

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.

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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 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: Kennedy Elementary School, 109, Pre K - 5	Phone: 320-214-6688
School Address: 824 7 th St SW Willmar, MN 56201	Fax: 320-235-9536
Principal: Kristin Dresler	Email: dreslerk@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
2012 - 2013	58.53	49.88
2013 - 2014	62.39	54.18
2014 - 2015	52.49	37.92
2015 - 2016	56.08	41.87

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
Kristin Dresler	Principal	dreslerk@willmar.k12.mn.us
Sharon Acquard	Instructional Coach	acquards@willmar.k12.mn.us
Michaele Stoeberl	Instructional Coach	stoeberlm@willmar.k12.mn.us
Ann Davidson	Grade Level Teacher	davidsona@willmar.k12.mn.us
Jodi Backes	STEM Teacher	backesj@willmar.k12.mn.us
Kari Eckhoff	Grade Level Teacher	eckhoffk@willmar.k12.mn.us

Team Member Name	Role	Contact Information
Laura Wangen	Special Education Teacher	wangenl@willmar.k12.mn.us
Kris Lippert	Grade Level Teacher	lippertk@willmar.k12.mn.us
Nicole Tschetter	Grade Level Teacher	tschettern@willmar.k12.mn.us
Kendra Saunders	Grade Level Teacher	saundersk@willmar.k12.mn.us
Janice Vazquez	EL Teacher	vazquezj@willmar.k12.mn.us
Kayla Voller	Grade Level Teacher	vollerk@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.

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>MCA/MTAS 2016, <u>Mathematics</u>: 67% of Kennedy students, grades 3-5, are proficient.</p> <p>Date Review and initial planning by leadership team.</p>	<p>We have experienced continuous growth in proficiency each year since 2013, and exceeded statewide proficiency in 2016.</p>	<p>8/17/16</p>	<p>Review OLPA and FAST data January 2017</p>
<p>MCA/MTAS 2016, <u>Reading</u>: 53.6% of Kennedy students, grades 3-5, are proficient.</p> <p>Date Review and initial planning by leadership team.</p>	<p>Kennedy's <u>reading</u> proficiency rate, while up from 2013, decreased by 2% from 2015. Overall, we are below the state's proficiency rate.</p>	<p>8/17/16</p>	<p>Review OLPA and FAST data January 2017</p>
<p>MCA/MTAS 2016 Student Group Data, <u>Mathematics</u>.</p>	<p>Every subgroup experienced gains in math proficiency and our achievement gap is lessening. Our black students are .7% below the state level and all other subgroups, including Hispanic, White, EL and SpEd are above state proficiency levels.</p>	<p>8/17/16</p>	<p>Identify Next Data Source or Next Steps</p>

DATA What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	REFLECTION What did you learn from the data you reviewed?	REVIEW DATE When will we study the data?	NEXT STEPS What will you do next to advance the data review process?
MCA/MTAS 2016 Student Group Data, <u>Reading</u> .	As we looked deeper into this data, we learned that white students are continuing to grow in proficiency and are above the state level, yet our Hispanic and Black students have declined--although our Hispanic rate is above the state rate. This decline is also true for our EL students. Our SpEd population, on the other hand, experienced an increase of 18% and is just below state proficiency levels.	8/17/16	Identify Next Data Source or Next Steps
MCA/MTAS 2016 Student Group Data, <u>Reading</u> Growth: 49.6% of students in grades 4-5 met expected growth.	Less than half of our students are meeting expected growth in reading.	11/11/16	FAST data/CBM
MCA/MTAS 2016 Student Group Data, <u>Math</u> Growth: 68.7 % of students in grades 4-5 met expected growth.	We are making growth targets for students that are not yet proficient.	11/11/16	Identify Next Data Source or Next Steps

2. COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

The Comprehensive Needs Assessment (CNA) results are used to determine the following:

- Subjects and skills for which teaching and learning need to be improved.
- Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.
- Needs of the school relative to each of the components required in a Schoolwide Program.

