Form A2 – School Improvement Plan

Principal: Steven Schwartz   Assistant Superintendent: Stephen Flisk

School: Basswood   Date: 2021-22

The School Improvement Plan priorities focus on five areas: **reading, mathematics**, **student behavior, family engagement, and, if applicable, graduation**. The School Improvement Plan must include: (1) the utilization of MCAs as a data point for one or more goals; (2) articulated goals related to proficiency rate(s), growth, and achievement gap reduction; (3) student behavior; (4) family engagement and, if applicable, (5) a graduation rate goal.

Guidelines

(1) The district will insert the basic and transformational goals before the start of school using the 2021-2022 cohorts (incoming students for Fall 2021).

(2) Basic goals represent reasonable student progress (typically district average change). Transformational goals represent the scores that are necessary to close the achievement gaps and are based on state expectations.

(3) General Color-Coding Key (most data tables include a more specific key):

Far Below Basic Goal	Well Below Basic Goal	Below Basic Goal	Near Basic Goal	Met Basic Goal	Met Transformational Goal

(4) Data tables include rows for students served in Talent Development, Academic Challenge and Gifted Support (TAG), Title I, and/or Distance Learning Academy (DLA) as relevant to the site. For Fall of 2020 in last year's SIP, these were students from your school who were entering DLA, and for Fall of 2021 in this year's SIP, these are students returning to your school from DLA.

(5) Few DLA students participated in MCA testing in 2021, and those who did participate were involved in unusual testing conditions. Because of this (and related issues in other schools), we identified and excluded some FastBridge and/or MCA scores which were inconsistent. Please refer to your preliminary 2021 MCA report (on your school reports page of the Data & Assessment site) for more information.

(6) Final Fall 2020 cohort index scores for grades 3-8 were based on Fall 2020 FastBridge aReading or aMath scores. For grades 10 and 11, final cohort scores were based on the 2018 or 2019 MCA.

(7) Initial Fall 2021 cohort index scores for grade 3 were from Spring 2021 FastBridge aReading or aMath scores. For grades 4-8, the 2021 MCA was used. For grades 10-11, cohort scores were from 2019 MCA.

(8) Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.

(9) Site teams should use these **guiding questions** for discussion in development of the action plan for each area of the plan:

   a. What did the data tell you about your current state? Is this part of a longer trend?

   b. What adult practices might be contributing to the results? What could be root causes?

   c. What research-based actions, strategies, and interventions may help students meet the goals?

   d. What knowledge and skills (professional learning) will adults need to support students so they can meet goals?

Revised 8.2.2021

School: Basswood   Date: 2021-2022

Priority One: READING	Measure: Proficiency (% Low Risk on FastBridge)

Column Header	Definition
2018, 2019 and 2020 Results	Percent of students at risk or some risk in the fall who became low risk in Spring 2018, Spring 2019 and Winter 2020. See Progress to Fluency Reports for more info.
Basic Goal	District-wide goals for 2020-22: KG = 23%; Gr 1 = 38%; Gr 2 = 9%.
Transformational Goal (Trans)	District-wide goals for 2018-22: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.
2021 Results	Percentage of students low risk in Spring 2021.
Color Coding	**30% + from Basic Goal** / 15 - 29% from Basic Goal / 5 - 14% < Basic Goal / <5% from Basic Goal / Basic Goal Met / Transformational Goal Met

	2017-18	2018-19	2019-20	2020-21	2020-21 & 2021-22 Goals	
Group	**2018 Results**	**2019 Results**	**2020 Results**	**2021 Results**	**2021 Basic**	**2021 Trans.**
KG	55%	65%	33%	24%	23%	68%
Grd 1	50%	77%	41%	21%	38%	67%
Grd 2	47%	38%	16%	30%	9%	50%

School: Basswood   Date: 2021-2022

Priority One: READING — Measure: MCA Proficiency (Index Rates)

Column Header	
Results	Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.
Fall Cohort	Index rate for students tested in the previous spring and enrolled the following fall.
Basic Goal	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 20 (previously the minimum was 25).
Transformational (Trans.) Goal	The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.

Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	transform-ational goal

Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring. Fall 2020 FastBridge aReading scores were used to estimate MCA achievement levels for setting Spring 2021 MCA index rate goals.

Group	Spring 2018	Spring 2019	Fall 2020 Cohort (based on aReading)	2021 Basic Goal	2021 Trans. Goal	Spring 2021 Results (MCA)	Fall 2021 Cohort (based on MCA)	2022 Basic Goal	2022 Trans. Goal
All Students	**80.1**	**85.0**	**78.7**	**79.5**	**84.0**	**80.9**	**76.4**	**80.6**	**82.3**
Grade 3	77.7	80.0	73.9	74.5	80.4	73.9	81.5	82.0	86.1
Grade 4	75.7	85.8	75.8	77.1	81.8	80.8	69.2	71.9	76.9
Grade 5	87.3	89.5	86.5	87.0	89.9	88.0	77.4	83.1	85.8
AmIn/Haw									
Asian	77.9	87.9					77.1		
Black	55.7	58.7					44.4		
Hispanic	81.8						68.4		
White	82.3	87.0					80.9		
Multiracial	82.4	83.9					69.2		
EL	40.9						29.2		
Spec Ed	54.5	58.3							
F/R Lunch	65.9	66.2					40.0		
Female	83.8	85.8					77.4		
Male	76.9	84.4					75.3		
TAG							98.1		
DLA							78.9		

School: Basswood   Date: 2021-2022

| Priority One: READING | Measure: SIP Growth and Gap-Closing (SGG) |

Color Coding for MCA Value-Added and Z-State Results

| -.30 or below | -.15 to -.29 | -.14 to 0 | +.0001 to +.14 | +.15 to +.29 | +.30 and up |

Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals. 2021 Z-State results not available due to COVID-19.

2021 & 2022 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State

2019-20 & 2021-22 SIP Growth and Gap-Closing (SGG)
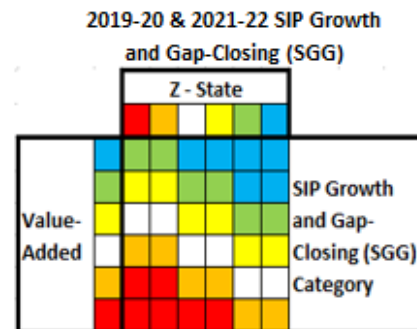
	Baseline		2019 Results			2021 Results
Group	**2017**	**2018**	**Val-Add**	**Z - State**	**SGG**	**Val-Add**
All Students	0.16	0.21	0.19	0.25		0.15
Grade 3			0.15			0.14
Grade 4	0.12	0.14	0.15	0.27		0.11
Grade 5	0.20	0.29	0.29	0.23		0.20
Am Ind						
Asian	-0.14	0.51	0.38	0.42		0.35
Black	0.14	-0.19	0.13	0.22		-0.35
Hispanic	0.20					0.20
White	0.16	0.23	0.15	0.23		0.18
Multiracial	-0.31	0.17	0.53	0.40		0.21
EL						
Spec Ed	0.23	0.12	0.24	0.01		-0.04
F/R Lunch	0.15	0.02	0.49	0.54		-0.35
Female	0.19	0.26	0.14	0.19		0.10
Male	0.12	0.17	0.24	0.30		0.21
TAG						0.29
DLA						

School: Basswood   Date: 2021-2022

Priority One: Reading

Reading Continuous Improvement Action Plan: (add steps as needed by using tab key)

