

Minnesota Department of Education	RECORD OF CONTINUOUS IMPROVEMENT SCHOOL IMPROVEMENT PLAN AND TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN	School Year 2015-2016
---	---	---------------------------------

I. Identification Information

DISTRICT INFORMATION District Name and Number: Inver Grove Heights Community Schools, ISD 199 Superintendent (Director): Dave Bernhardson District Address: 2990 80 th Street East Inver Grove Heights, MN 55076 Title Coordinator: Penny Baker Coordinator Address: 2990 80 th Street East Inver Grove Heights, MN 55076	DISTRICT PHONE, FAX, EMAIL Phone: 651-306-7800 Fax: 651-306-7295 Email: Dave.Bernhardson@isd199.org Phone: 651-306-7806 Email: Penny.Baker@isd199.org
---	---

SCHOOL INFORMATION School Name, Number and Grade Span: Salem Hills Elementary School; PreK - 5 School Address: 5899 Babcock Trail Inver Grove Heights, MN 55076 Principal: Tina Willette	SCHOOL PHONE, FAX, EMAIL Phone: 651-306-7300 Fax: 651-306-7321 Email: Tina.Willette@isd199.org
---	--

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

If yes complete the entire document.

Check one: Initial Schoolwide plan Existing Schoolwide plan Targeted Assistance

Enter Data: 2012-13 MMR: 57.04 percent
 2013-14 MMR: 63.48 percent
 2012-13 FR: 63.57 percent

2013-14 FR: 77.08 percent

Check Current Designation: Reward Celebration Eligible Continuous Improvement
 Priority Focus

Check one if Designated as a Priority or Focus School:
 Northern Sky Center South/Central Lakes Center SE/Metro Center

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education/Charter Board of Inver Grove Heights Community Schools has authorized Penny Baker at a monthly meeting on August 24, 2015 (Date) to act as the Local Education Agency 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 Inver Grove Heights Community Schools 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)

8-24-15

(Date)

II. School Information

Building Level Student Demographics:

American Indian/Alaskan Native	2.7%
Asian/Pacific Islander	7.9%
Black, not of Hispanic origin	18.8%
Hispanic	26.7%
White, not of Hispanic origin	43.8%
Limited English Proficient	16.4%
Special Education	13.7%
Free or Reduced-Price Lunch	54.1%

Percentage of Total Enrollment:

LEADERSHIP IMPLEMENTATION TEAM	ROLE	CONTACT INFORMATION
Tina Willette	Principal	Tina.willette@isd199.org
Jean Herbst	Teacher	Jean.herbst@isd199.org
Kelly Goodnature	Teacher	Kelly.goodnature@isd199.org
Chelsie Bowker	Title I Paraprofessional	Chelsie.bowker@isd199.org
Penny Baker	Program Administrator	Penny.baker@isd.199.org
Noemi Trevino Debra Landvik	Technical Assistance	
Anna Guth	School Psychologist	Anna.guth@isd199.org

