

Use of the Record of Continuous Improvement and Summary of Schoolwide Plan

- Parts I and II of this document are required for all Title I Schoolwide Programs, Focus Schools, and Priority Schools. These parts are recommended for all schools.
- Part III (School Action Plan) is required for Focus and Priority Schools and recommended for all schools. The School Action Plan uses the Active Implementation (AI) Frameworks to support sustainable change. Additional detail is located on the [Active Implementation Hub](http://implementation.fpg.unc.edu/) (<http://implementation.fpg.unc.edu/>).
- Part IV (Schoolwide Program Summary) is a summary of the core elements of the Schoolwide Plan and is required for all schools operating a Schoolwide Program.
- Part V (Appendix) provides additional support for schools engaging in the continuous improvement process.

Table of Contents

Use the links below to navigate the sections in the document.

To return to the Table of Contents, use the keyboard shortcut **Ctrl + Home**.

Part I – [District and School Information](#)

Part II – [Comprehensive Needs Assessment](#)

[1. Data Review](#)

[2. Needs Assessment Summary](#)

Part III – [School Action Plan](#)

[Use and Importance of Implementation Science](#)

[Action Plan Instructions](#)

[Reading Action Plan](#)

[Mathematics Action Plan](#)

[Graduation Action Plan \(if required\)](#)

[Other Action Plan \(if needed\)](#)

Part IV – [Schoolwide Program Summary](#)

[Schoolwide Requirements, References, and Guidance](#)

[1. Current Comprehensive Plan](#)

[2. Budget](#)

[3. Annual Evaluation](#)

Part V – [Appendix: Additional support for utilizing the Record of Continuous Improvement](#)

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 Willmar Public Schools (ISD 347) | Phone: 320-231-8500 |
| Superintendent (Director): Jeff Holm | Fax: 320-231-8504 |
| District Address: 611 5 th St SW Willmar, MN 56201 | Email: holmj@willmar.k12.mn.us |
| Title Coordinator: Judi Sprung | Phone: 320-231-8500 ext 8541 |
| Coordinator Address: 611 5th St SW Willmar, MN 56201 | Email: sprung@willmar.k12.mn.us |

| SCHOOL INFORMATION | SCHOOL PHONE, FAX, EMAIL |
|--|-----------------------------------|
| School Name, Number and Grade Span: Lakeland Elementary School, 110, Pre K - 5 | Phone: TBD |
| School Address: 1001 Lakeland Drive SE, Willmar, MN 56201 | Fax: TBD |
| Principal: Gretchen Baumgarn | Email: baumgarn@willmar.k12.mn.us |

Determine Your Category

- Schoolwide program
 - Priority (complete Parts I, II, III, and IV)
 - Focus (complete Parts I, II, III, and IV)
 - Continuous Improvement (complete Parts I, II, and IV; Part III Recommended)
 - No MMR designation (complete Parts I, II, and IV; Part III Recommended)
 - Celebration Eligible (complete Parts I, II, and IV; Part III Recommended)
 - Reward (complete Parts I, II, and IV; Part III Recommended)
- Targeted assistance program
 - Priority (complete Parts I, II, and III)
 - Focus (complete Parts I, II, and III)
 - Continuous Improvement (complete Part I; Parts II and III Recommended)
 - No MMR designation (complete Part I; Parts II and III Recommended)
 - Celebration Eligible (complete Part I; Parts II and III Recommended)
 - Reward (complete Part I; Parts II and III Recommended)
- Non-Title School (Parts I, II, III, and IV Recommended)

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 |
|------|-----------------------------|--------------|
|------|-----------------------------|--------------|

| Year | Multiple Measurement Rating | Focus Rating |
|------|-----------------------------|--------------|
| | | |

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 | 1.2% |
| Asian/Pacific Islander | 2.0% |
| Hispanic | 39.2% |
| Black, not of Hispanic Origin | 18.1% |
| White, not of Hispanic Origin | 39.6% |
| English Learner | 32.7% |
| Special Education | 9.3% |
| Free/Reduced Price Lunch | 68.0% |

