

I. Identification Information

DISTRICT INFORMATION	DISTRICT PHONE, FAX, EMAIL
District Name and Number: ACGC Public School, ISD 2396:	Phone: 320-857-2276
Superintendent: Sherri Broderius	Fax: 320-857-2937
District Address: 27250 MN State Hwy 4, Grove City, MN 56243	Email: broderiuss@acgcfalcons.org
Title Coordinator: Kodi Goracke	Phone: 320-974-8841
Coordinator Address: 302 South 2 nd Street, Atwater, MN 56209	Email: Gorackek@acgcfalcons.org

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: ACGC Elementary, ISD:2396, PK-6	Phone: 320-974-8841
School Address: 302 South 2 nd Street, Atwater, MN 56209	Fax: 320-974-8410
Principal: Kodi Goracke	Email: gorackek@acgcfalcons.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: 19.95 percent
 2013-14 MMR: **84.86** percent
 2014-15 MMR: 54.49 percent
 2012-13 FR: **65.00** percent
 2013-14 FR: **89.11** percent
 2014-15 FR: 67.36 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 ACGC Public School (LEA Name) has authorized Sherri Broderius (Name) at a monthly meeting on June 27, 2016 (Date) to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2016-17. 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	0.3
Asian/Pacific Islander	0.3
Black, not of Hispanic origin	1.0
Hispanic	9.1
White, not of Hispanic origin	89.2
Limited English Proficient	3.4
Special Education	15.2
Free or Reduced-Price Lunch	46.6

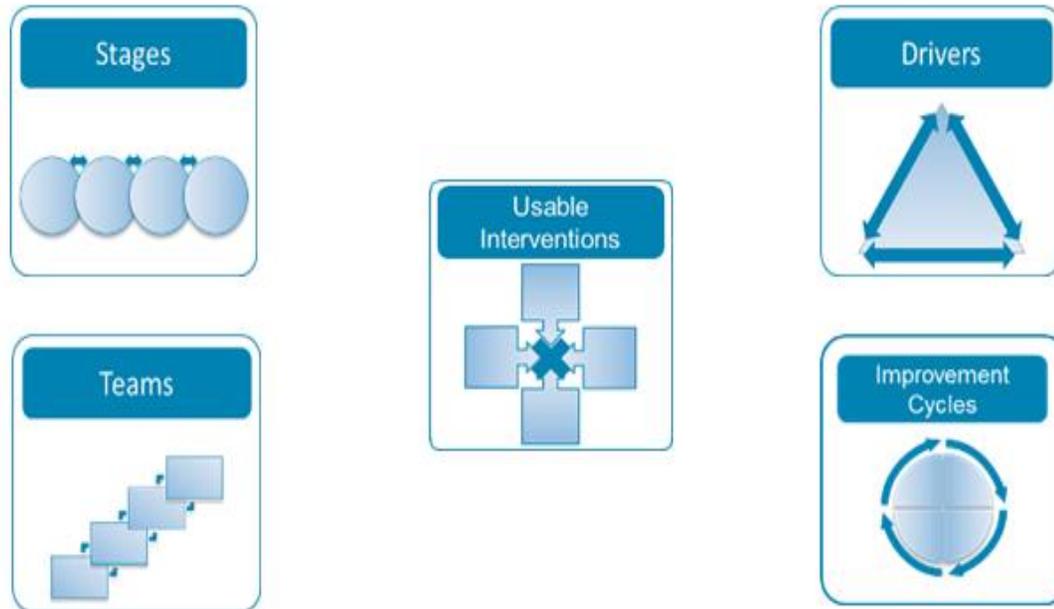
LEADERSHIP IMPLEMENTATION TEAM	ROLE	CONTACT INFORMATION
Kodi Goracke	Principal	gorackek@acgcfalcons.org
Jackie Zender- Site Leadership Team	K-Teacher	zenderj@acgcfalcons.org
Tori Amsden	1 st - Teacher	amsdent@acgcfalcons.org
Liz Wheeler- Site Leadership Team	2 nd - Teacher	wheelerl@acgcfalcons.org
Katie Ruter- Site Leadership Team	3 rd - Teacher	ruterk@acgcfalcons.org
Heather Bednarek- Site Leadership Team	4 th - Teacher	bednarekh@acgcfalcons.org
Devi Bergh- Site Leadership Team	SPED teacher	berghd@acgcfalcons.org
Doree Leither- Site Leadership Team	Title I Teacher	Leitherd@acgcfalcons.org
Sherri Broderius	Superintendent	broderiuss@acgcfalcons.org
Robin Wall- DAC Member	5-8 Principal	Wallr@acgcfalcons.org
Michelle Busskol, Missy Grimsgard, Randy Kaisner, Jun Amdahl, Adriana Saucedo, Michelle Randt - DAC members	Parents	Enter contact information here
Barb Lilleberg- DAC Member	Community Member	Enter contact information here
Megan Morrison- DAC Member	School Board Member	morrisonm@acgcfalcons.org
Dustin Kruze- DAC Member	Student (secondary)	Enter contact information here

