

# Form A2 – School Improvement Plan

Principal: Steven Schwartz

Assistant Superintendent: Kelli Parpart

School: Basswood Elementary

Date: 2019-20

The School Improvement Plan priorities focus on three areas: **reading, mathematics, and student behavior**. 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; and, if applicable, (4) a graduation rate goal.

## Guidelines

- (1) The district will insert the baseline data prior to the scheduled site improvement meeting with the Research, Assessment and Accountability Department.
- (2) The district will insert the basic and transformational goals at the start of school using the 2019-2020 cohorts. Students enrolled for the 2019-2020 school year make up each cohort.
- (3) Basic goals represent reasonable student progress or improvement based on trends. Transformational goals represent the scores that are necessary to close the achievement gaps and are based on state expectations.
- (4) General Color-Coding Key (most data tables include a more specific key):

|                                 |                          |                     |                       |                   |                                 |
|---------------------------------|--------------------------|---------------------|-----------------------|-------------------|---------------------------------|
| <b>Far Below<br/>Basic Goal</b> | Well Below<br>Basic Goal | Below<br>Basic Goal | Near<br>Basic<br>Goal | Met Basic<br>Goal | Met<br>Transformational<br>Goal |
|---------------------------------|--------------------------|---------------------|-----------------------|-------------------|---------------------------------|

- (5) Site team 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? What were things the data did not tell you?
  - b. What adult practices might be the cause of the data?
  - c. What are the root causes of the data concerns that will be addressed in action plans?
  - d. What research-based actions, strategies, and interventions will support students in meeting the goals?
  - e. What knowledge and skills (professional learning) will adults need to support students in meeting the goal(s)?

| Priority One: READING        |   |                          | Measure: Proficiency (% Low Risk on DIBELS) |                     |                     |                           |                    |
|------------------------------|---|--------------------------|---|---------------------|---------------------|---------------------------|--------------------|
| Column Header                | Definition  |                          |   |                     |                     |                           |                    |
| <b>2017 and 2018 Results</b> | Percent of students at risk or some risk in the fall who became low risk in Spring 2017 (vs. old goals) and Spring 2018 (vs. new goals). See Progress to Fluency Reports for more info. |                          |   |                     |                     |                           |                    |
| <b>Basic Goal</b>            | District-wide goals for 2018-20: KG = 63%; Gr 1 = 62%; Gr 2 = 40%.  |                          |   |                     |                     |                           |                    |
| <b>Transformational Goal</b> | District-wide goals for 2018-20: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.  |                          |   |                     |                     |                           |                    |
| <b>2019 Results</b>          | Percentage of students low risk in Spring 2019.   |                          |   |                     |                     |                           |                    |
| <b>Color Coding</b>          | 30% + from Basic Goal   | 15 - 29% from Basic Goal | 5 - 14% < Basic Goal                        | <5% from Basic Goal | Basic Goal Met      | Transformational Goal Met |                    |
|                              | 2016-17   | 2017-18                  | 2018-19 Goals and Results                   |                     |                     | 2019-20 Goals             |                    |
| <b>Group</b>                 | <b>2017 Results</b>   | <b>2018 Results</b>      | <b>2019 Basic</b>                           | <b>2019 Trans.</b>  | <b>2019 Results</b> | <b>2019 Basic</b>         | <b>2019 Trans.</b> |
| KG                           | 55%   | 65%                      | 63%   | 68%                 | 43%                 | 63%                       | 68%                |
| Grd 1                        | 50%   | 77%                      | 62%   | 67%                 | 74%                 | 62%                       | 67%                |
| Grd 2                        | 47%   | 38%                      | 40%   | 50%                 | 29%                 | 40%                       | 50%                |

| <b>Priority One: READING</b>          |   | <i>Measure: MCA Proficiency (Index Rates)</i> |
|---------------------------------------|---|---|
| <b>Column Header</b>                  |   |   |
| <b>Results</b>                        | Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.                                   |   |
| <b>Fall Cohort</b>                    | Index rate for students tested in the previous spring and enrolled the following fall.  |   |
| <b>Basic Goal</b>                     | The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 25.  |   |
| <b>Transformational (Trans.) Goal</b> | 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. |   |

