

## Use of the Record of Continuous Improvement and Schoolwide Plan

- This document is required for all Focus Schools, and Priority Schools. The School Action Plan uses the Active Implementation (AI) Frameworks to support sustainable change. Additional detail is located on the [Active Implementation Hub](http://implementation.fpg.unc.edu/) (<http://implementation.fpg.unc.edu/>).
- This document may be used as the Schoolwide Plan if your LEA/School does not already use a LEA/School-created plan that fulfills all of the schoolwide plan requirements.

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## Part I – District and School Information

(Required for all schools completing the Record of Continuous Improvement)

DISTRICT INFORMATION	DISTRICT PHONE, FAX, EMAIL
District Name and Number Roseville Area Schools ISD#623	Phone: 651-635-1600
Superintendent (Director): Dr. Aldo Sicoli	Fax: 651-635-1659
District Address: 1251 County Road B2 West, Roseville MN 55133	Email: Aldo.Sicoli@isd623.org
Title Coordinator: Florence Odegard	Phone: 651-628-6451
Coordinator Address: 1251 County Road B2 West, Roseville MN 55133	Email: Florence.Odegard@isd623.org

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: Central Park Elementary #722, PreK-6	Phone: 6514819951
School Address: 535 W. Co. Road B2, Roseville, MN 55112	Fax: 6514817128
Principal: Becky Berkas	Email: rebecca.berkas@isd623.org

### Determine Your Category

- Schoolwide program
  - Priority (complete Parts I, II, III)
  - Focus (complete Parts I, II, III)
  - Continuous Improvement (complete Parts I, II, III)
  - No MMR designation (complete Parts I, II, III)
- Targeted assistance program
  - Priority (complete Parts I, II, III)
  - Focus (complete Parts I, II, III)
  - Continuous Improvement (complete Parts I, II, III)
  - No MMR designation (complete Parts I, II, III)
- Non-Title School (complete Parts I, II, III)

### Multiple Measurement Rating (MMR) and Focus Rating (FR) Trends

Use the [Minnesota Report Card](#) or [Secure Reports](#) to complete the following information.

Year	Multiple Measurement Rating	Focus Rating
2012 - 2013	44.95	52.75
2013 - 2014	22.2	23.04
2014 - 2015	26.01	27.05
2015 - 2016	Enter MMR percent here	Enter FR percent here

### Demographic Information

Use the [Minnesota Report Card](#) or [Secure Reports](#) to complete the following information.

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
American Indian/Alaskan Native	2%
Asian/Pacific Islander	37.5%
Hispanic	13.5%
Black, not of Hispanic Origin	22.2%
White, not of Hispanic Origin	17.3%
English Learner	35.5%
Special Education	10.4%
Free/Reduced Price Lunch	74.5%
Homeless	4.43%
Neglected	N/A
Delinquent	N/A
Foster Care	N/A
Military	0.22%

### **Schoolwide Leadership Implementation Team**

Implementation Team Members are selected for their capacity to be effective leaders and willingness and ability to be accountable for implementation. Additional information on Leadership Implementation Teams can be found at [Module 3 – Implementation Teams](#) on the AI Hub.

**Leadership Implementation Team membership that represents identified needs: Principal, classroom teacher(s), special education, English language development, data coach, reading and math instructors/coaches, parents including parents of historically underserved students, and others.**

School Leadership supporting documentation must be maintained at the school/district. Documentation includes meeting agendas, minutes, sign-in sheets, etc.

<b>Team Member Name</b>	<b>Role</b>	<b>Contact Information</b>
Becky Berkas	Principal	rebecca.berkas@isd623.org
Angela Camacho	EL Teacher	angela.camacho@isd623.org
Jan Barke	Lead Teacher/intervention	janice.barke@isd623.org
Sara Laine	Stem Lead Teacher	sara.laine@isd623.org
Berri Reiser	Academic Coach	berri.reiser@isd623.org
Michelle Beck	Classroom Teacher	michelle.beck@isd623.org
Andrea Clepper	Sped lead teacher	andrea.clepper@isd623.org
Colleen Angellar	Parent	colleen.angellar@isd623.org
Sara Vavra	Parent	sara.vavra@aecom.com
Jennifer Endres	Parent	jlrendres@gmail.com

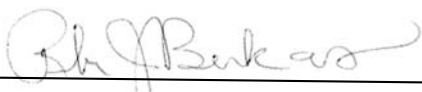
**Describe how the Schoolwide written plan**

- a. will be made available to parents and other stakeholders, and
- b. in a format and language that parents can understand.

Access to our school-wide plan will be available on the website for both the district and our school. In addition, we will share the information at parent meeting in September. Interpreters will be available. Information presented at that meeting will be in a PowerPoint and will be available for translation if requested. Supporting documentation is kept at the school during the year of the plan. It is submitted to the District Title One Coordinator at the conclusion of the school year.

Supporting documentation must be maintained at the school/district. Documentation includes meeting agendas, minutes, sign-in sheets, sample letters, etc.

**REQUIRED SIGNATURES:**



Principal Signature

August 15, 2018

Date



Superintendent/Director Signature

8/30/18

Date

## Part II – Comprehensive Needs Assessment

(Required for all Schoolwide Programs, Focus Schools, and Priority Schools; Recommended for All Schools)

All Focus and Priority schools and any school operating a Schoolwide Program (SWP) must conduct a comprehensive needs assessment (CNA) that is based at least in part on the academic achievement information of all students in the school.

