



**Part I – District and School Information**

(Required for all schools completing the Record of Continuous Improvement)

<b>DISTRICT INFORMATION</b>	
District Name and Number Bemidji Area Schools, District 0031-01	<b>DISTRICT PHONE, FAX, EMAIL</b>
Superintendent (Director): Tim Lutz, Superintendent	Phone: 218-333-3100
District Address: 502 Minnesota Avenue NW, Bemidji, MN 56601	Fax: 218-333-3129
Title Coordinator: Colleen Cardenuto, Director of Curriculum & Admin. Services	Email: tim_lutz@isd31.net
Coordinator Address: 502 Minnesota Avenue NW, Bemidji, MN 56601	Phone: 218-333-3100, ext. 31103
	Email: colleen_cardenuto@isd31.net
<b>SCHOOL INFORMATION</b>	
School Name, Number and Grade Span: Lincoln Elementary, #060, Grades K-3	<b>SCHOOL PHONE, FAX, EMAIL</b>
School Address: 502 Minnesota Ave NW, Bemidji, MN 56601	Phone: (218) 333-3250
Principal: Jason Luksik	Fax: (218) 333-3480
	Email: jason_luksik@isd31.net

**Determine Your Category**

- Schoolwide program
  - Priority (complete Parts I, II, III)
  - Focus (complete Parts I, II, III)
  - Continuous Improvement (complete Parts I, II, III)
  - No MMR designation (complete Parts I, II, III)

- Targeted assistance program
  - Priority (complete Parts I, II, III)
  - Focus (complete Parts I, II, III)
  - Continuous Improvement (complete Parts I, II, III)
  - No MMR designation (complete Parts I, II, III)
- Non-Title School (complete Parts I, II, III)

**Multiple Measurement Rating (MMR) and Focus Rating (FR) Trends**

Use the Minnesota Report Card or Secure Reports to complete the following information.

Year	Multiple Measurement Rating	Focus Rating
2012 - 2013	48.97%	60.69%
2013 - 2014	48.68%	66.33%
2014 - 2015	49.64%	67.34%
2015 - 2016	24.34%	26.43%

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**North Star Accountability Areas of Targeted Support for Continuous Improvement**

Areas and Stages of Identification			
	Attendance	Reading	Math
Groups Identified	Native American	Stage 1	Stage 1 & Stage 2
	Free/Reduced	Stage 1	Stage 1 & Stage 2

**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	19.7%
Asian/Pacific Islander	0.2%
Hispanic	1.4%
Black, not of Hispanic Origin	0.9%
White, not of Hispanic Origin	65.9%
English Learner	0.0%
Special Education	17.2%
Free/Reduced Price Lunch	56.2%
Homeless	0.7%
Mobility	16.3%
Delinquent	NA
Foster Care	NA
Military	NA

#### Schoolwide Leadership Implementation Team

Implementation Team Members are selected for their capacity to be effective leaders and willingness and ability to be accountable for implementation. Additional information on Leadership Implementation Teams can be found at [Module 3 – Implementation Teams on the AI Hub](#).

**Leadership Implementation Team membership that represents identified needs: Principal, classroom teacher(s), special education, English language development, data coach, reading and math instructors/coaches, parents including parents of historically underserved students, and others.**

School Leadership supporting documentation must be maintained at the school/district. Documentation includes meeting agendas, minutes, sign-in sheets, etc.

Team Member Name	Role	Contact Information
Jason Luksik	Principal	(218) 333-3250
John Williams	Teacher	(218) 333-3250

Darlene Riewer	Teacher/Title	(218) 333-3250
Lisa Schussman	Teacher	(218) 333-3250
Amanda Mix	Math Specialist	(218) 333-3250
Colleen Cardenuto	Program Administrator Director of Curriculum	218-333-3100, ext. 31103 colleen_cardenuto@isd31.net
Jennifer Verdugo	Parent	(218) 497-0189
Alea Stoll	Pupil Service Personnel	alea_stoll@isd31.net
Tony Andrews	Technical Assistance	tandrews@isd31.net
<b>Site Team:</b> Jason Luksik, principal Darlene Riewer, Title-I Beckie Campbell, special education Doreen Felts, K Krista Lillo, 1st Lisa Schussman, 2nd John Williams, 3rd Nicole Kahler Lutz, Title-I Eric Saylor, Specialist Shalee Ostby, Mental Health	Additional members	(218) 333-3250

Describe how the Schoolwide written plan  
 a. will be made available to parents and other stakeholders.  
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- The Schoolwide plan is available on the building and district website.
- b. in a format and language that parents can understand.
- We did our best to define acronyms and use less educational jargon.