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>At ACGC we believe everything is about student achievement, we challenge ourselves to reflect on this in our daily educational mission. In order to reach our fullest potential, though our school mission statement, we had to endure our greatest challenge by being named a priority school by the Minnesota Department of Education in 2011. We were under-performing with a score of 5.44%. This challenge was met head-on by developing a site leadership meeting, establishing professional learning communities, generating a school mission, developing school wide goals and strategies, collecting usable data, incorporating co-teaching and creating a professional development calendar to support a system change; all with a 50% free and reduced population and 17% special education population. In 2013, ACGC Elementary's hard work was rewarded by being named a Reward School by the Minnesota Department of Education with a score of 94.97%. In addition, ACGC Elementary was named a Reward School in 2014 and a 2014 National Blue Ribbon School.</p> <p>Key to this success was establishing two key strategies. First, having clearly stated learning goals posted, discussed and used in our classrooms along with scales or rubrics to monitor students' understanding of the learning goal. Success was seen instantly as we monitored our students' growth and understanding in order to ensure mastery was achieved. Second, developing a classroom in which data was used to group students for leveled reading time in order to ensure that students were reading and comprehending at their level based on data along with students charting their own success.</p> <p>Having a mission followed by common goals and strategies and a positive school climate is what increases student achievement and is what makes ACGC energized and innovative.</p>
<p>Describe the team's plan for communicating with the school and community.</p>	<p>ACGC is in our transition from being a priority school, on a school improvement plan and having a site leadership team that reported to our District Advisory Committee (DAC), administrative team and school board to a school that is a reward school and recently named a 2014 National Blue Ribbon School. Our transition is focused on communicating with staff through weekly PLCs, 2 times a month site leadership team meetings, monthly teacher meetings, monthly reports to our school board, quarterly DAC meetings, quarterly Information Hwy Newspapers, an updated website and numerous parent correspondence.</p>

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.

Using Implementation Science 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 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: ACGC Elementary

Plan Contact: Enter plan contact.

Submission Date: Enter the quarterly submission date here.

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

4a. Exploration is the first stage of the process. Identify the data sources the team will review, what is learned from the data and what actions will be taken. This stage requires inquiry, research, learning and patience. The final step in this stage is to select a usable intervention (strategy or practice) to implement and measure during initial implementation and full implementation to determine if it leads to increased academic performance. For example, you might determine that Balanced Literacy is a framework that includes appropriate strategies to address the findings of the needs assessment. For additional resources regarding stages see the [Active Implementation Hub](http://implementation.fpg.unc.edu/module-4/), (<http://implementation.fpg.unc.edu/module-4/>).

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

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

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

6b. Initial implementation is the third stage in the process. Use the chart to identify and track the actions the team will take to implement the selected usable intervention. This stage focuses on the instruction that will occur in the classroom. What will your teachers do and what is your fidelity expectation? For example, you might indicate in your Action Step that teachers will utilize Interactive Read-aloud three to five times per week. Your fidelity expectation may be that walk-throughs will indicate 60% of the teachers demonstrate proficiency according to a Read Aloud practice profile by December 1, 2014. Use the Evidence Summary to record the actual findings based on use of the PDSA study cycle. Consider and use the implementation drivers to guide the next steps.

