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|  | **RECORD OF CONTINUOUS IMPROVEMENT****SCHOOL IMPROVEMENT PLAN****AND TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN** | **School Year****2015-2016** |

# Identification Information

| **DISTRICT INFORMATION** | **DISTRICT PHONE, FAX, EMAIL** |
| --- | --- |
| District Name and Number: Bemidji School District #0031-1 | Phone: 218-333-3100 Ext. 31120 |
| Superintendent (Director): Dr. James Hess | Fax: 218-333-3129 |
| District Address: 502 Minnesota Ave NW, Bemidji, MN 56601 | Email: jhess@bemidji.k12.mn.us |
| Title Coordinator: Kathy Palm, Director of Curriculum & Admin Serv. | Phone: 218-333-3100 Ext. 31103 |
| Coordinator Address: 502 Minnesota Ave NW, Bemidji, MN 56601 | Email: kpalm@bemidji.k12.mn.us |

| **SCHOOL INFORMATION** | **SCHOOL PHONE, FAX, EMAIL** |
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| School Name Number and Grade Span: **Solway Elem**. #080 Gr.1-5 | Phone: 218-467-3232 |
| School Address: 502 Minnesota Avenue Bemidji. MN 56601 | Fax: 218-467-3490 |
| Principal: Ms. Tami Wesely | Email: twesely@bemidji.k12.mn.us |
| Title I Coordinators: Heather Sande and Gigi Nicoson | Email:heather\_sande@bemidji.k12.mn.us |

**Is this your school wide program plan?** X **Yes**   **No**

**If yes complete the entire document.**

**Check one**: ☐ Initial School wide plan X Existing School wide plan ☐ Targeted Assistance

**Enter Data**: 2012-13 MMR: 65.60 percent

 2013-14 MMR: 74.08 percent

 2014-15 MMR: 17.36 percent

 2012-13 FR: 68.95 percent

 2013-14 FR: 79.38 percent

 2014-15 FR: 50.0 percent

**Check Current Designation**: ☐ Reward ☐ Celebration Eligible XContinuous Improvement

 ☐ Priority ☐ Focus

**Check one if Designated as a Priority or Focus School**:

X Northern ☐ South/Central Lakes Center ☐ SE/Metro Center

## LOCAL BOARD OF EDUCATION ACTION

The local Board of Education/Charter Board of **Bemidji Area Schools** has authorized **Kathy Palm** at a monthly meeting on January 26, 2015 to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2015-16. The LEA Representative will ensure that the school district (LEA) will maintain compliance with the appropriate federal statutes, regulations, and procedures and will act as the responsible authority in all matters relating to the administration of this improvement plan. The local Board of Education/Charter Board ensures that its designee(s) will periodically update the Board regarding goals and strategies/practices, participate as a member of the school leadership implementation team, and work in collaboration with the Regional Centers of Excellence and/or MDE in support of technical assistance through the Minnesota Statewide System of Support (SSOS) or the Department.

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*(Signature of Superintendent/Charter School Board Chair) (Date)*

## School Information

**Building Level Student Demographics: Percentage of Total Enrollment:**

American Indian/Alaskan Native 11.4%

Asian/Pacific Islander 3.6%

Black, not of Hispanic origin 1.4%

Hispanic 0.0%

White, not of Hispanic origin 83.6%

Limited English Proficient 1.4%

Special Education 13.6%

Free or Reduced-Price Lunch 52.1%

| **LEADERSHIP IMPLEMENTATION TEAM** | **ROLE** | **CONTACT INFORMATION** |
| --- | --- | --- |
| **Tami Wesely** | Principal | 218-467-3232 |
| **Heather Sande** | Title I Coordinator & Reading Recovery TeacherSWP CoordinatorContinuous Improvement Team Member | 218-467-3232 |
| **Additional members:**Rich Morehouse, P.E. TeacherAmanda Sherwoood, 1st Grade TeacherTim Slough, 1st- 2nd grade TeacherTiffany Berg, 2nd grade TeacherNate Blumhagen, 3rd grade TeacherBecky Johnson, 3rd-4th grade TeacherRobyn Beyer, 4th grade TeacherMichelle Dahlby, 5th grade TeacherJulia Simons, Media/Tech TeacherGigi Nicoson, Title I/Reading Recovery | Continuous Improvement Team Members | rmorehouse@bemidji.k12.mn.usAmanda\_Sherwood@bemidji.k12.mn.ustimothy\_slough@bemidji.k12.mn.ustberg@bemidji.k12.mn.usnathan\_blumhagen@bemidji.k12.mn.usBecky\_Johnson@bemidji.k12.mn.usrbeyer@bemidji.k12.mn.usMichelle\_Dahlby@bemidji.k12.mn.usjulia\_simons@bemidji.k12.mn.usnancy\_neis@bemidji.k12.mn.usbrigitta\_nicoson@bemidji.k12.mn.us |
| **Kathy Palm**, Director of Curriculum & Administrative Services | Program Administrator | kpalm@bemidji.k12.mn.us |
| **Lisa Roberts**, PTO Liaisons | Parent | 218-209-8228 |
| **Carol Carpenter**Volunteer Jr. Great Books | Community Member | carpen@paulbunyan.net |
| **Angela Lauderbaugh** | Pupil Service Personnel | angela\_lauderbaugh@bemidji.k12.mn.us |
| **Tony Andrews** | Technical Assistance | 218-333-3100 Ext. 31103 |
| **Support staff:**Bonnie WentzelTwila Bolte | Title I ParaReading Corps Tutor/Library Para | 218-467-3232  |

