

## I. Identification Information

DISTRICT INFORMATION	DISTRICT PHONE, FAX, EMAIL
District Name and Number : Mesabi East School District #2711	Phone: 218-229-3321 x301
Superintendent (Director): Gregg Allen	Fax: 218-229-3736
District Address: 601 North 1 <sup>st</sup> Street West Aurora, MN 55705	Email: gallen@isd2711.org
Title Coordinator: Amy Maki	Phone: 218-229-3321 x208
Coordinator Address: 601 North 1 <sup>st</sup> Street West Aurora, MN 55705	Email: amaki@isd2711.org

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: Mesabi East Elementary, 2711-010, Prek-6	Phone: 218-229-3321 x208
School Address: 601 North 1 <sup>st</sup> Street West Aurora, MN 55705	Fax: 218-229-2572
Principal: Amy Maki	Email: amaki@isd2711.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:**

- 2015-2019 Math average (All Students): 53.4%
- 2015-2019 Math average (Special Education Students): 22.4%
- 2015-2019 Math average (Free and Reduced): 33.8%
- 2015-2019 Reading average (All Students): 60.7%
- 2015-2019 Reading average (Special Education Students): 27%
- 2015-2019 Reading average (Free and Reduced): 46.9%
- Attendance (All Students): 85.2%
- Attendance (Special Education Students): 80.09%
- Attendance (Free and Reduced Students): 76.98%

**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 Mesabi East School District has authorized Gregg Allen at a monthly meeting on September 14<sup>th</sup>, 2020 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 2019-20. 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.

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*(Signature of Superintendent/Charter School Board Chair)*

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*( Date)*

## II. School Information

<b>Building Level Student Demographics:</b>	<b>Percentage of Total Enrollment:</b>
American Indian/Alaskan Native	2.5%
Asian/Pacific Islander	.0%
Black, not of Hispanic origin	.4%
Hispanic	1.7%
White, not of Hispanic origin	88.8%
Limited English Proficient	0%
Special Education	19.7%
Free or Reduced-Price Lunch	42.7%
Homeless	.4%
Two or more races	6.4%

<b>LEADERSHIP IMPLEMENTATION TEAM</b>	<b>ROLE</b>	<b>CONTACT INFORMATION</b>
Amy Maki	Principal	amaki@isd2711.org
Tricia Shuck	Teacher	tshuck@isd2711.org
Heather Seppala	Teacher, Early Childhood Corrdinator	hseppala@isd2711.org
Janel Scheuring	ADSIS Teacher	tbockelmann@isd2711.org
Paige Junker	Title One Teacher	pjunker@isd2711.org
Craig Johnson	Technical Assistance	cjohnson@isd2711.org
Brooke Dahl	Parent	
<b>SCHOOL SUMMARY</b>	<b>STATEMENTS</b>	
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>Mesabi East Elementary School is located in Aurora, Minnesota, on the Iron Range. Since the closing of the LTV (Erie) Mine in 2002, Mesaba Nugget in 2015, and other local mines, the elementary school’s Free/Reduced population has fluctuated between 40-50%. According to the current 2019-2020 Title I Targeting Information data, the Free/Reduced population in Mesabi East Elementary is 42.7%. MCA scores are slightly above the MN State Achievement Averages in Reading, but is below the state in Math.</p> <p>Teachers are capable and comfortable using a variety of flexible instructional strategies for the diverse needs of our students. School staff are receiving on-going training in</p>	