6c. Full implementation is the fourth stage in the process. Once you have reached at least 50% fidelity in a given strategy or set of strategies, move that strategy into full implementation, identifying in the chart what you will do to increase the rate of proficiency among the teachers using the intervention. Reduce your monitoring frequency to a maintenance level unless you see the proficiency rates decline. When you reach fidelity of implementation with one intervention, create a new action plan for the next intervention. When fidelity is achieved in all interventions, evaluate student data to determine the overall impact.

RECORD OF CONTINUOUS IMPROVEMENT

SCHOOL: ACGC Elementary

PLAN CONTACT: Kodi Goracke

SUBMISSION DATE: June 30, 2016

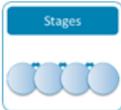
1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. **Instructions for completing each section are provided 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:** 2015/2016- ACGC will go from implementing clear learning goals without formative scales for students in the 2014/2015 school year with 87% implementation to implementing clear learning goals along with formative scales with 50% implementation by the end of the 2015/2016 school year. 2016/2017 ACGC will go from implementing clear learning goals with formative scales for students in the 2015/2016 school year with 58%% implementation to implementing clear learning goals along with formative scales with 85% implementation by the end of the 2016/2017 school year.

4a. EXPLORATION

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



PLAN

ACTION STEPS	TEAM LEAD/ RESOURCES	DATA	BY DATE	NEXT STEPS
What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	Who will lead this action step? What resources are needed?	What did you learn from the data you reviewed?		What will you do next to advance the exploration process?
Review data of implementing formative scales, in conjunction with learning goals, in the classroom.	Kodi Goracke, Principal Professional Development Funding and collaboration with Learning Sciences International/Marzano	Tracking Student Progress and Using Scoring Scales has a 34%ile gain in student achievement- Dr. Robert Marzano	Summer, 2015 Summer 2016	Meet with Learning Sciences International, Set dates for professional development, get dates onto school calendar, become a MN Demonstration School, Mentor with similar districts

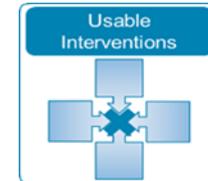
ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
Review data of deepening teacher understanding of formative scales.	Kodi Goracke, Principal Professional Development Funding and collaboration with Learning Sciences International/Marzano	Deliberate Practice of teachers has a 25% effect on student growth- Dr. Robert Marzano	Summer, 2015 Summer 2016	Meet with Learning Sciences International, Set dates for professional development, get dates onto school calendar
Review data of facilitating teacher learning on formative scales.	Kodi Goracke, Principal Professional Development Funding and collaboration with Learning Sciences International/Marzano	Deliberate Practice of teachers has a 25% effect on student growth- Dr. Robert Marzano	Summer, 2015 Summer 2016	Meet with Learning Sciences International, Set dates for professional development, get dates onto school calendar
Plan PLCs to support professional development and teacher collaboration, fidelity and implementation.	Site Leadership Team Guidance from Learning Sciences International/Marzano, DAC	Louis and Marks (1998) documented that the presence of professional community in a school contributes to higher levels of social support for achievement and higher levels of authentic pedagogy	September, 2015 Summer 2016	Create PLC calendar, establish agendas for PLCs via Site Leadership Team
Enter action steps here	Enter team lead/ resources here	Enter what you learned from the data reviewed here	Enter date here	Enter next steps here

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: Marzano's Art and Science of Teaching Framework

List of usable interventions selected for monitoring below. Highlight the one you will measure first.	Fully Implemented?
1. Providing clear learning goals – 90%+	<input checked="" type="checkbox"/>
2. Providing clear learning goals and formative scales for math- 58%	<input checked="" type="checkbox"/>
3. Provide clear learning goals and formative scales for reading	<input type="checkbox"/>
4.	<input type="checkbox"/>

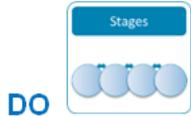


5a. USABLE INTERVENTION SELECTED FOR MONITORING: Provide clear learning goals and scales with formative scales while tracking and monitoring student progress.