|                     |                             |                             |                                    |                                    |                |                           |
|---------------------|-----------------------------|-----------------------------|------------------------------------|------------------------------------|----------------|---------------------------|
| <b>Color Coding</b> | 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 transformational 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 2017 Results | Spring 2018 Results | Fall 2018 Cohort | 2019 Basic Goal | 2019 Trans. Goal | Spring 2019 Results | Fall 2019 Cohort | 2020 Basic Goal | 2020 Trans. Goal |
|---------------------|---------------------|---------------------|------------------|-----------------|------------------|---------------------|------------------|-----------------|------------------|
| <b>All Students</b> | <b>79.4</b>         | <b>80.1</b>         | <b>79.9</b>      | <b>83.3</b>     | <b>86.2</b>      | <b>85.0</b>         | <b>78.1</b>      | <b>80.9</b>     | <b>83.6</b>      |
| Grade 3             | 74.8                | 77.7                | 80.0             | 81.6            | 85.1             | 80.0                | 72.6             | 72.2            | 79.4             |
| Grade 4             | 79.1                | 75.7                | 80.5             | 83.2            | 85.9             | 85.8                | 80.2             | 85.0            | 85.1             |
| Grade 5             | 85.3                | 87.3                | 79.3             | 85.3            | 87.7             | 89.5                | 81.6             | 86.2            | 91.4             |
| Amln                |                     |                     |                  |                 |                  |                     |                  |                 |                  |
| Asian               | 76.5                | 77.9                |                  |                 |                  | 87.9                |                  |                 |                  |
| Black               | 45.5                | 55.7                |                  |                 |                  | 58.7                |                  |                 |                  |
| Hispanic            | 83.3                | 81.8                |                  |                 |                  |                     |                  |                 |                  |
| White               | 82.6                | 82.3                |                  |                 |                  | 87.0                |                  |                 |                  |
| Multiracial         | 81.7                | 82.4                |                  |                 |                  | 83.9                |                  |                 |                  |
| EL                  | 35.0                | 40.9                |                  |                 |                  |                     |                  |                 |                  |
| Spec Ed             | 62.5                | 54.5                |                  |                 |                  | 58.3                |                  |                 |                  |
| F/R Lunch           | 57.9                | 65.9                |                  |                 |                  | 66.2                |                  |                 |                  |
| Female              | 83.3                | 83.8                |                  |                 |                  | 85.8                |                  |                 |                  |
| Male                | 75.3                | 76.9                |                  |                 |                  | 84.4                |                  |                 |                  |

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

**2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)**

|                                |                             |                             |                          |                |                           |
|--------------------------------|-----------------------------|-----------------------------|--------------------------|----------------|---------------------------|
| <b>.30 or more below Basic</b> | .15 to .29 below Basic Goal | .04 to .14 below Basic Goal | Within .03 of Basic Goal | Met Basic Goal | Met Transformational Goal |
|--------------------------------|-----------------------------|-----------------------------|--------------------------|----------------|---------------------------|

**2019 Color Coding for MCA Value-Added and Z-State Results**

|                      |              |              |              |              |             |
|----------------------|--------------|--------------|--------------|--------------|-------------|
| <b>-.30 or below</b> | -.15 to -.29 | -.14 to -.01 | +.01 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.




| 2019 Goals (Based on 2018 Results) |                 |            |                       |
|------------------------------------|-----------------|------------|-----------------------|
| Description                        | Result          | Basic Goal | Transformational Goal |
| Well above district avg.           | + .15 and up    | 0.15       | 0.2                   |
| Above district average             | + .10 to +.14   | 0.1        | 0.15                  |
| Near district average              | - .09 to +.09   | 0.05       | 0.1                   |
| Below district average             | - .10 and below | 0          | 0.1                   |

| 2020 Goals            |         |                  |         |
|-----------------------|---------|------------------|---------|
| Basic                 |         | Transformational |         |
| 0.15                  | Z-State | 0.30             | Z-State |
| or                    |         | or               |         |
| 0.15                  | Val-Add | 0.30             | Val-Add |
| Applied to All Groups |         |                  |         |

