

- a. All teachers must meet the HQ requirements set forth in PL Section 1119(a)(1). Describe how the school will ensure and maintain that only HQ staff are instructing students in a school-wide program.

* All core* subject teachers and interventionists in a school operating a Schoolwide Program must meet the standards for being highly qualified. If all core subject teachers are not highly qualified, a plan is needed to ensure the educator(s) will become highly qualified.

**Core academic subjects are defined as English, reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography.*

- b. All paraprofessionals must meet the HQ requirements set forth in PL Section 1119(c) and 1119(d). New and Existing Paraprofessionals working in programs supported by Title I Part A shall satisfy the requirements of:

- a) completed at least 2 years of study at an institution of higher education;
- b) obtained an associate's (or higher) degree; or
- c) met a rigorous standard of quality and can demonstrate through a formal State or local academic assessment

* *100% of the paraprofessionals are highly qualified at J. W. Smith Elementary*

Describe how the school will ensure and maintain that only HQ staff are instructing students in a school-wide program.

* The staff at J. W. Smith is 100% licensed in what they are teaching, 0% of the staff need special permission for not being licensed in what they teach. 56.3% of the staff at J. W. Smith have ten or more years of experience teaching, of the remaining 43.7%, 39.7 percent of the staff have three to ten years of experience teaching and 3.9% have less than three years of experience.

*Looking at the education of the licensed teachers, 61.6% of the licensed staff have their Master's Degree, while the remaining 38.4% hold a Bachelor's Degree.

4. Professional Development: The school must describe how it will implement high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff.

* The school district has built two staff development days into the 2018-2019 school year. On these two days, the district will offer various opportunities for the teachers, principals, and paraprofessionals to participate in professional development opportunities. (October 1, 2018 and February 15, 2019)

* The District Math Specialist, as well as the District Reading Specialist and other HQ individuals will provide training on staff development days and afterschool in all and/ or some of the following areas:

- * District workshops in reading and math
- * Technology workshops
- * Behavior workshops
- * Mental Illness workshops
- * ELL (English Language Learners) workshops
- * Adaptations in Curriculum Development workshops

5. Highly Qualified Teacher to high needs schools: What is the school doing to attract and retain highly qualified teachers to its school?

*Q-Comp is offered to all licensed staff as an incentive to engage in mentoring for new and experience teachers as well as professional learning communities to promote additional learning.

* The grade level teachers meet bi-monthly during Rtl meetings to promote collaboration and help reduce the isolation that new teachers experience.

* The school district offers staff development days throughout the school year to give teachers the opportunity to engage in differentiated professional development.

*The school district provides a Reading Specialist and Math Specialist to offer assistance to all new and experienced teachers with the math and reading curriculum.

*The Reading Specialist and Math Specialist offer opportunities after school for all new and experienced teachers to engage in differentiated professional development.

6. Parent Involvement

- a. Describe how parents will be involved in the design, implementation and evaluation of the SWP. NOTE: If the evaluation results show that the SWP plan is not satisfactory to parents, the school is required to submit these comments to the LEA.

*Parents will be invited to attend the informational meetings throughout the year:

- * Parent Advisory meetings
- * Parent/ School surveys
- * Title 1 Compact meeting
- * School Orientation in the beginning of the school year

- b. Describe how the school will provide parents with assistance in understanding the SWP.

*Parents will be invited to attend informational meetings throughout the school year, such as the Parent Advisory meeting and Title 1 Compact meetings offered at multiple Title schools throughout the school year. The Schoolwide Plan will be written in a format that is easy for most parents to understand.

- c. Describe the services that will be provided to parents as part of the SWP.

*The following services will be provided to the parents as part of the Schoolwide Plan:

***Reading/ Math Family Night-** In May, families will be invited to attend a Family night where they will be offered a meal, as well as encouraged to participate in various reading and math activities with their child(ren).

***Family Reading Day-** In December and February parents will be invited in during the afternoon to read with the child(ren).

- d. Describe the process of annual evaluation of the Parent Involvement Policy/Procedures and Parent/Teacher Compact.

* Title 1 teachers are continuously updating the Parent Involvement Policy/ Procedures throughout the school year. In the month of May, parent representatives are invited to the school to review and sign the Parent Involvement Policy.

* J. W. Smith classroom teachers share the Parent/ Teacher Compacts during the Fall Conferences. During this time; parents, teachers, students and the school principal sign the compacts that review the school and classroom policies.

7. Preschool Transitioning

- a. Describe how the SWP will coordinate the transition of preschool children from early childhood programs to the local elementary schools.

*District Title 1 is purchasing materials to create Kindergarten Packets. Included in these packets will be; a book, bookmark, numbers from our Math Expressions Curriculum, number line, letter cards and sight words cards from our Journeys reading curriculum, pencil colors, and glue stick. The Title 1 Parent Advisory Council will oversee assembling the packets with the help of MN Reading Corps tutors, so they are

ready to be distributed at orientation September 1. Parents will use the Kindergarten Packets to work their children at home.