### 1. DATA REVIEW

- Data review should include data from multiple sources: Academic, non-academic, program, perception, and fidelity data
- Information below represents possible data sources.
- Add or delete rows as needed.

Supporting data documentation for all data sources identified below must be maintained at the school/district.

<p style="text-align: center;"><b>DATA</b></p> <p>What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?</p>	<p style="text-align: center;"><b>REFLECTION</b></p> <p>What did you learn from the data you reviewed?</p>	<p style="text-align: center;"><b>REVIEW DATE</b></p> <p>When will we study the data?</p>	<p style="text-align: center;"><b>NEXT STEPS</b></p> <p>What will you do next to advance the data review process?</p>
<p>Enrollment Data Summary</p>	<p>Our enrollment data is predicted to shift slightly in the fall of 2018 due to approximately 80 6th graders moving on to the middle school and only 60 kindergarteners entering as of spring 2018. The SPARK program continues to be a draw around the district and students come to Central Park through limited open enrollment since Central Park is a choice school within our district. Neighborhood students have first priority but additional seats are filled through the district lottery process.</p>	<p>June 1, 2018</p>	<p>Continue to monitor enrollment and assess the STEM program.</p>
<p>Review MCA/MTAS Proficiency and Achievement Level Data at a School Level</p>	<p>MCA/MTAS data suggests that 25.9% of our students are proficient in math and 30.7% are proficient in reading. In Math, 18.9% are partially proficient and in Reading 18.1% are partially proficient.</p>	<p>May 18, 2018</p>	<p>See Comprehensive Needs Assessment</p>

Review MCA/MTAS Proficiency and Achievement Level Data by Student Group	MCA/MTAS data suggests that when disaggregated by student group in Math 26% of our students of color were proficient and in Reading, 31% were proficient. Proficiency by student group in math: 33.3% of American Indian, 21.2% of Asian, 16.3% of Hispanic, 24.7% of Black, and 46.9% of White students were proficient. In Reading Proficiency by student group: 33.3% of American Indian, 24.6% of Asian, 26.7% of Hispanic, 25.9% of Black, and 57.1% of White students were proficient.	May 18, 2018	See Comprehensive Needs Assessment
Review MCA/MTAS Proficiency and Achievement Level Data by Grade	MCA/MTAS data suggests that when disaggregated by Proficiency by grade level in Math: 39.5% of grade 3, 18.4% of grade 4, 11.9% of grade 5 and 32.5% of grade 6 were Proficient. In Reading Proficiency by grade level: 23.9% of grade 3, 18.5% of grade 4, 32.4% of grade 5 and 46.5% of grade 6 were proficient.	May 18, 2018	See Comprehensive Needs Assessment
Review MCA/MTAS Maintenance of Proficiency and Maintenance of Achievement Level Data	Data unavailable at this time. Data will be added when it becomes available on Viewpoint.	May 18, 2018	See Comprehensive Needs Assessment
Review MCA/MTAS Growth Data	Of the students who were at Central Park in 2016-2017 and tested in 2017-2018, 62.2% showed low growth in their Math score. 37.8% made either medium or high growth (expected or accelerated growth) in Math. In Reading, 50.6% made low growth and 49.4% made medium or high growth.	June 5, 2018	See Comprehensive Needs Assessment

Review ACCESS for ELLs Growth and Proficiency Data	12/161 (7.4%) students exited ELL this year for being at or above 4.5 with at least 3 domain proficiency levels above 3.5. Two exited based on teacher input and work samples throughout the year.	June 5, 2018	We will continue to monitor student growth. The ELIM teacher leader cohort will continue to meet with general ed classroom teachers for PD, reflection and training.
Review perception data collected from staff, students, parents, or other stakeholders	Students in grades 4-6 took the Five Essentials Survey this year. 82% of students responded. Peer Support for Academic Work scored in the very strong category, as did Student-Teacher Trust. Academic Personalism and Safety scored in the neutral category. Overall, the student portion scored in the Strong category. In Ambitious Instruction, English Instruction scored in the strong category while math instruction, academic press, and quality of student discussion all scored in the neutral category. Math instruction was weak last year. Quality of Student Discussion was also weak last year and has moved up to neutral. The teacher portion of the survey shows that we have scored strongly in the collective responsibility, up from neutral last year. Professional Development is the highest it has ever been and is in the strong category. School commitment is neutral but is up from weak last year. Teacher to teacher trust is also up from last year. It is now neutral, up from weak, although 17% still disagree about trusting each other. In the area of Effective Leaders,	June 5, 2018	See Comprehensive Needs Assessment

	<p>Teacher-Principal trust is strong. Our lowest area in the Effective Leader category is in Instructional Leadership and that is in the weak category and has declined from last year.</p> <p>Parent surveys overwhelmingly supported continuing with our STEM education event in February or March.</p>		
SWIS data	<p>PBIS continues to have a positive influence on the building culture as a whole. The data indicates however, that we still have mindset work to do with staff primarily around our African American students who remain overrepresented in office referrals at a rate of 2.39 more likely to be referred than their white counterparts. This is decreased slightly from the previous year when African American students were 2.53 times more likely to be referred to the office. The Referral Risk Index has been going down so progress is being made even though we are still over-representing. This shows our CRCT work is working but we still have needs surrounding this area.</p>	June 1, 2018	See Comprehensive Needs Assessment

## 2. COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

The Comprehensive Needs Assessment (CNA) results are used to determine the following:

- Subjects and skills for which teaching and learning need to be improved.
- Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.



- Needs of the school relative to each of the components required in a Schoolwide Program.