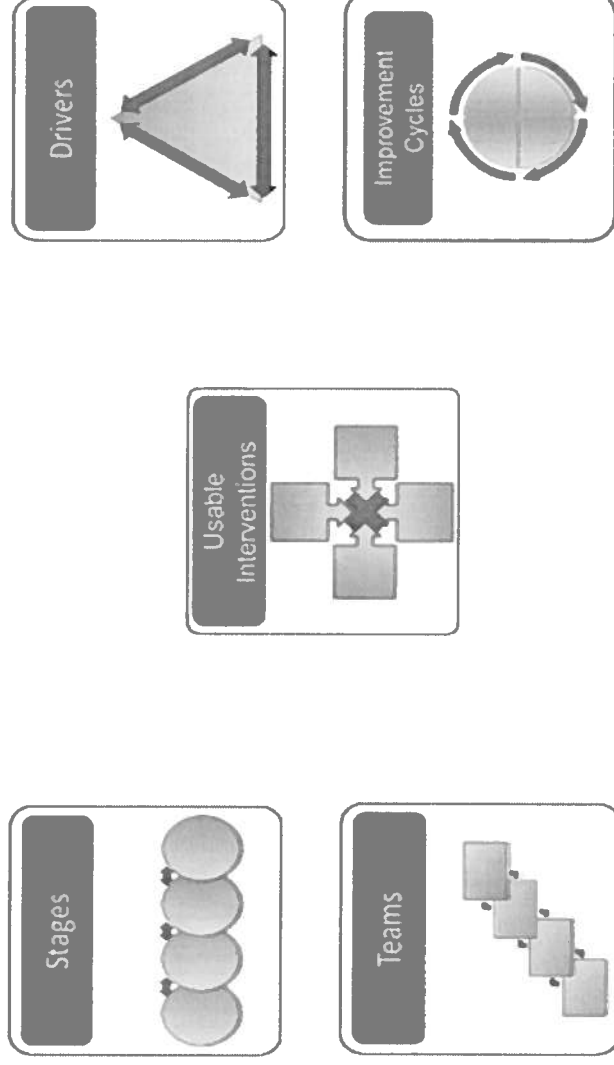
SCHOOL SUMMARY	STATEMENTS
<p>Executive summary of your school: Provide a school overview and include enough information for the reader to become acquainted with the focus of this action plan.</p>	<p>Salem Hills Elementary School is located in Inver Grove Heights, a first ring suburb of St. Paul. It is a PreK-5 neighborhood school with 320 students. In addition, Early Childhood Special Education, Athenium Gifted and Talented Magnet, and the Federal Setting III EBD program for District #199 elementary schools are located in the building.</p> <p>The demographics at Salem Hills Elementary School have changed dramatically in the past six years. At the present time, 54.1% of the students qualify for free or reduced priced meals. The student population is 43.8% white; 18.8 % Black; 26.7% Hispanic; 7.9% Asian; 2.7% American Indian. Approximately 16.4% of the students are English Language Learners and approximately 13.7% of the students have an Individualized Education Plan (IEP).</p> <p>During the 2013-2014 school year, Salem Hills received an MMR rating of 63.48 and a focus Rating of 77.08%. Salem Hills has not been designated as a Priority, Focus, Continuous Improvement, Celebration Eligible, or Reward School. Salem Hills has worked diligently to increase student achievement and parent involvement. While having a targeted assistance model has helped in meeting the needs of some students, we know that continuing a School-wide Model for Title I will be beneficial for the school community. Salem Hills has worked extensively over the past five years to implement an effective framework for Multi-Tiered Systems of Support (MTSS). The school-wide MTSS plan uses evidence-based interventions to meet the needs of struggling students in reading.</p> <p>During the past three years, grade level intervention blocks along with designated instructional minutes in reading have implemented. Within the intervention blocks, students are flexibly grouped based on Benchmark and Progress Monitoring data. The School-wide Title I Model has allowed us to meet the needs of all of the learners at Salem Hills by providing increased flexibility to move students in and out of intervention groups throughout the school year based on identified academic needs in reading. Salem Hills has Professional Learning Community (PLCs) in place at each grade level. The grade level teams analyze student data and make instructional decisions based on their findings. The Schoolwide Title I plan has provided increased and more targeted intervention support for the following grade level bands: Kindergarten and First Grade; Second and Third Grade; Fourth and Fifth Grade. These grade level bands have a specific interventionist assigned to them who is an integral member of their collaborative team. Salem Hills staff continue to work collaboratively to develop and revise common formative assessments and to make instructional decisions to increase academic achievement.</p> <p>Salem Hills is recognized nationally as a member of the Ashoka Changemaker School Network. Ashoka works to ensure that all children get a Changemaker education by developing practices to teach Changemaking in their schools, share their experiences with others, and advocate for the importance of a Changemaker education. The network is part of a larger Empathy Initiative, which aims to make empathy – a foundational Changemaker skill – a part of everyone’s educational experience.</p>

