

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 Eagle Valley Public Schools 2759	Phone: 218-756-3631
Superintendent (Director): Dessica Veum	Fax: 218-756-2560
District Address: 106 Frank St. S Clarissa, MN 56440	Email: dveum@evps.k12.mn.us
Title Coordinator: Cindy Iten	Phone: 218-756-3631
Coordinator Address: 106 Frank St. S Clarissa, MN 56440	Email: citen@evps.k12.mn.us

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: Eagle Valley Elementary 2759 PreK-6	Phone: 218-756-3631
School Address: 106 Frank St. S Clarissa, MN 56440	Fax: 218-756-2560
Principal: Dessica Veum	Email: dveum@evps.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	34.66	50.13
2013 – 2014	39.44	60.66
2014 – 2015	16.37	13.06

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	0
Asian/Pacific Islander	.7
Hispanic	9.7
Black, not of Hispanic Origin	.7
White, not of Hispanic Origin	88.9
English Learner	0
Special Education	16.7
Free/Reduced Price Lunch	47.2

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
Dessica Veum	Principal	dveum@evps.k12.mn.us
Cindy Iten	Title I Reading	citen@evps.k12.mn.us
Andy Lancaster	Phy Ed Teacher/Assessment Coordinator	alancaster@evps.k12.mn.us
Cheryl Taylor	6th grade/Music	ctaylor@evps.k12.mn.us
Jon Rohloff	6th grade/Title I Math	jrohloff@evps.k12.mn.us
Josh Roiko	5th grade	jroiko@evps.k12.mn.us
Dayna Czeck	4th grade	dczeck@evps.k12.mn.us
Jill Wendell	3rd grade	jwendell@evps.k12.mn.us
Jessica Housman	2nd grade	jhouman@evps.k12.mn.us
Katie Peterschick	1st grade	kpeterschick@evps.k12.mn.us
Lexi King	Kindergarten	lking@evps.k12.mn.us
Paul Jenkins	Title I Math	pjenkins@evps.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
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?
Currently Pre-K thru 6th is 148	Enter Reflection Here	Oct. 1, 2016	Identify Next Data Source or Next Steps
Review MCA/MTAS Proficiency and Achievement Level Data at a School Level	66 total students grades 3-6 tested, 22 proficient and 44 were not. Achievement levels: 2E, 20M, 18P, 26D.	By September 30, 2016	Identify Next Data Source or Next Steps
Review MCA/MTAS Proficiency and Achievement Level Data by Student Group	Enter Reflection Here	Enter Date	Identify Next Data Source or Next Steps
Review MCA/MTAS Proficiency and Achievement Level Data by Grade	Enter Reflection Here	Enter Date	Identify Next Data Source or Next Steps
Review MCA/MTAS Maintenance of Proficiency and Maintenance of Achievement Level Data	Net loss of 3 in Proficiency and Net loss of 10 in Achievement	By September 30, 2016	Identify Next Data Source or Next Steps
Review MCA/MTAS Growth Data	VL 19 L 5 M 8 H 10 T =42	By September 30, 2016	Identify Next Data Source or Next Steps
Review ACCESS for ELLs Growth and Proficiency Data	Enter Reflection Here	Enter Date	Identify Next Data Source or Next Steps
Review perception data collected from staff, students, parents, or other stakeholders	Enter Reflection Here	Enter Date	Identify Next Data Source or Next Steps
Review additional data sources (e.g. implementation data, behavior data)	Enter Reflection Here	Enter Date	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: Team will be meeting in September to review Data. Call if needed.

Mathematics: Team will be meeting in September to review Data

Graduation (if required):

Other:

Prioritized Concerns:

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

Reading:

Mathematics:

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:

Mathematics:



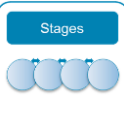


Graduation (if required):

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: Eagle Valley Elementary

PLAN CONTACT: Cindy Iten

SUBMISSION DATE: 9-1-2016

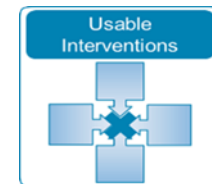
1. Reading SMART Goal: The percentage of all Eagle Valley Elementary students enrolled October 1 in grades 3 through 6 who are proficient on all reading state accountability tests (MCA, MTAS) will increase from 33.3% in 2016 to 43.3% in 2017.

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: 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. Standards Based Learning Goals	<input type="checkbox"/>
2. Questioning	<input type="checkbox"/>
3. Enter usable intervention here	<input type="checkbox"/>
4. Enter usable intervention here	<input type="checkbox"/>

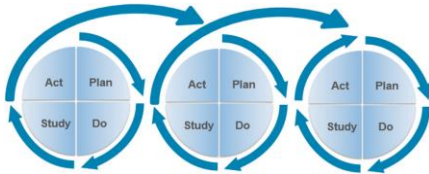


READING ACTION PLAN

3a. **Usable Intervention Selected for Monitoring:** Standards Based Learning Goals

