RECORD OF CONTINUOUS IMPROVEMENT SCHOOL IMPROVEMENT PLAN AND TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN	**School Year 2014-2015**

I. Identification Information

DISTRICT INFORMATION	DISTRICT PHONE, FAX, EMAIL
District Name and Number:	Phone:
Superintendent (Director):	Fax:
District Address:	Email:
Title I Coordinator:	Phone:
Coordinator Address:	Email:

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span:	Phone:
School Address:	Fax:
Principal:	Email:

Check if applies: ☐ Initial Schoolwide plan   ☐ Existing Schoolwide plan

Enter Data: 2012-13 MMR: _____ %   2013-14 MMR: _____ %

2012-13 FR: _____ %   2013-14 FR: _____ %

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 _____ *(LEA Name)* has authorized _____ *(Name)* at a monthly meeting on _____ *(Date)* 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 2014-15. 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.
_____   _____   *(Signature of Superintendent/Charter School Board Chair)*   *(Date)*

II. School Information

BUILDING LEVEL STUDENT DEMOGRAPHICS	PERCENTAGE OF TOTAL ENROLLMENT
American Indian:	
Asian:	
Black:	
Hispanic:	
White:	
Limited English Proficient:	
Special Education:	
Free or Reduced-Price Lunch:	

LEADERSHIP IMPLEMENTATION TEAM	ROLE	CONTACT INFORMATION
	Principal	
	Teacher	
	Teacher	
	Other Staff	
	Program Administrator	
	Parent	
	Community Member	
	Pupil Service Personnel	
	Student (if secondary)	
	Technical Assistance	
	Additional Member	

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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.	
Describe the team's plan for communicating with the school and community.	

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 at http://implementation.fpg.unc.edu/
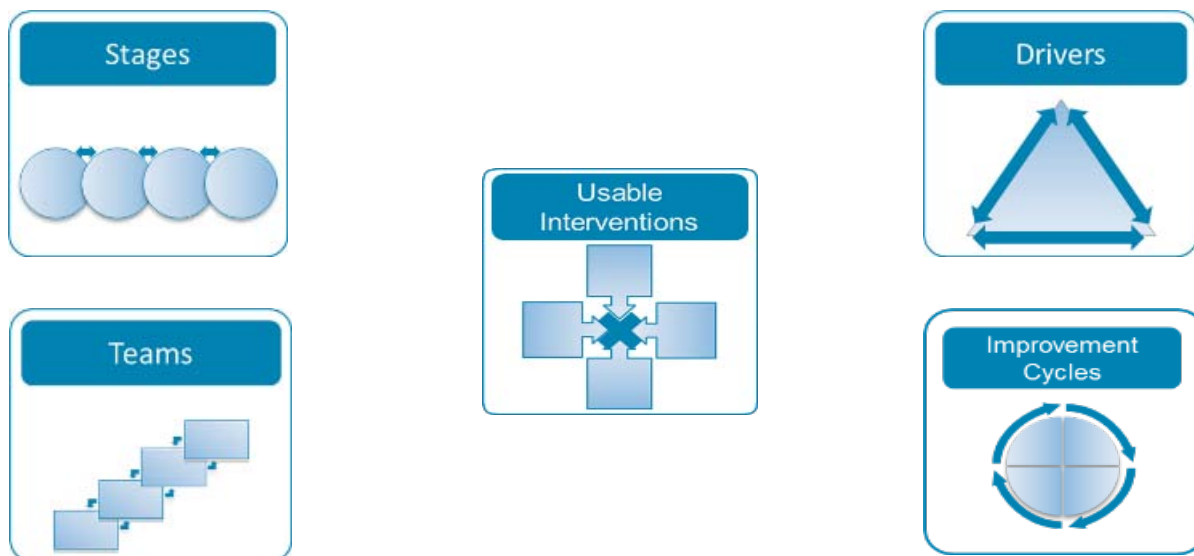
Implementation Team Members are selected for their capacity to be effective leaders and willingness and ability to be accountable for implementation. Teams need to be purposefully linked to one another due to the nature of their work. They need to be linked to other teams at the instructional level (PLC's), 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 will a) address the needs identified by reviewing the data and b) are most likely to create an increase in student performance over time. By definition, a useable 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; where teams are formed and the intervention is selected; installation, where supports such as guiding documents and initial training are provided and coaching routines and supports are articulated; initial implementation, where 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); and, full implementation, when over 50% of the teachers using the instructional framework, and/or strategies/practices are implementing it 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. And 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 instructional framework, strategy/practice 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. Four drivers on the staff competency side of the process, three on the organizational side, and a leadership driver form the core components of the 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

complete sections 4a-6c as you progress through the stages and document your most current work

Exploration

http://implementation.fpg.unc.edu/module-4

usable intervention

Installation

http://implementation.fpg.unc.edu/modules-and-lessons

Initial implementation

Full implementation

RECORD OF CONTINUOUS IMPROVEMENT

SCHOOL: <Insert School Name>	PLAN CONTACT: <Insert Name>	SUBMISSION DATE: <MM/DD/YY>

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: <Insert SMART goal statement>

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 off your school and community, academic achievement and other relevant information (section 1114(b) (1) of Title I of No Child Left Behind, the SWP).

Stages

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?*

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 : <Name the framework here if applicable>

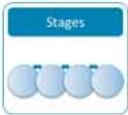| List of usable interventions selected for monitoring below. Highlight the one you will measure first.	Fully Implemented?
1.	☐
2.	☐
3.	☐

Usable Interventions
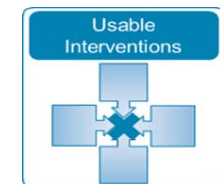
5a. USABLE INTERVENTION SELECTED FOR MONITORING: <Insert selected intervention>

5b. Instructional Change Manager: <Insert Person's Name>   **5c. ☐Math ☐Reading ☐Graduation (check one)**

6a. INSTALLATION

These activities provide structural supports necessary to implement the intervention successfully.
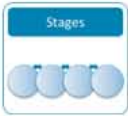
ACTION STEPS	TEAM LEAD/ RESOURCES	EFFORT EXPECTATION	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
What activities will provide structural supports necessary to implement interventions successfully?		*What is the expected result of this adult activity?*		*Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.*

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	TEAM LEAD/ RESOURCES	FIDELITY EXPECTATION	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.		*What is the expected or desired fidelity outcome for this adult activity*		*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.*

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.

DO   STUDY   ACT

ONGOING MONITORING STRATEGY	TEAM LEAD/ RESOURCES	SUSTAINABILITY EXPECTATION	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
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?*		*What is your target for student outcomes (e.g., achievement gap reduction)?* *What is your target for instructional behavior (e.g., increased fidelity)?*		*Record actual outcomes for both student outcomes and fidelity.* *Celebrate successes. Determine next action steps.*

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.

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.

☐ 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.

   <Insert Response>

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.

   <Insert Response>

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.

   <Insert Response>

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?

   <Insert Response>

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

   <Insert Response>

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).

   <Insert Response>

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