SCHOOL SUMMARY	STATEMENTS
	<p>Salem Hills is recognized as a leader in teaching empathy, teamwork, leadership, and problem-solving along with academic skills. Students learn at high levels and each child's individual strengths are recognized throughout the school year. Salem Hills staff work to create the necessary conditions for leadership opportunities, and to empower students to make a difference in their school, community, nation, and ultimately, the world.</p> <p>The grade level specific goals, for the 2015-2016 school year, are;</p> <p>The percentage of kindergarten students meeting or exceeding their expected General Outcome Measure Growth in Letter Sound Fluency will be 75% by Spring 2016 as measured by CES Letter Sound Fluency.</p> <p>The percentage of first grade students meeting or exceeding their expected General Outcome Measure Growth will increase from 65% as measured by CES Nonsense Word Fluency to 75% by Spring 2016 as measured by CES Oral Reading Fluency.</p> <p>The percentage of second grade students meeting or exceeding their expected General Outcome Measure Growth will increase from 38% to 50% by Spring 2016 as measured by CES Oral Reading Fluency.</p> <p>The percentage of third grade students meeting or exceeding their expected General Outcome Measure Growth will increase from 69% to 75% by Spring 2016 as measured by CES Oral Reading Fluency.</p> <p>The percentage of fourth grade students meeting or exceeding their expected General Outcome Measure Growth will increase from 60% to 70% by Spring 2016 as measured by CES Oral Reading Fluency.</p> <p>The percentage of fifth grade students meeting or exceeding their expected General Outcome Measure Growth will increase from 60% to 70% by Spring 2016 as measured by CES Oral Reading Fluency.</p>
Describe the team's plan for communicating with the school and community.	The School-wide Program planning team meets bi-weekly to review and develop the SWP plan. The Director of Curriculum and Instruction will review the SWP with the School Board. A parent survey will be administered to gather information from the parents of Salem Hills. PLC teams have discussed the need for additional services through a school-wide model throughout the current school year.

Facilitating Support for Sustainable Change in Minnesota Schools

Using Implementation Science

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



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

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

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

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

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

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

Teams track the progress of strategic implementation using both short-term and longer-term Plan, Do, Study, Act cycles (PDSA) to provide feedback to the leadership implementation team, building administrators, and teachers. Information from PDSA cycles provides ongoing snapshots of how the system is progressing towards fidelity of implementation and improved student outcomes. As implementation progresses through the stages, the focus of the PDSA changes. During exploration and installation the PDSA cycle is used to evaluate adult effort in selecting the intervention and preparing for implementation. During initial implementation the focus shifts to ensuring fidelity of the instructional or intervention processes. While student outcomes are measured all along the way, it is most reasonable to expect that upon full implementation the focus 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: Salem Hills Elementary School

Plan Contact: Kelly Goodnature, Schoolwide Title One Coordinator

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>).

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 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: Salem Hills Elementary School

PLAN CONTACT: Kelly Goodnature

SUBMISSION DATE: Enter date here

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 students enrolled October 1 in grades 3-5 at Salem Hills Elementary School who are proficient on all reading state accountability tests (MCA II) will increase from 52.9% in 2015 to 62.9 % in 2016.

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? 1. Set School-wide SMART Goals in Reading	Who will lead this action step? What resources are needed? Principal Title I Team Director of Curriculum and Instruction	What did you learn from the data you reviewed? Salem Hills' percentage of students proficient in reading has been below the State and District percentage proficient for four consecutive years. Use the data to determine individual and	August 2015	What will you do next to advance the exploration process? See SMART Goal 3 above. Analyze which assessments are best used to evaluate effectiveness.
2. Administer Benchmark Assessments	School Psychologist Principal	Use the data to determine individual and	September 2015	Review data with classroom teachers to determine class-wide intervention