After reviewing the data above, please list the team's identified successes, prioritized concerns, and hypothesized root causes for identified concerns below:

Comprehensive needs assessment supporting documentation should be maintained at the school/district. Documentation includes leadership team and professional learning team meeting agendas and minutes, summary sheets, etc.

### **Successes**

After reviewing the data in step 1, what successes have been identified by the team?

**Reading: Forty-five percent of sixth graders met proficiency in reading. This meant MORE students met than did not meet. 5th grade exceeds went up from 6 students to 13 in 4th grade from the same cohort previously. Cohort data in sixth grade (students that were here in 3rd through 6th - 46 of 84 students), 46.4% of students met proficiency and 76% showed gains from their third grade year.**

**When we looked at writing using the rubrics of Units of Study we saw great gains with K-3 reaching or nearly reaching rigorous goals for growth. Grade 4-6 also saw strong evidence of growth and in some classrooms the achievement gap in writing did not exist. Mathematics: Overall, our math scores went up 3% in proficiency levels. 39.5% of third graders met or exceeded in MCA's, up from 21% of third graders in 2016-2017. Math lab continues to be a positive in sixth grade. 31.8% of sixth graders met or exceeded, up from 22.8% of sixth graders in 2016-2017.**

**EL: 12 students were able to exit from EL. 100% of students made 1 point higher or more on the Units of Study - writing rubric.**

**Other: We had a school-wide focus on writing this year as we implemented a new writing curriculum. Three of seven grade levels met their grade level goals in writing this year. We saw student interest and excitement for writing flourish. We were able to introduce Writing Celebrations into our school culture and we had our first ever School-wide writing contest with 48 students entering their original writing pieces.**

**Prioritized Concerns:**

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

For Schoolwide Plans:

**Reading:** We need to increase number of students making high growth and decrease the number of students in low growth, across grade levels.

**Mathematics:** 62.2% of our students did not make their growth target on the MCA so we need to increase the students making high growth and decrease the number of students making low growth.

**Other:** Over-representation of some populations of students in office referrals is also a high concern.

**Hypothesized Root Causes:**

A Root Cause is an early controllable factor in a chain of factors, which impacts student learning. Use the action plan to implement a usable intervention to address hypothesized root cause.

**Reading:** Lack of engaging our students in learning with a curriculum that is interesting and pertinent to the lives of our children. Our students also need more immersion in literacy activities where they see themselves. Writing has done a lot to bring interest and to build the cultural awareness student to student as well as student to teacher. We need to continue to equip our students with strong writing skills. Some classrooms saw no achievement gap between student groups when using the Units of Writing rubric. We have not had a strong base of writing for students until this year. We believe that continuing with a focus on writing will impact students positively in reading as well.

**Mathematics:** Math lab (a focused intervention model using the Aleks computer programs) appears to have been an effective intervention. Hypothesized root cause for the teams that did not have success could be that the students are disengaged due to too much teacher talk and a lack of engagement within the math block. Third grade had a high level of success with their students this year. They attributed their student success to flexible grouping across the grade level using pre and post assessments to determine student needs.

## SUMMARY OF SCHOOLWIDE PROGRAM FOR SCHOOL YEAR 2017-2018

### 1. MATHEMATICS

**A. Mathematics** (*School improvement goal aligned with WBWF*) **SMART Goal:** The percentage of all students enrolled October 1 in grades 3-6 at Central Park who are proficient on all mathematics state accountability tests (MCA-III, MTAS) will increase from 25.26% in 2018 to 32.73% in 2019.

**B. Mathematics Usable Intervention(s):**

Identify intervention (evidence -based strategies or practices) the team has selected for implementation (at least one intervention for each prioritized need).

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.
Strengthen PLC's. Weekly PLC 's focused on writing and reading connection
Teach a guaranteed and viable Math curriculum
Use of Guided Math (small groups to target student needs)
Continue implementation of math interventions
Include Absent Narratives in math curriculum – including authentic and real world examples
Integrated STEM learning in all classrooms
SPARK Lab for engagement of Science, Technology, Engineering and Math skills; professional development for staff
Community Building and Leadership development
National Urban Alliance training and strategies

**C. Describe how the selected interventions...**

- a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
- b) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
- c) allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

Central Park has chosen these specific interventions in order to use data more effectively to inform our instruction. Teachers will identify the most important academic standards and will use formative assessments to guarantee all students are learning and successful. Students will have a relevant and rigorous learning environment enhanced by a more inclusive curriculum. Hands-on learning, enriched math using guided math practices, and culturally relevant pedagogy are important elements of this plan in order to provide engaging and well-rounded educational opportunities that will help our learners. This is a comprehensive school plan. Our children come from richly, diverse backgrounds. We need to have Multi- Tiered Systems of Support in place in order to meet the needs of all students but especially our low-achieving students. With nearly 75% of our students falling below expected grade level standards in math we must approach our improvement through a school-wide plan.

