

I. Identification Information

DISTRICT INFORMATION	DISTRICT PHONE, FAX, EMAIL
District Name and Number: Cambridge Isanti Schools:	Phone: 763-689-6201
Superintendent (Director): Dr. Raymond Queener	Fax: 763-689-6200
District Address: 625 A Main Street North, Cambridge MN 55008	Email: rqueener@cambridge.k12.mn.us
Title Coordinator: Tammy Kraft	Phone: 763-689-6204
Coordinator Address: 625 A Main Street North, Cambridge MN 55008	Email: tkraft@cambridge.k12.mn.us

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: Isanti Primary School, # 0102, Grades K-2	Phone: 763-691-8701
School Address: 301 W Heritage Blvd, Isanti MN 55040	Fax: 763-689-6200
Principal: Shane Dordal	Email: shane_dordal@cambridge.k12.mn.us

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

If yes complete the entire document.

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

Enter Data: 2012-13 MMR: 63.83% percent
 2013-14 MMR: **48.05%** percent
 2012-13 FR: **70.82** percent
 2013-14 FR: **53.16%** percent
 2015-16 MMR: **73.98%** Proficiency Index

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 Cambridge Isanti School District #911 has authorized Greg Winter at a monthly meeting on September 22nd 2016 to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2015-16. The LEA Representative will ensure that the school district (LEA) will maintain compliance with the appropriate federal statutes, regulations, and procedures and will act as the responsible authority in all matters relating to the administration of this improvement plan. The local Board of Education/Charter Board ensures that its designee(s) will periodically update the Board regarding goals and strategies/practices, participate as a member of the school leadership implementation team, and work in collaboration with the Regional Centers of Excellence and/or MDE in support of technical assistance through the Minnesota Statewide System of Support (SSOS) or the Department.

(Signature of Superintendent/Charter School Board Chair)

(Date)

II. School Information

Building Level Student Demographics:	Percentage of Total Enrollment:
American Indian/Alaskan Native	0.8%
Asian/Pacific Islander	1.59%
Black, not of Hispanic origin	2.19%
Hispanic	2.19%
White, not of Hispanic origin	93.24%
Limited English Proficient	1.59%
Special Education	26.84%
Free or Reduced-Price Lunch	33.95%

LEADERSHIP IMPLEMENTATION TEAM	ROLE	CONTACT INFORMATION
Shane Dordal	Principal	763-691-8701
Michelle Glasgow	Teaching and Learning Coordinator	763-689-6218
Jane Dirkes	Teacher	763-691-8745
Greg Winter	Director of Teaching and Learning	763-689-6217
Tammy Kraft	Program Administrator	763-689-6204
Steve Bucks	Parent	763-552-8859
Raymond Sperl	Technology Coordinator	763-689-6236

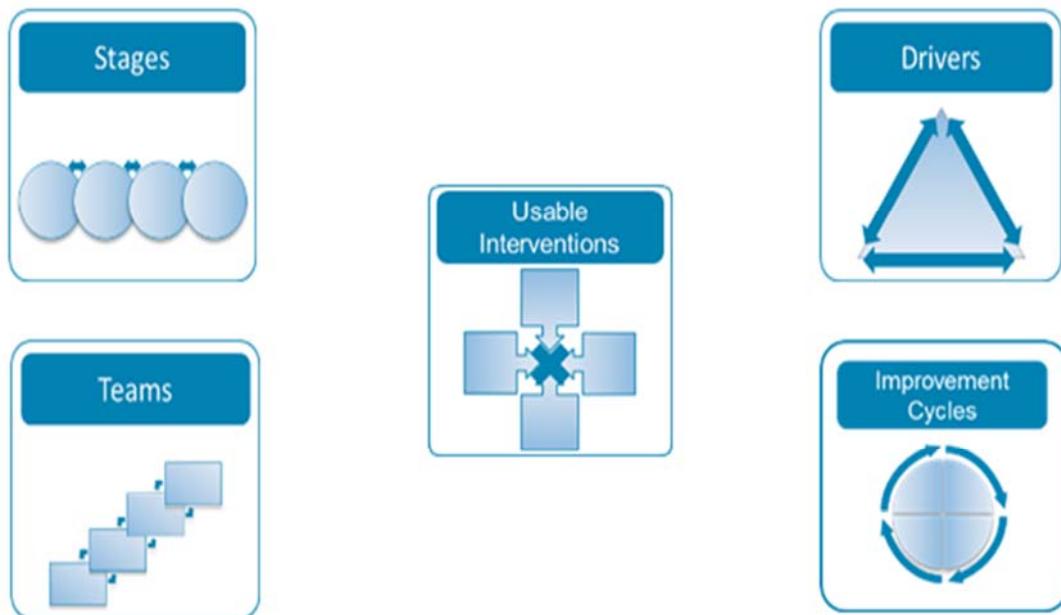
SCHOOL SUMMARY	STATEMENTS
<p>Executive summary of your school: Provide a school overview and include enough information for the reader to become acquainted with the focus of this action plan.</p>	<p>Isanti Primary School is a K-2 building and serves as a feeder school to Isanti Intermediate Grades 3-5. Isanti Intermediate School's performance on 2016 MCAs reported 71.0% of third grade students proficient in math, 69.4% fourth grade, and 73.5% fifth grade. In the area of reading 58.6% of our third grade students were proficient in reading, 58.5% fourth grade, and 70.9% of our fifth grade met or exceeded the standards. This particular school in our district consistently performs slightly below the state average, and struggles with meeting the needs of students at risk. A Schoolwide program implementation would address the needs of over 10% of our students struggling to meet the expectations outlined in state standards and would allow us to revamp our instructional approaches. We have a high population of FRL eligible students. We continue to have achievement gaps in both reading and math by race and ethnicity in all sub groups. There is a persistent gap between free and reduced lunch students in reading and non-free and reduced students. There is an increase in the number of students in attendance at IIS who have been identified for special education services in the area of SLD and we would like to close the gaps early to prevent continued increases. Local NWEA Spring Benchmark data shows that close to an average of 43% of our third, fourth, and fifth grade students did not meet district Fall to Spring NWEA Growth Targets in the area of reading. In the area of math an average of</p>