**2019-20 SIP Growth and Gap-Closing (SGG)**






| Group               | Baseline |       |       | 2019 Goals |        | 2019 Results |         |           |     |
|---------------------|----------|-------|-------|------------|--------|--------------|---------|-----------|-----|
|                     | 2016     | 2017  | 2018  | Basic      | Trans. | Z - Dist     | Val-Add | Z - State | SGG |
| <b>All Students</b> | 0.17     | 0.16  | 0.21  | 0.15       | 0.20   | 0.26         | 0.19    | 0.25      |     |
| Grade 3             |          |       |       |            |        |              | 0.15    |           |     |
| Grade 4             | 0.05     | 0.12  | 0.14  | 0.10       | 0.15   | 0.19         | 0.15    | 0.27      |     |
| Grade 5             | 0.29     | 0.20  | 0.29  | 0.15       | 0.20   | 0.33         | 0.29    | 0.23      |     |
| Am Ind              |          |       |       |            |        |              |         |           |     |
| Asian               | 0.15     | -0.14 | 0.51  | 0.15       | 0.20   | 0.45         | 0.38    | 0.42      |     |
| Black               | -0.25    | 0.14  | -0.19 | 0.00       | 0.10   | 0.25         | 0.13    | 0.22      |     |
| Hispanic            |          | 0.20  |       |            |        |              |         |           |     |
| White               | 0.23     | 0.16  | 0.23  | 0.15       | 0.20   | 0.24         | 0.15    | 0.23      |     |
| Multiracial         |          | -0.31 | 0.17  | 0.15       | 0.20   | 0.42         | 0.53    | 0.40      |     |
| EL                  |          |       |       |            |        |              |         |           |     |
| Spec Ed             | 0.08     | 0.23  | 0.12  | 0.10       | 0.15   | 0.04         | 0.24    | 0.01      |     |
| F/R Lunch           | -0.31    | 0.15  | 0.02  | 0.05       | 0.10   | 0.55         | 0.49    | 0.54      |     |
| Female              | 0.19     | 0.19  | 0.26  | 0.15       | 0.20   | 0.21         | 0.14    | 0.19      |     |
| Male                | 0.15     | 0.12  | 0.17  | 0.15       | 0.20   | 0.30         | 0.24    | 0.30      |     |

| <b>Priority One: Reading</b>  |   |  |  |
|---|---|--|--|
| <b>Reading Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)   |   |  |  |
| <b>Strategies:</b><br><i>What specific strategies will be implemented?</i>  | <b>Adult actions:</b><br><i>What adult actions will ensure the strategies are successful?</i>   | <b>Measure student progress:</b><br><i>What student data will be collected?</i>  | <b>Person(s) Responsible:</b>  |
| Continue implementation of Balanced Literacy (Benchmark)<br><br>   | Classroom walk-throughs<br><br>Team leader reports<br><br>System Support<br><br>Staff Meeting Time<br><br>Consider influence of race & culture on student achievement   | Benchmark Formative & Summative Assessments<br><br>PLT data analysis<br><br>Consider influence of race & culture on student achievement<br><br>Building wide walk through data | Principal<br><br>Team Leader<br><br>Reading Teachers                     |
| Continue Implementing School-Wide System of Intervention & Support (WIN) in order to provide Tier II and III interventions as well as enrichment to all students<br><br> | Collect Feedback from Stakeholders & Discuss with Team Leaders & PLTs<br><br>Conduct Meetings with Intervention Support Staff to Review Data & Implementation<br><br>Scheduled Student Intervention Times<br><br>Active Participation in Collaboration Around Instruction Provided During WIN | Benchmark Formative & Summative Assessments<br><br>PLT data analysis<br><br>Fidelity Checks  | Principal<br><br>Instructional Assistant<br><br>Teachers<br><br>WIN ESPs |
| Professional Development in the area of Personalized Learning<br><br>  | Gather baseline data for staff needs in area of personalized learning<br><br>Plan and conduct 4 professional development  | Teacher Feedback<br><br>Teacher observation<br><br>Survey data   | Principal / AP<br><br>Teachers<br><br>DL4A Staff                         |