5b. Instructional Change Manager: Kodi Goracke **5c.** **Math** **Reading** **Graduation (check one)**

6a. INSTALLATION

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



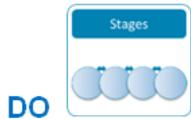
ACTION STEPS What activities will provide structural supports necessary to implement interventions successfully?	TEAM LEAD / RESOURCES	EFFORT EXPECTATION What is the expected result of this adult activity?	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.
1. Professional Development to review clear learning goals.	Kodi Goracke Learning Sciences International	Give teachers a review of expectations, give confidence in their practice, allow for collaboration, new teacher training along with substitute training on classroom expectations	8/25/15 8/23/16	During the 2015/2016 school year ACGC collaborated with Learning Sciences International for a scripted professional development program tailored to the needs of our teachers and students. With the success of that professional development model, ACGC will continue with that process in 2016/2017. Successes: -implementation of formal scales in the area of Math -full implementation of learning goals -PD that is used immediately in the classroom -collective work among teachers -guided PLC work
2. Professional Development for formative scales.	Kodi Goracke Learning Sciences International	Give teachers research and data behind effect, strategies, practice and expectations	8/25/15 8/23/16	During the 2015/2016 school year ACGC collaborated with Learning Sciences International for a scripted professional development program tailored to the needs of our teachers and students. With the success of that professional development model, ACGC will continue with that process in 2016/2017. Successes: -implementation of formal scales in the area of Math

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.
				-full implementation of learning goals -PD that is used immediately in the classroom -collective work among teachers -guided PLC work
3. Professional Development to deepen teacher understanding.	Kodi Goracke Learning Sciences International	Give teachers research and data behind effect, strategies, practice and expectations	10/26/15 9/19/16 10/24/16	During the 2015/2016 school year ACGC collaborated with Learning Sciences International for a scripted professional development program tailored to the needs of our teachers and students. With the success of that professional development model, ACGC will continue with that process in 2016/2017. Successes: -implementation of formal scales in the area of Math -full implementation of learning goals -PD that is used immediately in the classroom -collective work among teachers -guided PLC work
4. Professional Development to facilitate teacher learning,	Kodi Goracke Learning Sciences International	Allow teachers to collaborate and practice research based strategies while collecting data	1/26/16 1/23/17	During the 2015/2016 school year ACGC collaborated with Learning Sciences International for a scripted professional development program tailored to the needs of our teachers and students. With the success of that professional development model, ACGC will continue with that process in 2016/2017. Successes: -implementation of formal scales in the area of Math -full implementation of learning goals -PD that is used immediately in the classroom -collective work among teachers -guided PLC work

<p>ACTION STEPS</p> <p>What activities will provide structural supports necessary to implement interventions successfully?</p>	<p>TEAM LEAD / RESOURCES</p>	<p>EFFORT EXPECTATION</p> <p>What is the expected result of this adult activity?</p>	<p>BY DATE</p>	<p>EVIDENCE SUMMARY TO INFORM NEXT STEPS</p> <p>Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.</p>
<p>5. PLCs to support teacher development, collaboration and fidelity of implementation.</p>	<p>Kodi Goracke Site Leadership Team</p>	<p>Extension of our professional development</p>	<p>September 2015-May 2016</p>	<p>During the 2015/2016 school year ACGC collaborated with Learning Sciences International for a scripted professional development program tailored to the needs of our teachers and students. With the success of that professional development model, ACGC will continue with that process in 2016/2017. Successes:</p> <ul style="list-style-type: none"> -implementation of formal scales in the area of Math -full implementation of learning goals -PD that is used immediately in the classroom -collective work among teachers -guided PLC work