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| Executive summary of your school: Provide a school overview and include enough information for the reader to become acquainted with the focus of this action plan. | Solway Elementary School is a small, rural school in northern Minnesota, and is part of the Bemidji School District. Solway Elementary has been a Title 1 School wide Program since 1999 and has successfully achieved AYP status **until the spring of 2015.** Solway Elementary was named a 2012 REWARD school and a 2013 CELEBRATION school by the Minnesota Department of Education. Of the **140** students in grades 1-5, **52.1%** were eligible for free or reduced lunch during SY **2014-2015.** Additional Solway subgroup demographics indicate **16.4%** minority, **13.6%** special education, and mobility rate of **13.8%.** School-wide goals were created for math, reading, and school climate after a comprehensive school-wide examination of student achievement data (including MCA, NWEA MAP, AIMSweb), surveys and demographic information, and curriculum, school programs, and staff development.**MATH.** Solway spring 2015 MCA-III data for All Grades (3-5) proficient was **56.3%** compared to statewide **61.2%** and district **64.2%.** Solway All Grades Free/Reduced Lunch math proficiency was **63.4%** compared to **42.1**% state and **48.7**% non F & R. Our special education proficiency percentage for ALL GRADES is **30%,** an achievement gap of **30%** with non Sp. Ed students. American Indian proficiency in math was **22.2%** compared to **61.5%** white, an achievement gap of **39.3%.** **Math SMART Goal**: The proficiency percentage of all students, grades 3-5, at Solway Elementary, will increase from **56.3%** in the spring of **2015** to **58.3%** in the spring of **2016** as measured by the MCA III in math. **Subgoal #1**: The proficiency percentage of Free/Reduced subgroup students, grades 3-5, at Solway Elementary, will increase from **63.4%** in the spring of **2015** to **68.4%** in the spring of **2016**. **Subgoal #2**: Solway Elementary will close the achievement gap by **6%** for special education students as measured by the MCAIII in math. The special education proficiency will improve from **30%** in the spring of **2015** to **36%** in the spring of **2016**. **Subgoal #3:** Solway Elementary will close the achievement gap by 5% for American Indian students as measured by the MCAIII in math. The American Indian proficiency will improve from **22.2%** in the spring of **2015** to **24.2%** in the Spring of **2016**, Solway Elementary will continue to provide at least 60 minutes of the new curriculum, Houghton Mifflin *Math Expressions*. and will provide opportunities for flexible, small groups, and other math intervention opportunities, including individualized, supplemental instruction for students with significant skill gaps. **READING.** Solway spring **2015** MCA-III data for ALL Grades (3-5) proficiency percentage was **58.8%** compared to statewide **60.6%** and district **61.0%**. Solway All Grades Free/Reduced Lunch reading proficiency was **58.5%** compared to **41.4**% state and **59%** non F & R, an achievement gap of **0.5%.** ALL grades special education’s proficiency percentage was **10.0%** compared to **30.7%** state and **65.7%** non Sp. Ed, an achievement gap of **55.7%.** American Indian proficiency percentage in reading was **22.2%** compared to **40.1%** state and **64.6%** white, an achievement gap of **42.4%.** **Reading SMART Goal**: The proficiency percentage of all students, grades 3-5, at Solway Elementary, will increase from **58.8%** in spring **2015** to **60.8%** in spring **2016** as measured by the MCA III in reading.**Subgoal #1**: Solway will close the achievement gap by **2%** for F & R students as measured by the MCAIII in reading. The proficiency percentage of Free/Reduced subgroup students, grades 3-5, at Solway Elementary, will increase from **58.5%** in spring **2015** to **60.5%** in spring **2016.** **Subgoal #2**: Solway Elementary will close the achievement gap for special education students by **2%.** The special education proficiency will improve from **10.0%** to at least **12%** in the spring of **2016.** **Subgoal #3:** Solway Elementary will close the achievement gap by 2% for American Indian students in Spring **2016.** The American Indian proficiency will improve from **22.2%** to **24.2%** in Spring **2016**. Elementary will continue to provide at least 120 minutes of reading instruction including language arts skills with materials for differentiated instruction using guided reading groups. For students who may be at risk in reading, Title 1 intervention staff provides supplemental reading opportunities such as Reading Recovery® and Leveled Literacy Intervention. A MN Reading Corp tutor will provide individualized interventions for K-3 students just under grade level targets in reading.Solway Elementary staff will continue to use the Response to Intervention (RtI) process to increase student success. The AIMSweb (for first grade) and NWEA MAP (2nd-5th grade) assessments, including progress-monitoring tools, help our staff members monitor student needs and provides achievement data to inform instruction.In 2011 – 2012, the district began a five-year Response to Intervention (RtI) plan. RtI Specialist, Kim Kusler, presented core curriculum strategies to our Student Growth Team, and the student growth team passed these strategies onto staff in staff meetings and PLC (now called RtI team) meetings. Staff was also trained in a “tool kit” of interventions that would be beneficial to students struggling in particular reading areas. In 2012-2013, RtI groups divided into different grade levels to discuss student concerns and intervention strategies that were effective or needed improvement every month. In 2013-2014, these RtI groups continued to address student concerns and the interventions that will be applied to help students reach his or her appropriate level of success in reading and math. In 2013-2014, our district provided four early release days in which students will leave school early and School-wide facilitators and classroom teachers will use this time to address student concerns, intervention strategies, and how to maintain a positive learning environment. This process continued in 2014-2015 and will again continue in the 2015-2016 school year. In 2014-2015, the sixth year of RTI, the district focused on the behavior intervention process. The behavior committee was formed to put together behavior interventions, which are on First Class for all teachers to access as needed. In 2015-2016, the districts goal will be to focus on Essential Learning Outcomes (ELO’s). This same year, a Math/Science RtI Specialist and a Language Arts/Social Studies RtI Specialist were hired to provide additional support, resources, and intervention ideas in the areas of math and reading to all Bemidji Area schools. To provide effective, timely assistance for low achieving Reading students, the School-wide program uses a combination of small intervention group instruction. Facilitators use supplemental Reading Recovery, Leveled Literacy Intervention (LLI), Houghton Mifflin, and Scholastic reading materials and materials from the intervention “tool kit”. Additionally, our MN Reading Corp tutor will provide individualized interventions for 1-3 students just under grade level targets in reading.To provide effective, timely assistance for low achieving Math students, the School-wide program uses a combination of small intervention group instruction. Facilitators use supplemental Math “Tool Kit” Interventions, Number Worlds, and a Math Curriculum known as Math Expressions, which was first implemented in the district during the 2014-2015 school year. All certified grade level classroom teachers at Solway Elementary are licensed in the areas in which they teach and 100% of paraprofessionals are highly qualified. Staff development and parent involvement activities will support SWP goals during the **2015-2016** school year. |
| Describe the team’s plan for communicating with the school and community. | A copy of the Solway school-wide plan is available to the staff, given to the district leadership team, and available to community members in the office and on the school website. Bemidji Area Schools also publishes an annual report, which gives a complete snapshot of Solway School with a summary of the school-wide plan. At fall conferences parents are introduced to the Parent/Teacher/Student compacts and the compacts are revisited during the spring conferences. A monthly Solway newsletter will be sent out to parents, informing them about activities and programs at school. The Family Engagement plan is also available to parents via the school website.Strategies to involve parents include Orientation Day, a Book Fair and Family Night, Scholastic Book Fairs during parent/teacher conferences, musical concerts, school dances, MCA recognition ceremony, and fifth grade graduation. PTO helps to make these programs successful.Examples of PTO Supported School Activities are as followed: 1. Back to School Night
2. An Annual School Dance
3. Friday Night Live Activities (for grades 3-5 or all grades and the students have the option of a movie, a game night, or gym activities)
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## Facilitating Support for Sustainable Change in Minnesota Schools