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 as determined by Comprehensive Needs Assessment.

| Team Member Name | Role | Contact Information |
|-------------------|---------------------------|-------------------------------|
| Gretchen Baumgarn | Principal | baumgarng@willmar.k12.mn.us |
| Melissa Wilson | Assistant Principal | wilsonm@willmar.k12.mn.us |
| Cindy Kroona | Instructional Coach | kroonac@willmar.k12.mn.us |
| Angie Michelson | Instructional Coach | michelsona@willmar.k12.mn.us |
| Brianna Strand | Grade Level Teacher | standb@willmar.k12.mn.us |
| Julie Schimek | Media Teacher | schimekj@willmar.k12.mn.us |
| Rachel Moorehouse | Grade Level Teacher | moorehouser@willmar.k12.mn.us |
| Megan Whelchel | Special Education Teacher | whelchel@willmar.k12.mn.us |
| Colleen Kamstra | Grade Level Teacher | kamstrac@willmar.k12.mn.us |
| Kristi Gratton | Grade Level Teacher | grattonk@willmar.k12.mn.us |
| Alissa Platt | Grade Level Teacher | platta@willmar.k12.mn.us |
| Joel Schmidt | EL Teacher | schmidtj@willmar.k12.mn.us |

| Team Member Name | Role | Contact Information |
|-------------------------|---------------------|-----------------------------|
| Kathy Orth | Grade Level Teacher | orthk@willmar.k12.mn.us |
| Marcola Blahosky | PE Teacher | blahoskym@willmar.k12.mn.us |

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.
- Information below represents possible data sources.
- Add or delete rows as needed.
- *Lakeland is pulling students from two established elementary buildings. The current 4th and 5th grade Lakeland student data is represented below.*

| DATA | REFLECTION | REVIEW DATE | NEXT STEPS |
|---|--|-------------------------------------|---|
| <p>What data sources will the team review?</p> <p>What activities will the team engage in to explore possible instructional strategies/practices?</p> | <p>What did you learn from the data you reviewed?</p> | <p>When will we study the data?</p> | <p>What will you do next to advance the data review process?</p> |
| <p>2017 MCA Math: 60% of Lakeland students, grades 4-5 are proficient.</p> <p>MCA/MTAS 2017, <u>Mathematics</u>: 60.4% of Willmar elementary students, grades 3-5, are proficient.</p> <p>Date Review and initial planning by leadership team.</p> | <p>As a new school we will be analyzing math proficiency rates as well as students increasing achievement levels as indicated in the new state ESSA plan.</p> | <p>8/14/17</p> | <p>Review FAST data January 2017 and Spring 2018.</p> <p>Review 2018 Math proficiency rates, as well as students increasing achievement levels. This will give us a baseline for all tested grade levels as we move forward.</p> |
| <p>2017 MCA Reading: 38% of Lakeland students, grades 4-5 are proficient.</p> <p>MCA/MTAS 2016, <u>Reading</u> 48.2% of Willmar elementary students, grades 3-5, are proficient.</p> <p>Date Review and initial planning by leadership team.</p> | <p>As a new school we will be analyzing reading proficiency rates as well as students increasing achievement levels as indicated in the new state ESSA plan.</p> | <p>8/14/17</p> | <p>Review FAST data January 2017 and Spring 2018.</p> <p>Review 2018 Reading proficiency rates, as well as students increasing achievement levels. This will give us a baseline for all tested grade levels as we move forward.</p> |

