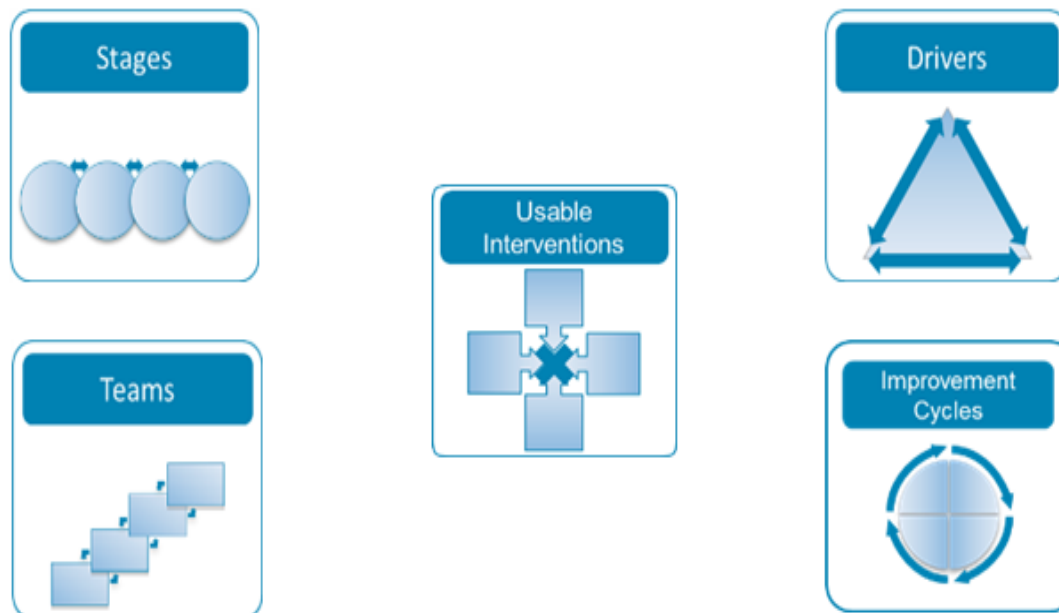


Facilitating Support for Sustainable Change in Minnesota Schools

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

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 includes 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: Enter your school name.

Plan Contact: Enter plan contact.

Submission Date: Enter the quarterly submission date here.

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: Mesabi East Elementary

PLAN CONTACT: Amy Maki

SUBMISSION DATE: September 1st, 2018

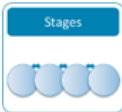
1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. **Instructions for completing each section are provided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

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

3. **SMART Goal** The percentage of all students enrolled October 1 in grades 3-6 at Mesabi East Elementary who earn an achievement level of Meets or Exceeds the Standards on all math state accountability tests (MCA, MTAS) will increase from 44.6% in 2018 to 51% in 2019 and increase to 56% in 2020.

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).



PLAN

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?
MCA-III scores & State Averages 1. Mesabi East Elementary goals are	Principal, QComp Coordinator and PLC Facilitators District (QComp) and Title I funding	We need to increase the number of students meeting their growth targets in math. Instead of our gap getting	2018-2019 SY	Teachers will work in their PLC's to analyze data: iReady (formative assessment) & MCA-III scores and determine what students are or aren't making growth and adjust their

<p>ACTION STEPS</p> <p>What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?</p>	<p>TEAM LEAD/ RESOURCES</p> <p>Who will lead this action step?</p> <p>What resources are needed?</p>	<p>DATA</p> <p>What did you learn from the data you reviewed?</p>	<p>BY DATE</p>	<p>NEXT STEPS</p> <p>What will you do next to advance the exploration process?</p>
<p>directly related to raising student achievement and continuous improvement of instruction; therefore, we will work to provide math instruction based on the MN State Standards and benchmarks using a model of moving from concrete to representational to abstract using our math curriculum, Envisions, as a resource.</p>		<p>smaller it is increasing for our subgroups. Our strategies will address the needs of our low-income student population and will be applied especially to those students who are most likely able to move their scores closer to the “Proficiency” level of the MCA- III scores.</p>		<p>instructional strategy accordingly.</p>
<p>2. MCA-III scores & State Averages: Mesabi East Elementary goals are directly related to raising student achievement and continuous improvement</p>	<p>Principal, QComp Coordinator</p> <p>District (QComp), Title I funding, ADSIS, and Reading Corps.</p>	<p>We need to increase the number of students meeting their growth targets in math. Instead of our gap getting smaller it is increasing for our subgroups. Our</p>	<p>2018-2019 SY</p>	<p>Teachers will work in their PLC’s to analyze data: iReady (formative assessment) & MCA-III scores and determine what students are or aren’t making growth and adjust their instructional strategy accordingly.</p>