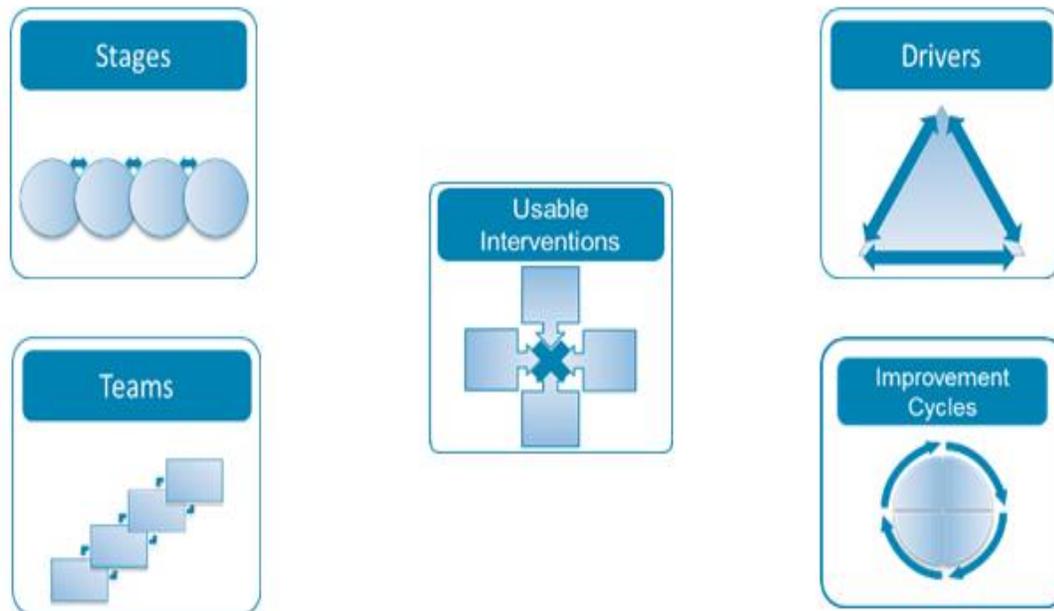
LEADERSHIP IMPLEMENTATION TEAM	ROLE	CONTACT INFORMATION
		<p>Standards Based Instruction in Reading and Math as well as the utilization of the district Reading Curriculum (Mondo and Center of the Collaborative Classroom), Leveled Literacy Intervention (Tier 2 and 3 Instruction) and math curriculum (Envisions). With the beginning of the 2011-2012 SY, we began the full implementation of our new Guided Reading program. Individual reading levels, both independent and instructional, are identified using iReady, FastBridge, and classroom formative assessments. Individual math levels, both independent and instructional, are identified using iReady, FastBridge, and classroom formative assessments, which includes Pearson’s Envision Math, a new research-based program, aligned with the MN state math standards.</p> <p>Elementary students receive a minimum of 90 minutes of Reading instruction and a minimum of 60 minutes of Math instruction each day, with special attention given to students’ diverse learning styles.</p> <p>All students, with special attention paid to low-income and Special Ed. sub-groups, are integrated into Reading and Math programs. Multiple measures of assessment are used: local teacher-generated assessments, district assessments (FastBridge), and diagnostic/remediation tool for the 2020-2021 SY. These assessments will be used to determine instructional interventions to be used for students scoring in Tier 2 and Tier 3 in accordance with Multi-Tiered Systems of Support (MTSS)</p> <p>In an attempt to serve our more disadvantaged students, at an early age, the school district has committed to All-day, Every Day Kindergarten. The district made this decision based on a yearly average Free/Reduced percentage in Kindergarten of approximately 50%, and research correlation between lower income children and lower achievement.</p> <p>As we continue to plan for the instruction of the Mesabi East students, we realize a major component is the personal connection our staff fosters with the children. This relationship includes developing a working relationship with parents, and including them in the decision-making processes in the school. Parents are invited to participate on</p>

LEADERSHIP IMPLEMENTATION TEAM	ROLE	CONTACT INFORMATION
	committees, particularly goal setting for both the school and district as a whole. The access to the available technology is encouraged.	
Describe the team's plan for communicating with the school and community.	<p>We are incorporating families and community members as a support to reading and math instructions utilizing their talents as volunteers to assist with oral reading activities and mathematics games. We are also working on putting together a list of resources for parents to utilize with their child in support of continued learning at home. During the months of February and March we will host community involvement nights focused on reading and math and their relationship to the world we live in.</p> <p>Communication with school, parents, and community include: monthly staff meetings, the monthly school calendar, Instant Alert/Communication phone messaging system, student notebooks, monthly PTO meetings, Parent-Teacher Conferences (two/year), and Mesabi East Early Childhood Coalition monthly meetings. District and School goals, including the district's Strategic Plan and the World's Best Work Force plan, will be posted on the School District's website. We also have a parent who sits on the Continuous School Improvement team, who has been actively involved in the selection of activities.</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.

## 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:** Enter your school name.

**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:** Mesabi East Elementary

**PLAN CONTACT:** Amy Maki

**SUBMISSION DATE:** September 1<sup>st</sup>, 2020

1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. **Instructions for completing each section are provided as a separate document.**
2. Each template will provide detail for math, reading or graduation. **Check one.**  Math  Reading  Graduation (if applicable)
3. **SMART Goal** The percentage of all students enrolled October 1 in grades 3-6 at Mesabi East Elementary who earn an achievement level of Meets or Exceeds the Standards on all math state accountability tests (MCA, MTAS) will increase from a 5 year average of 53.4% in 2019 to 62% in 2020 and increase to 70% in 2021.  
  