**Using Implementation Science**

The Active Implementation Frameworks based on Implementation Science were developed by the National Implementation Research Network (NIRN) to support system and practice change. This Record of Continuous Improvement uses those frameworks and Implementation Science to help schools establish a facilitated network of support for sustainable change. The change effort is led by a Leadership Implementation Team that understands and uses the five Integrated Active Implementation Frameworks effectively. A brief overview of these frameworks follows. An in-depth review of the frameworks, and supportive implementation tools, is located on the [Active Implementation Hub](http://implementation.fpg.unc.edu/) (http://implementation.fpg.unc.edu/).



Implementation Team Members are selected for their capacity to be effective leaders and willingness and ability to be accountable for implementation. Teams need to be purposefully linked to one another due to the nature of their work. They need to be linked to other teams at the instructional level (PLC’s), district, regional, and state (Minnesota Department of Education) level. Implementation teams share the responsibility for improvement with administration and work with staff and community stakeholders to ensure all students receive high-quality instruction in an equitable learning environment.

Implementation Teams review multiple sources of data (including student data) and then select a usable intervention during the exploration stage that a) will address the needs identified by reviewing the data and b) is most likely to create an increase in student performance over time. By definition, a usable intervention is one that is teachable, learnable, doable, and readily assessed. Once the intervention is selected, teams develop staged action steps that provide structural supports necessary for successful implementation. **A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework.** The stages include:

Exploration: Teams are formed and the usable intervention is selected.

Installation: Supports such as guiding documents and initial training are provided and coaching routines and supports are articulated.

Initial implementation: Teachers begin using the practice, receive coaching, and work towards fidelity of implementation guided by fidelity data (e.g. are we doing what we said we would do).

Full implementation: Over 50% of the teachers are implementing the usable intervention(s) as intended.

Teams track the progress of strategic implementation using both short-term and longer-term Plan, Do, Study, Act cycles (PDSA) to provide feedback to the leadership implementation team, building administrators, and teachers. Information from PDSA cycles provides ongoing snapshots of how the system is progressing towards fidelity of implementation and improved student outcomes. As implementation progresses through the stages, the focus of the PDSA changes. During exploration and installation the PDSA cycle is used to evaluate adult effort in selecting the intervention and preparing for implementation. During initial implementation the focus shifts to ensuring fidelity of the instructional or intervention processes. While student outcomes are measured all along the way, it is most reasonable to expect that upon full implementation the focus include not only fidelity data but also measures of formative and summative student performance (that should increase with increased fidelity). This stage-based process may span several years. The PDSA cycle also is used to provide a longer-term evaluation of the overall impact of the usable intervention on student success. This cycle informs decisions about continued use of the intervention, necessary improvements (e.g., more training or coaching), or whether the process should begin again to find an intervention that will provide a greater impact on student outcomes.

Leadership implementation teams address barriers and facilitate effective change through the use of the implementation drivers. Teams use the drivers to guide every conversation they have about enhancing effective implementation and resolving barriers to implementation. The competency drivers include selection, training, coaching, and performance assessment (fidelity of instruction). The organizational drivers include data management and use for decision-making, facilitative administration, and systems intervention. The leadership driver makes use of both adaptive and technical strategies for problem solving.

Schools using the active implementation frameworks must recognize that no one framework is more important than the others. Focusing on one framework, or ignoring even one, diminishes the effectiveness of the continuous improvement process. By striving to understand the connections among all five frameworks, schools can expand their capacity to manage the complex variables of school change. This Record of Continuous Improvement is intended to support your ability to effectively manage change and create improved student outcomes.

**Instructions**

Use the following guidelines when entering information in the numbered sections of your Record of Continuous Improvement. This Record evolves over time so **complete sections 4a-6c as you progress through the stages and document your most current work.** Use the Evidence Summary to record the barriers you need to overcome and the successes you have along the way. This will become an ongoing record of your school improvement efforts.

**SCHOOL:** Solway Elementary School, Bemidji MN

**Plan Contact**: Heather Sande, Title I Coordinator email: heather\_sande@bemidji.k12.mn.us

**Submission Date:** June 5, 2015

1. Make copies of the plan template as needed. Use templates for math, reading, and graduation, if applicable.
2. Check the plan category that each plan addresses.
3. Write the SMART Goal statement. This is the All Student Goal that reflects reduction of the achievement GAP.

**4a. Exploration** is the first stage of the process. Identify the data sources the team will review, what is learned from the data and what actions will be taken. This stage requires inquiry, research, learning and patience. The final step in this stage is to select a usable intervention (strategy or practice) to implement and measure during initial implementation and full implementation to determine if it leads to increased academic performance. For example, you might determine that Balanced Literacy is a framework that includes appropriate strategies to address the findings of the needs assessment. For additional resources regarding stages see the [Active Implementation Hub](http://implementation.fpg.unc.edu/module-4), (http://implementation.fpg.unc.edu/module-4).

4b. Name the usable intervention that you will implement on the chart. For example: Interactive Read Aloud. Highlight one usable intervention to implement and monitor first.

5a-c. Write your usable intervention selected to monitor here so it can be easily referenced as you enter the installation and initial implementation stages. Select a change manager for each action plan and identify which plan you are completing.

6a. Installation is the second stage of the process. Use the chart to identify what you will do to provide the structural supports necessary for successful implementation of the usable intervention (strategy or practice). These activities could include selection and training of staff, development of documents such as practice profiles to help you clearly define your framework or strategy, documenting processes to monitor your implementation efforts, or addressing policy issues that will enhance the implementation process. In this stage, measure your effort and report your findings in the Evidence Summary. For example, how many staff received training? Is the coaching service delivery plan established? For more guidance [see Modules 2, 4, and 6](http://implementation.fpg.unc.edu/modules-and-lessons) on the Active Implementation Hub (http://implementation.fpg.unc.edu/modules-and-lessons).