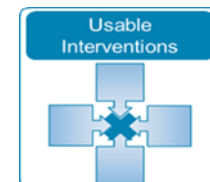
ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
of instruction; therefore, we will expand the use of a tiered system for remediation (Response to Intervention –RTI).		strategies will address the needs of our low-income student population and will be applied especially to those students who are most likely able to move their scores closer to the “Proficiency” level of the MCA- III scores.		

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 the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language and use common assessments.	Not yet
2. Create quarterly common assessments at all grade levels for mathematics.	Not yet

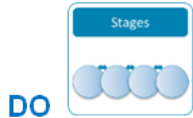


5a. USABLE INTERVENTION SELECTED FOR MONITORING: Implement the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language.

5b. Instructional Change Manager: Amy Maki **5c.** XXMath Reading Graduation (check one)

6a. INSTALLATION

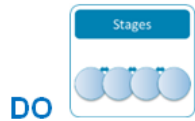
These activities provide structural supports necessary to implement the intervention successfully.



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. Use constructed response questions that allow students a choice (based on state samples and rubrics).	Amy Maki, Principal	All elementary staff	2014-2015 SY	All staff have been trained and have been implementing for the last year.
2. Explicitly teach the math vocabulary and benchmarks in accordance with the MN State Math Standards.	Amy Maki, Principal	All elementary staff	2014-2015 SY	All staff have been trained and have been implementing for the last year.
3. Reviewing Universal Screening and benchmark assessment data.	Amy Maki, Principal and Kathy Sterk,	All elementary staff	2018-2019 SY	All staff will participate in weekly Professional Learning Communities and 6 Staff Development days throughout the school year.
4. Develop an understanding of Multi-tiered System of Support (MTSS)	Amy Maki, Principal	All elementary staff	2018-2019 SY	All staff will participate in monthly grade level meetings and 6 Staff Development days throughout the school year.

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.

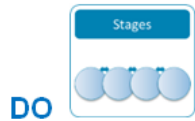


ACTION STEPS What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.	TEAM LEAD / RESOURCES	FIDELITY EXPECTATION What is the expected or desired fidelity outcome for this adult activity	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS 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. Implement the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language and use daily formative assessments.	Amy Maki, Principal, and Peer Evaluators/Evaluation Tools	80% of the time teachers will demonstrate proficiency during walk-throughs and evaluations according to our Teacher Evaluation program guidelines.	2018-2019 SY	Student can state the learning target of a lesson with 95% accuracy and all grade levels are using a variety of formative assessment strategies.
2. Create quarterly common assessments at all grade levels for mathematics.	Amy Maki, Principal, and Peer Evaluators/Evaluation Tools	80% of the time teachers will demonstrate proficiency during walk-throughs and evaluations according to our Teacher Evaluation program guidelines	2018-2019 SY	Student can state the learning target of a lesson with 95% accuracy and grade levels have developed common assessments.

<p style="text-align: center;">ACTION STEPS</p> <p>What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.</p>	<p style="text-align: center;">TEAM LEAD / RESOURCES</p>	<p style="text-align: center;">FIDELITY EXPECTATION</p> <p>What is the expected or desired fidelity outcome for this adult activity</p>	<p style="text-align: center;">BY DATE</p>	<p style="text-align: center;">EVIDENCE SUMMARY TO INFORM NEXT STEPS</p> <p>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.</p>
<p>3. Provide core instruction at the Tier 1 level.</p>	<p>Amy Maki, Principal, and Peer Evaluators/Evaluation Tools</p>	<p>80% of the time teachers will demonstrate proficiency during walk-throughs and evaluations according to our Teacher Evaluation program guidelines.</p>	<p>2018-2019 SY</p>	<p>Teachers will prepare lessons 100% of the time based on the math standards.</p>

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. Implement the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language and use daily formative assessments.	Amy Maki, Principal, and Peer Evaluators/Evaluation Tools	Increased fidelity	2018-2019 SY	Student can state the learning target of a lesson with 95% accuracy and grade levels have developed common assessments.