**D. For each selected strategy or intervention, state detail implementation steps including each action step and the anticipated timeframe for completion**

<b>Strategy/Intervention</b>	<b>Action Step and Detailed Implementation Steps</b> <i>(Identify persons responsible for completing each identified the action step)</i>	<b>Anticipated timeframe for completion</b>
<p>Strengthen PLC's.</p> <p>Teach a guaranteed and viable curriculum</p>	<p>Central Park staff will develop a building vision and mission statement to focus and guide school-wide work. The vision will paint the picture for what we want to become and the mission will be our goals for reaching the vision. (Principal)</p> <p>Each grade level team of teachers will identify guaranteed and viable curriculum based on state math standards. This will be accomplished in each unit with grade level PLC's. Common formative assessments will be used to determine need for intervention. (Principal, Academic Coach will support this work.)</p> <p>Small group math will be a strategy for instruction that will help ensure all learners get what they need (support and enrichment) Curriculum resources will be fully used to support achievement of all learners.</p> <p>Peer observations of successful teachers during math instruction.</p> <p>Teachers will work collaboratively in teams to improve practice and student achievement.  (Principal, Academic Coach, Teachers)</p>	<p>School year</p>

<p>Include Absent Narratives in math curriculum – including authentic and real-world examples</p>	<p>Develop culturally relevant examples to use in the curriculum.</p> <p>Math curriculum is relevant to all students and reflects our district equity vision.</p> <p>Teachers/staff will receive training through a Humanities Center of MN grant) Help teachers explore personal biases.</p> <p>Teach community building through use of Circles and Restorative Practices</p>	<p>School year</p>
<p>ELIM teacher grant- EL teacher will work with a cohort of 8 classroom teachers to support and strengthen EL teaching in the classroom.</p>	<p>EL teacher leader, EL teachers will work to expand use of EL strategies (including increased student to student talk in math content) in the mainstream classroom. (Principal and EL teacher(s) meet and confer)</p>	<p>School year</p>
<p>STEM Integrationist (SPARK LAB) will continue to provide professional development and support to classroom teachers as they implement STEM in the classroom.</p> <p>Integrated STEM learning opportunities in all classrooms.</p>	<p>Teachers and students will engage in integrated STEM learning experiences at least weekly. Develop student and teacher use of small group work (Principal and STEM integrationist)</p> <p>Partner with Harriet Alexander Nature Center to provide hands-on nature/science/environmental learning opportunities for grades K-2.</p> <p>Partner with WORKS Museum and grade 4 for an intensive week-long STEM residency (Principal, WORKS Museum, HANC, STEM Integrationist, focus grades K-2, 4)</p>	<p>School year</p>
<p>Provide opportunities for families to learn about and increase capacity to support STEM learning</p>	<p>Partner with WORKS Museum to provide family event to empower parents in supporting their child in science, technology, math, engineering and literacy. Share student projects. (Principal, STEM integrationist)</p>	

Community building and leadership training for sixth grade students.	Partner with Equity Alliance to work with grade 6 students to foster positive peer interactions and to strengthen student leadership.  Teach community building through use of Circles and Restorative Practices. Focus on implementing with fifth and sixth grade classrooms. Principal, Equity Alliance and grade level teams	School year
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## 2. READING

**A. Reading** (*School improvement goal aligned with WBWF*) **SMART Goal:** The percentage of all students enrolled October 1 in grades 3-6 at Central Park who are proficient on all reading state accountability tests (MCA-III, MTAS) will increase from 30.24% in 2018 to 37.22% in 2019.

**B. Reading Usable Intervention(s):**

Identify intervention (evidence-based strategies or practices) the team has selected for implementation (at least one intervention for each prioritized need).

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.
1. Strengthen PLC's. Weekly PLC 's focused on writing and reading connection
2. Teach a guaranteed and viable Literacy curriculum
3. Continue implementation of PRESS interventions
4. Continue implementation and support of Units of Study - Writing
5. Include absent narratives in Literacy curriculum
6. Develop strategies of classroom teachers to support EL content learning
7. Increase student leadership
8. Collaborate with families to build access to grade level standards for learning

**C. Describe how the selected interventions...**

- a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards, Based on the
- b) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
- c) allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

Central Park has chosen these specific interventions in order to use data more effectively to inform our instruction. Teachers will identify the most important academic standards and will use formative assessments to guarantee all students are learning and successful. Students will have a relevant and rigorous learning environment enhanced by a more inclusive curriculum. Hands-on learning, enriched writing opportunities and culturally relevant pedagogy are important elements of this plan in order to provide engaging and well-rounded educational opportunities that will help our learners. This is a comprehensive school plan. Our children come from richly, diverse backgrounds. We need to have Multi- Tiered Systems of Support in place in order to meet the needs of all students but especially our low-achieving students. With nearly 70% of our students falling below expected grade level standards in reading we must approach our improvement through a school-wide plan.

**D. For each selected strategy or intervention, state in detail the implementation steps including each action step and the anticipated timeframe for completion.**

<b>Strategy/Intervention</b>	<b>Action Step and Detailed Implementation Steps</b> <i>(Identify persons responsible for completing each identified the action step)</i>	<b>Anticipated timeframe for completion</b>
<p>Strengthening PLC's:</p> <p>Teach a Guaranteed and Viable Literacy curriculum</p> <p>Weekly PLC's focused on writing/reading</p> <p>Continue use of PRESS interventions for students who need extra support in reading.</p> <p>Continue implementation and support for Units of Study-Writing</p>	<p>Central Park staff will develop a building vision and mission statement to focus and guide school-wide work. The vision will paint the picture for what we want to become and the mission will be our goals for reaching the vision. (Principal)</p> <p>Each grade level team of teachers will identify guaranteed and viable curriculum based on state reading/writing standards. This will be accomplished in each unit with grade level PLC's. (Principal, Writing Lead teacher, and Academic Coach will support this work.)</p> <p>Teachers will include Whole Group Reader's Workshop (mini lessons), Independent reading, Strategy based Guided Reading Groups, Press Interventions, Interactive Read a-louds, Writer's Workshop with student writing.</p> <p>Teachers will work collaboratively in teams to improve practice and student achievement. Each teacher will focus on five students with certain writing characteristics. These students will change after the six-week unit of writing.</p> <p>Master schedule was created to enable writing coach access to each grade level to offer more support and the ability to observe and model Units of Study-Writing (Writing Lead teacher).</p>	<p>School -year</p>

