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| xMinnesota Department of Education logo | **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: Laporte District 306 | Phone: 218 224 2288 |
| Superintendent (Director): Harvey Johnson | Fax: 218 224 2905 |
| District Address: 315 Main Street Laporte, MN 56461 | [harvey.johnson@laporte.k12.mn.us](mailto:harvey.johnson@laporte.k12.mn.us) |
| Coordinator Name: Kim Goodwin | Phone: 218 224 2288 |
| Coordinator Address: 315 Main Street Laporte, MN 56461 | Email: kim.goodwin@laporte.k12.mn.us |

| **SCHOOL INFORMATION** | **SCHOOL PHONE, FAX, EMAIL** |
| --- | --- |
| School Name, Number and Grade Span: Laporte Elementary, 306 K-6 | Phone: 218 224 2288 |
| School Address: 315 Main Street Laporte, MN 56461 | Fax: 218 224 2905 |
| Principal: Kim Goodwin | Email: kim.goodwin@laporte.k12.mn.us |

**Is this your schoolwide program plan?**  **Yes**  **No**

**If yes complete the entire document.**

**Check one**:  Initial Schoolwide plan  Existing Schoolwide plan  Targeted Assistance

**Enter Data**: 2013-14 MMR: 44.09%

2014-15 MMR: 44.36 %

2013-14 FR:  53.1%

2014-15 FR:  **46.8%**

**Check Current Destination**:  Reward  Celebration Eligible  Continuous Improvement

Priority  Focus

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

Northern Sky Center  South/Central Lakes Center  SE/Metro Center

## LOCAL BOARD OF EDUCATION ACTION

The local Board of Education/Charter Board of Laporte School District has authorized Harvey Johnson at a monthly meeting on October 13, 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 8.6%

Asian/Pacific Islander 0%

Black, not of Hispanic origin 1.6%

Hispanic 4.9%

White, not of Hispanic origin 84.9%

Limited English Proficient 0%

Special Education 27%

Free or Reduced-Price Lunch 71.4%

| **LEADERSHIP IMPLEMENTATION TEAM** | **ROLE** | **CONTACT INFORMATION** |
| --- | --- | --- |
| Kim Goodwin | Principal | 218 224 2288 #109 |
| Amy Mastin | Teacher | 218 224 2288 |
| Mary Jo Mrazek | Teacher | 218 224 2288 |
| Amber Sundberg | Sp Ed Teacher | 218 224 2288 |
| Kim Goodwin | Program Administrator | 218 224 2288 |
| Eva Pohl | Parent | 218-760-5006 |
| Steve Shadrick | Community Member | 218-766-6635 |
| Annette Tammaro | Pupil Service Personnel | 218 224 2288 |
| Aimee Tabaka | Teacher | 218 224 2288 |
| Dana Woods | Technical Assistance | 218 224 2288 |
| Steve Booth | Teacher | 218 224 2288 |

| **SCHOOL SUMMARY** | **STATEMENTS** |
| --- | --- |
| 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. | Our school has low reading scores, especially in the special education and free and reduced lunch student groups. We will analyze the data, research reading interventions and decide on a plan for the K-6 levels. We will make this plan, and any adjustments, as a team. The reading interventions will be researched based, the teachers will be trained and fidelity checks implemented. This plan will be implemented in all classrooms to all students via classwide, small group and individual interventions. Data will be reviewed monthly to make adjustments. |
| Describe the team’s plan for communicating with the school and community. | This plan will be available on the school website. We will review it 3 times during the school year to note progress or make adjustments. |

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

**SCHOOL**: Laporte **PLAN CONTACT:** Kim Goodwin **SUBMISSION DATE**: Oct 12, 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  Reading  Graduation (if applicable)

3.  **SMART Goal**: **IN 2015-16 we will increase our MMR rating from 44.36% to 48.36%.**