6d. INTERVENTION MONITORING RECORD Implement the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language and use common formative assessment strategies quarterly.

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.

During the 2018-2019 SY Mesabi East Elementary will work towards full implementation of the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language and use common formative assessment strategies quarterly. To monitor progress towards full implementation teachers will be observed during evaluations and walk-throughs to make sure students can state the learning target of a lesson with 95% accuracy and grade levels will begin development of common assessments.

RECORD OF CONTINUOUS IMPROVEMENT

SCHOOL: Mesabi East Elementary

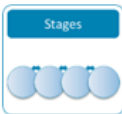
PLAN CONTACT: Amy Maki

SUBMISSION DATE: September 1st, 2018

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** The percentage of all students enrolled October 1 in grades 3-6 at Mesabi East Elementary who earn an achievement level of Meets or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will increase from 59% in 2018 to 65% in 2019 and increase to 70% in 2020.

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).



PLAN

ACTION STEPS	TEAM LEAD/ RESOURCES	DATA	BY DATE	NEXT STEPS
What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	Who will lead this action step? What resources are needed?	What did you learn from the data you reviewed?		What will you do next to advance the exploration process?
MCA-III scores & State	Principal, QComp	We need to increase the	2018-2019 SY	Teachers will work in their PLC's to

<p>Averages</p> <p>1. Mesabi East Elementary goals are directly related to raising student achievement and continuous improvement of instruction; therefore, we will provide instruction based on the MN State Language Arts Standards while using our Mondo Guided Reading and Center of the Collaborative Classroom.</p>	<p>Coordinator and PLC Facilitators District (QComp) and Title I funding</p>	<p>number of students meeting their growth targets in reading. Instead of our gap getting smaller it is increasing for our subgroups. Our strategies will address the needs of our low-income student population and will be applied especially to those students who are most likely able to move their scores closer to the “Proficiency” level of the MCA- III scores.</p>		<p>analyze data: iReady (formative assessment) & MCA-III scores and determine what students are or aren’t making growth and adjust their instructional strategy accordingly.</p>
<p>2. MCA-III scores & State Averages: Mesabi East Elementary goals are directly related to raising student achievement and continuous improvement of instruction; therefore, we will expand the use of a tiered system for remediation (Response to Intervention –RTI).</p>	<p>Principal, QComp Coordinator District (QComp), Title I funding, ADSIS, and Reading Corps.</p>	<p>We need to increase the number of students meeting their growth targets in reading. Instead of our gap getting smaller it is increasing for our subgroups. Our strategies will address the needs of our low-income student population and will be applied especially to those students who are most likely able to move</p>	<p>2018-2019 SY</p>	<p>Teachers will work in their PLC’s to analyze data: iReady (formative assessment) & MCA-III scores and determine what students are or aren’t making growth and adjust their instructional strategy accordingly.</p>

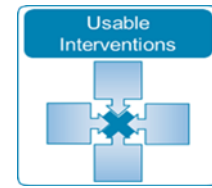
		their scores closer to the “Proficiency” level of the MCA- III scores.		

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:

List of usable interventions selected for monitoring below. Highlight the one you will measure first.	Fully Implemented?
1. Implement the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language and use daily formative assessments.	Not yet
2. Create quarterly common assessments at all grade levels for Reading.	Not yet

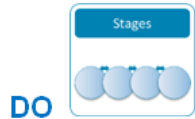


5a. USABLE INTERVENTION SELECTED FOR MONITORING: Implement the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language.