6b. Initial implementation is the third stage in the process. Use the chart to identify and track the actions the team will take to implement the selected usable intervention. This stage focuses on the instruction that will occur in the classroom. What will your teachers do and what is your fidelity expectation? For example, you might indicate in your Action Step that teachers will utilize Interactive Read-aloud three to five times per week. Your fidelity expectation may be that walk-throughs will indicate 60% of the teachers demonstrate proficiency according to a Read Aloud practice profile by December 1, 2014. Use the Evidence Summary to record the actual findings based on use of the PDSA study cycle. Consider and use the implementation drivers to guide the next steps.

6c. Full implementation is the fourth stage in the process. Once you have reached at least 50% fidelity in a given strategy or set of strategies, move that strategy into full implementation, identifying in the chart what you will do to increase the rate of proficiency among the teachers using the intervention. Reduce your monitoring frequency to a maintenance level unless you see the proficiency rates decline. When you reach fidelity of implementation with one intervention, create a new action plan for the next intervention. When fidelity is achieved in all interventions, evaluate student data to determine the overall impact.

## ****RECORD OF CONTINUOUS IMPROVEMENT****

**SCHOOL**: Solway Elementary School **PLAN CONTACT:** Heather Sande, Title I Coordinator **SUBMISSION DATE**: June 5, 2015

1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. **Instructions for completing each section are provided as a separate document.**

2. Each template will provide detail for math, reading or graduation. **Check one**. ☐ X Math ☐ Reading ☐ Graduation (if applicable)

3.  **SMART Goal**: The percentage of “ALL Students” enrolled in Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA math test will increase from 56.3% in 2015 to 58.3% in 2016.

**MCA III 2015-2016 Overall Math goal:** Establish common formative assessments and Curriculum Alignment in Math. These assessments will be created with classroom teachers who want to provide additional Minnesota Standard based support that will help achieve a two percent increase in math proficiency as measured by the MCAIII. CIP and RtI Team facilitators will provide support and resources as needed throughout the 2015-2016 school year.

**4a. EXPLORATION**

This process includes a **COMPREHENSIVE NEEDS ASSESSMENT** and will lead to the selection of a usable intervention you believe will lead to improved student outcomes. Consider the demographics of your school and community, academic achievement and other relevant information (section 1114(b) (1) of Title I of No Child Left Behind, the SWP).

| **ACTION STEPS**What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices? | **TEAM LEAD/****RESOURCES**Who will lead this action step?What resources are needed? | **DATA**What did you learn from the data you reviewed? | **BY DATE** | **NEXT STEPS**What will you do next to advance the exploration process? |
| --- | --- | --- | --- | --- |
| 1. The Continuous Improvement Team will meet to determine the students’ mathematical needs and determine how to meet those needs based on MCA, MAP and AIMSweb results | Classroom Teachers, Title I teachers, Special Ed., and the District RtI Math Specialist. Resources: District Data retreat folder, Viewpoint, the School Improvement Plan, and the Continuous Improvement plan will be used to determine the course of action to take. | Looking off of the data, the biggest trend was a needed emphasis on the concepts of Number and Operations, and Algebra in terms of mathematical instruction, guided math groups will need to be created to meet all student needs in math.  | October 2015 | Analyze Results with individual classroom teachers, create common formative assessments that link between third, fourth, and fifth grade for consistency purposes. Provide support for differentiated instruction in order to create guided math groups for instruction. |
| 2. Based on the spring 2015 MCAIII Math data, common formative assessments need to be created in order for there to be consistency in math concepts taught among the grade levels.  | Classroom teachers, Title I teachers, principal, and District RtI Math Specialist. Resources: Think Central, Minnesota State Standards, Viewpoint, and flexibility among all teachers. | Based off of the MCAIII data, common formative assessment need to focus in the areas of Number and Operations and Algebra. This will be the focus when also introducing concepts in Geometry and Data Analysis. | Fall 2015 | Time to arrange meetings to meet with classroom teachers to create common formative assessments as a team. The district RtI math specialist will be a guide in creating these assessments. The district RtI math specialist will also gather data based on the results of the pre/post tests gathered from the common formative assessments. |
| 3. Based on the spring 2015 MCAIII Math data, guided math groups will be supported/created using RtI/Differentiated Instruction model and clearly understanding the Houghton-Mifflin Math Expressions curriculum. | Classroom teachers, Title I teachers, principal, and District RtI Math Specialist. Resources: Think Central, Minnesota State Standards, H.M. Math Expressions curriculum, Viewpoint, and flexibility among all teachers. | Based off of the MCAIII data, differentiated instruction/guided math groups will help guide instruction in the areas of Number and Operations and Algebra. This will be the focus when also introducing concepts in Geometry and Data Analysis through a hands-on learning environment.. | Throughout the 2015-2016 school year. | Compare the data from the pre-post assessments, along with the H.M. unit tests, and compare the growth of the students from the Spring MCA/MAP data of 2015 to the Spring MCA/MAP data of 2016 when it is released at the District-Wide data retreat in August of 2016. |

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| 4. A school team (CIP team) will go to the District Data Retreat to learn about Solway’s student needs based off of the MCAIII, AIMSweb, and MAP test scores. | Cheryl Nash,Solway’s CIP Team | Solway’s CIP team will learn their students’ strengths, needs, and areas that require strengthening in order to plan the goals every year.  | Annually in August. Specifically, focusing on the data from August 2015-August 2016. | Share the data from the annual District Data Retreat with Solway staff and determine how the District RtI Math/Reading specialists can provide support. |

**4b. SELECTING A USABLE INTERVENTION (MATH)**

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 the framework here if applicable

| List of usable interventions selected for monitoring below. Highlight the one you will measure first. | Fully Implemented? |
| --- | --- |
| 1. Common Formative Assessments  | ☐ |
| 2. Common Guided Math Practices (Includes Fidelity Check) | ☐ |
| 3. Implementation of District RtI Math Interventions as Needed 1-5 | ☐ |

**5a. USABLE INTERVENTION SELECTED FOR MONITORING:** **Math** ELOs

**5b. Instructional Change Manager:** Heather Sande **5c**. X **Math**  ☐ **Reading** ☐ **Graduation (check one)**

**6a. INSTALLATION**

These activities provide structural supports necessary to implement the intervention successfully.