Strategies: *What specific strategies will be implemented?*	**Adult actions:** *What adult actions will ensure the strategies are successful?*	**Measure student progress:** *What student data will be collected?*	**Person(s) Responsible:**
Basswood staff will align instruction more closely with MN State Standards.	Teachers will be provided time monthly to align instruction to MN state standards	MCAs Pre/Post staff surveys	Principal Asst. Principal Teachers
Utilize acceleration model to help students with lagging skills access core instruction.	Engage in monthly staff development time	Teacher observations Walk-through data Teacher feedback	Principal Asst. Principal SDAS IA Teachers
Utilize Professional Learning Teams (PLTs) to examine formative data to plan instruction for meeting site reading goal.	Teams hold regular PLT meetings PLTs consider influence of race and culture on student achievement	PLT data forms	Principal Asst. Principal IA Teachers System support
Tier II and III interventions for students scoring in the bottom 10% and/or lowest quartile of district assessment data.	Identify specific students needing interventions through the data-driven process Increase staff awareness of strategies beneficial to all students	aReading FastBridge (LNF, LSF, ORF) MCAs	Principal Asst. Principal IA Teachers WIN ESPs

School: Basswood   Date: 2021-2022

Utilize MTSS model of intervention to provide Tier II and III interventions as well as enrichment to all students.	Collect feedback from stakeholders and discuss with grade level teams	Benchmark formative & summative assessments	Principal
		aReading	Asst. Principal
	Review data with intervention support staff	FastBridge (LNF, LSF, ORF)	IA
	Schedule student intervention times	PLT data analysis	Teachers
			WIN ESPs
	Collaborate with stakeholders	Fidelity checks	Media Specialist
			TAG Teacher

School: Basswood   Date: 2021-2022

Priority Two: MATHEMATICS	Measure: MCA Proficiency (Index Rates)
Column Header	
Results	Index rate for students who had a score from the previous year, were enrolled on October 1 of the next year, and tested the next spring.
Fall Cohort	Index rate for students tested in the previous year and enrolled in the fall of the next year.
Basic Goal	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 20 for Spring 2021 (normal minimum = 25).
Transformational (Trans.) Goal	The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.

Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transform-ational goal

Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring.

Group	Spring 2018 Results	Spring 2019 Results	Fall 2020 Cohort (based on aMath)	2021 Basic Goal	2021 Trans. Goal	Spring 2021 Results (MCA)	Cohort (based on MCA)	2022 Basic Goal	2022 Trans. Goal
All Students	83.3	87.5	79.6	82.1	84.7	84.3	84.1	80.3	88.1
Grade 3	85.9	90.3	85.6	87.7	89.2	84.2	88.9	88.3	91.7
Grade 4	84.4	89.1	79.8	82.8	84.8	87.0	78.1	75.1	83.6
Grade 5	79.4	83.0	74.6	75.9	81.0	81.9	84.4	76.6	88.3
AmIn/Haw									
Asian	82.4	93.9				76.2	75.0		
Black	54.4	56.5				34.8	43.1		
Hispanic	81.8					75.0	71.1		
White	86.6	89.8				90.0	90.8		
Multiracial	77.0	78.6				77.3	75.0		
EL	45.5					50.0	41.7		
Spec Ed	58.9	51.4				53.7	54.5		
F/R Lunch	64.4	64.7				48.1	40.0		
Female	85.3	88.8				82.4	83.1		
Male	81.7	86.4				86.4	85.0		
TAG						100.0	98.7		
DLA							83.7		

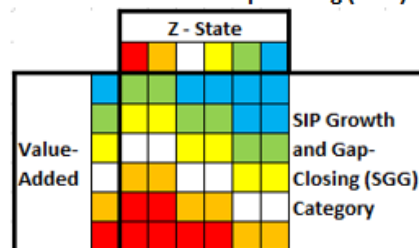School: Basswood   Date: 2021-2022

Priority Two: MATHEMATICS	*Measure: SIP Growth and Gap-Closing (SGG)*

Color Coding for MCA Value-Added and Z-State Results

-.30 or below	-.15 to -.29	-.14 to 0	+.0001 to +.14	+.15 to +.29	+.30 and up

Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals. 2021 Z-State results not available due to COVID-19.