5b. Instructional Change Manager: Amy Maki **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. Create balanced literacy through a guided reading and Daily 5 approach.	Amy Maki, Principal	All elementary staff	2018-2019 SY	All staff will participate in 6 Staff Development days throughout the school year.
2. Reviewing Universal Screening and benchmark assessment data.	Amy Maki, Principal and Kathy Sterk,	All elementary staff	2018-2019 SY	All staff will participate in weekly Professional Learning Communities and 6 Staff Development days throughout the school year.
3. Develop an understanding of Multi-Tiered System of Support (MTSS)	Amy Maki, Principal	All elementary staff	2018-2019 SY	All staff will participate in monthly grade level meetings and 6 Staff Development days throughout the school year.

6b. INITIAL IMPLEMENTATION

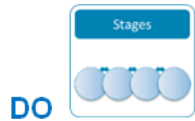
These are the action steps you will take to implement the usable intervention you have selected to fidelity. Fidelity requires at least 50% of the teachers using the practice to do so with a high level of proficiency when observed.

<p>ACTION STEPS</p> <p>What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.</p>	<p>TEAM LEAD / RESOURCES</p>	<p>FIDELITY EXPECTATION</p> <p>What is the expected or desired fidelity outcome for this adult activity</p>	<p>BY DATE</p>	<p>EVIDENCE SUMMARY TO INFORM NEXT STEPS</p> <p>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.</p>
<p>1. Implement the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language and use daily formative assessments.</p>	<p>Amy Maki, Principal, and Peer Evaluators/Evaluation Tools</p>	<p>80% of the time teachers will demonstrate proficiency during walk- throughs and evaluations according to our Teacher Evaluation program guidelines.</p>	<p>2018-2019 SY</p>	<p>Student can state the learning target of a lesson with 95% accuracy and all grade levels are using a variety of formative assessment strategies.</p>
<p>2. Create quarterly common assessments at all grade levels for Reading.</p>	<p>Amy Maki, Principal, and Peer Evaluators/Evaluation Tools</p>	<p>80% of the time teachers will demonstrate proficiency during walk- throughs and evaluations according to our Teacher Evaluation program guidelines</p>	<p>2018-2019 SY</p>	<p>Student can state the learning target of a lesson with 95% accuracy and grade levels have developed common assessments.</p>
<p>2. Provide core instruction at the Tier</p>	<p>Amy Maki, Principal, and Peer</p>	<p>80% of the time teachers will</p>	<p>2018-2019 SY</p>	<p>Teachers will prepare lessons 100% of the time based on the reading</p>

<p>ACTION STEPS</p> <p>What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.</p>	<p>TEAM LEAD / RESOURCES</p>	<p>FIDELITY EXPECTATION</p> <p>What is the expected or desired fidelity outcome for this adult activity</p>	<p>BY DATE</p>	<p>EVIDENCE SUMMARY TO INFORM NEXT STEPS</p> <p>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.</p>
<p>1 level.</p>	<p>Evaluators/Evaluation Tools</p>	<p>demonstrate proficiency during walk-throughs and evaluations according to our Teacher Evaluation program guidelines.</p>		<p>standards.</p>

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. Implement the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language and use daily formative assessments.	Amy Maki, Principal, and Peer Evaluators/Evaluation Tools	Increased fidelity	2018-2019 SY	Student can state the learning target of a lesson with 95% accuracy and grade levels have developed common assessments.

6d. INTERVENTION MONITORING RECORD Implement the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language and use common formative assessment strategies quarterly.

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.

During the 2018-2019 SY Mesabi East Elementary will work towards full implementation of the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language and use common formative assessment strategies quarterly. To monitor progress towards full implementation teachers will be observed during evaluations and walk-throughs to make sure students can state the learning target of a lesson with 95% accuracy and grade levels will begin development of common assessments.