	33% of our students are not on track to meet the rigor of the state standards.
Describe the team's plan for communicating with the school and community.	Information letters and PASS cards will be shared with parents during our fall conferences. A Welcome Back to School letter will be sent to all families before school starts. Information will be available on the school website and Facebook account. All of our school parent organizations are being revamped to include a component discussing schoolwide plans and implementation as well as evaluations. Families will be invited to educationally based family engagement opportunities throughout the 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: Isanti Primary

Plan Contact: Shane Dordal

Submission Date: Enter the quarterly submission date here.

1. Make copies of the plan template as needed. Use templates for math, reading, and graduation, if applicable.
2. Check the plan category that each plan addresses.
3. Write the SMART Goal statement. This is the All Student Goal that reflects reduction of the achievement GAP.

4a. Exploration is the first stage of the process. Identify the data sources the team will review, what is learned from the data and what actions will be taken. This stage requires inquiry, research, learning and patience. The final step in this stage is to select a usable intervention (strategy or practice) to implement and measure during initial implementation and full implementation to determine if it leads to increased academic performance. For

example, you might determine that Balanced Literacy is a framework that includes appropriate strategies to address the findings of the needs assessment. For additional resources regarding stages see the [Active Implementation Hub](http://implementation.fpg.unc.edu/module-4), (<http://implementation.fpg.unc.edu/module-4>).

4b. Name the usable intervention that you will implement on the chart. For example: Interactive Read Aloud. Highlight one usable intervention to implement and monitor first.

5a-c. Write your usable intervention selected to monitor here so it can be easily referenced as you enter the installation and initial implementation stages. Select a change manager for each action plan and identify which plan you are completing.

6a. Installation is the second stage of the process. Use the chart to identify what you will do to provide the structural supports necessary for successful implementation of the usable intervention (strategy or practice). These activities could include selection and training of staff, development of documents such as practice profiles to help you clearly define your framework or strategy, documenting processes to monitor your implementation efforts, or addressing policy issues that will enhance the implementation process. In this stage, measure your effort and report your findings in the Evidence Summary. For example, how many staff received training? Is the coaching service delivery plan established? For more guidance [see Modules 2, 4, and 6](#) 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: Isanti Primary

PLAN CONTACT: Tammy Kraft

SUBMISSION DATE: 8-31-16

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. **2016-2017 SMART Goal** Isanti Primary student achievement in the area of reading will improve from an average percentage of students of 48% meeting local district targets on the NWEA test to 53% of students meeting district level targets.

- *2015-2016 SMART Goal Isanti Primary student achievement in the area of reading will improve from an average percentage of students of 53% meeting local district targets on the NWEA test to 58% of students meeting district level targets. Did not meet*

More specific:

2016-2017 Isanti Primary School kindergarten students will improve from 40% of the students meeting the district level reading targets in NWEA to 45% of the kindergarten students meeting spring targets.