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?
	Title I Team	class-wide intervention needs		implementation plan
3. Analyze Benchmark data for individual students and administer follow up assessment (decoding inventory)	School Psychologist Principal Title I Team	Use decoding inventory to determine specific student needs and select an appropriate intervention	September 2015	Implement individual student interventions and progress monitor biweekly.
4. Analyze Benchmark data for classrooms	Title I team Classroom teachers	Classrooms that are in need of class-wide intervention determine specific intervention to use	September/October 2015	Administer class-wide intervention and progress monitor
5. Analyze Progress Monitoring Data-CES – (ORF, LSF, LNF, Isolated Words) (PRESS Assessments)	School Psychologist Principal Title I Team	Learn what interventions are successful for individual students and problem solve what interventions to pursue next	Ongoing-biweekly	Continue and/or revise interventions and meet with classroom teachers, EL teacher, Special Education Teachers to problem solve when needed
6. Administer Benchmark Assessments	School Psychologist Principal Title I Team	Use the data to determine individual and class-wide intervention needs	January 2016	Review data with classroom teachers to determine class-wide intervention implementation plan
7. Analyze Benchmark data for individual students and administer follow up assessment (decoding inventory)	School Psychologist Principal Title I Team	Use decoding inventory to determine specific student needs and select an appropriate intervention	January 2016	Implement individual student interventions and progress monitor biweekly.
8. Analyze Benchmark data for classrooms	Title I team Classroom teachers	Classrooms that are in need of class-wide intervention determine	January 2016	Administer class-wide intervention and progress monitor

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?
9. Analyze Progress Monitoring Data-CES – (ORF, LSF, LNF, Isolated Words) (PRESS Assessments)	School Psychologist Principal Title I Team	specific intervention to use Learn what interventions are successful for individual students and problem solve what interventions to pursue next	January 2016	Continue and/or revise interventions and meet with classroom teachers, EL teacher, Special Education Teachers to problem solve when needed
10. Administer Benchmark Assessments	School Psychologist Principal Title I Team	Use the data to determine individual and class-wide intervention needs	May 2016	Review data with classroom teachers to determine class-wide intervention implementation plan
11. Analyze Benchmark data for individual students and administer follow up assessment (decoding inventory)	School Psychologist Principal Title I Team	Use decoding inventory to determine specific student needs and select an appropriate intervention	May 2016	Implement individual student interventions and progress monitor biweekly.
12. Analyze Benchmark data for classrooms	Title I team Classroom teachers	Classrooms that are in need of class-wide intervention determine specific intervention to use	May 2016	Administer class-wide intervention and progress monitor
13. Analyze Progress Monitoring Data-CES – (ORF, LSF, LNF, Isolated Words) (PRESS Assessments)	School Psychologist Principal Title I Team	Learn what interventions are successful for individual students and problem solve what interventions to pursue next	May 2016	Continue and/or revise interventions and meet with classroom teachers, EL teacher, Special Education Teachers to problem solve when needed

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: PRESS Path to Reading Excellence in School Sites: Minnesota Center for Reading Research

List of usable interventions selected for monitoring below. Highlight the one you will measure first.	Fully Implemented?
1. Oral Language Assessment	<input type="checkbox"/>
2. Phonemic Awareness Intervention (PRESS)	
3. Phonics Intervention (PRESS)	<input checked="" type="checkbox"/>
4. Fluency (PRESS)	<input checked="" type="checkbox"/>
5. Vocabulary (PRESS)	<input type="checkbox"/>
6. Comprehension (PRESS)	
7. Oral Language Development	



5a. USABLE INTERVENTION SELECTED FOR MONITORING: PRESS Fluency

5b. Instructional Change Manager: Title I Team 5c. Math Reading Graduation (check one)