| **ACTION STEPS**What activities will provide structural supports necessary to implement interventions successfully? | **TEAM LEAD / RESOURCES** | **EFFORT****EXPECTATION**What is the expected result of this adult activity? | **BY DATE** | **EVIDENCE SUMMARY TO****INFORM NEXT STEPS**Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step. |
| --- | --- | --- | --- | --- |
| 1. All staff will be a part of RTI meetings discussing student math needs monthly. | TeachersELOs | Discuss, review dataanalyze Minnesota Standards CurriculumTeacher participation | Ongoing | Continue meeting throughout the school year to reevaluate assessments. |
| 2. RTI meetings will also occur on early out days for 1 hour. | PrincipalsTeachers:RTI teams. | Discuss, review dataanalyze Minnesota Standards CurriculumTeacher participation | Ongoing | Continue meeting throughout the school year to reevaluate process and data. |
| 3. Support from Math specialist | District RtI Math Specialist | Guidance from the specialist to help improve student success | Ongoing | Will help classroom teachers create common formative assessments, guided math group fidelity checklist, training Title I teachers on District RtI Math Interventions, and H.M. Math Expressions support for classroom teachers. |

**6b. INITIAL IMPLEMENTATION (MATH)**

These are the action steps you will take to implement the usable intervention you have selected to fidelity. Fidelity requires at least 50% of the teachers using the practice to do so with a high level of proficiency when observed.



| **ACTION STEPS**What actions are taken to support teachers’ implementation of the usable intervention? Use the drivers to develop these supports. | **TEAM LEAD / RESOURCES** | **FIDELITY EXPECTATION**What is the expected or desired fidelity outcome for this adult activity | **BY DATE** | **EVIDENCE SUMMARY TO****INFORM NEXT STEPS**Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity. |
| --- | --- | --- | --- | --- |
| 1. Data is shared by Student Growth Team with staff. | PrincipalStudent Growth Team | Implementation data | August, 2015 | Discussion on grade level participation and how far along each grade is in the process. |
| 2. Teachers meet throughout the school year to organize materials and student intervention groups. | PrincipalGrade level teams | 50% | Ongoing | Monitor participation |
| 3. Teachers communicate with students, parents other teachers, & support staff regarding student progress. | PrincipalGrade level teams, support staff | 50% | Ongoing | Monitor participation |
| 4. Teachers evaluate data and student progress at biweekly RtI meetings. | PrincipalGrade level teamsSupport staff | 50%  | Ongoing | Monitor participation |
| 5. The District RtI Math Specialist will be involved in helping teachers create common formative assessments, guided math groups, and providing advice for various intervention techniques. | Math Specialist | 50% | Ongoing | Motivate and Organize meetings establishing curriculum and instruction support. |

**6c. FULL IMPLEMENTATION (MATH)**

Once this intervention has been implemented successfully by over 50% of the teachers, create a sustainability process for the intervention and processes to assist teachers who are still developing their proficiency. Then start a new action plan for the next intervention selected in 4b.



| **ONGOING MONITORING OF THE INTERVENTION**What data will you collect and review to measure whether or not you are reaching your desired educational outcomes?What is your measure of adult behavior change (e.g., is implementation of the intervention occurring as intended)?What is your measure of student performance change? | **TEAM LEAD / RESOURCES** | **SUSTAINABILITY****EXPECTATION**What is your target for student outcomes (e.g., achievement gap reduction)?What is your target for instructional behavior(e.g., increased fidelity)? | **BY DATE** | **EVIDENCE SUMMARY TO****INFORM NEXT STEPS**Record actual outcomes for both student outcomes and fidelity.Celebrate successes.Determine next action steps. |
| --- | --- | --- | --- | --- |
| 1. OLPA scores
 | TeachersCIP TeamOLPA data | Improve student math skills in needed areas | Winter 2015-2016 | Teachers will collect, evaluate, and record individual scores. |
|  2. MCA Scores  | Teachers, CIP TeamMCA Data | Improve student math skills in needed areas | Spring 2016 | Teachers will collect, evaluate, and record individual scores. |
|  3. MAP Scores | Teachers,CIP TeamMAP Data | Improve student math skills in needed areas | Fall, Winter, Spring ‘15/’16 | Teachers will collect, evaluate, and record individual scores. |
|  4. AIMSweb scores | Teachers,CIP Team AIMSweb data | Improve student math skills in needed areas | Fall, Winter, Spring ‘15/’16 | Teachers will collect, evaluate, and record individual scores. |
| 5. Pre/Post Assessment/Curriculum Scores | Teachers, CIP Team, Math Specialist | Improve student math skills in needed areas | All Year ’15-‘16 | The District Math Specialist will collect, evaluate, record classroom data from the teachers and report data trends. |

**6d. INTERVENTION MONITORING RECORD**  **Math** ELO Alignment Cut and paste 6c into a summary document to create a record of interventions that are fully implemented. This Intervention Monitoring Record can be used for peer observations and classroom walkthroughs.

## ****RECORD OF CONTINUOUS IMPROVEMENT****

**SCHOOL**: **Solway Elementary School** **PLAN CONTACT:** **Heather Sande**, Title I Coordinator **SUBMISSION DATE**: June 5, 2015

1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. **Instructions for completing each section are provided as a separate document.**

2. Each template will provide detail for math, reading or graduation. **Check one**. ☐ Math X Reading ☐ Graduation (if applicable)

3.  **SMART Goal**: The percentage of “ALL Students” enrolled at Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA reading test will increase from 58.8% in 2015 to 60.8% in 2016.

**MCA III 2015-2016 Overall Reading goal:** Establish common formative assessments and Curriculum Alignment in Reading. These assessments will be created with classroom teachers who want to provide additional Minnesota Standard based support that will help achieve a two percent increase in student reading proficiency as measured by the MCAIII. CIP and RtI Team facilitators will provide support and resources as needed throughout the 2015-2016 school year.

**4a. EXPLORATION**

This process includes a **COMPREHENSIVE NEEDS ASSESSMENT** and will lead to the selection of a usable intervention you believe will lead to improved student outcomes. Consider the demographics of your school and community, academic achievement and other relevant information (section 1114(b) (1) of Title I of No Child Left Behind, the SWP).