- *2015-2016 Goal - Isanti Primary School kindergarten students will improve from 54% of the students meeting the district level reading targets in NWEA to 59% of the kindergarten students meeting spring targets. Did not meet*

2016-2017 Isanti Primary School first grade students will improve from 52% of the students meeting the district level reading targets in NWEA to 57% of the first grade students meeting spring targets.

- *2015-2016 Goal Isanti Primary School first grade students will improve from 51% of the students meeting the district level reading targets in NWEA to 56% of the first grade students meeting spring targets. Did not meet*

2016-2017 Isanti Primary School second grade students will improve from 52% of the students meeting the district level reading targets in NWEA to 57% of the second grade students meeting spring targets.

- *2015-2016 Goal - Isanti Primary School second grade students will improve from 53% of the students meeting the district level reading targets in NWEA to 58% of the second grade students meeting spring targets. Did not meet*

4a. EXPLORATION

This process includes a **COMPREHENSIVE NEEDS ASSESSMENT** and will lead to the selection of a usable intervention you believe will lead to improved student outcomes. Consider the demographics of your school and community, academic achievement and other relevant information (section 1114(b) (1) of Title I of No Child Left Behind, the SWP).



ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?	What we did in 2015-2016
1. MCA Data	Academic Coaches and Principals, Title Interventionist	Our Isanti Intermediate MCA data tells us that In the area of reading, 62.9% of our 3rd grade students, 60.3% of our 4th graders, and 67.6% of our 5th grade students met or exceeded the state standards.	9/30/2016	We will look at the demographic groups and determine who is not meeting vs. who is meeting (gender, FR, race, SPED, etc...) We will use our findings to determine the appropriate instructional strategies to use with the groups of students who are underperforming.	Spring to Spring Data was gathered 14-15. Demographic data was looked at. Fall 15 data was looked at
2. NWEA Data	Academic Coaches and Principals, Title Interventionist	40% of the IPS kindergarten students met NWEA Reading district targets in the in the spring of 2016. 52% of 1st grade students at IPS met NWEA district reading grade level Targets in the spring of 2016. 52% of 2nd grade students at IPS met grade level NWEA Reading	NWEA Benchmark Data will be gathered and reviewed in September, January and May and periodically through	We will use our findings to determine the appropriate instructional strategies to use with the groups of students who are underperforming. We will look at the NWEA strand data to see which areas our students are struggling with and assign additional instruction accordingly. We will also use the NWEA data to develop	Fall Strand data was looked at by teachers, principals, ADSI Interventionists, and Academic Coaches. WIN Time Groups were created accordingly. An Internal Trainer the Trainer approach is being used in the district. Trainings have

		Targets in the spring of 2016. This data tells us that we need to develop strong intervention programs in order to raise the percentage of our students meeting the expected grade level targets.	out the year	Individual Learning Paths for students using our COMPASS program	been provided for our teacher selected trainers on 6/10/15, 9/10/15, 10/27, 10/14/15 & 11/2/15, COMPASS Trainings have been provided for teachers.
3. TIES Data	Academic Coaches and Principals, Title Interventionist	% of our kindergarten students met TIES Letter Sound Fluency Targets in the spring of 2016. 47% of the 1st grade students met TIES CES, Oral Reading Fluency targets in the spring of 2016, and 57% of the 2nd grade students met TIES CES, Oral Fluency Targets in the spring of 2016.	TIES Benchmark Data will be gathered and reviewed in September, January and May and periodically throughout the year	We will use our TIES CES Oral Reading Fluency Benchmark data as an indicator of students who are not achieving at district targets. This would indicate that they are not on track to pass state standards. We will use this and other data collected to help us determine needs and student progress. Letter Sound Fluency and Nonsense Words Fluency will be used as measure in Kindergarten	Fall 2015 - ORF was administered to Grade 1 and Grade 2 students Fall 2015 - LSF was administered to all students.
4. District and School Strategic Plan	Academic Coaches and Principals, Title Interventionist	The strategic plan has allowed us to find the general needs of our district. The identified team will continually check to ensure that we are taking the action steps necessary to meet our identified needs	On going	We will continue to monitor steps being taken towards meeting the goals and objectives of our Strategic Plan	

4b. SELECTING A USABLE INTERVENTION

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

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

List of usable interventions selected for monitoring below. Highlight the one you will measure first.	Fully Implemented ?
1. WIN Time (What I Need Time)	<input type="checkbox"/>