6a. INSTALLATION

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



DO



STUDY



ACT

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?	Principal PRESS Trainers	What is the expected result of this adult activity? Understanding of PRESS Process Understanding of how to utilize PRESS interventions	Oct. 2015	Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step. Support Teachers in Whole Class Implementation
1. PRESS Training for ALL Staff (Reg Ed, Sped, EL Teachers)	Principal Title I Staff	Class-wide intervention implemented	Dec. 2015	Fidelity Check
2. Implement PRESS intervention to whole class	Principal Title I Staff	Reiterate work implemented is done with fidelity	Jan. 2016	Review and Refine Craft of Class-wide Implementation
3. Conduct Fidelity Check	Principal Title I Staff	Increased Understanding and focused implementation	Jan. 2016	Progress Monitor
4. Refine implementation method based upon fidelity check	Principal Title I Staff School Psychologist	Teachers will see growth as a result of implementing class-wide intervention	Feb. 2016	Analyze CES ORF Growth
5. Progress Monitor Students Fluency	Principal	Determine need for	Feb. 2016	Repeat Steps 2-6 if necessary
6. Analyze CES ORF Growth				

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?	Title I Staff School Psychologist	What is the expected result of this adult activity? ongoing Class-wide Intervention		Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.

6b. INITIAL IMPLEMENTATION

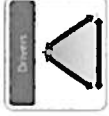
These are the action steps you will take to implement the usable intervention you have selected to fidelity. Fidelity requires at least 50% of the teachers using the practice to do so with a high level of proficiency when observed.



DO



STUDY



ACT

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. All classroom teachers will implement class-wide PRESS intervention as necessary	Principal Title I Team	Walk throughs indicate that 75% of teachers implemented the intervention with fidelity as indicated by the PRESS fidelity checklist	January 2016	Update when fidelity checks are complete
2. EL and Special Education Teachers will implement PRESS interventions as necessary	Principal Title I Team	Walk throughs indicate that 100% of teachers implemented intervention with fidelity as indicated by the PRESS fidelity checklist	January 2016	Update when fidelity checks are complete
3. Enter action steps here	Enter team lead / resources here	Enter fidelity expectation here	Enter date here	Enter summary here
4. Enter action steps here	Enter team lead / resources here	Enter fidelity expectation here	Enter date here	Enter summary here
5. Enter action steps here	Enter team lead / resources here	Enter fidelity expectation here	Enter date here	Enter summary here

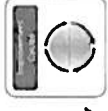
ACTION STEPS What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.	TEAM LEAD / RESOURCES	FIDELITY EXPECTATION What is the expected or desired fidelity outcome for this adult activity	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS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

6c. FULL IMPLEMENTATION

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



DO



STUDY



ACT

ONGOING MONITORING OF THE INTERVENTION	TEAM LEAD / RESOURCES	SUSTAINABILITY EXPECTATION	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
<p>What data will you collect and review to measure whether or not you are reaching your desired educational outcomes?</p> <p>What is your measure of adult behavior change (e.g., is implementation of the intervention occurring as intended)?</p> <p>What is your measure of student performance change?</p>		<p>What is your target for student outcomes (e.g., achievement gap reduction)?</p> <p>What is your target for instructional behavior (e.g., increased fidelity)?</p>		<p>Record actual outcomes for both student outcomes and fidelity.</p> <p>Celebrate successes. Determine next action steps.</p>
1. PRESS Student Progress Monitoring Tool	Anna Guth Title I Team	Utilize the PRESS progress monitoring tool to inform targeted literacy interventions.	On Going	Enter summary here
2. CES	Anna Guth Title I Team	GOM Growth (General Outcome Measures)	On Going	Enter summary here
3. Common Formative Assessments aligned to CCSS	Classroom Teachers Title I Team	Collaborative Teams	On Going	Enter summary here
4. PRESS Fidelity Check	Principal Title I Team	Fidelity Check completed with walk throughs during intervention time	On Going	

6d. INTERVENTION MONITORING RECORD PRESS Fidelity Check

Cut and paste 6c into a summary document to create a record of interventions that are fully implemented. This Intervention Monitoring Record can be used for peer observations and classroom walkthroughs.