The percentage of all special education students enrolled October 1 in grades 3-6 at Mesabi East Elementary who earn an achievement level of Meets or Exceeds the Standards on all math state accountability tests (MCA, MTAS) will increase from a 5 year average of 22.4% in 2019 to 32% in 2020 and increase to 42% in 2021.  
  
The percentage of all free and reduced students enrolled October 1 in grades 3-6 at Mesabi East Elementary who earn an achievement level of Meets or Exceeds the Standards on all math state accountability tests (MCA, MTAS) will increase from a 5 year average of 33.8% in 2019 to 43% in 2020 and increase to 53% in 2021.

**Plan for Strategy #1**

Strategy #1	Check here if this is an evidence based practice X
The <b>Strategy</b> we are going to implement is...	Create student friendly learning targets from the MN Math State Standards and post the learning targets in the classroom.
...to address this <b>Root-Cause(s)</b>	General Ed., Title One, and Special Ed teachers will work in their PLC's to create student friendly learning targets that are based on the MN Reading and Math State Standards. The goal is to work on increasing the level of rigor (complexity and autonomy) at Tier 1 (core instruction).
Which will help us meet this student outcome <b>Goal*</b>	<p>The percentage of all students enrolled October 1 in grades 3-6 at Mesabi East Elementary who earn an achievement level of Meets or Exceeds the Standards on all math state accountability tests (MCA, MTAS) will increase from a 5 year average of 53.4% in 2019 to 62% in 2020 and increase to 70% in 2021.</p> <p>The percentage of all special education students enrolled October 1 in grades 3-6 at Mesabi East Elementary who earn an achievement level of Meets or Exceeds the Standards on all math state accountability tests (MCA, MTAS) will increase from a 5 year average of 22.4% in 2019 to 32% in 2020 and increase to 42% in 2021.</p> <p>The percentage of all free and reduced students enrolled October 1 in grades 3-6 at Mesabi East Elementary who earn an achievement level of Meets or Exceeds the Standards on all math state accountability tests (MCA, MTAS) will increase from a 5 year average of 33.8% in 2019 to 43% in 2020 and increase to 53% in 2021.</p>

<b>ACTION STEPS</b> What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	<b>Person Responsible</b> Who will lead this action step?  What resources are needed?	<b>Measurement</b> What did you learn from the data you reviewed?	<b>BY DATE</b>	<b>NEXT STEPS</b> What will you do next to advance the exploration process?
<p>MCA-III scores &amp; State Averages</p> <p>1. Mesabi East Elementary goals are directly related to raising student achievement and continuous improvement of instruction; therefore, we will work to provide math instruction based on the MN State Standards and benchmarks using a model of moving from concrete to representational to abstract.</p>	<p>Principal, Elementary Leadership Team, and PLC Facilitators</p> <p>District (QComp) and Title I funding</p>	<p>We need to increase the number of students meeting their growth targets in math. Instead of our gap getting smaller it is increasing for our subgroups. Our strategies will address the needs of our low-income student population and will be applied especially to those students who are most likely able to move their scores closer to the “Proficiency” level of the MCA- III scores.</p>	<p>2020-2021 SY</p>	<p>Teachers will work in their PLC’s to analyze data: iReady and FastBridge (mid-cycle data), standards tracker (short cycle data), &amp; MCA-III scores (long cycle data) and determine what students are or aren’t making growth and adjust their instructional strategy accordingly.</p>
<p>2. MCA-III scores &amp; State Averages: Mesabi East Elementary goals are directly related to</p>	<p>Principal and Elementary Leadership Team</p> <p>District (QComp), Title I funding, and ADSIS.</p>	<p>We need to increase the number of students meeting their growth targets in math. Instead of our gap getting smaller it is</p>	<p>2020-2021 SY</p>	<p>Teachers will work in their PLC’s to analyze data: iReady and FastBridge (mid-cycle data), standards tracker (short cycle data), &amp; MCA-III scores</p>

<b>ACTION STEPS</b> What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	<b>Person Responsible</b> Who will lead this action step?  What resources are needed?	<b>Measurement</b> What did you learn from the data you reviewed?	<b>BY DATE</b>	<b>NEXT STEPS</b> What will you do next to advance the exploration process?
raising student achievement and continuous improvement of instruction; therefore, we will expand the use of a tiered system for remediation (Multitiered System of Support (MTSS)).		increasing for our subgroups. Our strategies will address the needs of our low-income student population and will be applied especially to those students who are most likely able to move their scores closer to the "Proficiency" level of the MCA- III scores.		(long cycle data) and determine what students are or aren't making growth and adjust their instructional strategy accordingly.