After reviewing the data above, please list the team's identified successes, prioritized concerns, and hypothesized root causes for identified concerns below:

Successes

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

Reading: Overall reading proficiency is up from 2013. White students are continuing to grow in proficiency and are above the state level. Hispanic students are also above the state level; however they have experienced a decline in proficiency. Special education students had an 18% increase from 2015.

Mathematics: Every subgroup experienced gains in math proficiency and our achievement gap is lessening. Our black students are .7% below the state level and all other subgroups, including Hispanic, White, EL and SpEd are above state proficiency levels.

Graduation (if required):

Other:

Prioritized Concerns:

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

Reading: English Language Development needs to happen all day, every day for Kennedy students. In reading, we have implemented a variety of initiatives over the past few years. By keeping our focus on what we know is best practice for all students and working collaboratively to identify the essential learning students will acquire, we will begin the work to increasing proficiency.

Mathematics: The team discussed our need to continue to build and work with staff to encourage use of successful strategies. We don't want to lose our focus on math as we strive to improve our reading proficiency.

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: 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?



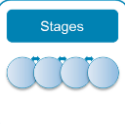

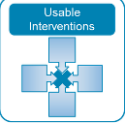
Graduation (if required):

Other:

PART III – School Action Plan

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

Use and Importance of Implementation Science

Icon Link to AI Hub	Description
	<p>Drivers are the key components of capacity that enable the success of innovations 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.

NOTE: Priority Schools, Focus Schools, and Continuous Improvement Schools working with the Regional Centers of Excellence submit their Record of Continuous Improvement to MDE on September 1, December 1, March 1, and June 1 each year.

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 each student 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: Kennedy Elementary

PLAN CONTACT: Kristin Dresler

SUBMISSION DATE: December 2016

1. Reading SMART Goal:

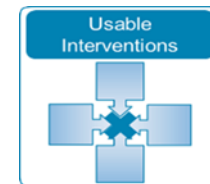
The percent of students enrolled October 1 in grades 4-5 who make expected growth in Reading will increase from 49.6% in 2016 to 52% in 2017 according to MCA data.

2. Reading Usable Intervention(s):

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

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

List of usable interventions selected to address hypothesized root cause. Identify the intervention for monitoring below.	<u>Fully Implemented?</u>
1. PRESS	<input type="checkbox"/>
2. PLC Focus on standards 2.2 and 5.5	<input type="checkbox"/>
3. 30 minutes daily WIN (What I Need) time.	<input checked="" type="checkbox"/>
4. Differentiated instruction in CORE Literacy	<input type="checkbox"/>
5. Class wide interventions in literacy	
6. FAST	X

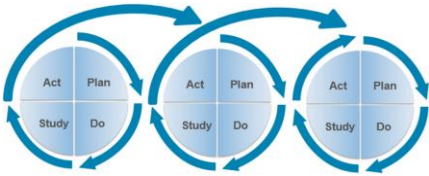


READING ACTION PLAN

3a. Usable Intervention Selected for Monitoring: WIN/PRESS Interventions

3b. [Instructional Change Manager](#): Kristin Dresler

4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected [usable intervention](#).

<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.
Installation	Staff Development on PRESS— Judi Sprung/Kristin Dresler	Teachers will gain knowledge and skills for implementing.	8/2016	Enter summary and next steps here
Full Implementation	Universal Screening— Classroom Teachers/Jean Petterson	Teachers determine need for class wide intervention.	9/2016	89% of classroom used a classwide intervention based on the screening. Will screen again in December.
Initial Implementation	Class wide Interventions— Classroom Teachers	Classroom teachers will implement the appropriate intervention and follow up with progress monitoring.	Sept-Oct	Enter summary and next steps here
Initial Implementation	Press Inventories—Jean Petterson/Classroom Teachers	Drill down to specific barriers and needs.	Fall 2016	Enter summary and next steps here
Initial Implementation	WIN—Classroom Teachers/Jean Petterson	Small group instruction for all students to focus on specific area of need.	Fall 2016	Enter summary and next steps here
Initial Implementation	Fidelity Screens—Jean Petterson	Interventions will be delivered with fidelity.	Enter date	Enter summary and next steps here

<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.
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here

*For additional action steps, refer to the template located in [Part V – Appendix](#)

MATHEMATICS ACTION PLAN

SCHOOL: Kennedy Elementary

PLAN CONTACT: Kristin Dresler

SUBMISSION DATE: December 2016

1. Mathematics SMART Goal:

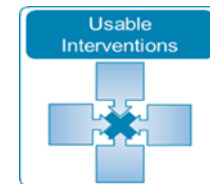
The percent of students enrolled October 1 in grades 4-5 who make expected growth in Mathematics will increase from 68.7% in 2016 to 72% in 2017 according to MCA data.