III. Schoolwide Program (SWP) Plan Required Components (SWP schools complete)

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

Assurances (check boxes for items 1-6)

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

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.

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

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

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

- X 5. We will conduct an annual review of the school-wide plan to ensure that the program description in the plan is implemented as designed and has a positive effect on student achievement.
- X 6. We will retain documentation in our district file related to the three core elements of a school-wide program: conducting a comprehensive needs assessment, creating a comprehensive school-wide plan, and conducting an annual evaluation.

Narrative

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

Salem Hills Elementary School is located in Inver Grove Heights, a first ring suburb of St. Paul. It is a PreK-5 neighborhood school with 320 students. In addition, Early Childhood Special Education, Atheneum Gifted and Talented Magnet, and the Federal Setting III EBD program for the elementary level are located in the building.

Inver Grove Heights has a population of 30,000 residents. There are a number of community services located within the city and a variety of faith-based organizations and numerous businesses in Inver Grove Heights. The demographics of the residents of the City of Inver Grove Heights are as follows: 81.3 % White, 3.8% Black, .4% American Indian, 3.4 % Asian, 8.9% Hispanic.

The demographics at Salem Hills Elementary School have changed dramatically in the past year 6 years. At the present time, 54.1% of our students qualify for free and/or reduced priced meals. Our student population is 43.8% white; 18.8% Black; 26.7% Hispanic; 7.9% Asian; 2.7% American Indian. Approximately 16.4% of our students are English Language Learners and approximately 13.7% have an individualized Education Plan (IEP).

During the 2013-2014 School Year, Salem Hills received an MMR score of 63.48; 15.28 points for proficiency; 15.49 points for growth; 16.85 points for achievement gap reduction. Our focus rating was 77.08; 16.85 points for Achievement Gap Reduction; 21.69 points for Focus Proficiency. Salem Hills has not been designated as a Priority, Focus, Continuous Improvement, Celebration Eligible, or Reward School.

The grade level specific goals, for the 2015-2016 school year, are;

The percentage of kindergarten students meeting or exceeding their expected General Outcome Measure Growth in Letter Sound Fluency will be 75% by Spring 2016 as measured by CES Letter Sound Fluency.

The percentage of first grade students meeting or exceeding their expected General Outcome Measure Growth will increase from 65% as measured by CES Nonsense Word Fluency to 75% by Spring 2016 as measured by CES Oral Reading Fluency.

The percentage of second grade students meeting or exceeding their expected General Outcome Measure Growth will increase from 38% to 50% by Spring 2016 as measured by CES Oral Reading Fluency.

The percentage of third grade students meeting or exceeding their expected General Outcome Measure Growth will increase from 69% to 75% by Spring 2016 as measured by CES Oral Reading Fluency.

The percentage of fourth grade students meeting or exceeding their expected General Outcome Measure Growth will increase from 60% to 70% by Spring 2016 as measured by CES Oral Reading Fluency.

The percentage of fifth grade students meeting or exceeding their expected General Outcome Measure Growth will increase from 60% to 70% by Spring 2016 as measured by CES Oral Reading Fluency.

2. Describe your school-wide program vision. How do you plan to operate differently in the new Title I school-wide program model in order to impact the needs of all students including strategies for meeting the educational needs of historically underserved populations? Highlight staff and parent roles and responsibilities for supporting all learners.

A. Salem Hills' teachers and staff meet in collaborative teams weekly to review grade level standards, analyze student data, and develop common formative assessments.

Salem Hills will provide targeted and timely intervention and supports to those students who are not proficient in reading. This will be done through a specific daily intervention time during the school day outside of the core literacy instruction.

B. Salem Hills University will offer courses to students who qualify for Targeted Services in reading after school 1-2 times per week.