**INTERVENTION MONITORING RECORD** Implement the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language and use common formative assessment strategies quarterly. During the 2020-2021 SY Mesabi East Elementary will work towards full implementation of the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language and use common formative assessment strategies quarterly. To monitor progress towards full implementation teachers will be observed during evaluations and walk-throughs to make sure students can state the learning target of a lesson with 95% accuracy and grade levels will begin development of common assessments.

**Progress Toward Goal #1:** *(To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

**To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?**

- During the 2019-2020 SY Mesabi East Elementary worked towards full implementation of the formative assessment process with fidelity while specifically focusing on learning targets which are based on the Minnesota Math Standards, in student friendly language and using daily formative assessments. To monitor progress towards full implementation teachers were observed during evaluations and rigor walks to make sure students could state the learning target of a

lesson with 95% accuracy and grade levels began developing success criteria to align with the learning targets. The strategy was effective. When it was implemented we saw an increase in scores on the iReady assessment. The rigor walk data on teachers supported the results of the student data.

**How will implementation be adjusted and/or supported moving into the next year?**

- General Ed and Special Ed teachers will work in their PLC's to analyze data: standards tracker (short cycle data), FASTBridge (mid cycle data) & MCA-III scores (long cycle data) and determine what students are or aren't making growth and adjust their instructional strategy accordingly. The goal is to work on increasing the level of rigor at Tier 1 (core instruction), to teach General Ed and Special Ed teachers on how to scaffold grade-level standards. The teachers will continue to use data to adjust their instruction.

## RECORD OF CONTINUOUS IMPROVEMENT

**SCHOOL:** Mesabi East Elementary

**PLAN CONTACT:** Amy Maki

**SUBMISSION DATE:** September 1<sup>st</sup>, 2020

1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. **Instructions for completing each section are provided as a separate document.**

2. Each template will provide detail for math, reading or graduation. **Check one.**  Math  Reading  Graduation (if applicable)

3. **SMART Goal** The percentage of all students enrolled October 1 in grades 3-6 at Mesabi East Elementary who earn an achievement level of Meets or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will increase from a 5 year average 60.7% in 2019 to 70% in 2020 and increase to 80% in 2021.

The percentage of all special education students enrolled October 1 in grades 3-6 at Mesabi East Elementary who earn an achievement level of Meets or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will increase from a 5 year average 27% in 2019 to 40% in 2020 and increase to 52% in 2021.

The percentage of all free and reduced students enrolled October 1 in grades 3-6 at Mesabi East Elementary who earn an achievement level of Meets or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will increase from a 5 year average 46.9% in 2019 to 57% in 2020 and increase to 60% in 2021.

**Plan for Strategy #2**

Strategy #2	Check here if this is an evidence based practice X
The <b>Strategy</b> we are going to implement is...	Create student friendly learning targets from the MN Language Arts State Standards and post the learning targets in the classroom.
...to address this <b>Root-Cause(s)</b>	General Ed., Title One, and Special Ed teachers will work in their PLC's to create student friendly learning targets that are based on the MN Reading and Math State Standards. The goal is to work on increasing the level of rigor (complexity and autonomy) at Tier 1 (core instruction).
Which will help us meet this student outcome <b>Goal*</b>	<p>The percentage of all students enrolled October 1 in grades 3-6 at Mesabi East Elementary who earn an achievement level of Meets or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will increase from a 5 year average 60.7% in 2019 to 70% in 2020 and increase to 80% in 2021.</p> <p>The percentage of all special education students enrolled October 1 in grades 3-6 at Mesabi East Elementary who earn an achievement level of Meets or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will increase from a 5 year average 27% in 2019 to 40% in 2020 and increase to 52% in 2021.</p> <p>The percentage of all free and reduced students enrolled October 1 in grades 3-6 at Mesabi East Elementary who earn an achievement level of Meets or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will increase from a 5 year average 46.9% in 2019 to 57% in 2020 and increase to 60% in 2021.</p>