| DATA | REFLECTION | REVIEW DATE | NEXT STEPS |
|---|---|--|---|
| <p>What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?</p> <p>At this time we do not have individual student group data available for math or reading just for Lakeland. As we move forward as a school, we analyze the data from the various subgroups in both reading and math. Below is the district student group data.</p> <p>MCA/MTAS Student Group Proficiency Data, <u>Mathematics</u>.</p> | <p>What did you learn from the data you reviewed?</p> <p>The following was learned about the subgroups from analyzing the Math data.</p> <p>White: 82.4% - slight decrease Hispanic: 49.9%- slight decrease Black: 29.7%- slight decrease SpEd: 28.9%- slight decrease Non-SpEd: 64.4%- slight decrease FRP: 48.7%- slight decrease Non-FRP: 82.9%- slight decrease Non-EL: 71%- slight decrease EL: 25.6%- slight decrease</p> | <p>When will we study the data?</p> <p>8/14/17</p> | <p>What will you do next to advance the data review process?</p> <p>FAST Screeners will be give 3 times a year, along with weekly progress monitoring.</p> <p>Continue to assess students with standard based formative assessments.</p> <p>Interventions for students not making progress.</p> |
| <p>MCA/MTAS Student Group Proficiency Data, <u>Reading</u>.</p> | <p>The following was learned about the subgroups from analyzing the Reading data.</p> <p>White: decreased in proficiency, Hispanic and Black: slight increase in proficiency. SpEd/non-SpEd: both groups had a slight decrease in proficiency FRP: 36.3% proficient- slight decrease Non-FRP: 70.7%- slight decrease EL: 15.6% -stayed about the same Non-EL57.8%- slight decrease</p> | <p>8/14/17</p> | <p>FAST Screeners will be give 3 times a year, along with weekly progress monitoring. Interventions for students not making progress.</p> <p>Review our core literacy with walk throughs.</p> |
| <p>FAST math/ standard based formative assessments</p> | | <p>8/14/17</p> | <p>Screeners will be give 3 times a year, along with weekly progress monitoring.</p> |
| <p>FAST reading</p> | | <p>8/14/17</p> | <p>Screeners will be give 3 times a year, along with weekly progress monitoring.</p> |
| <p>SWIS Behavior data-</p> | <p>I don't have access to this data from last year for Lakeland specific kids.</p> | <p>8/14/17</p> | <p>Social/Emotional training with Mark Sander. Social/Emotional Second Steps</p> |

| 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? |
| | | | Curriculum will be used in classrooms during morning meetings. |

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:

Successes

After reviewing the data in step 1, what successes have been identified by the team?

Reading: The Hispanic and Black subgroups have had a slight increase in reading proficiency.

Mathematics: Every subgroup experienced a decrease in math proficiency compared to the previous year where every group experienced a gain.

Prioritized Concerns:

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

Reading: Overall reading proficiency has slightly decreased each year since 2014.

Mathematics: Overall, and in each subgroup there has been a slight decrease from the 2016-17.

Even though all subgroups of math have had a slight decrease from the previous year, the reading scores have continued to decrease over the years, which makes this a high priority.

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: While we have worked in professional learning communities in the past, we did have a change in focus that may have affected our reading instruction/learning. That shift included less focus on data and more focus on teachers planning to use identical teaching practices in their classrooms. Another factor we believe impacts learning is that staff may not have a solid understanding of reading standards/benchmarks and have a need to unpack them for clarity.

Mathematics: Two questions we want to explore: 1) Have we reached a plateau in our instructional change? If so, what does research suggest as an additional change which will continue to allow us to maximize student growth? 2) What change might we have made last year in mathematics instruction which could impact student growth? Have we fully implemented the change or is the change in process, and will not be fully realized for another year?

Other: Are behaviors interfering with the learning? Are we giving our students enough social/emotional support?

PART III – School Action Plan

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

Use and Importance of Implementation Science

READING ACTION PLAN

SCHOOL: Lakeland Elementary

PLAN CONTACT: Gretchen Baumgarn

1. Reading SMART goal:

The percentage of students proficient at Lakeland elementary will remain steady or increase from 60% when grade 3 data is factored in during the 2017-18 school year.