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|  |   |   |   |
|--|---|---|---|
|  | session in collaboration with DL4A staff.   |   |   |
| <p>Tier II and III interventions for students scoring in the bottom 10% and/or lower third of district assessment data</p>  | <p>Identify specific students needing interventions through the PLT process</p> <p>Increase staff awareness of strategies beneficial to all students.</p>                               | <p>MCA</p> <p>MAP</p> <p>FastBridge (LNF, LSF, ORF)</p>   | <p>Principal/AP</p> <p>Instructional Assistant</p> <p>PLT Members</p> |
| <p>Continue to utilize What I Need (WIN) time to meet the needs of all student K-5</p>                                     | <p>PLTs will meet with IA or IC monthly to review data and plan instruction</p>   | <p>Communication system to relay student progress between intervention providers and classroom teachers</p> | <p>Instructional Assistant</p> <p>Instructional Coach</p>             |
| <p>Enrichment for students in top 10%</p>   | <p>Provide resources for staff focused on enrichment and increasing student's knowledge without accelerating content.</p> <p>Ensure differentiation of core areas such as literacy.</p> | <p>MCA</p> <p>MAP</p>   | <p>Teachers</p> <p>GE Staff</p>                                       |

| Priority Two: MATHEMATICS   |  |                             | Measure: MCA Proficiency (Index Rates) |                 |                                    |                     |                  |                           |                  |
|---|--|-----------------------------|--|-----------------|------------------------------------|---------------------|------------------|---------------------------|------------------|
| <b>Column Header</b>  |  |                             |  |                 |                                    |                     |                  |                           |                  |
| <b>Results</b>  | 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. |                             |  |                 |                                    |                     |                  |                           |                  |
| <b>Fall Cohort</b>  | Index rate for students tested in the previous year and enrolled in the fall of the next year.   |                             |  |                 |                                    |                     |                  |                           |                  |
| <b>Basic Goal</b>   | The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 25.   |                             |  |                 |                                    |                     |                  |                           |                  |
| <b>Transformational (Trans.) Goal</b>   | 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.  |                             |  |                 |                                    |                     |                  |                           |                  |
| <b>Color Coding</b>   | 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 transformational 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. The minimum basic goal is 25. |  |                             |  |                 |                                    |                     |                  |                           |                  |
| Group   | Spring 2017 Results  | Spring 2018 Results         | Fall 2018 Cohort                       | 2019 Basic Goal | 2019 Trans. Goal                   | Spring 2019 Results | Fall 2019 Cohort | 2020 Basic Goal           | 2020 Trans. Goal |
| All Students  | 83.8   | 83.3                        | 88.1                                   | 84.3            | 91.4                               | 87.5                | 86.1             | 82.9                      | 89.5             |
| Grade 3   | 83.5   | 85.9                        | 88.3                                   | 87.8            | 91.3                               | 90.3                | 82.8             | 83.8                      | 87.1             |
| Grade 4   | 81.8   | 84.4                        | 88.4                                   | 85.5            | 91.7                               | 89.1                | 89.3             | 87.3                      | 92.0             |
| Grade 5   | 86.8   | 79.4                        | 87.4                                   | 79.7            | 91.1                               | 83.0                | 86.2             | 78.7                      | 89.7             |
| Amin  |  |                             |  |                 |                                    |                     |                  |                           |                  |
| Asian   | 85.3   | 82.4                        |  |                 |                                    | 93.9                |                  |                           |                  |
| Black   | 40.9   | 54.4                        |  |                 |                                    | 56.5                |                  |                           |                  |
| Hispanic  | 83.3   | 81.8                        |  |                 |                                    |                     |                  |                           |                  |
| White   | 87.6   | 86.6                        |  |                 |                                    | 89.8                |                  |                           |                  |
| Multiracial   | 86.7   | 77.0                        |  |                 |                                    | 78.6                |                  |                           |                  |
| EL  | 45.0   | 45.5                        |  |                 |                                    |                     |                  |                           |                  |
| Spec Ed   | 70.8   | 58.9                        |  |                 |                                    | 51.4                |                  |                           |                  |
| F/R Lunch   | 59.5   | 64.4                        |  |                 |                                    | 64.7                |                  |                           |                  |
| Female  | 82.8   | 85.3                        |  |                 |                                    | 88.8                |                  |                           |                  |
| Male  | 84.9   | 81.7                        |  |                 |                                    | 86.4                |                  |                           |                  |