<b>ACTION STEPS</b> What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	<b>TEAM LEAD/ RESOURCES</b> Who will lead this action step?  What resources are needed?	<b>DATA</b> What did you learn from the data you reviewed?	<b>BY DATE</b>	<b>NEXT STEPS</b> What will you do next to advance the exploration process?
<p>MCA-III scores &amp; State Averages</p> <p>1. Mesabi East Elementary goals are directly related to raising student achievement and continuous improvement of instruction; therefore, we will provide instruction based on the MN State Language Arts Standards while using our Mondo Guided Reading and Center for the Collaborative Classroom.</p>	<p>Principal, Elementary Leadership Team, and PLC Facilitators</p> <p>District (QComp) and Title I funding</p>	<p>We need to increase the number of students meeting their growth targets in reading. Instead of our gap getting smaller it is increasing for our subgroups. Our strategies will address the needs of our low-income student population and will be applied especially to those students who are most likely able to move their scores closer to the “Proficiency” level of the MCA- III scores.</p>	<p>2020-2021 SY</p>	<p>Teachers will work in their PLC’s to analyze data: iReady and FastBridge (mid-cycle data), standards tracker (short cycle data), &amp; MCA-III scores (long cycle data) and determine what students are or aren’t making growth and adjust their instructional strategy accordingly.</p>
<p>2. MCA-III scores &amp; State Averages: Mesabi East Elementary goals are directly related to raising student</p>	<p>Principal, Elementary Leadership Team, and PLC Facilitators</p>	<p>We need to increase the number of students meeting their growth targets in reading. Instead of our gap getting smaller it is increasing for our</p>	<p>2020-2021 SY</p>	<p>Teachers will work in their PLC’s to analyze data: iReady and FastBridge (mid-cycle data), standards tracker (short cycle data), &amp; MCA-III scores (long cycle data) and determine what</p>

achievement and continuous improvement of instruction; therefore, we will expand the use of a tiered system for remediation (Multitiered System of Support (MTSS)).	District (QComp) and Title I funding and ADSIS	subgroups. Our strategies will address the needs of our low-income student population and will be applied especially to those students who are most likely able to move their scores closer to the "Proficiency" level of the MCA- III scores.		students are or aren't making growth and adjust their instructional strategy accordingly.

**INTERVENTION MONITORING RECORD** Implement the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language and use common formative assessment strategies quarterly. During the 2020-2021 SY Mesabi East Elementary will work towards full implementation of the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language and use common formative assessment strategies quarterly. To monitor progress towards full implementation teachers will be observed during evaluations and walk-throughs to make sure students can state the learning target of a lesson with 95% accuracy and grade levels will begin development of common assessments.

**Progress Toward Goal #2:** *(To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

**To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?**

- During the 2020-2021 SY Mesabi East Elementary worked towards full implementation of the formative assessment process with fidelity while specifically focusing on learning targets which are based on the Minnesota Language Arts Standards, in student friendly language and using daily formative assessments. To monitor progress towards full implementation teachers were observed during evaluations and rigor walks to make sure students could state the learning target of a lesson with 95% accuracy and grade levels began developing success criteria to align with the learning targets. The strategy was effective. When it was implemented we saw an increase in scores on the iReady assessment. The rigor walk data on teachers supported the results of the student data.

**How will implementation be adjusted and/or supported moving into the next year?**

- General Ed and Special Ed teachers will work in their PLC's to analyze data: standards tracker (short cycle data), FASTBridge (mid cycle data) & MCA-III scores (long cycle data) and determine what students are or aren't making growth and adjust their instructional strategy accordingly. The goal is to work on increasing the level of rigor at Tier 1 (core instruction), to teach General Ed and Special Ed teachers on how to scaffold grade-level standards. The teachers will continue to use data to adjust their instruction.

### 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)

XX 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) 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.

f) Coordination

We coordinate and integrate the use of federal, state and local resources, services and programs.

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

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

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

XX 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.

XX 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.

Mesabi East Elementary School is located in Aurora, Minnesota, on the Iron Range. Since the closing of the LTV (Erie) Mine in 2002, Mesaba Nugget in 2015, and other local mines, the elementary school's Free/Reduced population has fluctuated between 40-50%. According to the current 2019-2020 Title I Targeting Information data, the Free/Reduced population in Mesabi East Elementary is 42.7%. MCA scores are slightly above the MN State Achievement Averages in Reading, but is below the state in Math.