2. Reading Usable Intervention(s):

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

3a. Usable Intervention Selected for Monitoring: FAST/PRESS reading interventions and progress monitoring

3b. Instructional Change Manager: Gretchen Baumgarn, Angie Michelson, Jean Petterson

4. Action Plan:

| <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 <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. |

| | | | | |
|------------------------|---|---|---------|---|
| Installation | PRESS framework for providing interventions.- Jean Petterson-support and give framework overview to new teachers. | Classroom teachers will review the data during a PLC and assign interventions as needed, using the PRESS framework. | 9/5/17 | |
| Initial Implementation | Literacy walk throughs to collect data on a balanced literacy program- Gretchen Baumgarn and Leadership team | Walk throughs will take place throughout the school year in various settings by a group of practitioners. Data will be analyzed to see the greatest need to build a strong balanced literacy program. | 10/1/17 | |
| Installation | WIN (What I Need) Time- Gretchen Baumgarn/classroom teachers/Angie Michelson | Students' needs will be analyzed during PLC's and assign to small group instruction. | 9/5/17 | |
| Full Implementation | PLC's- Gretchen Baumgarn/Angie Michelson | Teachers will continue to work in a data driven profession learning community focusing on the 4 questions.. | 9/5/17 | |
| Full Implementation | FAST Universal Screener- Jean Petterson | Screeners will be given 3 times a year, along with weekly progress monitoring. Teachers will review the data during a PLC and assign interventions as needed. | 9/5/17 | |
| Full Implementation | Class-wide interventions in literacy - Classroom teachers, Jean Petterson, Angie Michelson | Teachers will review FAST data and determine if their class is in need of a class-wide intervention. | 9/5/17 | . |
| Initial Implementation | Social/Emotional lessons- classroom teachers, Angie Hoppe, Natalie Campos | Teachers will teach class-wide social/emotional lessons using Second Steps Curriculum during morning meeting. | 9/5/17 | |

MATHEMATICS ACTION PLAN

SCHOOL: Lakeland Elementary

PLAN CONTACT: Gretchen Baumgarn

1. Mathematics SMART Goal:

The percentage of students proficient at Lakeland elementary will remain steady or increase from 60% when grade 3 data is factored in during the 2017-18 school year..

2. Mathematics Usable Intervention(s):

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

3a. Usable Intervention Selected for Monitoring: Standard based common assessments use to determine which students need standard based interventions

3b. Instructional Change Manager: Gretchen Baumgarn, Cindi Kroona, Jean Petterson

4. Action Plan:

| <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 <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. |
| Full Implementation | Number Talks with vocabulary focus- Cindi Kroona- support and train new teachers on this routine | Classroom teachers will use number Talks with vocabulary during their math block | 9/5/17 | |
| Installation | WIN (What I Need) Time- Gretchen Baumgarn/classroom teachers/Coaches | Students' needs will be analyzed during PLC's and assign to small group instruction. | 9/5/17 | |
| Full Implementation | Standard based common formative assessments- Cindi Kroona | Teachers will review the data during a PLC and assign interventions as needed. | 9/5/17 | |

| | | | | |
|---------------------|---|---|--|--|
| Full Implementation | FAST Universal Screener- Jean Petterson | Screeners will be given 3 times a year, along with weekly progress monitoring. Teachers will review FAST and formative assessment data during a PLC and assign interventions as needed. | | |
| | Math Corners K-2? | | | |

SOCIAL/EMOTIONAL ACTION PLAN

SCHOOL: Lakeland Elementary

PLAN CONTACT: Gretchen Baumgarn

SUBMISSION DATE: September 2017

1. [Other] **SMART Goal:** *The percentage of students referred to the office for behavior will decrease from _____ to _____*

2. [Other] **Usable Intervention(s): Social/Emotional Curriculum**

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

The interventions must

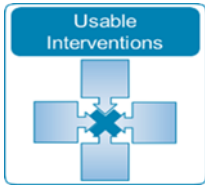
- a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
- b) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs 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. Social/Emotional Second Steps curriculum--classroom | <input checked="" type="checkbox"/> |
| 2. Tier II support/interventions (Second Steps) for students when needed | <input checked="" type="checkbox"/> |
| 3. Enter usable intervention here | <input type="checkbox"/> |

| | |
|-----------------------------------|--------------------------|
| 4. Enter usable intervention here | <input type="checkbox"/> |
|-----------------------------------|--------------------------|



[

Part IV – Summary of Schoolwide Program for School Year 2016-17

(Required for all Schoolwide Programs, including Schoolwide Focus Schools, Schoolwide Priority Schools)