2. Mathematics Usable Intervention(s):

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

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 monitoring below.	<u>Fully Implemented?</u>
1. Number talks with vocabulary focus	<input type="checkbox"/>
2. 30 minute daily WIN (What I Need) time—Number Sense	<input type="checkbox"/>
3. Learning focus during CORE instruction from concrete to representational, to abstract.	<input type="checkbox"/>
4. Number Corners K-2	<input type="checkbox"/>
5. Specific benchmark focus per grade level.	

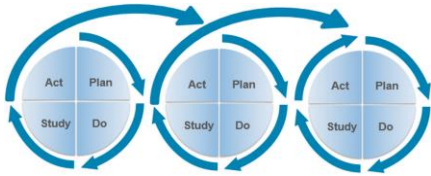


MATHEMATICS ACTION PLAN

3a. **Usable Intervention Selected for Monitoring:** Learning focus from concrete to representation to abstract reasoning during CORE instruction.

3b. **Instructional Change Manager:** Kristin Dresler/Sharon Acquard

4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected [usable intervention](#).

<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.
Initial Implementation	Intervention Training—Lorrie Swanson/Tom Beyer	Fidelity of interventions with focus of hands-on experiences for students.	Sept. 2016	Progress monitoring
Select a Stage	Teacher Training—Sharon Acquard	Maintained focus on the concrete/representational/abstract learning.	Ongoing	CFAs OLPA
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here

*For additional action steps, refer to the template located in [Part V – Appendix](#)

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 Interventions
- 2) Data-focused PLC
- 3) PRESS Interventions
- 4) Class-wide number talks with vocabulary focus
- 5) Learning focus from concrete to representational, to abstract in math instruction

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 CFA

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 licensed staff is highly qualified
- 2)
- 3)

*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 Instructional Coach
- 3) Reading Instructional Coach
- 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 meeting in fall
- 2) Title I annual meeting in spring

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 11/22/2016 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)

2)

3)

NOTE: If the district supports multiple Schoolwide Programs, it may want to aggregate this school information for question 1.4.3 of the SERVS Title I application.

3. Annual Evaluation

3a. Evaluation Date

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

1)

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)

2)

3)

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)

2)

3)

Part V – Appendix

Blank Action Plan:

[OTHER] ACTION PLAN

SCHOOL: Enter school name here

PLAN CONTACT: Enter plan contact here

SUBMISSION DATE: Enter date here

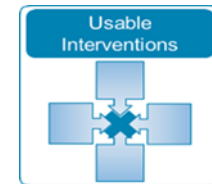
1. [Other] **SMART Goal:** Enter SMART Goal(s) here

2. [Other] **Usable Intervention(s):**

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

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 monitoring below.	<u>Fully Implemented?</u>
1. Enter usable intervention here	<input type="checkbox"/>
2. Enter usable intervention here	<input type="checkbox"/>
3. Enter usable intervention here	<input type="checkbox"/>
4. Enter usable intervention here	<input type="checkbox"/>

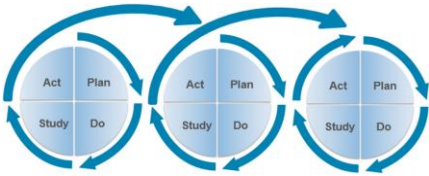


[OTHER] ACTION PLAN

3a. **Usable Intervention Selected for Monitoring:** Enter selected intervention here

3b. **Instructional Change Manager:** Enter change manager's name here

4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected [usable intervention](#).

<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.
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here

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