3b. **Instructional Change Manager:** Dessica Veum

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.
Initial Implementation	Instructional change manager Focus Team All teachers will use the critical features of learning goals as outlined in practice profile. Data walks will be conducted by the instructional change manager to look for use. To look to see if this expectation is being implemented.	To improve the use and fidelity of learning goals.	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 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	Instructional change manager Focus Team Leadership Team will plan for additional training to create learning goals that address lesson size chunks. Additional coaching is needed to view the learning goal both visually and verbally.		Enter date	Enter summary and next steps here
Exploration	Team will explore if selected interventions are still appropriate for root cause.	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](#)**

MATHEMATICS ACTION PLAN

SCHOOL: Eagle Valley Elementary
2016

PLAN CONTACT: Cindy Iten/Jon Rohloff

SUBMISSION DATE: September 1st,

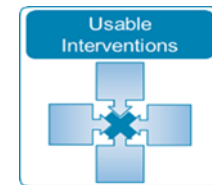
1. Mathematics SMART Goal: The percentage of all Eagle Valley Elementary students enrolled October 1 in grades 3 through 6 who are proficient on all math state accountability tests (MCA, MTAS) will increase from 40.0% in 2016 to 50.0% in 2017.

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. Learning Goals	<input type="checkbox"/>
2. Questioning	<input type="checkbox"/>
3. Enter usable intervention here	<input type="checkbox"/>
4. Enter usable intervention here	<input type="checkbox"/>

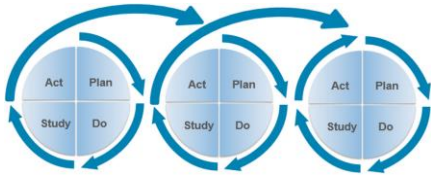


MATHEMATICS ACTION PLAN

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

3b. **Instructional Change Manager:** Dessica Veum

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.
Initial Implementation	Instructional change manager Focus Team All teachers will use the critical features of learning goals as outlined in practice profile. Data walks will be conducted by the instructional change manager to look for use. To look to see if this expectation is being implemented.	Enter expectation here	Enter date	Enter summary and next steps here
Installation	Instructional change manager Focus Team Leadership Team will plan for additional training to create learning goals that address lesson size chunks. Additional coaching is needed to view the	Enter expectation here	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 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.
	learning goal both visually and verbally.			
Exploration	Team will explore if selected interventions are still appropriate for root cause	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) Learning Goals and Questioning are current instructional strategies.

2) Conscious Discipline is a comprehensive, multidisciplinary self-regulation program that integrates social-emotional learning, school culture and discipline.

3)

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) Benchmarks in curriculum

2) Fast Bridge Fall Assessment

3)Child Study Team

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)Individual and small group push in

2)Individual and small group pull out

3)Differentiation of Instruction

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)Monthly meetings are scheduled with Instructional Assistants who are monitored/trained for HQ status.

2)Weekly meetings with teaching staff who are employed under a variance.

3)Yearly training available through our service cooperative.

*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) Several opportunities throughout the year to obtain training in their area of expertise from the state and local service cooperative.
- 2) Weekly staff development by the instructional change manager.
- 3) 2 times a quarter dedicated PLC time.
- 4) Peer mentoring will be implemented.

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
- 2) Family Nights in collaboration with PTO
- 3) Fall Festival
- 4) Effort to recruit a parent for leadership team

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) ECFE classes in the building
- 2) Kindergarten Roundup
- 3) This program does intentional building activities to familiarize the students to the staff and building in the Spring prior to Kindergarten.
- 4) Home Visits by K teacher the summer before they start K.

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) Currently there is no group to coordinate this beyond the Superintendent/Principal and Business Manager. We need to consider and explore a logical team to do this work.
- 2)
- 3)

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)Object Codes 140-250 Teaching Staff \$49,227.01

2)Object Codes 430 Supplies and Materials \$3,000

3)Textbooks \$851.00

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) Summer of 2016

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) Test Scores

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) School Improvement Goals were found to be broad in nature, we spoke about giving new Instructional Change Manager a year to implement the broad scope with the intention of narrowing the focus.

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) Implementation of an comprehensive, multidisciplinary self-regulation program that integrates social emotional learning, school culture, and discipline.

2)

3)

Part V – Appendix

Blank Action Plan:

[OTHER] ACTION PLAN

SCHOOL: Eagle Valley Elementary

PLAN CONTACT: Dessica Veum

SUBMISSION DATE: 9-1-2016

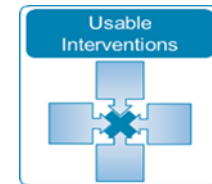
1. [Other] [SMART Goal](#): Conscious Discipline Work: We want to decrease the loss of instruction time.

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. Will explore school wide behavior once school gets started.	<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"/>

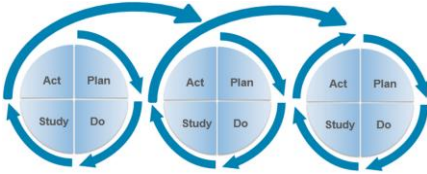


[OTHER] ACTION PLAN

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

3b. **Instructional Change Manager:** Dessica Veum

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.
Implementation	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