Schoolwide Requirements, References, and Guidance

- Title I Schoolwide Programs must follow the required core elements and components defined in section 1114(b) of the Elementary and Secondary Education Act (ESEA), Code of Federal Regulations, title 34, part 200, sections 26 and 28 [34 CFR 200.26 and 200.28].
- Each school operating a Schoolwide Program with Title I funds must complete Parts I and II of this document.
- In Part IV, the core elements are represented by numbered sections and the components are included as lettered subsections of each core element.
- Part III is required for Focus and Priority schools and is optional but recommended for all.
- The MDE ESEA [Title I-A and Title II-A Compliance Guide and Monitoring Tool](#) provides additional information about the requirements for a Schoolwide Program and the documentation that the district and school must maintain to demonstrate compliance with the Federal regulations.
- The detailed Schoolwide program information maintained at the school or district must be in a format and language understandable to parents and other stakeholders.

1. Current Comprehensive Plan

The schoolwide plan addresses the required components listed below and is made available in a format and language understandable to parents and other stakeholders.

1a. Schoolwide Reform Strategies

List one or more instructional and other building effort(s) being implemented to address the needs identified in the CNA in order to improve teaching and learning for all students throughout the school, e.g., PLCs, differentiated instruction, PBIS. (Add as many rows as needed.)

- 1) Class-wide Literacy Interventions
- 2) Data-focused PLC
- 3) PRESS Interventions
- 4) Class-wide number talks with vocabulary focus
- 5) Social/Emotional class-wide lesson

Title I funds will be used to support the implementation of the Schoolwide Plan in the following ways:

1. Certified Teachers who will provide supplemental reading instruction. These teachers will provide small group instruction to students who demonstrate academic needs as identified through our Universal Screener, Progress Monitoring assessment tool as well as classroom formative assessments and teacher judgement. (Object code 143)

2. High-qualified Paraprofessionals will provide targeted tier 2 interventions for both reading and math. The interventionists will provide small group instruction to students who demonstrate academic

needs as identified through the Universal Screener, Progress Monitoring assessment tool, as well as classroom formative assessments and teacher judgement.(Object code 161)

3. Supplies to create tier I and tier II interventions for certified teachers and paraprofessionals. There are currently no supplies due to Lakeland being a new school. (Object code

4. Extended time for teachers to participate in family engagement nights. Family engagement nights will provide training and tools to deepen understanding of academic concepts to help their children at home. With the support of these teachers and staff members, parents/guardians along with their children, will learn strategies for helping at home with reading and math. (Object code 185)

NOTE: If the district supports multiple Schoolwide Programs, it may want to aggregate this school information for question 1.4.2 of the SERVS Title I application.

1b. Timely and Effective Assistance

List two or more **methods** used to identify students who experience the most difficulty mastering academic standards and who need timely additional assistance. (Add as many rows as needed.)

- 1) Universal Screenings
- 2) Progress Monitoring
- 3) Classroom Data collection from standard based classroom formative assessments

List one or more activities used to provide timely and effective assistance to students who experience the most difficulty mastering academic standards, e.g., small group pull-out, small group push-in. (Add as many rows as needed.)

- 1) Small group pull-out
- 2) Small group push-in
- 3) Differentiation within the classroom

NOTE: Schools working with the Regional Centers of Excellence will explore the CNA process and results in detail in Part II of this form. Schools not working with the Regional Centers of Excellence are encouraged to use Part II as a tool to help organize and implement instructional strategies in the SWP.

1c. Instruction by Highly Qualified Teachers

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.

All paraprofessionals or educational assistants working in a school implementing a Schoolwide Program must also be highly qualified. List one or more activities being implemented to ensure all educators in the school meet highly qualified standards and to attract highly qualified teachers to high-needs schools. Be sure to include the process for educators who are teaching with a special permission (e.g., limited license, waiver, variance) to become highly qualified. (Add as many rows as needed.)

1) All of our certified and non-certified staff are highly qualified or are in the process of becoming 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.