	<p>Teachers will continue to expand their use of Units of Study – Writing. Focus on writing and reading connection. (Principal, Writing Lead Teacher, Academic Coach, Interventionists, Math and Reading Corp tutors)</p>	
<p>Include Absent Narratives in Literacy curriculum</p>	<p>Develop student voice through the writing curriculum.</p> <p>Use anchor texts that reflect student backgrounds and experiences. Train teachers to look for what perspectives are missing from the curriculum and how to develop more culturally responsive and relevant learning opportunities.</p> <p>Literacy curriculum is relevant to all students and reflects our district equity vision. Teachers will include literature and writing samples from multiple perspectives.</p> <p>Teachers/staff will receive training through a Humanities Center of MN grant) Help teachers explore personal biases. Gain skills and strategies in identifying absent narratives.</p> <p>(Principal; Minnesota Humanities Center, Teachers, Writing lead, Academic Coach)</p>	<p>School -year</p>
<p>Develop strategies of classroom teachers to support EL content learning</p>	<p>ELIM teacher grant- EL teacher will work with a cohort of 8 classroom teachers to support and strengthen EL teaching in the classroom.</p> <p>EL teacher leader (ELIM grant) will work to expand use of EL strategies (including increased student to student talk) in the mainstream classroom. Principal and EL teacher meet and confer. (EL teachers, Classroom teachers, Principal, Academic coach)</p>	<p>School -year</p>
<p>Increase student leadership</p>	<p>Teach community building through use of Circles and Restorative Practices. Focus on implementing with fifth and sixth grade classrooms</p> <p>Community building and cultural leadership training for sixth grade students.</p>	<p>School -year</p>



	Partner with Equity Alliance to work with sixth grade students to foster positive peer interactions and to build a broad and culturally relevant lens for leadership (if grant approved).  (Principal and grade level teams)	
Collaborate with families to build access to grade level standards for learning	Each grade level will have two writing celebrations throughout the school year. Students will share their work and celebrate their learning. School professional staff will offer additional parent opportunities around strategies to support reading and writing at home. (Principal, Writing Lead teacher, Academic Coach)	School -year

### 3. BUDGET

List the costs required to implement the reform effort(s) and other activities listed above. Identify what staff and services are supported using Title I funds.

This is an extensive and comprehensive Building Improvement Plan. District, Compensatory, Title One and additional grant funds are used to carry out this plan.

Building Title I funds are used to fully or partially fund staff the following positions: Building Academic Coach, Literacy Interventionist and the STEM Integrationist. Title I set aside funds at the district level have been used to pay the salary and benefits of a 1.0 FTE writing specialist.

### 4. STAKEHOLDER INVOLVEMENT

Describe how parents, teachers and school administrators, community members, and others were involved in the development of the schoolwide plan (supporting documentation including meeting agendas, minutes, sign-in sheets must be maintained).

Building leadership team (Parents, Teacher and administrator listed on front cover) met to develop plan based on the Comprehensive Needs Assessment. The comprehensive needs assessment was conducted by the by the building leadership at meetings in May and June. In addition, parent feedback was further gathered at the May, PTA meeting as parents gave their input into the Title One plan from 2017-2018. The additional parent feedback that was gathered helped provide input to the leadership team when this new plan was created.

**5. PROGRAM EVALUATION** (include evaluation dates, data used for program evaluation, results, and proposed changes as a result of program evaluation) **Specify benchmarks for evaluation and describe how the Title I Program will be evaluated to determine...**

- i. whether the prioritized needs have been addressed and desired outcomes met including increased student achievement?
- ii. the status of implementing the selected strategies or interventions as intended?

i.

- On-going reading benchmark -all students (Sept/Dec/March); K-3 only (May)
- Weekly reading progress monitoring of students who are below benchmark
- Pre/post unit assessments for math
- On-going common formative standards-based math assessments
- On-demand writing samples (beginning and end of each Units of Study – writing)
- FAST (Fall/Winter/Spring)
- Teacher/Student surveys (Fall/Spring) (Cultural competency – through MN Humanities Center)
- Student leadership survey (Sixth grade only – Equity Alliance – if grant approved)
- ACCESS (February 2019)
- MCA (April 2019)


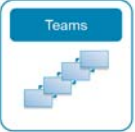
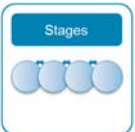
ii.



- Principal
- Site implementation team -Parents and teachers (see front page)
- PLC leaders; Writing Coach; Academic Coach

## PART III – School Action Plan

(Required for all Focus and Priority Schools; Recommended for all schools)