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)

XX 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.

a) 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.

b) 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.

c) Highly Qualified Teachers

We provide instruction by highly qualified teachers.

d) High-quality and Ongoing Professional Development

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

e) Strategies to Attract High-Quality Highly Qualified Teachers

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

f) Parental Involvement

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

g) Transition

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

h) 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.

i) 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.

j) Coordination

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

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

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

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

Based on the Comprehensive Needs Assessment which took into account the MCA III results, Children's Education Services-Oral Reading Fluency, classroom assessments, and community feedback there is a noted need to continue to improve reading skills specifically within the five areas of reading: comprehension, phonics, phonemic awareness, fluency, and vocabulary. To improve on these areas we have been using the Zoophonics program in the Early Childhood programs such as the 4 year old School Readiness and Head Start program and Kindergarten. Zoophonics has improved students knowledge and awareness on phonics and phonemic awareness skills. In kindergarten through sixth grade we have been implementing Words Their Way and guided reading using the Center of the Collaborative Classroom (Making Meaning, Being a Reader, and Being a Writer) for core reading instruction with fidelity. Additionally, the Leveled Literacy Intervention curriculum is used to provide support to students in Tier 2 and Tier 3.

Mesabi East Elementary School is an Early Childhood-grade 6 in Aurora, MN, with a PreK-6 population of about 550 students. Our school also houses grades 7-12 which brings our district student population slightly over 1,000 students. With the main industry and primary employer being the iron ore mines, the fluctuation of the iron ore market, and the closing of area mines and Mesaba Nugget, the elementary school's Free/Reduced population has fluctuated between 42%-52%. There are many families in the district that are unemployed, low income, or in poverty. As noted in the Identification Information, the student population is predominantly Caucasian, with a higher than State average Special Education population. Our current data indicates 42.3% of our elementary students are eligible for Free/Reduced Lunch; 16% are served by Special Education; and very low cultural diversity. Two local libraries, in Hoyt Lakes and

Aurora, contain a wide selection of books, and conduct activities throughout the year to encourage reading at all ages. Essentia Health owns and operates the local clinic, hospital, and nursing home. St. Louis County Social Services, located in Virginia, MN is available for family services, and serves the Mesabi East communities. The school also hosts two full-time ADAPT counselors and a full-time mental health clinician through Range Mental Health.

Teachers are capable and comfortable using a variety of flexible instructional strategies for the diverse needs of our students. School staff are receiving on-going training in Standards Based Instruction in Reading and Math as well as the utilization of the district Reading Curriculum (Center of the Collaborative Classroom), Leveled Literacy Intervention (Tier 2 and 3 Instruction) and math curriculum (Envisions). With the beginning of the 2011-2012 SY, we began the full implementation of our new Guided Reading program. Individual reading levels, both independent and instructional, are identified using iReady, diagnostic assessments and classroom formative assessments. Individual math levels, both independent and instructional, are identified using iReady, diagnostic assessments and classroom formative assessments, which includes Pearson's Envision Math, a new research-based program, aligned with the MN state math standards. To address the reading and math needs of all of our students specifically our lower-income students, teachers will be trained in September and January as well as throughout the year by an Instructional consultant on Scientifically Research Based Instructional strategies (Marzano), an instructional consultant to review data, implement and create formative assessments, and assist in design implementation.

Elementary students receive a minimum of 90 minutes of Reading instruction and a minimum of 60 minutes of Math instruction each day, with special attention given to students' diverse learning styles. Through the Northland Learning Center's cooperative efforts, we have also initiated a Targeted Services program, after the regular school day, to assist students with skills in Reading and Math twice a week.

All students, with special attention paid to low-income and Special Ed. sub-groups, are integrated into Reading and Math programs. Multiple measures of assessment are used: local teacher-generated assessments, district assessments (iReady), and diagnostic/remediation tool for the 2018-2019 SY. These assessments will be used to determine instructional interventions to be used for students scoring in Tier 2 and Tier 3 in accordance with Multi Tiered Systems of Support (MTSS)

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.

Vision: Mesabi East Elementary strategies will address the needs of our lower-income and special needs student population and be applied especially to those students who are most likely to be able to move their scores from a less proficient to higher level of academic proficiency. Our strategies are directly related to raising student achievement, continuous improvement of instruction, and increasing parent involvement, which most research indicates has a positive effect on students' performance in school. These include increasing participation in the Responsive Classroom/Morning Meetings, MTSS, Mental Health counselors, PTO, Curriculum Review Committee, Family Night activities with the PTO, daily communication between school and home, and subscribing to RAZ Kids and ixl.com as supplemental reinforcement tools in Reading and Math (internet memberships).