6b. INITIAL IMPLEMENTATION

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

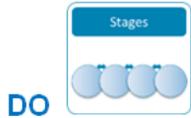


<p>ACTION STEPS</p> <p>What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.</p>	<p>TEAM LEAD / RESOURCES</p>	<p>FIDELITY EXPECTATION</p> <p>What is the expected or desired fidelity outcome for this adult activity</p>	<p>BY DATE</p>	<p>EVIDENCE SUMMARY TO INFORM NEXT STEPS</p> <p>Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity.</p>
<p>1. Professional Development to support interventions</p>	<p>Site Leadership Team, Administrative Team, DAC</p>	<p>Instructional Rounds following professional development, self-reflection, peer coaching</p>	<p>November 2015 February, 2016 October, 2016 February, 2017</p>	<p>-90%+ attendance at all PD trainings -Wraparound efforts with site leadership follow-up after PD trainings and PLC follow up with areas of need -80%+ teachers involved in instructional rounds during the 2015/2016 school year - Wraparound efforts with site leadership follow-up after instructional rounds and PLC follow up with areas of need.</p>

<p align="center">ACTION STEPS</p> <p>What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.</p>	<p align="center">TEAM LEAD / RESOURCES</p>	<p align="center">FIDELITY EXPECTATION</p> <p>What is the expected or desired fidelity outcome for this adult activity</p>	<p align="center">BY DATE</p>	<p align="center">EVIDENCE SUMMARY TO INFORM NEXT STEPS</p> <p>Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity.</p>
<p>2. PLCs to support interventions</p>	<p>Site Leadership Team</p>	<p>15/16-Through trainings and support 50% of staff will have fully implemented formal scales in the area of math 16/17- Through trainings and support 80% of staff will have fully implemented formal scales in the area of math Through trainings and support 50% of staff will have fully implemented formal scales in the area of reading.</p>	<p>May, 2016 May, 2017</p>	<p>58% of grades FULLY implementing math formal scales</p>
<p>3. Enter action steps here</p>	<p>Enter team lead / resources here</p>	<p>Enter fidelity expectation here</p>	<p>Enter date here</p>	<p>Enter summary here</p>

6c. FULL IMPLEMENTATION

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



ONGOING MONITORING OF THE INTERVENTION What data will you collect and review to measure whether or not you are reaching your desired educational outcomes? What is your measure of adult behavior change (e.g., is implementation of the intervention occurring as intended)? What is your measure of student performance change?	TEAM LEAD / RESOURCES	SUSTAINABILITY EXPECTATION What is your target for student outcomes (e.g., achievement gap reduction)? What is your target for instructional behavior (e.g., increased fidelity)?	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS Record actual outcomes for both student outcomes and fidelity. Celebrate successes. Determine next action steps.
1. 50% of formal math scales fully implemented	Administration, Site Leadership Team, Resource Training and Solutions	Achievement Gap Closure Continued PD and support through PLC's and Site Leadership Team 16/17- 80% implemented	May, 2017	Enter summary here
2. 90%+ of clear learning goals	Administration, Site Leadership Team, Resource Training and Solutions	Proficiency Continued PD and support through PLC's and Site Leadership Team 16/17- maintain	May, 2017	Enter summary here

6d. INTERVENTION MONITORING RECORD Enter name of selected intervention here

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.

Area of Intervention	Observed by:	Goal:	Due:	Walkthrough Data Collection:
1. 50% of formal math scales fully implemented	Administration, Site Leadership Team, Resource Training and Solutions, Instructional Round Members	Achievement Gap Closure Continued PD and support through PLC's and Site Leadership Team 16/17- 80% implemented	May, 2017	Fall: Winter: Spring:
2. 90%+ of clear learning goals	Administration, Site Leadership Team, Resource Training and Solutions, Instructional Round Members	Proficiency Continued PD and support through PLC's and Site Leadership Team 16/17- maintain	May, 2017	Fall: Winter: Spring:

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 school.

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.