### Use and Importance of Implementation Science

Icon Link to AI Hub	Description
	<p><b>Drivers</b> are the key components of capacity that enable the success of innovations in practice. They are integrated and work as levers to compensate for weaker drivers.</p> <p>There are 3 categories of Implementation Drivers:</p> <ul style="list-style-type: none"> <li>• <a href="#">Competency Drivers</a> are mechanisms to develop, improve and sustain one’s ability to implement an intervention as intended in order to benefit students. These are Selection, Training, Coaching, and Fidelity.</li> <li>• <a href="#">Organization Drivers</a> are mechanisms to create and sustain hospitable organizational and system environments for effective educational services. These are Systems Intervention, Facilitative Administration, and Decision Support Data Systems.</li> <li>• <a href="#">Leadership Driver</a> focuses attention on providing the right leadership strategies for different types of leadership challenges. These leadership challenges often emerge as part of the change management process needed to make decisions, provide guidance, and support organization functioning. These strategies are Technical and Adaptive.</li> </ul> <p>The work done through each Driver depends on the Stage of implementation.</p>
	<p><b>Linked Teams</b> review multiple sources of data (including student data) to select a usable intervention during the exploration stage. Once the intervention is selected, teams develop action steps determined by the Drivers and the Stage of implementation. Teams are linked to share data, communication, support, and accountability.</p>
	<p><b>Stages</b> are not linear and may overlap. Activities may be occurring or reoccurring in one stage while activities in another stage begin. Start in Exploration.</p> <ul style="list-style-type: none"> <li>• <a href="#">Exploration</a>: Leadership forms teams, identifies data sources, reviews all identified data, engages staff, hypothesizes root cause for instructional improvement, and identifies a usable intervention. This stage requires inquiry, research, learning, and patience, and the team measures <i>adult effort</i>.</li> <li>• <a href="#">Installation</a>: The team makes necessary changes to infrastructure and puts organization supports into place including training procedures, coaching plans, reporting frameworks, and outcome expectations. The team measures <i>adult effort</i>.</li> <li>• <a href="#">Initial Implementation</a>: The team measures the fidelity of teachers using the practice, adjusts drivers such as training and coaching, initiates improvement cycles, and manages change. The team measures <i>adult fidelity</i> (doing what was intended).</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Full Implementation:</b> Over 50 percent of the teachers are implementing the usable intervention with fidelity and the new practice becomes standard. Maintain success and change policies to support work.</li> </ul>
	<p><b>Improvement Cycles</b> allow teams to track progress of strategic implementation using both short-term and long-term Plan, Do, Study, Act (PDSA) cycles, which provide feedback to the leadership implementation team, building administrators, and teachers.</p>
	<p><b>Usable Interventions</b> address the needs identified by the data review and will increase student performance over time. A usable intervention is teachable, learnable, doable, and readily assessed in the classroom. It could be an instructional strategy or practice and may be part of a larger instructional framework.</p>

The content on this page is based on the work of the National Implementation Research Network (NIRN).  
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## Action Plan Instructions

### ACTION PLAN (Reading, Mathematics, Graduation if required, or Other)

The Action Plan tool is intended for use by the Leadership Implementation Team to document ongoing work when implementing a usable intervention. This tool is intended to be updated regularly as a part of Leadership Implementation Team meetings.

#### Header Information:

In the **School** field, enter the School Name.

In the **Plan Contact** field, enter the contact person leading the action plan implementation.

In the **Submission Date** field, enter the most recent date the Record of Continuous Improvement was submitted to Title, uploaded to SERVS Financial, or submitted for MDE review.

#### 1. SMART Goal: Write the SMART Goal Statement.

*NOTE: The All Student Goal reflects increases in student proficiency. The Student Group goals reflect the increased proficiencies, increased achievement, and reduction of the achievement gap.*

##### Example: All Student SMART Goals

The percentage of all students enrolled October 1 in grades enter grade levels at school name who are proficient on all reading/mathematics state accountability tests (MCA-III, MTAS) will increase from current percentage in current year to goal percentage in next year.

##### Examples: Student Group SMART Goals

The percentage of specific student group enrolled October 1 in grades enter grade levels at school name who are proficient on all reading/mathematics state accountability tests (MCA-III, MTAS) will increase from current percentage in current year to goal percentage in next year.

The average growth of specific student group enrolled October 1 in grades enter grade levels at school name will increase from current growth average in current year to growth average goal in next year.

The achievement gap between specific student group and the respective non-student comparison group enrolled October 1 in grades enter grade levels at school name will decrease from current gap in current year to gap goal in next year.

#### 2. Usable Intervention: Identify the usable intervention(s) selected for monitoring by the leadership implementation team. If usable interventions are a part of a framework, identify the applicable framework. See [Usable Interventions](#) for more detail.

**3a. Usable Intervention Selected for Monitoring:** Identify the intervention from Step 2 selected to monitor with the Action Plan (Step 4).

**3b. Instructional Change Manager:** Identify the individual selected to oversee implementation of the usable intervention.

#### 4. Action Plan:

**Plan-Do-Study-Act Cycles:** Plan well, but get started with doing the intervention selected. Collect data on effort and fidelity and study it. Act on lessons learned by celebrating successes and making decisions about improvements. Begin the cycle again. Plan the changes. Do the changes. Study the progress. Act on new insights. Plan...

**Stage:** This column heading is linked to a brief description of each stage of implementation. The stage determines the work done through each **implementation driver** which leads to determining the appropriate expectation.

**Action Steps:** One action step entered per row. Use the **implementation drivers** to guide what will be done and record those actions.

**Expectation:** The stage and the appropriate implementation driver inform the expected result and the type of evidence to gather, the process by which data is analyzed, and the guiding questions leadership implementation teams ask about data to inform next steps:

- During *Exploration* and *Installation* stages the team measures *adult effort*.
  - Effort data can inform planning and development of Competency Drivers and monitor readiness to engage with enough resources, supports and data systems.
- During *Initial Implementation* the team adds measurements of *adult fidelity*.
  - Fidelity data can inform changes to the Competency Drivers and determine how to use the Organizational Drivers to remove barriers and add resources.
- During *Full Implementation* the team adds measurements of *student outcomes*.
  - Use fidelity data to make connections between adult efforts and student outcomes to sustain success.