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

**REQUIRED SIGNATURES:**

Principal Signature [Signature] Date 2-12-19

Superintendent/Director Signature [Signature] Date 2-13-19

**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?
Review Enrollment Data	As a school our Native American subgroup increased by 1.6% and our	8/22/18	Review in the spring of 2019 MCA academic achievement. Review MAP data

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	minority subgroup increased by 1.4 %.			for K-3rd student proficiency and academic progress to see if increased enrollment of minority subgroup and the Native American subgroup affect test performance.
<b>Review MCA III Proficiency and Achievement Level in Reading</b>	<p>-There was an increase in MCA reading proficiency of 2.6% for All Grades.</p> <p>-In Literature: 3rd grade students dropped .1%, 4th grade students increased 3.8%, and 5th grade students dropped 3.1%.</p> <p>-In Informational text: 3rd grade students increased 2.5%, 4th grade increased 5.6%, 5th grade dropped 6%.</p>	8/22/18		Review MCA and Map data in the spring of 2019.
<b>Review MCA III Proficiency and Achievement in Math</b>	<p>There was a decrease in MCA Math Proficiency of 4.6% for All Grades.</p> <p>-In Number and Operations: 3rd grade decreased 5.2%, 4th grade decreased 5.7%, 5th grade decreased by 15.5%.</p> <p>-In Algebra: 3rd grade decreased 7.4%, 4th grade decreased 3.3%, 5th grade decreased 10.8%.</p> <p>-In Geometry and Measurement: 3rd grade increased 5.6%, 4th grade increased 0.8%, 5th grade decreased 12.2%.</p>	8/22/18		Review MCA and Map data in the spring of 2019.
	-In Data Analysis and Probability: 3rd			

<p>Parent Survey on parent involvement</p>	<p>grade increased 3%, 4th grade decreased 3.5%, 5th grade decreased 9.7%.</p> <p>-Number and operations is the main area in need of improvement school wide.</p> <p>The number of surveys were low in number. The survey is sent out in the spring of the year.</p> <p>Areas of improvement identified from the survey include welcoming environment and website access/up-to-date.</p>	<p>May</p>	<p>Review surveys in the spring to gather information in regards to parent involvement.</p> <p>Title staff greeted families on orientation day and directed them as needed.</p> <p>Look into the process of freezing classroom websites that are out of date.</p> <p>Review data at the end of the school year in regards to overall attendance and review of sub groups.</p>
<p>Review Attendance Data</p>	<p>Consistent attendance rate was at 81.73% according to the stage 3 indicator, which is 3.82% less than the State attendance rate.</p> <p>Our school saw a significant decrease in the number of suspensions from 39 in 2016-2017 to 19 in 2017-2018.</p>	<p>Monthly at Student Growth Meetings</p>	<p>Review data in spring of 2019 to determine if there is a continual decrease in the number incidences.</p>
<p>Review Behavior Data</p>	<p>More students are being served through North Homes Services providing therapy and skills.</p>	<p>Monthly at Student Growth Meetings</p>	<p>Review monthly data of students being served and request continued support through other local agencies.</p>
<p>Review Mental Health Data</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.

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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:** There was an increase in MCA reading proficiency of 2.6% for All Grades . Teachers reported that the use of student lead data helped for student engagement and reflection. Small group instruction is happening at every grade level.

**Mathematics:** We saw an increase in student performance in grades 3rd-4th. In all four strands the 3rd and 4th grade students scored higher than the district. Teachers reported that the use of student lead data helped for student engagement and reflection.

**Graduation (if required):**

**Other:**

**Prioritized Concerns:**

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

For Schoolwide Plans:

**Reading:** An area of focus needs to be informational text. More non-fiction resources need to be implemented and modeled for students throughout the instructional day.

**Mathematics:** Number and operation is our main area of concern in math. Students scored lower than the state average for number and operation.

**Graduation (if required): Other:**

**Hypothesized Root Causes:**

A Root Cause is an early controllable factor in a chain of factors which impacts student learning. Use the action plan to implement a usable intervention to address hypothesized root cause.

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



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

**Graduation (if required):**

**Other:**

### PART III – School Action Plan

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

#### READING ACTION PLAN

SCHOOL: Lincoln Elementary

PLAN CONTACT: Jason Luksik

SUBMISSION DATE: October 2018

**Reading SMART Goal:** At Lincoln Elementary the "All Students" group will increase their reading proficiency from an average of 58.4% in the spring of 2018 to an average of 60.4% in the Spring of 2019 as measured by the Reading MCA III Reading Test.

#### 1. Reading Usable Intervention(s):

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

- a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
- b) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
- c) allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

Supporting documentation for the selected interventions must be maintained at the school/district. Examples should include research and resources used during exploration.

If applicable, identify the instructional framework that includes the usable intervention: Enter framework if applicable

List of usable Interventions selected to address hypothesized root cause. Identify the intervention for implementation below.	Fully Implemented?
1. Reading Essential Learning Outcomes	X
2. Reading Common Formative Assessments	<input type="checkbox"/>
3. Building Background Knowledge Strategies	<input type="checkbox"/>
4. Enter usable intervention here	<input type="checkbox"/>

#### READING ACTION PLAN

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3a. Usable Intervention Selected for Implementation: Reading Essential Learning Outcomes (ELOs)

3b. Instructional Change Manager: Jason Luksik

4. Action Plan:

Supporting documentation that informs next steps decision-making must be maintained at the school/district. Example include practice profiles, PLC notes, fidelity measures, professional development plan, and coaching, etc.