*The Superintendent, Director of Curriculum, early childhood coordinator and teacher, elementary principal and teacher will participate in the MN PreK-3 Leadership training this year to form a better connection between early childhood and elementary. This group will share the information they receive with the Ready for Kindergarten team. Bemidji plans to offer more pre-school opportunities, and we plan to again apply for the new state funding that we did not receive this year.

- b. Describe how the SWP will coordinate, to the extent feasible and appropriate, parent involvement programs and activities with other state or federally run preschool programs.

* The kindergarten and pre-school teachers will meet to discuss the transition from preschool to kindergarten.

- c. Describe how the SWP will coordinate other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary options.

* In the Spring, the principal from the Bemidji Middle School comes to each individual fifth grade classroom to discuss policies and opportunities available when they enter the middle school. The fifth-grade classes also take a field trip to the Bemidji Middle School to take a tour of the school.

8. Measures to Include Teachers in Decision-Making Regarding the Use of

Assessments: Describe how teachers are included in the decision-making, regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students in the overall instructional program.

*In August, the School Data Team attends the Data Retreat at the Bemidji High School, where they receive all scores and data pertaining to the results of the MCA-III Reading and Math Assessment, NWEA MAP testing and AIMSweb (discontinued Spring 2017). From there, the Data Team brings the information they gathered at the retreat back to a licensed staff meeting where building goals are set. Once the building goals are set; the classroom teachers break into grade level groups, where grade level goals are set.

*Once the grade level goals are set; the teachers meet bi-monthly at Rtl meetings to discuss student data and goals, as well as differentiated instruction strategies.

9. Effective and Timely Assistance: Describe the step-by-step process to ensure that students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement standards receive effective and timely assistance.

*In the beginning of the school year, classroom teachers meet by grade level with Title 1 and Special Ed to determine the needs of individual students based upon the data gathered at the Data Retreat. Once the needs of the students are determined, groups are formed and differentiated instruction begins.

*Throughout the year, teachers are continuously discussing the needs of individual students at bi-monthly Rtl meetings. Title 1 groups are continuously changing based upon the needs of the students.

10. Coordination of Programs: Describe the coordination and integration of federal, state and local services and programs.

The schools decide their building goals based on the district goals and their assessment and demographic data. They provide the district office with their school improvement and staff development plans every fall, and these are published for Leadership, District Curriculum Committee, and the School Board. Throughout the year, all building and district staff work to achieve their goals and align staff training to these goals. At the end of the year, each building provides a report of how they performed in reaching their goals to the Director of Curriculum. This information becomes part of the district's annual World's Best Workforce Report, distributed to the public by October 1 each year and posted on the district web site.

The district provides teachers with MCA, NWEA MAP and AIMSweb test data and helps them analyze their data through data retreats. Most of the Title I teachers participate on their school improvement teams. Analyzing data continues to be a building level focus. Primary reading is the focus for Title I this year. We will continue to focus on of Response to Intervention (Rtl) and Professional Learning Communities (PLCs).

The Bemidji School District supports staff development for highly qualified teachers and paraprofessionals. We provide Title II, Part A and district General Fund for staff development. The District Staff Development Committee oversees Title II, Part A and the district staff development money to award grants for staff development opportunities that align with district school improvement goals and student achievement. The district provides five days for district-wide staff development and four early release days for PLCs. Bemidji also provides teachers with ongoing training opportunities in the seven areas required by the MN Board of Teaching for license renewal: teaching reading, behavior modification, adapting curriculum, early onset of childhood mental illness, using technology for delivering curriculum, English Language Learners, and preventing suicide. Bemidji district also provides training for new teachers.

Title I resources are used to target the greatest academic needs for student achievement and based on the assessment data from the previous year. Reading and math continue to be primary staff development focuses. Building principals oversee Title I purchases for their buildings, the Director of Curriculum approves those purchases, and the district Business Manager approves all final purchases. The Bemidji School District's business office oversees all accounting procedures, provides information to the auditors, and compiles the SERVS information.

The district sets aside at least 1% of all Title I funds for Parent Involvement, and 95% of those funds are used for building-level parent involvement activities and 5% for district-level Parent Advisory Council (PAC) activities. These activities include Title I school newsletters and math and reading activities at Title I schools. Title I staff coordinate parent math and reading activity events for families to help them help their children in these areas. The district also provides Kindergarten Packets for every kindergartener in the district and nonpublic schools to assist parents in preparing their children in math and literacy skills.

Other District Title I set asides include the homeless program, which has served 300 students each year; Reading Recovery training and materials, MN Reading Corps coaches training, and instructional materials for district Limited English Proficiency.