**Review Date:** Enter the date when the leadership implementation team expects to review the status of the action step.

**Evidence Summary to Inform Next Steps:** State the outcome(s) of the review and the specific next step(s) to be entered on the next row within the action plan for progress monitoring.

#### Adding Rows to the Action Plan:

1. Outside of the table border, use the mouse on the right-hand side of the last row in the table.
2. Press Enter to create a new row within the action plan.
3. Repeat steps 1 and 2 to add multiple blank rows rather than one new row each time one is needed.

**Note:** If the last row was used before rows are added, use the template below to incorporate the drop-down options into the Stages column and to incorporate the data entry prompts into the remaining columns.

4. Place the cursor into the right-hand column anywhere along the data entry prompt “Enter summary and next steps here.”
5. Press the left mouse button; keep the mouse button pressed, and drag to the left to highlight the entire row then let go of the mouse button.
6. Hold down the Ctrl+C (Copy) keys then release the keys.
7. Place your cursor into the first column of the new row.
8. Press the left mouse button; keep the mouse button pressed, and drag the mouse to the bottom-right-hand cell of the new rows to highlight all the cells in each new row then let go of the mouse button.
9. Hold down the Ctrl+V (Paste) keys to paste the template onto the new row(s).

The new row will look and function just like the following template row:

Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
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## READING ACTION PLAN

**SCHOOL:** Central Park Elementary

**PLAN CONTACT:** Becky Berkas, principal

**SUBMISSION DATE:** August 15, 2018

**1. Reading SMART Goal:** The percentage of all students enrolled October 1 in grades 3-6 at Central Park who are proficient on all reading state accountability tests (MCA-III, MTAS) will increase from 30.24% in 2018 to 37.22% in 2019.

**2. Reading Usable Intervention(s):**

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

The interventions must

- a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
- b) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
- c) allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

Supporting documentation for the selected interventions must be maintained at the school/district. Examples should include research and resources used during exploration.

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

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.	<u>Fully Implemented?</u>
Strengthen PLC's. Weekly PLC 's focused on writing and reading connection	<input type="checkbox"/>
Teach a guaranteed and viable Literacy curriculum	<input type="checkbox"/>
Include absent narratives in Literacy curriculum	<input type="checkbox"/>
Include National Urban Alliance (NUA) strategies in daily teaching	
Continue implementation and support of Units of Study - Writing	<input type="checkbox"/>

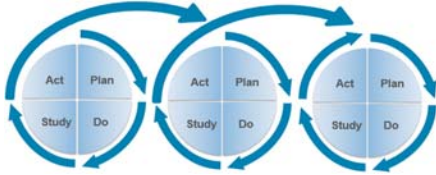


## READING ACTION PLAN

3a. **Usable Intervention Selected for Monitoring:** Strengthen PLC's. Weekly PLC 's focused on writing and reading connection

3b. **Instructional Change Manager:** Becky Berkas

### 4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected [usable intervention](#).

Supporting documentation that informs next steps decision-making must be maintained at the school/district. Example include practice profiles, PLC notes, fidelity measures, professional development plan, and coaching, etc.

<u>STAGE</u>	<u>ACTION STEPS</u>	<u>EXPECTATION</u>	<u>REVIEW DATE</u>	<u>EVIDENCE SUMMARY TO INFORM NEXT STEPS</u>
In what stage of implementation is the current intervention and how does it inform actions?	How do the <a href="#">drivers</a> inform what the team will do? Identify action steps and persons responsible for completing the action step.	What is the expected result of this activity? How will the team study adult effort and fidelity of implementation?	What date will the team study the expectation results?	Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
Installation	Central Park staff will develop a building vision and mission statement to focus and guide school-wide work. The vision will paint the picture for what we want to become and the mission will be our goals for reaching the vision.	A focus for school community to articulate our vision, mission and purpose. This work will guide who we will become and how we will get there. Adult building staff engagement and implementation survey and observations; student/parent feedback	Aug-Oct 2018	Enter summary and next steps here
Initial Implementation	Each grade level team of teachers will identify guaranteed and viable curriculum based on state reading/writing standards. This will be accomplished in	Grade levels will meet as part of their writing PLC's to develop and use common formative assessments.	School year	Enter summary and next steps here

	each unit with grade level PLC's. (Principal, Writing Lead teacher, and Academic Coach will support this work.)	Student progress monitor data; achievement data		
Full Implementation	<p>Teachers will continue to expand their use of Units of Study – Writing. Focus on writing and reading connection.</p> <p>Connections between writing and reading will be reinforced with teachers and students.</p> <p>Teachers will include Whole Group Reader's Workshop (mini lessons), Independent reading, Strategy based Guided Reading Groups, Press Interventions, Interactive Read a-louds, Writer's Workshop with student writing.</p>	Develop as part of the Writing/reading PLC's along with Writing Lead teacher. Lessons will be co-taught or modelled as necessary to support the on-going work. This year there will be a strong developed for teachers and students around connection between reading and writing.	School year	Enter summary and next steps here
Initial Implementation	Teachers will work collaboratively in teams to improve practice and student achievement. Each teacher will focus on five students with certain writing characteristics. These students will change after the six-week unit of writing.	PLC's	School year	Enter summary and next steps here
Installation	Develop student voice through the writing curriculum.	Work will be primarily lead in PLC's. Teachers will be able to articulate	School year	Enter summary and next steps here

	<p>Use anchor texts that reflect student backgrounds and experiences. Train teachers to look for what perspectives are missing from the curriculum and how to develop more culturally responsive and relevant learning opportunities.</p> <p>Literacy curriculum is relevant to all students and reflects our district equity vision.</p> <p>Teachers will include literature and writing samples from multiple perspectives. Teachers will continue to develop cultural competencies working with National Urban Alliance. Teachers will implement the strategies in their daily teaching.</p>	<p>ways they have expanded use of multiple perspectives in their classrooms</p>		
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**MATHEMATICS ACTION PLAN**

**SCHOOL:** Central Park Elementary

**PLAN CONTACT:** Becky Berkas, principal

**SUBMISSION DATE:** August 15, 2018

**1. Mathematics SMART Goal:** The percentage of all students enrolled October 1 in grades 3-6 at Central Park who are proficient on all mathematics state accountability tests (MCA-III, MTAS) will increase from 25.26% in 2018 to 32.73% in 2019.