2. Balanced Literacy	<input type="checkbox"/>
3. Reading Street Curriculum	<input type="checkbox"/>
4. COMPASS Learning	<input type="checkbox"/>



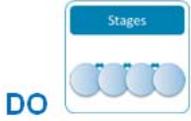
5a. USABLE INTERVENTION SELECTED FOR MONITORING: WIN Time

5b. Instructional Change Manager: Shane Dordal

5c. Math Reading Graduation (check one)

6a. INSTALLATION

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

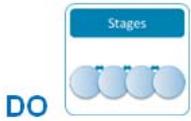


ACTION STEPS What activities will provide structural supports necessary to implement interventions successfully?	TEAM LEAD / RESOURCES	EFFORT EXPECTATION What is the expected result of this adult activity?	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.	15-16 R
1. Development of a Master Schedule that accommodates Interventions “WIN Time” (What I Need Time)	Building Principal	Intentional Scheduled time to meet with identified students	6/1/16	Creation of a Master Schedule Task Force. Monitoring schedule to determine the need of minor adjustments for transitions.	Schedule ha made for 16 school year Title/ADSI intervention be scheduled all teachers times and w team to push pull out dur classroom V times.
2. Hiring an additional Interventionist through ADSIS and District level funding to work collaboratively with Title I SW Interventionists and building level funded Academic Coaches	Building Principal	Additional Intervention times for students	7/15/16	Follow District Hiring procedures and provide training	ADSI Intervention hired in the
3. Training Staff in the use of selected Interventions. (teachers and Title I Instructional Assistants)	ADSI & Title Interventionist s, Academic Coaches, K-5 District Coordinator, Fed. Programs Coordinator	Staff ready to implement interventions with fidelity	10/15/16	Training dates will be set in place. An order of intervention training will be developed based off of student need. Fidelity checks of interventions will be in place. Ongoing evaluation will determine further training needs.	TITLE teach as PLCs on Fidelity Che in place

4. Development of an Intervention Library and Resources	ADSIS & Title Interventionists, Academic Coaches, K-5 District Coordinator, Fed. Programs Coordinator, Classroom Teachers	A collection of research based highly effective intervention resources in place and available for use.	9/7/16	An Intervention catalog will be in place and Intervention kits available for staff use. The catalog and interventions will be evaluated and adjusted as needed. The catalog will be readily accessible and easy to use.	Intervention are available edSpring. Road to the Road to Real intervention were purcha
5. Fall, Winter, and Spring Benchmark Testing Window will be established	Federal Programs Coordinator and Assessment Coordinator	TIES and NWEA testing schedules and procedures will be in place for the 15-16 school year	6-1-16	Benchmark Data will be present for use in selecting student interventions and services.	DONE three year

6b. INITIAL IMPLEMENTATION

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

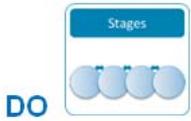


ACTION STEPS What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.	TEAM LEAD / RESOURCES	FIDELITY EXPECTATION What is the expected or desired fidelity outcome for this adult activity	BY DATE	EVIDENCE SUMMARY INFORM NEXT STEP Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation attained when at least 50% of teachers use the intervention with fidelity
1 Ensure that all teachers have participated in the provided trainings (Materials/Resources; Progress Monitoring; Intervention delivery; selecting interventions for students; Using data to inform instruction)	Building Principal, Academic Coaches	All teachers will have attended trainings provided	10/15/16	Documentation will be kept to monitor teacher participation in trainings.
2. Ensure that teachers understand fully the master schedule and the components contained within it	Building Principal, Academic Coaches	Teachers will be able to identify how much time should be devoted to WIN Time each day and when this should occur	9/1/16	Teachers classroom schedules will include WIN Time
3. Perform Walk throughs to make sure that WIN Time is happening at the designated times	Building Principal, Academic Coaches	Teachers will be doing WIN Time activities when Principals and/or coaches come in for checks	11/1/16	A form will be created to use while doing walk throughs. Within this form will be a measure of if WIN time is actually occurring, what interventions/strategies are being implemented, and a summary of data collected will be done.
4. Grade Level PLC's will be in place to support teachers in looking at student data Beginning with Interventionist Lead moving into Teacher Led	Academic Coaches, Title I Interventionist, ADSIS Interventionist	Teachers and interventionists are meeting with their team/house members. Discussion will focus on	Interventionist Lead 9/15/16 Teacher Led: 1/8/17	PLC notes will be reviewed to monitor level of intervention content of PLC discussions and planning

		interventions based on student data.		
5. Gradual Release Model – I Do, We Do, You Do support will be in place for both instruction and assessment (actual demonstration of interventions, videos, etc.)	Academic Coaches. Interventionists	Coaches and Interventionists will research interventions/strategies and will train and support classroom teachers in their use.	Trainings will begin in September and will occur frequently throughout the school year	PLC notes will be reviewed to monitor the frequency and type of modeling and trainings based on teacher need. Record will be kept of teachers' use of interventions.