| **ACTION STEPS**What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices? | **TEAM LEAD/****RESOURCES**Who will lead this action step?What resources are needed? | **DATA**What did you learn from the data you reviewed? | **BY DATE** | **NEXT STEPS**What will you do next to advance the exploration process? |
| --- | --- | --- | --- | --- |
| 1. The Continuous Improvement Team will meet to determine the students’ mathematical needs and determine how to meet those needs based on MCA, MAP and AIMSweb results | Classroom Teachers, Title I teachers, Special Ed., and the District RtI Math Specialist. Resources: District Data retreat folder, Viewpoint, the School Improvement Plan, and the Continuous Improvement plan will be used to determine the course of action to take. | Looking at the data, it became apparent that additional language arts instructions is needed in the areas of informational text and literature and require a more standard-based focus. Guided reading groups will be emphasized to meet all student needs in reading.  | October 2015 | Analyze Results with individual classroom teachers, create common formative assessments that link between third, fourth, and fifth grade for consistency purposes. Provide support for differentiated instruction in order to create guided reading groups for instruction. |
| 2. Guided Reading Training will be provided to Solway staff to enhance/promote differentiated instruction in the area of reading.  | Classroom teachers, Title I teachers, principal, and District RtI Reading Specialist. Resources: Think Central, Minnesota State Standards, Viewpoint, and flexibility among all teachers. | How to create guided reading groups that are flexible but, also, meet the needs of the students. | Fall 2015 | Time to arrange meetings to meet with classroom teachers to create guided reading groups. |
| 3. Based on the spring 2015 MCAIII Reading data, guided reading groups will be supported/created using RtI/Differentiated Instruction model and clearly understanding the Houghton-Mifflin Journeys curriculum. | Classroom teachers, Title I teachers, principal, and District RtI specialist. Resources: Think Central, Minnesota State Standards, H.M. Journeys curriculum, Viewpoint, and flexibility among all teachers. | Based off of the MCAIII data, differentiated instruction/guided reading groups will help guide instruction in the areas of Informational Text and Literature | Throughout the 2015-2016 school year. | Compare the data from the pre-post assessments, along with the H.M. unit tests, and compare the growth of the students from the Spring MCA/MAP data of 2015 to the Spring MCA/MAP data of 2016 when it is released at the District-Wide data retreat in August of 2016. |
| 4. A school team (CIP team) will go to the District Data Retreat to learn about Solway’s student needs based off of the MCAIII, AIMSweb, and MAP test scores. | Cheryl Nash,Solway’s CIP Team | Solway’s CIP team will learn their students’ strengths, needs, and areas that require strengthening in order to plan the goals every year.  | Annually in August. Specifically, focusing on the data from August 2015-August 2016. | Share the data from the annual District Data Retreat with Solway staff and determine how the District RtI specialists can provide support. |

**4b. SELECTING A USABLE INTERVENTION (Reading)**

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

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

| List of usable interventions selected for monitoring below. Highlight the one you will measure first. | Fully Implemented? |
| --- | --- |
| 1. Standard-Based Guided Reading Groups  |  ☐  |

**5a. USABLE INTERVENTION SELECTED FOR MONITORING:** Reading ELO Alignment

**5b. Instructional Change Manager:** Heather Sande **5c**. ☐ **Math**  X **Reading** ☐ **Graduation (check one)**

**6a. INSTALLATION**

These activities provide structural supports necessary to implement the intervention successfully.



| **ACTION STEPS**What activities will provide structural supports necessary to implement interventions successfully? | **TEAM LEAD / RESOURCES** | **EFFORT****EXPECTATION**What is the expected result of this adult activity? | **BY DATE** | **EVIDENCE SUMMARY TO****INFORM NEXT STEPS**Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step. |
| --- | --- | --- | --- | --- |
| 1. All staff will be a part of RTI meetings discussing student data/progress monthly. | TeachersELOs | Discuss, review dataAlign ELO/CurriculumTeacher participation | Ongoing | Continue meeting throughout the school year to reevaluate assessment. |
| 2. RTI meetings will also occur on early out days for 1 hour. | PrincipalsTeachers:RTI teams. | Discuss/Review data Align ELO/CurriculumTeacher participation | Ongoing | Continue meeting throughout the school year to reevaluate process and data. |
| 3. Coaching from RtI specialist. | TeachersRtI Specialist | Guidance from the specialist to help improve student success | Ongoing | As needed. |

**6b. INITIAL IMPLEMENTATION**

These are the action steps you will take to implement the usable intervention you have selected to fidelity. Fidelity requires at least 50% of the teachers using the practice to do so with a high level of proficiency when observed.



| **ACTION STEPS**What actions are taken to support teachers’ implementation of the usable intervention? Use the drivers to develop these supports. | **TEAM LEAD / RESOURCES** | **FIDELITY EXPECTATION**What is the expected or desired fidelity outcome for this adult activity | **BY DATE** | **EVIDENCE SUMMARY TO****INFORM NEXT STEPS**Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity. |
| --- | --- | --- | --- | --- |
| 1. Data is shared by CIP team with staff. | PrincipalStudent Growth Team | Implementation data | August, 2015 | Discussion on grade level participation and how far along each grade is in the process. |
| 2. Teachers meet throughout the school year to organize materials and student groups. | PrincipalGrade level teams | 50% | On-going | Monitor participation |
| 3. Teachers communicate with students, other teachers, & support staff regarding student progress. | PrincipalGrade level teams, support staff | 50% | On-going | Monitor participation |
| 4. Teachers evaluate data and student progress biweekly at RtI meetings. | PrincipalGrade level teamsSupport staff | 50%  | On-going | Monitor participation |
| 5. Teachers will attend guided reading and language arts trainings provided to the Bemidji School District during the 2015-2016 school year that are led by the District RtI Reading Specialist | TeachersDistrict RtI Reading Specialist | 50% | On-going | Ask the District RtI Reading Specialist to inform the principal on which classroom teachers went to the guided reading/language arts trainings. |

**6c. FULL IMPLEMENTATION**

Once this intervention has been implemented successfully by over 50% of the teachers, create a sustainability process for the intervention and processes to assist teachers who are still developing their proficiency. Then start a new action plan for the next intervention selected in 4b.



| **ONGOING MONITORING OF THE INTERVENTION**What data will you collect and review to measure whether or not you are reaching your desired educational outcomes?What is your measure of adult behavior change (e.g., is implementation of the intervention occurring as intended)?What is your measure of student performance change? | **TEAM LEAD / RESOURCES** | **SUSTAINABILITY****EXPECTATION**What is your target for student outcomes (e.g., achievement gap reduction)?What is your target for instructional behavior(e.g., increased fidelity)? | **BY DATE** | **EVIDENCE SUMMARY TO****INFORM NEXT STEPS**Record actual outcomes for both student outcomes and fidelity.Celebrate successes. Determine next action steps. |
| --- | --- | --- | --- | --- |
| 1. OLPA scores
 | TeachersCIP TeamOLPA data | Improve student reading skills in needed areas | Winter 2015-2016 | Teachers will collect, evaluate, and record individual scores. |
|  2. MCA Scores  | Teachers, CIP TeamMCA Data | Improve student reading skills in needed areas | Spring 2016 | Teachers will collect, evaluate, and record individual scores. |
|  3. MAP Scores | Teachers,CIP TeamMAP Data | Improve student reading skills in needed areas | Fall, Winter, Spring ‘15/’16 | Teachers will collect, evaluate, and record individual scores. |
|  4. AIMSweb scores | Teachers,CIP Team AIMSweb data | Improve student reading skills in needed areas | Fall, Winter, Spring ‘15/’16 | Teachers will collect, evaluate, and record individual scores. |

## III. School wide Program (SWP) Plan Required Components (SWP schools complete)

* Under section 1114(b)(1) of Title I of No Child Left Behind, the SWP must address the following 10 components.
* Comprehensive Needs Assessment (Component 1) action steps are included in 4a. EXPLORATION. Required narrative is below.
* Reform Strategy (Component 2) action steps and responses b and e are included in 4b through 6c. Other required narrative is below.