**2. Mathematics Usable Intervention(s):**

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

The interventions must

- provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,

- strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
- allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

Supporting documentation for the selected interventions must be maintained at the school/district. Examples should include research and resources used during exploration.

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

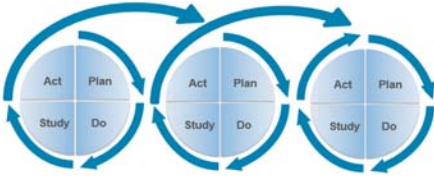
List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.	<u>Fully Implemented?</u>
Strengthen PLC's. PLC 's focused on state math standards	<input type="checkbox"/>
Teach a guaranteed and viable Math curriculum	<input type="checkbox"/>
Use of Guided Math (small groups to target student needs)	<input type="checkbox"/>
Continue implementation of math interventions	<input type="checkbox"/>
Integrated STEM learning opportunities in all classrooms.	<input type="checkbox"/>
Include Absent Narratives in math curriculum – including authentic and real-world examples	<input type="checkbox"/>

## MATHEMATICS ACTION PLAN

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

3b. **Instructional Change Manager:** Enter change manager's name here

### 4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected [usable intervention](#).

Supporting documentation that informs next steps decision-making must be maintained at the school/district. Example include practice profiles, PLC notes, fidelity measures, professional development plan, and coaching, etc.

<u>STAGE</u>	<b>ACTION STEPS</b>	<u>EXPECTATION</u>	<b>REVIEW DATE</b>	<b>EVIDENCE SUMMARY TO INFORM NEXT STEPS</b>
In what stage of implementation is the current intervention and how does it inform actions?	How do the <a href="#">drivers</a> inform what the team will do? Identify action steps and persons responsible for completing the action step.	What is the expected result of this activity? How will the team study adult effort and fidelity of implementation?	What date will the team study the expectation results?	Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
Installation	Central Park staff will develop a building vision and mission statement to focus and guide school-wide work. The vision will paint the picture for what we want to become and the mission will be our goals for reaching the vision.	A focus for school community to articulate our vision, mission and purpose. This work will guide who we will become and how we will get there. Adult building staff engagement and implementation survey and observations; student/parent feedback	August- Oct 2018	Enter summary and next steps here
Initial Implementation	Each grade level team of teachers will identify guaranteed and viable curriculum based on state math	Grade levels will meet as PLC's to develop and use common formative assessments.	School year	Enter summary and next steps here

	standards. This will be accomplished in each unit with grade level PLC's. (Principal, Academic Coach will support this work.)	Teachers will use Common Formative Assessments to plan for students needs in math. Student progress monitor data; achievement data  Increase student achievement and engagement		
Full Implementation	Use of Guided Math (small groups to target student needs)	Students will have an opportunity to learn in small guided groups for math focused on specific student needs.  Increase student achievement and engagement	School year	Enter summary and next steps here
Full Implementation	Continue implementation of math interventions	Teachers will use available curriculum resources to meet needs of students based on progress monitoring data.  Increase student achievement and engagement	School year	Enter summary and next steps here
Full Implementation	Integrated STEM learning opportunities.	All students are provided integrated learning opportunities in the area of science, technology, engineering or math at least weekly.  STEM Integrationist (SPARK LAB) will continue to provide professional development and support to classroom teachers as they implement STEM in the classroom.  Partner with Harriet Alexander Nature Center to provide hands-on	School year	Enter summary and next steps here

		<p>nature/science/environmental learning opportunities for grades K-2.</p> <p>Partner with WORKS Museum and grade 4 for an intensive week-long STEM residency</p> <p>Increase student achievement and engagement</p> <p>(Principal, WORKS Museum, HANC, STEM Integrationist, extended partnership opportunities grades K-2, 4)</p>		
Initial Implementation	<p>Include Absent Narratives in math curriculum – including authentic and real-world examples</p> <p>Math curriculum is relevant to all students and reflects our district equity vision.</p>	<p>Teachers will explore math curriculum through a lens of cultural application. Teachers will decrease absent narratives by providing authentic and real-world examples in curriculum and student learning opportunities.</p> <p>Teachers/staff will receive training through a Humanities Center of MN grant) Help teachers explore personal biases.</p> <p>Increase student achievement and engagement</p> <p>(Staff and student surveys; achievement data)</p>	School year	Enter summary and next steps here

Installation	Teachers/staff will receive training through a Humanities Center of MN grant)	<p>Teachers will engage in PD opportunities to expand worldview, explore /reduce personal implicit and explicit bias.</p> <p>Increase student achievement and engagement</p> <p>(Staff and student surveys; achievement data)</p>	August 2018, Nov. 2018, February 2019, March 2019	Enter summary and next steps here
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