Based on the Comprehensive Needs Assessment which took into account the MCA III results, iReady, classroom assessments, and community feedback there is a noted need to continue to improve reading skills specifically within the five areas of reading:

comprehension, phonics, phonemic awareness, fluency, and vocabulary. To improve on these areas we have been using the Zoophonics program in the Early Childhood programs such as the 4 year old School Readiness and Head Start program and Kindergarten.

Zoophonics has improved students' knowledge and awareness on phonics and phonemic awareness skills. In kindergarten through sixth grade we have been implementing Words Their Way and guided reading using the Center of the Collaborative Classroom (Making Meaning, Being a Reader, and Being a Writer) for core reading instruction with fidelity. Additionally, the Leveled Literacy Intervention curriculum is used to provide support to students in Tier 2 and Tier 3.

Teachers are capable and comfortable using a variety of flexible instructional strategies for the diverse needs of our students. School staff are receiving on-going training in Standards Based Instruction in Reading and Math as well as the utilization of the district Reading Curriculum (Mondo and Center of the Collaborative Classroom), Leveled Literacy Intervention (Tier 2 and 3 Instruction) and math curriculum (Envisions). With the beginning of the 2011-2012 SY, we began the full implementation of our new Guided Reading program. Individual reading levels, both independent and instructional, are identified using FastBridge, and classroom formative assessments. Individual math levels, both independent and instructional, are identified using FastBridge, and classroom formative assessments, which includes Pearson's Envision Math, a new research-based program, aligned with the MN state math standards.

Elementary students receive a minimum of 90 minutes of Reading instruction and a minimum of 60 minutes of Math instruction each day, with special attention given to students' diverse learning styles.

All students, with special attention paid to low-income and Special Ed. sub-groups, are integrated into Reading and Math programs. Multiple measures of assessment are used: local teacher-generated assessments, district assessments (FastBridge), and diagnostic/remediation tool for the 2020-2021 SY. These assessments will be used to determine instructional interventions to be used for students scoring in Tier 2 and Tier 3 in accordance with Multi-Tiered Systems of Support (MTSS)

In an attempt to serve our more disadvantaged students, at an early age, the school district has committed to All-day, Every Day Kindergarten. The district made this decision based on a yearly average Free/Reduced percentage in Kindergarten of approximately 50%, and research correlation between lower income children and lower achievement.

As we continue to plan for the instruction of the Mesabi East students, we realize a major component is the personal connection our staff fosters with the children. This relationship includes developing a working relationship with parents, and including them in the decision-

making processes in the school. Parents are invited to participate on committees, particularly goal setting for both the school and district as a whole. The access to the available technology is encouraged.

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.

**Vision:** Mesabi East Elementary strategies will address the needs of our lower-income and special needs student population and be applied especially to those students who are most likely to be able to move their scores from a less proficient to higher level of academic proficiency. Our strategies are directly related to raising student achievement, continuous improvement of instruction, and increasing parent involvement, which most research indicates has a positive effect on students' performance in school. These include increasing participation in the Responsive Classroom/Morning Meetings, MTSS, Mental Health counselors, PTO, Curriculum Review Committee, Family Night activities with the PTO, daily communication between school and home, and subscribing to RAZ Kids and ixl.com as supplemental reinforcement tools in Reading and Math (internet memberships).

**Staff:** Staff will provide core instruction at the Tier 1 level based on the Minnesota Reading and Math standards and create individual learning plans with students to set goals and expectations for the school year. To make sure students are on track to proficiency and better on the MCA's, teachers will review data and create common formative assessments to assess student progress on the reading and math standards in their weekly PLCs, monthly grade level meetings and district staff development days. The staff will utilize the extra support programs for their students in Tiers 2 and 3 such as ADSIS-Giant Success, Reading Corps and Title One.