6c. FULL IMPLEMENTATION

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



ONGOING MONITORING OF THE INTERVENTION What data will you collect and review to measure whether or not you are reaching your desired educational outcomes? What is your measure of adult behavior change (e.g., is implementation of the intervention occurring as intended)? What is your measure of student performance change?	TEAM LEAD / RESOURCES	SUSTAINABILITY EXPECTATION What is your target for student outcomes (e.g., achievement gap reduction)? What is your target for instructional behavior (e.g., increased fidelity)?	BY DATE	EVIDENCE SU... INFORM NEX... Record actual o... both student ou... fidelit... Celebrate su... Determine next t...
1. Walk Throughs will continue to observe fidelity of implementation of selected strategies, Participation in PLC's and District Inservice will show a level of understanding or not,	Building Principals, Academic Coaches	Teachers will deliver instructional practices with high fidelity resulting in increased students achievement	On Going	Teachers will co... deliver instruct... interventions b... student need.
2. District Assessments will be used to measure student growth	Federal Programs Coordinator, Assessment Coordinator	Measuring student growth will help will help us in planning instructional practices	On Going	Continue to loc... to guide our int... and instruction
3. Classroom Assessments	Classroom Teachers & Teaching and Learning	Classroom assessments both formative and summative will assist us in creating high yield instructional practices	On Going	Weekly PLC's ar... occurring. Cont... review data at... PLC's

6d. INTERVENTION MONITORING RECORD COMPASS Learning

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.

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

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

- 4. All paraprofessionals are working under the direct supervision of a highly qualified teacher.
- 5. We will conduct an annual review of the schoolwide plan to ensure that the program description in the plan is implemented as designed and has a positive effect on student achievement.
- 6. We will retain documentation in our district file related to the three core elements of a schoolwide program: conducting a comprehensive needs assessment, creating a comprehensive schoolwide plan, and conducting an annual evaluation.

Narrative

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

A Strategic Plan was developed by a large number of people. The district hired consultants from the Cambrian Group to do a needs assessment and to create a mission and a vision for our schools for the next five years. There were 9 groups developed which consisted of Administrative staff from the district, Parents, Community Members, Students, Teachers, and Multiple staff members from CI schools in all different capacities. Each team was given an individual "Strategy" to focus on. The teams then researched where we currently were in the district in each strategy. Multiple resources were used to determine levels of competency and existence of programs. Data, Surveys, and interviews to name a few. Once each team had determined the current status of their strategy the team then developed a list of needs in order to raise levels of efficiency to where we want to be. In doing this Action Plans were created. Each Team lead brought their action plans to the consulting firm for further evaluation. Our needs were confirmed, our goals were created and the steps we need to take to get there were all developed. This model of Comprehensive Needs Assessment provided us with the framework for all that we do to focus the energies, purposes, and investments of the schools and gave us the tools to develop effective strategies for I.S.D. 911 that will set the parameters to accomplish the goals of educating students.

District 911 Schools Strategic Plan

BELIEFS – The unequivocal expression of fundamental values, convictions and character:

- We believe that every person needs to feel valued, respected, and safe in order to maximize their potential.
- We believe that strong individuals and communities depend on giving to, caring for, and serving each other.
- We believe everyone has a purpose beyond themselves.
- We believe communication, critical-thinking, collaboration, and creativity are necessary to thrive in a changing world.
- We believe honesty and integrity are essential to all positive relationships.
- We believe every person has a responsibility to live up to their own high expectations.
- We believe every person learns uniquely.
- We believe success can come from the ability to learn from and work through adversity.
- We believe learning occurs best when social, emotional, and physical needs are met.
- We believe every person has value with skills and talents that make them unique.
- We believe every person is responsible for their own choices.
- We believe education provides the greatest access to opportunities.
- We believe as technology use increases there is continued value in the skills and benefits of face-to-face communication.
- We believe involvement in meaningful activities enriches your life.
- We believe that learning begins at birth and never end

MISION – A clear, definitive statement of highest aspiration including unique identity, specific purpose, and critical attributes:

The mission of District 911, as the leader in innovative education offering unlimited options and opportunities, is to develop well-rounded individuals who excel in leadership, achieve at the highest levels and are responsible citizens, through highly effective staff addressing the unique needs of each individual in partnership with parents, students, and a unified community

PARAMETERS – Strict pronouncements that establish the boundaries, limits, and rules within which the mission is to be accomplished:

- We will never accept ineffective job performance anywhere in the district.
- We will only hire the best.
- We will always exemplify the Five Character Traits: Compassion, Respect, Responsibility, Self-Discipline, and Honesty.