During our school improvement process a comprehensive needs assessment (CNA) was conducted in May of 2012, 2013, 2014 and 2015. The results of the CNA were used to develop intensive strategies needed to increase student achievement. During this time ACGC relied on our site leadership team, our district leadership committee (DLC) and our district advisory committee (DAC) and school board to provide direction towards our school improvement. Upon our success in school improvement in 2014, ACGC has focused our goals and initiatives based on DAC recommendations, parent and staff surveys, site leadership teams and school board recommendations and goals. Our current goals are ensuring our students are ready for Kindergarten, ensuring our students are reading well by 3rd grade, providing enrichment opportunities for our students and supporting teacher development through specific and intentional professional development to ensure student achievement. Our focus in schoolwide is to increase student achievement through specific researched based teacher practices/interventions. ACGC researched Marzano Art and Science of Teaching, piloted the program in 2012/2013 school year, adopted Marzano in 2014. Marzano Art and Science of

Dr. Marzano has built onto his previous work with the Art and Science of Teaching Framework, which encompasses almost five decades of research on teaching and learning strategies. With a focus on developing teachers in the classroom, the new Marzano [Causal Teacher Evaluation Model](#) establishes the direct cause and effect relationship between teaching strategies and student achievement that helps teachers and leaders make the most informed decisions that yield the greatest benefits to students. The causal model uses a unique granular evaluation approach by offering very specific feedback to teachers on teaching strategies that have been validated by years of data analysis.

Teaching states:

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.

ACGC's schoolwide vision will reflect ACGC Elementary School mission "to provide a positive, safe learning environment that promotes high levels of student achievement through standard based curriculum and data analysis by challenging students to their fullest potential with hands on learning and positive collaboration while inspiring lifelong learning." Student achievement for all students in our priority and one that can be achieved through schoolwide Title I. ACGC becoming a schoolwide Title I PK-6 school has allowed us to incorporate WIN (What I Need) time daily to all students for 30 minutes. Students who are not meeting grade-level standards are now in small group instruction with a highly qualified

Title I teacher receiving direct instruction on specific areas of need. Within this time, students are progress monitored and teachers are delivering specific interventions to increase academic success. In addition, our Title I teachers are now able to work side-by-side with teachers utilizing data to create small group instruction and delivering specific concepts to students in need. The roles and responsibilities of our teachers is changing as we look into new opportunities under schoolwide Title I. Co-teaching is now being developed in our Title I program, progress monitoring of all students, interventions and enrichment for all students and data time to focus on our efforts and the results of our efforts. Parents are asked to play an active role in their child's education by developing a communication bridge between home and school. We encourage our parents to focus on supporting their child and making positive connections with school and staff.

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.

ACGC builds capacity for student achievement by applying for Title I, Title II, and Race to the Top federal funding. In addition, we apply for state funding through local literacy aid, early childhood funding and CEIS funding. Our early childhood relies heavily on local funding through United Way, Willmar Community Foundation and various local businesses' that support education. Federal, state, local funding, partnerships, and other special resources are critical incoming financial supports to our district, our students and our educational outcomes.

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?

ACGC engages all stakeholders through a variety of avenues. Multiple surveys are given to stakeholders throughout the school year to gather feedback. Throughout the surveys, student interventions in a high priority and one that is made possible through being a schoolwide Title I program. Collecting specific data on students that allows a scripted education plan for all students is needed to increase student achievement and success. All of the survey information and data is then brought to our site leadership teams, DAC and administrative teams to develop plans, initiatives which ultimately are brought to our school board. Throughout this process, creating a supportive environment where students who are not at grade-level standards are a priority to receive additional support is what moved ACGC in becoming a schoolwide Title I school.

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

Our schoolwide Title I program will be evaluated through our WIN (What I Need) time data. Student data through STAR and FAST, achievement, success and needs are discussed monthly, students are regrouped every 8 weeks and documentation and data are gathered.

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).

All students enrolled at ACGC have documented home language questionnaires in our school database. School staff is informed of language needs and accommodations are made.

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
Learning Sciences International	Summer, 2015 Summer 2016	Professional Development	Work with MDE, Regional Centers of Excellence, Board of Education
Margaret Biggerstaf, WCIC Collaboration	Summer, 2015 Summer 2016	WCIC collaboration	Previously worked with MDE as well as ACGC