**Assurances (check boxes for items 1-6)**

 X 1. Our school wide plan was developed during a one-year period and was developed with the involvement of parents and other members of the community including teachers, principals, administrators, pupil services personnel, technical assistance providers and school staff. It addresses the ten components listed below and is also available to the LEA, parents, and the public in an understandable and uniform format in a language the parents can understand.

Comprehensive Need Assessment:

We conducted a comprehensive needs assessment of the entire school identifying specific areas of academic needs, resulting in a plan that reflects the use of data driven decision making, establishing challenging goals, as well as identified areas of instructional strengths and weaknesses.

Reform Strategies:

We have provided the implementation of reform strategies designed to improve instruction throughout the school so all children can meet the state’s proficient and advanced levels, including strengthening core academic program, increasing amount and quality of learning time, enriched and accelerated curriculum, and strategies to meet the needs of historically underserved populations and those at risk of not meeting academic performance standards.

Highly Qualified Teachers:

We provide instruction by highly qualified teachers.

High-quality and Ongoing Professional Development:

We provide high-quality and ongoing professional development for teachers, principals, and paraprofessionals and others as appropriate.

Strategies to Attract High-Quality Highly Qualified Teachers:

We implement strategies to attract high-quality highly qualified teachers to high-need schools.

Parental Involvement:

We have strategies in place to increase parental involvement to improve student academic achievement.

Transition:

We assist the transition of preschool children from early childhood programs to the local elementary schools.

Teacher Involvement in Use of Academic Assessment:

Teachers are included in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Timely and Effective Assistance:

We identify students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement standards and ensure they receive effective and timely assistance.

Coordination:

We coordinate and integrate the use of federal, state and local resources, services and programs.

X☐ 2. Our plan was developed in consultation with the district and its leadership implementation team or other technical assistance provider.

X☐ 3. All paraprofessionals meet the definition of highly qualified as outlined under NCLB.

X☐ 4. All paraprofessionals are working under the direct supervision of a highly qualified teacher.

X☐ 5. We will conduct an annual review of the school wide plan to ensure that the program description in the plan is implemented as designed and has a positive effect on student achievement.

X☐ 6. We will retain documentation in our district file related to the three core elements of a school wide program: conducting a comprehensive needs assessment, creating a comprehensive school wide plan, and conducting an annual evaluation.

**Narrative:**

1. Describe the school’s Comprehensive Needs Assessment process including data sources and data analysis. Indicate the priority needs to be address and the reform strategies to be implemented to improve teaching and learning at this site.

* **MCA data** is evaluated by teachers and principal in the Fall and Spring and SW goals are adjusted as needed. Gaps in proficiency are determined by state guidelines, as well as comparing our students to district and state proficiency rates.

Subgroups and strands with greatest gaps in proficiency are determined.

* **NWEA MAP** scores in reading and math, are evaluated in October and May, and individual student scores, including MAP growth data, are evaluated in order to provide intervention.
* **AIMSweb Screening** and various other primary reading benchmark screenings are given to assess early reading skills, reading fluency skills, and math computation and math application. Progress Monitoring tools are used to determine progress towards Tier 1 benchmark goals. Teachers and staff implement the First Through Third Grade Reading Goals and Action Plan, as presented in the district Reading Well by 3rd grade plan submitted to MDE, to ensure all students are reading proficiently by the end of third grade.
* **Observation Survey Data** (Reading Recovery®) is given three times a year to first graders in the lowest 20% of the class to determine student appropriateness for the Reading Recovery program and also to determine student growth.
* Reading Recovery and Leveled Literacy Intervention instruction provide progress monitoring of students at risk.
* **Minnesota Reading Corps (K-3)** reading intervention targeting Tier 2 students at risk.
* **Fountas and Pinnell Benchmarking Assessment** is utilized as needed to determine student reading levels.
* **Students identified *at-risk*** (emphasis on students in subgroup with greatest proficiency gap) are closely monitored, discussion and determination of instructional needs takes place.
* **Progress Monitor –** students identified *at risk* in Tier 2 or Tier 3 receive progress monitoring. Students in classrooms where common formative assessments are implemented are also progress monitored throughout the school year.
* **RtI Team meetings twice monthly** to discuss students at risk.
* **Students determined still *at-risk* needing *intervention* are identified** –
A Teacher Assistance Team (TAT) comprised of a special education teacher, principal and classroom teachers meet to set up interventions and possible further assessment with the teacher of the underachieving student, The TAT Team meets again within thirty school days to reevaluate and make possible referrals for other services and assessment (Parents are given formal notification and permission for further assessment is received.)
* **Formal Assessments** -take place if a student is still not making satisfactory progress after the intervention period, the CST team of special education teachers determines the need for Special Education testing/placement or specific programs. These assessments are provided by special education and include the Test of Written Spelling 4, Woodcock-McGrew-Werder Mini-Battery of Achievement and the Woodcock-Johnson III Tests of Cognitive Ability and Achievement.
* **Targeted Services:** Provides after school extended day activities in reading and math within our school as well as the 21’s Century Summer and After School Programs and Special Ed. Summer School.
1. Describe your school-wide program vision. How do you plan to operate differently in the new Title I school-wide program model in order to impact the needs of all students including strategies for meeting the educational needs of historically underserved populations? Highlight staff and parent roles and responsibilities for supporting all learners.