OBJECTIVES – The desired measurable, observable, and demonstrable results that realize the mission:

- Objective 1: Each student will graduate career and/or college ready and will continue to pursue their high expectations
- Objective 2: Each student will own their own individualized plan for learning and for life.
- Objective 3: Each student will be positively engaged in their communities throughout their lives.
- Objective 4: Each student will be a leader.
- Objective 5: Each student will serve their communities throughout their lives.
- Objective 6: Each student will be an effective contributor to our global society.

STRATEGIES – Largely stated Initiatives through which the mission and objectives are to be achieved:

Strategy I: We will instill in all students the qualities to be leaders throughout their lives.

- Action Plan 1: A consistent district-wide leadership development program for all students is implemented with fidelity.
- Action Plan 2: The leadership education program actively involves the community, all staff, and all students.
- Action Plan 3: Each student has an individual leadership development plan, which may include curricular and co-curricular experiences.
- Action Plan 4: Opportunities are available for all students to practice and demonstrate leadership skills at school and in the community

Strategy II: We will attract, hire, and retain staff who model our mission, beliefs, and objectives.

- Action Plan 1: All employees will be encouraged to engage in communication with leadership to inspire innovation in a manner that builds ownership in the overall decisions of the district.
- Action Plan 2: The culture of District 911 will be reinforced by a set of behavioral standards.
- Action Plan 3: Employee growth will be supported by appropriate, planned staff development.
- Action Plan 4: Focused marketing will build community connections and promote the achievements, creativity, and innovations of the district.
- Action Plan 5: District 911 will recognize and reward skills and behaviors through goal-setting and an effective evaluation process.
- Action Plan 6: Staff who model our mission, beliefs, and objectives will be hired with a streamlined, consistent, and effective hiring process.
- Action Plan 7: New employees will receive comprehensive orientation and position-specific training.
- Action Plan 8: Social media and an updated web presence will reflect our mission, beliefs, and objectives, and positively engage staff members and the community.

Strategy III: we will provide multiple pathways and tools toward career and/or college readiness

- Action Plan 1: All students are exposed to an outside perspective of multiple career opportunities throughout their Pre-K-12 education.

- Action Plan 2: All middle-level students are exposed to a multitude of vocational careers and develop basic vocational skills with programs designed to be implemented in classes such as family and consumer science (FACS), and industrial technology.
- Action Plan 3: All students will use and graduate with a working e-portfolio. (*Reference strategies 1 and 5.)
- Action Plan 4: All students at the secondary level (grades 6-12) have access to multiple vocational and technical educational opportunities which have the potential to result in vocational careers.
- Action Plan 5: All students have a strong self-advocacy skill set throughout their Pre-K-12 education.
- Action Plan 6: Students are prepared for post high school challenges through a rigorous curriculum.
- Action Plan 7: Students have multiple scheduling options

Strategy IV: We will create and promote partnerships with parents and community.

- Action Plan 1: Parents are able to access school information and parent involvement opportunities in each school.
- Action Plan 2: Education will always be current and relevant through input provided by a local business advisory committee.
- Action Plan 3: Partnerships with the business community enhance the health, safety, and educational experience for our students.
- Action Plan 4: A consistent parent/guardian advisory committee is active and evident within each school to support the educational experience.
- Action Plan 5: District facilities are updated to increase and enhance community use and accessibility.
- Action Plan 6: Volunteer programs are supervised and coordinated district-wide.
- Action Plan 7: The Early Childhood program provides outreach to families.
- Action Plan 8: Organized youth service programs are available in our schools.
- Action Plan 9: The school community ensures equal opportunities for all students

Strategy V: We will provide the tools and support to meet the unique needs of every student.