2018-19 & 2021-22 SIP Growth and Gap-Closing (SGG)

2021 & 2022 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State

Group	Baseline 2017	Baseline 2018	2019 Results Val-Add	2019 Results Z - State	2019 Results SGG	2021 Results Val-Add
All Students	0.19	0.37	0.24	0.25		0.21
Grade 3			0.25			-0.07
Grade 4	0.08	0.31	0.38	0.62		0.36
Grade 5	0.33	0.44	0.07	-0.13		0.29
Am Ind						
Asian	0.49	0.61	0.33	0.27		0.21
Black	-0.20	0.18	0.10	-0.14		-0.18
Hispanic	0.29					0.31
White	0.21	0.39	0.22	0.27		0.24
Multiracial	-0.01	0.13	0.32	0.31		0.05
EL						-0.20
Spec Ed	0.17	0.22	0.08	-0.38		0.12
F/R Lunch	-0.02	0.16	0.30	0.21		-0.03
Female	0.15	0.42	0.24	0.27		0.17
Male	0.24	0.33	0.23	0.23		0.25
TAG						0.39
DLA						

School: Basswood   Date: 2021-2022

Priority Two: Mathematics

Mathematics Continuous Improvement Action Plan: (add steps as needed by using tab key)

Strategies *What specific strategies will be implemented?*	Adult actions: *What adult actions will ensure the strategies are successful?*	Measure student progress: *What student data will be collected?*	Person(s) Responsible:
Utilize acceleration model to help students with lagging skills access core instruction. 	Engage in monthly staff development time	Teacher observations Walk-through data Teacher feedback	Principal Asst. Principal SDAS IA Teachers
Utilize MTSS model of intervention to provide Tier II and III interventions as well as enrichment to all students. 	Provide tier II and III interventions for students scoring in the bottom 10% and/or lowest quartile of district assessment data Collect feedback from stakeholders and discuss with grade level teams Review data with intervention support staff Schedule student intervention times Collaborate with stakeholders	Benchmark formative & summative assessments aMath FastBridge Fidelity checks	Principal Asst. Principal Instructional Assistant Teachers WIN ESPs TAG Teacher Media Specialist
Strengthen use of Bridges curriculum to deepen mathematical thinking and skills of our K-5 students. 	Initiate use of acceleration model in instructional planning. Classroom walk throughs Consider influence of race & culture on student achievement	Formative and anecdotal date from number corner, problems & investigations, and work places. Bridges formative and summative assessments.	Principal Asst. Principal Building leadership team Teacher

School: Basswood   Date: 2021-2022

Priority Three: Student Behavior
Evidence of Need:	The data for 2019-20 and 2020-21 is incomplete due to COVID-19. However, the patterns from previous years remain persistent. Referrals continue to indicate that black students are referred for problem behavior at a ratio of nearly 2:1.

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Office Discipline Referrals (ODRs)	K-5 students	The percent of Basswood Elementary students receiving 0 or 1 office discipline referrals for the 2021-22 school year will be at or below 96 percent.
Intervention Data	K-5 students	Basswood students that receive tier II or tier III intervention support will demonstrate social emotional growth by exiting intervention programming.

Student Behavior Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies: *What specific strategies will be implemented?*	**Adult actions:** *What adult actions will ensure the strategies are successful?*	**Measure student progress:** *What student data will be collected?*	**Person(s) Responsible:**
Identify and respond to the impact of race and culture in our student behavior and intervention programming.	Utilize system tools as we examine student behavior data and programming	SWIS data Student survey data	Principal Asst. Principal

School: Basswood   Date: 2021-2022

Strengthen implementation of School-Wide Positive Behavior Intervention Framework.	Monthly data review (w/ SIT, PBIS, Staff) Deliver lessons on school-wide expectations Continue implementation of school-wide and grade level recognition systems (PBIS Rewards)	Tiered Fidelity Inventory (TFI)	Principal Asst. Principal PBIS Team SIT Team All Staff
Provide SEL instruction at universal level.	Classroom teachers teach one lesson/week, following pacing calendar	Year-end survey of teacher implementation.	School Counselor Classroom Teachers
Utilize Multi-Tiered System of Support for providing social-emotional support.	Conduct social/emotional Screeners SST data review PLT meeting discussions	MySAEBRS Screener data SAEBRS Screener data IM4 Data Pre/Post data of tier II /III groups	SST Team Teachers