Other areas of school collaboration with district, state and federal programs include:

***MN Reading Corps** will provide tutors in elementary schools to focus on students (Reading Well) by Third Grade.

***Title II, Part A** provides for two RtI Specialists, one for Reading and Social Studies and one for Math and Science, who provide multiple trainings throughout the school year and curriculum and MN Standards support. We plan to train these individuals in Ruby Payne's Framework for Understanding Poverty to also provide poverty training for our staff.

***Community Education** also provides specific staff development in the seven areas of needed for teacher licensure renewal. Non-Public, district, substitute teachers and parents attend these classes.

***Adult Basic Education** provides services to parents with low basic skills and English as Second Language learners. They also provide training in reading and math for district paraprofessionals completing the ESSA highly qualified requirements. ABE brochures are available at the schools.

***Early Childhood Family Education and Early Intervention Center** (for pre-school special education children) provide services to parents and pre-school children, as well as transition to kindergarten activities. ECFE brochures are available at the schools.

***Head Start** provides services to parents and pre-school children, as well as transition to kindergarten activities to families who meet financial qualifications. Head Start brochures are available at the schools.

***District 4-year-old Program** (located at Bemidji State University) started in 2009 with the Title I Stimulus money. The 5-day, morning and afternoon programs are designed to attract at-risk students and expanded in 2013-2014 under Community Education.

***Targeted Services Alternative Program & 21st Century Grant** offer summer and after-school programming at six elementary schools and the middle school to at-risk students. This program offers math and reading remediation, as well as activities to build student confidence and self-esteem.

***Indian Education** provides services to Native American families and students. They also provide home-school liaisons to connect educational services with the home

***Homeless Education** services are provided through Title I, McKinney Vento grant, and the district. A homeless liaison provides homeless children with the connection to our schools, assuring transportation and access to services and resources. The liaison also makes regular contact with the homeless shelters and assures all children have access to school. **Evergreen Shelter** children are provided services at the **Alternative Education Center** with highly qualified teachers.

***District Special Education** provides a wide array of services for all students with disabilities. Our district K-12 special education percentage is 16.4%

***District School Nurse** provides services district wide and coordinates with the health paraprofessionals at every building.

***District Food Service** provides nutritionally balanced meals. They are replacing high-sugar and high-fat foods in their menu to meet students' nutritional needs. This was a recommendation of the **District Wellness Committee**.

***Summer Federal Food Program** provides free student breakfasts and lunches to students and low-cost meals to other family members for seven weeks.

***Bemidji State University** provides interns, student teachers, and volunteers who work with Bemidji students. They also offer teachers, administrators, and paraprofessionals year-round professional development opportunities. BSU and District leadership meet regularly and collaborate.

***Beltrami County Collaborative** provides a grant that funds the District Tracker Program, which works with families of truant students.

***Upper Mississippi Mental Health** provides mental health social workers to address student mental health needs.

***Q-Comp** (new in 2016-2017) and continued in (2018 – 2019) provides teachers with PLC, mentorship, peer review, and leadership experience.

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: J. W. Smith Elementary School

DISTRICT NAME: Bemidji School District

DISTRICT NUMBER: 0031

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:
 - a. Does the plan include documentation that parents, teachers, school administrators, community members, and others who will implement the plan were involved in its development?
 - b. Does the plan
 - i. identify the assessment data, surveys, and the other activities and sources used to identify school needs?
 - ii. specify the most important and immediate school needs of all students including those students not meeting academic standards, and
 - c. For each prioritized need, does the plan specify at least one evidence-based strategy or intervention being implemented?
 - d. Does the plan describe how the strategies or interventions
 - i. provide opportunities and address the learning needs of all students in the school, particularly students not meeting academic standards?
 - ii. 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?
 - iii. allow the school to better meet the needs of low-achieving students than it could as a targeted assistance program?
 - e. For each selected strategy or intervention, does the plan detail the implementation steps including each action step and the anticipated timeframe for completion?
 - f. Does the plan specify benchmarks for evaluation and describe how the program will be evaluated to determine
 - i. the status of implementing the selected strategies or interventions as intended?
 - ii. whether the prioritized needs have been addressed and desired outcomes met including increased student achievement?

- g. Does the plan specify how the written plan will be
 - i. made available to parents and other stakeholders?
 - ii. in a format and language that the parents can understand?
- h. Does the plan specify 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?

- The LEA has and will provide the necessary technical assistance and support required by the school to plan, implement and evaluate their schoolwide program.
- The appropriate amount of time was devoted to completing all steps required for implementing the current Schoolwide program. This includes but is not limited to the study and planning by the leadership team, the completion of the comprehensive needs assessment and the involvement of all stakeholders.
- The LEA has reviewed, approved and has on file a written, current schoolwide plan that meets all the requirements for the identified school.



Principal Signature



Date



Superintendent/Director Signature



Date