- Action Plan 1: A clear and defined Pre-K-12 assessment plan, including both formative and summative assessments.
- Action Plan 2: Individual Learning Plans (ILPs) guide in meeting the unique needs of all Pre-K-12 students with fidelity and consistency.
- Action Plan 3: Positive behavior systems are consistent across all school environments.
- Action Plan 4: All current and new initiatives being considered by District 911 are not in conflict with John Hattie's Visible Learning work, Marzano's Art and Science of Teaching and/or other best practices.
- Action Plan 5: District 911 staff are trained, supported, and held accountable in successfully implementing all initiatives.
- Action Plan 6: In continuing to meet the needs of every student, all strategies and practices are consistent in all educational settings

Strategy VI: We will unite all staff into a strong educational team.

- Action Plan 1: District staff members will feel recognized and celebrated.
- Action Plan 2: The district communicates electronically with all staff on a periodic basis highlighting current events, successes, and upcoming challenges.
- Action Plan 3: District staff will have the opportunity to get to know one another in a social environment planned outside the bounds of the typical work day
- Action Plan 4: District staff will be a cohesive team across all employee groups and locations.
- Action Plan 5: Employees will have an understanding and an appreciation for the roles and responsibilities of other employees within the district.

Strategy VII: We will ensure support and development for each staff member to excel.

- Action Plan 1: The district will use a specific and accountable system to implement needs-based professional development for all staff based on on-going feedback and an evaluation system.
- Action Plan 2: The district calendar incorporates adequate time for staff development outside of student contact time.
- Action Plan 3: Criteria for exemplary performance for all positions is published.

- Action Plan 4: Each staff person is a part of an on-going feedback and evaluation system based on current job description.
- Action Plan 5: All staff members have access to professional development which utilizes a wide-range of proven delivery methods to meet the needs of all staff.
- Action Plan 6: All staff members will be a part of a supportive and collaborative system for professional development.
- Action Plan 7: All staff will have easily accessible, web-based, essential job-related training.

Strategy VIII: We will implement a process to ensure an array of innovative learning environments and experiences.

- Action Plan 1: District 911 has a framework to assign responsibility and decision-making regarding innovation.
- Action Plan 2: District 911 collaborates with stakeholders to develop and implement innovative learning environments and experiences.
- Action Plan 3: Continual innovation training and collaboration opportunities are provided to all affected staff and community members.
- Action Plan 4: Innovations are evaluated for success toward established goals.
- Action Plan 5: District 911 replicates and sustains effective innovations.
- Action Plan 6: District 911 consistently provides resources dedicated to innovations

Strategy IX: We will ensure our students have the skills and the knowledge to contribute to our global society.

- Action Plan 1: A system is in place to evaluate our current curriculum and to monitor new curriculum being purchased and developed to ensure it is ethnically, culturally, and sensitively diverse.
- Action Plan 2: The district will offer an option of a Pre-K-5 full immersion Spanish program.
- Action Plan 3: Spanish will be offered in our middle schools for at least 1 term per grade level (grades 6-8).
- Action Plan 4: Partnerships with sister schools from other countries allow students to apply technology to enhance the relationship and learn about other cultures.
- Action Plan 5: All students will participate in service projects to help contribute to our global society while gaining an understanding of many societal needs.
- Action Plan 6: All students will have opportunities to be involved in projects, activities, and experiences to develop their global awareness.
- Action Plan 7: All staff will engage and participate in an annual training in diversity, equity, and cultural sensitivity.

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

Using a variety of data, school staff will participate in PLCs to identify students' needs in math and reading. With this information, students will be selected to participate in research based targeted intervention time in small groups. To determine student growth, progress monitoring will be completed regularly.

A school wide Title I model will allow us flexibility in working with students. It will give us the opportunity to work as a team with all classroom teachers and all teachers become interventionists with common planning time. Helps to create more of the "it takes a village to raise a child" atmosphere. This will help us break down silos

- Title sessions will run on a 6 week rotation
- Title teacher will work with students who are able to keep up with the Continuum of services model being used by Title in the Reading Street curriculum
- The Title Teacher will work with students 4 days a week. 5th day is Teacher time to attend PLC's, collaborate with teachers, interpret data, prepare for end of unit NWEA post checklist testing, and MRC activities

- IA’s working with small groups needing separate programming with research interventions using the strand data
- Title IA’s work with their groups 5 days a week
- Title IA’s take smaller groups – 2-3
- Fifth day IA’s continue to work with their groups (could pick them up on these days if needed).
- We would offer a blended services approach. Specific skills practice based off of NWEA checklists data and continuum of services

COMPASS learning will be used with all students.

FAQ about WIN TIME

What is WIN?