1d. Professional Development

List one or more types of high-quality professional development activities provided for teachers, paraprofessionals, principals, and others as appropriate that correspond to the current Schoolwide Program needs assessment and have these features:

- *Designed to improve academic achievement of individual students as well as the overall instruction program.*
- *Aligned with state academic standards.*
- *Designed to provide teachers with information that can be used to make decisions about the use of academic assessments.*

Examples: PLCs, reading instructional coach. (Add as many rows as needed).

- 1) PLCs
- 2) Math and Reading Instructional Coaches
- 3) MAASFEP conference for Title I staff
- 4) PRESS training

1e. Parental Involvement

List one or more types of parent involvement activities sponsored by the school that involve parents in the planning, review, and subsequent implementation of the Schoolwide Program. Include strategies to improve parent involvement with student academic achievement, e.g., Title I annual meeting, family nights. (Add as many rows as needed.)

- 1) *Title I annual fall and spring parent meeting*
- 2) *Family nights*

1f. Preschool Transition

List one or more activities being implemented to assist the successful transition of preschool children and their families from an early childhood program to kindergarten in the Schoolwide Program, e.g., kindergarten round-up, parent classes. (Add as many rows as needed.)

- 1) Kindergarten round-up
- 2) Pre-school/Kinder learning walks partnership
- 3) Jump Start—summer programming for school preparedness
- 4) Kindergarten Orientation
- 5) “A Day in the Life” book coordinated with Pre-K program

1g. Program Coordination

List one or more groups and subsequent activities that coordinate and integrate federal, state, and local resources, programs, and services, e.g., what process is in place to expand a program based on an increased student population needing that service. (Add as many rows as needed.)

- 1) Math interventionists
- 2) Reading interventionists

2. Budget

List the costs, by object code, required to implement the reform effort(s) and other activities listed above. Identify what staff and services are supported using Title I funds. (Add as many rows as needed.)

- 1) 140-Certified Interventionists- \$85,600
- 2) 143- Intervention Specialists- \$62,700
- 3) 161- Non-Certified Interventionists- \$104,700
- 4) 210- Benefits for Specialists, Certified and Non-Certified Interventionists and substitutes- \$19,800
- 5) 214-PERA-Benefits for Non-Certified Interventionists and substitutes
-
- 6) 218 TRA Benefits for Intervention Specialists, Certified Interventionists, and Substitutes- \$5,400
- 7) 145- Substitute Teacher Salaries for Intervention Specialists, Certified Interventionists, and Non-Certified Interventionists- \$1,900.00
- 8) 185- Extended time for Certified Interventionists- \$2,000
- 9) 186- Extended time for Non-Certified Interventionists - \$2,0000
- 10) 220- Health Insurance \$14,100
- 11) 230- Life Insurance- \$87
- 12) 235- Dental Insurance-\$522
- 13) 430- Instructional Materials and supplies-\$1,000
- 14) *Family Engagement-*
490- Food -\$100, \$200-
430, Supplies and Materials - \$200\$500
303- Presenter for Family Engagement - \$500 \$2600

185, 210, 214, 218, 270-Extended time pay and benefits - \$3,000

3. Annual Evaluation

3a. Evaluation Date

List the date of the most recent evaluation of the Schoolwide Program.

- 1) August, 2017

3b. Data Sources

List one or more data sources used to evaluate the implementation and effectiveness of the Schoolwide Program, e.g., test scores, survey results. (Add as many rows as needed.)

- 1) *MCA's*
- 2) *Fast data*
- 3) SWISS

3c. Results

List one or more results (e.g., student or staff successes, lessons learned) of the annual evaluation of the Schoolwide Program. (Add as many rows as needed.)

- 1)
- 2)
- 3)

3d. Changes to Schoolwide Program

List one or more changes planned for the Schoolwide Program based on the evaluation of the previous year's Schoolwide Program. (Add as many rows as needed.)

- 1) Have classroom teachers more involved in the decision making for interventions for the students in their classrooms.
- 2) Walk-throughs to gather data about the balanced literacy program within our schools
- 3) Add social/emotional curriculum to the morning meetings.