*Our mission is to work in partnership with families and community to increase student achievement. Our vision is to provide a supportive learning environment that empowers students to become creative thinkers and problem-solvers, and inquisitive, self-directed, life-long learners in a culturally diverse global community. We expect our students to be respectful, responsible, and honest and to strive for academic excellence. Climate and achievement goals reflect the mission statement of Solway Elementary School, which is the following: “*Our mission is to work in partnership with families and community to increase student achievement. Our vision is to provide a supportive learning environment that empowers students to become creative thinkers and problem-solvers, and inquisitive, self-directed, life-long learners in a culturally diverse global community. We expect our students to be respectful, responsible, and honest and to strive for academic excellence.”

3. Provide a summary of your plan to integrate multiple resources and funding sources to build capacity to improve student achievement. Include any examples of federal, state, local funding, partnerships, and/or other special resources.

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

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

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

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

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

* **MN Reading Corps** (2014-2015) will provide tutors in elementary schools to focus on students (Reading Well) by Third Grade.
* **MN Math Corps** New in 2014-2015, will provide math tutors for grades 4-5 at six elementary schools and grade 6 at the middle school.
* **Title II, Part A** provided four trained **Ruby Payne Framework for Understanding Poverty trainers** who give training for all district staff in the effects of poverty. Because of a better understanding of poverty, our teachers are improving the test scores for students receiving free and reduced lunches.
* **Community Education** also provides specific staff development in the five areas of needed for teacher licensure renewal: teaching reading, adapting curriculum, early onset of childhood mental health, behavior management, and using technology for delivering curriculum. Non-Public, district, substitute teachers and parents attend these classes.
* **Adult Basic Education** provides services to parents with low basic skills and English as Second Language learners. They also provide training in reading and math for district paraprofessionals completing the NCLB highly qualified requirements. ABE brochures are available at the schools.
* **Early Childhood Family Education** and **Early Intervention Center** (for pre-school special education children) provide services to parents and pre-school children, as well as transition to kindergarten activities. ECFE brochures are available at the schools.
* **Head Start** provides services to parents and pre-school children, as well as transition to kindergarten activities to families who meet financial qualifications. Head Start brochures are available at the schools.
* **District 4-year-old Program** (located at Bemidji State University) started in 2009 with the Title I Stimulus money. The 5-day, morning and afternoon programs are designed to attract at-risk students and expanded in 2013-2014 under Community Education.
* **Targeted Services Alternative** **Program & 21st Century Grant** offer summer and after-school programming at all six elementary schools and the middle school to at-risk students. This program offers math and reading remediation, as well as activities to build student confidence and self-esteem.
* **Indian Education** provides services to Native American families and students. They also provide home-school liaisons to connect educational services with the home.
* **Homeless Education** services are provided through Title I, McKinney Vento grant, and the district. A homeless liaison provides homeless children with the connection to our schools, assuring transportation and access to services and resources. The liaison also makes regular contact with the homeless shelters and assures all children have access to school. **Evergreen Shelter** children are provided services at the **Alternative Education Center** with a paraprofessional and highly qualified teachers.
* **District Special Education** provides a wide array of services for all students with disabilities. Our district K-12 special education percentage is 15.3%.
* **District School Nurse** provides services district wide and coordinates with the health paraprofessionals at every building.
* **District Food Service** provides nutritionally balanced meals. Theyare replacing high-sugar and high-fat foods in their menu to meet students’ nutritional needs. This was a recommendation of the **District Wellness Committee**.
* **Summer Federal Food Program** provides free student breakfasts and lunches to students and low-cost meals to other family members for seven weeks.
* **Bemidji State University** provides interns, student teachers, and volunteers who work with Bemidji students. They also offer teachers, administrators, and paraprofessionals year-round professional development opportunities. BSU and District leadership meet regularly and collaborate.
* **Beltrami County Collaborative** provides a grant that funds the **District Tracker Program**, which works with families of truant students.
* **Upper Mississippi Mental Health** provides mental health social workers for the school district.

4. What process was employed to engage parents, teachers, and community representatives in helping this school become a school-wide program? How will you continue to inform all relevant stakeholders and engage them in the improvement process?

All Solway Elementary parents are invited to become partners in planning and goal setting, and in the review and evaluation of the SWP. Parents are invited in our newsletters to be part of the SWP planning meetings, and are informed of the time and location of each meeting. Parent representatives and teachers act as liaisons to parent groups, such as the PTO, and provide information and/or gather opinions from parents who do not attend the SWP meetings.

The SWP is available in the office for any parent who cannot attend the meetings. The school-wide plan will be shared with our PTO and Solway staff by our building principal. Information from the SWP is available to take home at Title I Family Nights.

The parent who is the District Parent Advisory Council representative (PAC) meets with administration representatives to give feedback. The Solway Elementary PAC rep. is invited to all SWP meetings and is part of the SWP Planning Team. Monthly newsletters are used to update parents about the goals and progress of the SWP. Surveys returned by parents help inform staff about concerns of parents and help determine goals and activities.

Implementation: Parent involvement activities are matched to the goals of the SWP. Family activities at school focus on SWP goals. Surveys are used after activities to determine if the activity was effective. Parent representatives give feedback to staff about comments they hear from parents and in the community.

Evaluation of the SWP: Teacher attend a beginning of the year staff meeting where MCA results are discussed and analyzed to determine the success towards to goals of the SWP. At this meeting, teachers offer input.

5. How will you evaluate your Title I school-wide program?

Solway Elementary has a representative to the District Parent Advisory Council (PAC). This committee, comprised of representatives from each school, reviews and evaluates the Parent Involvement Policy in the spring. The SWP Coordinators review the Parent Involvement Policy at one of the District Title 1 meetings and give their input. The Parent/Teacher/Child Compact is reviewed annually. Results of this review are used to improve the Policy and Compact. The Title 1 Parent Involvement Plan Procedures handbook is available for each family.

6. Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

 Classroom teachers and Title I staff will provide student data results and explain them at teacher conferences in the Fall and Spring.

7. Provide a list of technical assistance providers who have contributed to the development of the SWP plan. Include meeting dates and topics.

| Provider Name | Date | Type of Assistance | Provider’s Experience in SWP Programming |
| --- | --- | --- | --- |
| Kathy PalmDirector of Curriculum and Administrative Services | On-going | Training in SWP, district demographic information | Attended trainings for school-wide programs.Director of Title I services since 2003. Experience with data analysis. |
| Amanda Mix | On-going | RtI Math/Science Specialist | Experience as a school-wide facilitator since 2002, and Math specialist. |
| Karie Hougard | On-going | RtI Reading Specialist | Experience as classroom teacher, and Math specialist. |
| Jacque Pearce | On-going | Email regarding School wide Plan | District secretary |