This stands for “What I Need.” The vision is that students will get intervention and support at the level and the area that there is a need. Initially this will include service to the struggling students (about 25 kids in a quad) but will likely shift to encompass teaching and reaching ALL students (regular and advanced) in addition to the struggling learners.

What staff will be deciding what happens during WIN time and when will we meet?

Grade level team of 4 (or 5) along with interventionists (Deb & Kate) and coaches (Tanya & Sarah) meeting during weekly PLCs (one of which is your team’s SAT meeting.)

Who will I be working with?

Students will be identified by administering a pre-assessment on a specific deficit area and then looking at the data to match kids up with intervention and grouping. The vision is to work with approximately 25 students in each team, broken up into groups of 1-5 students depending on needs.

What is it supposed to look like?

Students will be working on an intervention 4 days a week, with the 5th day being a progress monitor day. Students are grouped by same skill, different level of learner (teachers may share kids)

Interventionist	Interventionist	interv. IA	interv. IA	teacher A	teacher B	teacher C	teacher D
small group	small group	small group	small group	small group	small group	small group	small group
				Daily 5 Reading / Daily 3 Math			

OR

Interventionist	Interventionist	interv. IA	interv. IA	teacher A	teacher B	teacher C	teacher D
small group	small group	small group	small group	small group	leveled skill group	leveled skill group	leveled skill group

Where do I get my teaching resources?

Coaches and Interventionists will provide direction and materials in the beginning. The team of classroom teachers is an essential part of the discussion and dialogue that will continue to guide future interventions and plans as the year progresses.

When do we start?

WIN time is built into the schedule. It starts with the first Monday, however the groups will not start right away.

When do we start with groups?

WIN time will officially start with determined groups during the third or fourth week of school.

What happens until then?

During the scheduled WIN time, teachers will work on building stamina and independence in their classroom. Interventionists will be available during their house's WIN times to assist with TIES/ORF testing and/or data collection for specific students.

What students should be looked at right away in the fall? (on track for SAT)

Checklists:

- All classes do checklists every 6 weeks. These tests will be used to determine students in Title for the upcoming 6 week session. We will help with the first testing session and have teachers move to doing it themselves afterwards
- PLC's determine which skills checklist are being measured. Coaches will be the ones to create the lists of skills being tested
- As long as the common procedures agreed upon are used for selecting students, the skills can be different in the buildings and should be based off of student need as lo
- Title staff will do the post checklist at the end of the 6 weeks with existing Title students. Coaches will assist the Title teachers with this until Title is comfortable on own.

Progress Monitoring:

Progress Monitoring will be done using both the TIES and COMPASS Systems. The frequency of testing will be determined by the student need. .

Formative and Summative assessments will be used

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.

All K-5 building Administrators, Academic Coaches, and Teaching and Learning Coordinators will meet monthly to discuss student achievement, intervention strategies, curricular concerns, and basic operational items. Our school district applied for the ADSIS grant for the first time this year. In our grant we requested funding to hire 8.5 fte Interventionists. We will have one ADSIS Interventionist at our site. All Title funded Interventionists, ADSIS Interventionist, Academic Coaches, and the Classroom teachers will work together in determining the needs of our students. SPED teachers will be included in student interventions. Funding to cover our school wide initiatives will be coming from Title I, ADSIS, SPED, and local funding. Many entities will now be able to work together. ADSIS Interventionists and Title Funded Interventionists will meet monthly at a shared PLC to discuss student progress and strategies.

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

Parents, teachers, and community members were included in the Strategic Planning Process as well as the development of our school wide plan and visions on instructional strategies and approaches. Annual meetings, family and community events, and parent trainings will be offered throughout the school year and will be used as a way to communicate. An open door policy is also in place.

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

We will evaluate our program by looking at student achievement data and any other data that may show positive gains which may occur due to increased student academic success. We may look at attendance, discipline referrals, academic achievement, and grades. We will use both the TIES progress monitoring and

Benchmark measures as well as the COMPASS program. We will also do informal interviews with staff and parents and use their feedback to move forward.

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 Cambridge Isanti Schools will share the Individualized Students Results Reports (ISR's) provided by the Minnesota Department of Education with parents by fall conferences which are in the first week or two of school. Opportunities for parents to come in to the schools and/or the district office to discuss students results will be offered as well.

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 i
Dwayne Strand	ongoing	We have held many conversations with Dwayne regarding our school wide plan, allocations, and much more	MDE
Noemi Trevino & MDE Staff	MDE SWP training	The Title I Coordinator, and the 4 principals from the CI Title I schools attended the training	MDE