1) Mesabi East Elementary strategies will address the needs of our lower-income and special needs student population and be applied especially to those students who are most likely to be able to move their scores from a less proficient to higher level of academic proficiency. Our strategies are directly related to raising student achievement, continuous improvement of instruction, and increasing parent involvement, which most research indicates has a positive effect on students' performance in school. These include increasing participation in the Responsive Classroom/Morning Meetings, MTSS, Mental Health counselors, Curriculum Review Committee, Family Night activities with the PTO, daily communication between school and home, and subscribing to RAZ Kids and ixl.com as supplemental reinforcement tools in Reading and Math (internet memberships). To address the reading and math needs of all of our students specifically our lower-income students, teachers

will be trained in September and January as well as throughout the year by an Instructional consultant on Scientifically Research Based Instructional strategies (Marzano), Math consultant to work on instructional strategies in math (Cognitively Guided Instruction-CGI), implement and create formative assessments, and assist in design implementation.

**Parents/Community:** As we continue to plan for the instruction of the Mesabi East students, we realize a major component is the personal connection our staff fosters with the children. This relationship includes developing a working relationship with parents, and including them in the decision-making processes in the school. Parents are invited to participate on committees, particularly goal setting for both the school and district as a whole. Technology training is offered to parents throughout the year, and access to the available technology is encouraged. We continue to incorporate families and community members as a support to reading and math instruction utilizing their talents as volunteers to assist with oral reading activities and mathematics games. We also continue to put together a list of resources for parents to utilize with their child in support of continued learning at home. During the school year we will host community involvement nights focused on reading and math and their relationship to the world we live in.

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.

To create cohesiveness amongst all the plans (QComp, Staff Development, World's Best Work Force, and Read Well by 3<sup>rd</sup> grade) each plan has the same district and school SMART Goals. The focus of each plan is to work on aligning the reading and math curriculum and instruction with the standards and benchmarks. The alignment and instruction is monitored through observations and assessments (formative and summative). We will be focusing on multi-tiered system of support (MTSS) to provide explicit instruction and implementing our instructional strategies and assessments with fidelity. In addition to core instruction in Tier 1, students will have the opportunity to receive supplemental support in Tiers 2 and 3 via either Title One, ADSIS-Giant Success, or Reading Corps for reading and math.

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?

Staff and parents, and community members are represented on the Curriculum Review Committee and the Title I Advisory. Both groups have given feedback and input used in the development, implementation, and evaluation of the Schoolwide Plan, and goal setting for both the school and district. The plan was also reviewed and evaluated at the Title I Parent Advisory/Continuous

Improvement team meeting in September of 2019 and June 2020. Implementation of this plan involves and is the responsibility of the entire staff. Staff communications happen through monthly staff meetings, and monthly grade level meetings.

We continue to develop the parent surveys using items from the "Measure of School, Family, and Community Partnerships" to guide us with an assessment tool in evaluating our current needs. Our current goals were developed using this tool, and other data described in our Schoolwide plan. The identified areas of study are: Parent Involvement, Math Achievement, & Reading Achievement. The dominant question focuses on increasing achievement in the Math and Reading areas. In order to improve in the two curricular areas, Raz Kids and ixl.com have been implemented and updated as supplemental materials. To keep the community up to date on what is happening at school we use our Facebook page and district website as well as have the local newspaper compile pictures and articles on regular school happenings. The Mesabi East community is determined to increase achievement through parent involvement and professional development. A comprehensive needs assessment was created electronically, using google forms to survey parents regarding the first of the three areas of study, Parenting. The tool was emailed to parents for patron responses. Mesabi East Schools developed a Strategic Plan, with the assistance of a consultant. Staff, parents, and community members were involved in the initial survey, and planning. The goals developed through the strategic plan strongly correlate to the results of previous surveys.

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

The Title One Schoolwide program will be evaluated three ways: Curriculum Review Committee and Title One Advisory Board/Continuous Improvement Team, Parent Surveys, and a District Needs Assessment. Staff, parents and community members are represented on the Curriculum Review Committee and the Title I Advisory Board/Continuous Improvement Team. Both groups have given feedback and input used in the development, implementation, and evaluation of the Schoolwide Plan, and goal setting for both the school and district. The Title One Schoolwide Plan will also be evaluated through a yearly comprehensive needs assessment. The program will be evaluated by parents through parent surveys that will be created electronically, using Google Forms.

6. Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

The school will post the academic assessment results on the district website, review the results with parents during parent/teacher conferences, and send home individual student academic assessment results.

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
Kim Jordan Northern Pines Regional Center of Excellence (218) 966-5339 <a href="mailto:kjordan@mnce.org">kjordan@mnce.org</a>	June 2020	Continuous School Improvement Data Analysis	School Advocate/Graduation Support Specialist