Staff: Staff will provide core instruction at the Tier 1 level based on the Minnesota Reading and Math standards and create individual learning plans with students to set goals and expectations for the school year. To make sure students are on track to proficiency and better on the MCA's, teachers will review data and create common formative assessments to assess student progress on the reading and math standards in their weekly PLCs, monthly grade level meetings and district staff development days. The staff will utilize the extra support programs for their students in Tiers 2 and 3 such as ADSIS-Giant Success, Reading Corps and Title One.

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Parents/Community: As we continue to plan for the instruction of the Mesabi East students, we realize a major component is the personal connection our staff fosters with the children. This relationship includes developing a working relationship with parents, and including them in the decision-making processes in the school. Parents are invited to participate on committees, particularly goal setting for both the school and district as a whole. Technology training is offered to parents throughout the year, and access to the available technology is encouraged. We continue to incorporate families and community members as a support to reading and math instruction utilizing their talents as volunteers to assist with oral reading activities and mathematics games. We also continue to put together a list of resources for parents to utilize with their child in support of continued learning at home. During the months of February and March we will host community involvement nights focused on reading and math and their relationship to the world we live in.

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.

To create cohesiveness amongst all the plans (QComp, Staff Development, World's Best Work Force, and Read Well by 3rd grade) each plan has the same district and school SMART Goals. The focus of each plan is to work on aligning the reading and math curriculum and instruction with the standards and benchmarks. The alignment and instruction is monitored through observations and assessments (formative and summative). We will be focusing on multi tiered system of support (MTSS) to provide explicit instruction and implementing our instructional strategies and assessments with fidelity. In addition to core instruction in Tier 1, students will have the opportunity to receive supplemental support in Tiers 2 and 3 via either Title One, ADSIS-Giant Success, or Reading Corps for reading and math.

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?

Staff and parents, and community members are represented on the Curriculum Review Committee and the Title I Advisory. Both groups have given feedback and input used in the development, implementation, and evaluation of the Schoolwide Plan, and goal setting for both the school and district. The plan was also reviewed and evaluated at the Title I Parent Advisory/Continuous Improvement team meeting in September of 2017 and May 2018. Implementation of this plan involves and is the responsibility of the entire staff. Staff communications happen through monthly staff meetings, and monthly grade level meetings.

We continue to develop the parent surveys using items from the "Measure of School, Family, and Community Partnerships" to guide us with an assessment tool in evaluating our current needs. Our current goals were developed using this tool, and other data described in our Schoolwide plan. The identified areas of study are: Parent Involvement, Math Achievement, & Reading Achievement. The dominant question focuses on increasing achievement in the Math and Reading areas. In order to improve in the two curricular areas, Raz Kids and ixl.com have been implemented and updated as supplemental materials. To keep the community up to date on what is happening at school we use our Facebook page and district website as well as have the local newspaper compile pictures and articles on regular school happenings. The Mesabi East community is determined to increase achievement through parent involvement and professional development. A comprehensive needs assessment was created electronically, using google forms to survey parents regarding the first of the three areas of study, Parenting. The tool was emailed to parents for patron responses. Mesabi East Schools developed a Strategic Plan, with the assistance of a consultant. Staff, parents, and community members were involved in the initial survey, and planning. The goals developed through the strategic plan strongly correlate to the results of previous surveys.

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

The Title One Schoolwide program will be evaluated three ways: Curriculum Review Committee and Title One Advisory Board/Continuous Improvement Team, Parent Surveys, and a District Needs Assessment. Staff, parents and community members are represented on the Curriculum Review Committee and the Title I Advisory Board/Continuous Improvement Team. Both groups have given feedback and input used in the development, implementation, and evaluation of the Schoolwide Plan, and goal setting for both the school and district. The Title One Schoolwide Plan will also be evaluated through a yearly comprehensive needs assessment. The program will be evaluated by parents through parent surveys that will be created electronically, using Google Forms.

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).

The school will post the academic assessment results on the district website, review the results with parents during parent/teacher conferences, and send home individual student academic assessment results.

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 Sterk, Director of School Improvement	2018-2019 SY	Continuous School Improvement Data Analysis	Data consultant