**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. Review MCA and MMR data and trends | Individual teachers | Reading scores went down in all sub groups. | 10/31/15 | Discuss trends and analyze why scores dropped. |
| 2. AIMSWEB progress monitoring data and benchmarks | Kari D. | We are not meeting K-3 grade reading benchmarks | 10/31/15 | Plan strategy to meet needs of students |
| 3. U of MN on PRESS workshops and training. | Kari D. leads this by attending, learning and bringing back information. | We need a more structured intervention system. | Spring 2016 | Trained teachers teach the remaining staff, lead the interventions. |
|  | Enter team lead/ resources here | Enter what you learned from the data reviewed here |  | Enter next steps here |
| 5. Enter action steps here | Enter team lead/ resources here | Enter what you learned from the data reviewed here | Enter date here | Enter next steps here |
| 6. Enter action steps here | Enter team lead/ resources here | Enter what you learned from the data reviewed here | Enter date here | Enter next steps here |
| 7. Enter action steps here | Enter team lead/ resources here | Enter what you learned from the data reviewed here | Enter date here | Enter next steps here |
| 8. Enter action steps here | Enter team lead/ resources here | Enter what you learned from the data reviewed here | Enter date here | Enter next steps here |

**4b. SELECTING A USABLE INTERVENTION**

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. Implement PRESS with Classwide, Small Group, and Individual Interventions |  |
| 2. Guided Reading Groups |  |
| 3. Enter interventions here |  |
| 4. Enter interventions here |  |



**5a. USABLE INTERVENTION SELECTED FOR MONITORING:** Implement PRESS with Classwide, Small Group, and Individual Interventions

**5b. Instructional Change Manager:** Kim Goodwin **5c**.  **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. **Continued training of staff by lead teachers** | **Kari D. and Amber** | **Staff will introduce PRESS to their colleagues.** | **December** | **Staff determined a need for collaborative time to learn interventions.** |
| 3. Collaborative time to learn interventions | All teachers/meet monthly during RtI time | More classwide, small group, and individual interventions will be implemented | December | Review interventions that went well and those that did not. Develop plan for better implementation; assess our needs to make this successful. |
| 4. Develop spreadsheet for every class, following AIMSWEB and MCA data. | Kari, Amber | All staff will be able to follow students and monitor for necessary interventions. | Ongoing | Watch student’s progress and determine when to intervene. |
| 5. Fidelity checks by intervention coaches | Kari, Amber | All staff are implementing interventions with fidelity. | Ongoing | Record of fidelity checks. |
| 6. Progress monitoring to track student growth. | All teachers/ Aimswe progress monitoring | Students will improve targeted reading skills. | Ongoing | Decide on necessary tools/resources for improvement |
| 3. Enter action steps here | Enter team lead / resources here | Enter effort expectation here | Enter date here | Enter summary here |
| 4. Enter action steps here | Enter team lead / resources here | Enter effort expectation here | Enter date here | Enter summary here |
| 5. Enter action steps here | Enter team lead / resources here | Enter effort expectation here | Enter date here | Enter summary here |

**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. Monthly meetings to review data, progress and brainstorm new interventions. | Enter team lead / resources here | All teachers using one classwide intervention and one individual intervention. | March 2016 | Enter summary here |
| 2. Enter action steps here | Enter team lead / resources here | Enter fidelity expectation here | Enter date here | Enter summary here |
| 3. Enter action steps here | Enter team lead / resources here | Enter fidelity expectation here | Enter date here | Enter summary here |
| 4. Enter action steps here | Enter team lead / resources here | Enter fidelity expectation here | Enter date here | Enter summary here |
| 5. Enter action steps here | Enter team lead / resources here | Enter fidelity expectation here | Enter date here | Enter summary here |
| 6. Enter action steps here | Enter team lead / resources here | Enter fidelity expectation here | Enter date here | Enter summary here |

**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. Enter intervention here | Enter team lead / resources here | Enter sustainability expectation here | Enter date here | Enter summary here |
| 2. Enter intervention here | Enter team lead / resources here | Enter sustainability expectation here | Enter date here | Enter summary here |
| 3. Enter intervention here | Enter team lead / resources here | Enter sustainability expectation here | Enter date here | Enter summary here |

**6d. INTERVENTION MONITORING RECORD** Enter name of selected intervention here

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.