<b>STAGE</b>	<b>ACTION STEPS</b>	<b>EXPECTATION</b>	<b>REVIEW DATE</b>	<b>EVIDENCE SUMMARY TO INFORM NEXT STEPS</b>
In what stage of implementation is the current intervention and how does it inform actions?	How do the drivers inform what the team will do? Identify action steps and persons responsible for completing the action step.	What is the expected result of this activity? How will the team study adult effort and fidelity of implementation?	What date will the team study the expectation results?	Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
Exploration	Student Growth Team will attend the District Data Retreat and analyze MCA results.	Determine successes, prioritize concerns, and hypothesize root causes to plan for interventions as needed. Set building goals.	August 22nd, 2018	Principal will share expectations and building goals with Lincoln staff.
Installation	Principal will share expectations and building goals with Lincoln staff.	Staff knowledge of schoolwide goals to work cohesively towards increased student success.	August 2018	Each RTI team comprised of grade level teachers and a schoolwide staff representative determine grade-level goals that are related to the school-level goals in weekly RTI meetings. Principal will oversee ELO process for each grade level and provide coaching resources.
Initial Implementation	Each RTI team comprised of grade level teachers and a schoolwide staff representative determine grade-level goals that are related to the school-level goals in weekly RTI meetings. Principal will oversee ELO process for each grade level and provide coaching resources.	After determining grade-level goals, each grade level will determine students that need particular interventions and continue to work on the ELO process from where they left off last year.	Fall 2018 & Ongoing	Principal will oversee CFA process for each grade level and provide coaching resources.
Full Implementation		Grade levels fully implement their ELOs in core instruction and beginning the process of creating/integrating Common Formative Assessments (CFAs).	Ongoing	



## MATHEMATICS ACTION PLAN

**SCHOOL:** Lincoln Elementary School

**PLAN CONTACT:** Jason Luksik

**SUBMISSION DATE:** October 2018

**1. Mathematics SMART Goal:** At Lincoln Elementary "All Students" group will increase their mathematics proficiency from an average of 69.3% in the spring to an average of 71.3% in the Spring of 2019 as measured by the Mathematics MCA III Math Test.

**2. Mathematics Usable Intervention(s):**

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

- a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
- b) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
- c) allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

Supporting documentation for the selected interventions must be maintained at the school/district. Examples should include research and resources used during exploration.

If applicable, identify the instructional framework that includes the usable intervention: Enter framework if applicable

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.	Fully Implemented?
1. Math Essential Learning Outcomes	X
2. Math Common Formative Assessments	<input type="checkbox"/>
3. Develop strategies for addressing Number and Operation	<input type="checkbox"/>

3a. Usable Intervention Selected for Monitoring: Common Formative Assessments (CFAs).

3b. Instructional Change Manager: Jason Luksik

4. Action Plan:

Supporting documentation that informs next steps decision-making must be maintained at the school/district. Example include practice profiles, PLC notes, fidelity measures, professional development plan, and coaching, etc.

<b>STAGE</b>	<b>ACTION STEPS</b>	<b>EXPECTATION</b>	<b>REVIEW DATE</b>	<b>EVIDENCE SUMMARY TO INFORM NEXT STEPS</b>
In what stage of implementation is the current intervention and how does it inform actions? Exploration	How do the drivers inform what the team will do? Identify action steps and persons responsible for completing the action step. Student Growth Team will attend the District Data Retreat and analyze MCA results.	What is the expected result of this activity? How will the team study adult effort and fidelity of implementation? Determine successes, prioritize concerns, and hypothesize root causes to plan for interventions as needed. Set building goals.	What date will the team study the expectation results? August 22nd, 2018	Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps. Principal will share expectations and building goals with Lincoln staff.
Installation	Principal will share expectations and building goals with Lincoln staff.	Staff knowledge of building goals to work cohesively towards increased student success.	August 2018	Each RTI team comprised of grade level teachers and a schoolwide staff representative determine grade-level goals that are related to the school-level goals in weekly RTI meetings.
Initial Installation	Each RTI team comprised of grade level teachers and a schoolwide staff representative determine grade-level goals that are related to the school-level goals in weekly RTI meetings.	After determining grade-level goals, each grade level will determine students that need particular interventions and continue work on the ELO process from where they left off last year.	Fall 2018 and Ongoing	Principal will oversee ELO process for each grade level and provide coaching resources.
Full Implementation	Principal will oversee ELO process for each grade level and provide coaching resources.	ELOs in core instruction and begin the process of creating/integrating Common Formative Assessments (CFAs)	Ongoing	Principal will oversee CFA process for each grade level and provide coaching resources.

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