School: Basswood   Date: 2021-2022

Priority Four: Family Engagement

Evidence of Need:	Basswood has strong family engagement when compared with the **Epstein** model: - <u>Parenting:</u> Support for families when attendance, nutritional, social-emotional or academic issues arise. - <u>Communication:</u> Communication with families takes place through classroom newsletters, weekly distribution of school-wide information, language support as needed, notes and/or phone calls from administration for important communications. Basswood has a history of high conference attendance. - <u>Volunteering:</u> Basswood has a strong volunteer program in which several thousand hours are logged in most years and 2,000 hours in 2020-21. Volunteers engage in classroom assistance, library support, preparing take home projects, teaching extension activities in art and science, class parties, PTO community events, supporting PBIS, participating on system and school committees. - <u>Learning at Home:</u> Classroom teachers effectively communicate with families and maintain strong home-school connections. Our intervention program is also helpful when supporting learning at home. - <u>Decision-Making:</u> The PTO and particularly the PTO board is engaged in decision-making within the school. PTO determines the use of funds generated to support learning at Basswood, in collaboration with the principal. Their influence has helped to provide increased opportunity for students in STEM, Arts and SEL. Basswood has representation on DEPAC, SEAC and REMAC. - <u>Collaborating with the Community:</u> Administration and PTO collaborates with community partners for the benefit of students. Examples include Boston Scientific, Pearl Vision, Three Rivers Parks, 279 Foundation and many others that engage with Basswood to provide opportunities to our students. Basswood will utilize Tara Yasso's Cultural Framework as a lens to examine our family engagement efforts and other parent engagement models, including the framework provided through FACE, that may help us strengthen the existing program. We believe this will help us identify ways that we can improve our work with families.
Goal:	**In 2021-22 our staff will work to strengthen parent engagement at Basswood Elementary by supporting the ongoing work of our parent community and by identifying and respond to gaps in our parent engagement programming.**

School: Basswood   Date: 2021-2022

Family Engagement Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies: *What specific strategies will be implemented?*	**Adult actions:** *What adult actions will ensure the strategies are successful?*	**Measure progress:** *What data will be collected?*	**Person(s) Responsible:**
Basswood administrative team will host Parent Forums.	Principal will ensure regular opportunities for parents to receive updates, share perspectives and ask questions.	Participation of Basswood parents. Parent input will be provided at site level.	Principal Asst. Principal
Basswood PBIS team will foster family engagement in PBIS by recruiting parent representatives and gathering survey data.	Recruit parent representative for Basswood PBIS team	PBIS team outcomes are influenced by parents Parent Survey Data Tiered Fidelity Inventory	Principal Asst. Principal Basswood PBIS Team
Basswood Elementary will host listening session (BW Listens) in which parents have opportunity to share perspectives with school administration.	Establish norms and protocol for meeting Identify prompts which foster conversation and elicit input	Parent participation Parent input data Stakeholder survey data	Principal Asst. Principal
Basswood leadership teams will gain understanding of other parent engagement models and identify gaps in our present family engagement practices.	Staff to study other parent engagement models	Staff will identify parent engagement program gaps and strategies to improve engagement at Basswood.	Principal Asst. Principal
Basswood parents will have opportunity to influence programming and gain greater awareness of school operations through participation in parent groups, including PTO.	Collaborate with PTO board to ensure that parents have opportunity to influence and gain understanding of school programming	Ongoing participation of PTO board and members Stakeholder survey data	Principal Asst. Principal PTO Board

School: Basswood   Date: 2021-2022

Site Improvement Team

Name	Position	Name	Position
1. Steven Schwartz	Principal	5. Kris Bohr	Teacher
2. Karen Kennedy	Asst. Principal	6. Lisa Schutte	Teacher
3. Deb Amelse	Instructional Assistant	7. Barb Erickson	SDAS
4. Tammy Flanigan	Teacher	8.	

The Principal and Assistant Superintendent will sign the School Improvement Plan to indicate that the school performance goals and action plan have been shared, discussed, and agreed upon.

Principal: _____ Date: _____

Assistant Superintendent: _____Date: _____