## III. Schoolwide 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)**

1. Our schoolwide 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.

1. 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.

1. 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.

1. Highly Qualified Teachers

We provide instruction by highly qualified teachers.

1. High-quality and Ongoing Professional Development

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

1. Strategies to Attract High-Quality Highly Qualified Teachers

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

1. Parental Involvement

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

1. Transition

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

1. 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.

1. 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.

1. Coordination

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

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

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

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

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

6. We will retain documentation in our district file related to the three core elements of a schoolwide program: conducting a comprehensive needs assessment, creating a comprehensive schoolwide 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.

We looked at test data over the past 4 years to determine trends. We looked at MCAs, MMR and our AIMSWEB data. We met several times to discuss concerns and ideas related to Reading. We determined that Comprehension has been an area of difficulty for our students. Upon further study, we realized that comprehension occurs with solid reading strategies. We held conversations with Corey Stai from MDE, Jason from NWSC, and Reading Specialists from BSU. We discussed their input and decided we were most interested in Guided Reading and better interventions. Both of these strategies were suggested through the conversations and became our focus to investigate as we determined our greatest need was to be consistent and centered on research based strategies. We then set out to gather information regarding these two reading strategies. A group attended the MASFEP Conference with clear goals and direction. Guided Reading was the center of the conference and we had many of our questions answered. We were introduced to PRESS: Path to Reading Excellence in School Sites through UM Center for Reading Research. This led to more discussions and the focus changing to only interventions and interventions taught by PRESS. We sent a team to training and decided that this was the one change we would make; dedicating people and funds to this strategy.

Priority Needs:

1. Consistent Interventions
2. Training for all teachers/interventionists
3. Supplemental leveled readers

Reform Strategies:

1. Training from UM Reading Research…PRESS
2. Identify Reading Coach

2. Describe your schoolwide program vision. How do you plan to operate differently in the new Title I schoolwide 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.

We will operate differently in that we will have 1-2 teaching staff trained as Reading Coaches to guide the staff. We will train all staff in the Reading Research strategies from PRESS. All staff will use AIMSWEB data to determine classwide, small group, or individual interventions. To operate this way every student, regardless of age, teacher or subgroup, will have access to the same reading interventions. We will maintain a level of consistency and fidelity that has previously been missing. Every student will have access to every intervention, therefore, every student will have their needs met. “High Tide Rises All Boats” was repeated at the MASFEP Conference and we want all of our students to rise, therefore this schoolwide approach to reading strategies is the best fit for us.

Staff roles will focus on group discussions and trainings on data analysis and interventions. Staff will learn how to effectively implement classwide, small group, and individual interventions. Reading coaches will determine the appropriate interventions, train the appropriate staff, perform fidelity checks, and implement small group and individual interventions.

Parents will provide support by attending Parent Reading nights, reading with their children or monitoring their independent reading, ensuring regular school attendance, and maintaining consistent communication with staff.

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.

ADSIS: money used to hire Reading coaches, training and travel.

Title I money used for reading and math training, supplemental curriculum materials, teacher travel and training, consultant fees

Title II money used for classroom size reduction

SPED money used for training of SPED teachers and paras

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

Parents, staff, and community members are members of this committee. Stakeholders will be notified of progress through school board meetings, parent/teacher conferences, and will have access to the school website. Stakeholders will also be invited when this plan is being reviewed.

5. How will you evaluate your Title I schoolwide program?

We will meet once per trimester and review data and progress with regard to the plan.

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).

All of our parents speak English. We will send test results home to parents as well as discuss them during conferences.

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 |
| --- | --- | --- | --- |
| Enter provider name here | Enter date here | Enter type of assistance here | Enter provider’s experience here |
| Enter provider name here | Enter date here | Enter type of assistance here | Enter provider’s experience here |