C. Summer Academy classes will be provided to students who qualify for Targeted Services.

D. All K-5 students below grade level proficiency in reading will be supported through the use of the University of Minnesota's Center for Reading Research PRESS Interventions in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

E. *English language learners will receive interventions from our English Language specialist, who has also been trained in PRESS reading interventions.*

F. A MN Reading Corps member will continue to provide service to underachieving students in reading in grades K-3.

G. A second cohort of Salem Hills' staff will continue to participate in site coaching in partnership with the National Urban Alliance (NUA). Teachers learn high operational practices that are research-proven to increase student engagement and increase rigor for all students.

H. Salem Hills' staff will continue to refine their Responsive Classroom practices. As the demographics of the Salem Hills student population continues to change, classroom teachers need this additional tool to equip them to provide culturally responsive classrooms thereby improving the learning environment for all learners.

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

The foundation of the School-wide program is to ensure that 80% of the students enrolled at Salem Hills Elementary School are proficient in core literacy instruction. The district general fund allocates money for one elementary reading specialist whose role is to provide professional development and individual teacher support in the area of literacy. District Integration Funds are allocated for a half time, highly qualified teacher at Salem Hills. The role of this teacher is to provide targeted interventions in literacy to students who are not meeting grade level benchmarks. Integration Funds also support professional development in Responsive Classroom and on site coaching from National Urban Alliance (NUA) to refine culturally responsive instructional practices at Salem Hills. Title II funds support the work of developing Salem Hills' collaborative teams as they review grade level standards, analyze student data, and develop common formative assessments. Salem Hills' teachers have the opportunity to attend the PLC At Work Summer Institute as well as participate in ongoing district training in Data Driven Dialogue. The demographics at Salem Hills Elementary School have changed dramatically in the past six years. At the present time, 54.1% of our students qualify for free or reduced priced meals. Our student population is 43.8% white; 18.8 % Black; 26.7% Hispanic; 7.9% Asian; 2.7% American Indian. Approximately 16.4% of our students are English Language Learners and approximately 13.7% of our students have an Individualized Education Plan (IEP). Title VII funds provide opportunities for the staff to attend Beyond Diversity Training as they work to meet the needs of a diverse student population.

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

The process employed to engage parents, teachers, and community representatives in helping Salem Hills become a schoolwide program was communicating through school newsletters, the district website, staff meetings, PTSA Meetings, Parent and Teacher Conferences, and the Family-School Compact. During teacher workshop week, we will share all of the information with staff. The principal will keep all District 199 administrators informed on the implementation of the School-wide Program. We will continue to use all methods of communication to engage all stakeholders. When students are identified as needing intervention services we will call parents to welcome them to our program and answer any questions they may have. We have developed a document for parents to explain the specific skill their child is working on and ideas of how to support this work at home. We have translated parent communication into Spanish. In the Fall of 2015 we will be hosting a school-wide Literacy Night for all families.

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

The School-wide Program planning team meets bi-weekly to review and revise the SWP plan. Progress monitoring meetings are held bi-weekly. The team discusses student data and determines if interventions are successful. The team analyzes GOM (General Outcome Measure) Growth and problem solves to adjust interventions as necessary. The Director of Curriculum and Instruction will review the SWP with the School Board. A parent survey is administered to gather information from the parents of Salem Hills. PLC teams have discussed the positive impact of the school-wide program on student outcomes.

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 provides student academic results in a language the parents can understand via initial phone contact and meeting at conferences. Title One, in collaboration with the classroom teacher, provides parents with an Individual Learning Plan. We have developed a document in parent friendly language to explain the specific skill their child is working on and ideas of how to support this work at home.

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
Penny Baker	3/11/2015 3/15/2015	District Progress Monitoring Process Review	Mid Year Review Observed the team's process for analyzing student data and adjusting targeted literacy interventions.
Noemi Trevino Debra Landvik	3/19/2015	MDE	Overview of the new SWP model
Kathy Patton	5/1/15	PRESS Intervention Specialist	Observe Title I teacher administering PRESS reading intervention with Salem Hills students