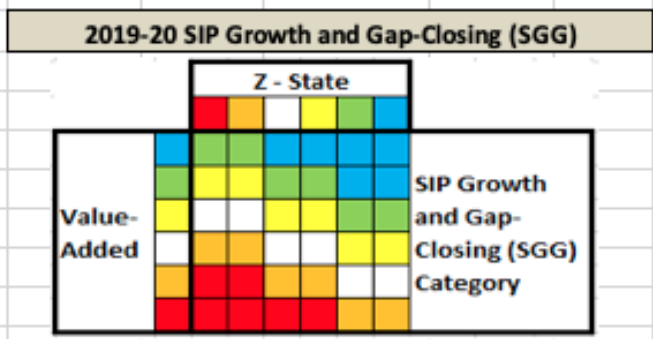
**Priority Two: MATHEMATICS** *Measure: SIP Growth and Gap-Closing (SGG)*

| 2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist) |                                    |                                    |                                 |                       |                                  |
|--|------------------------------------|------------------------------------|---------------------------------|-----------------------|----------------------------------|
| <b>.30 or more below Basic</b>                                   | <b>.15 to .29 below Basic Goal</b> | <b>.04 to .14 below Basic Goal</b> | <b>Within .03 of Basic Goal</b> | <b>Met Basic Goal</b> | <b>Met Transformational Goal</b> |
| 2019 Color Coding for MCA Value-Added and Z-State Results        |                                    |                                    |                                 |                       |                                  |
| <b>-.30 or below</b>   | <b>-.15 to -.29</b>                | <b>-.14 to -.01</b>                | <b>+.01 to +.14</b>             | <b>+.15 to +.29</b>   | <b>+.30 and up</b>               |

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.




| Description              | Result         | Basic Goal | Transformational Goal |
|--------------------------|----------------|------------|-----------------------|
| Well above district avg. | +.15 and up    | 0.15       | 0.2                   |
| Above district average   | +.10 to +.14   | 0.1        | 0.15                  |
| Near district average    | -.09 to +.09   | 0.05       | 0.1                   |
| Below district average   | -.10 and below | 0          | 0.1                   |

| Basic                 |         | Transformational |         |
|-----------------------|---------|------------------|---------|
| 0.15                  | Z-State | 0.30             | Z-State |
| or                    |         | or               |         |
| 0.15                  | Val-Add | 0.30             | Val-Add |
| Applied to All Groups |         |                  |         |



| Group        | Baseline |       |      | 2019 Goals |            | 2019 Results |         |           |     |
|--------------|----------|-------|------|------------|------------|--------------|---------|-----------|-----|
|              | 2016     | 2017  | 2018 | Basic      | Transform. | Z - Dist     | Val-Add | Z - State | SGG |
| All Students | 0.33     | 0.19  | 0.37 | 0.15       | 0.20       | 0.33         | 0.24    | 0.25      |     |
| Grade 3      |          |       |      |            |            |              | 0.25    |           |     |
| Grade 4      | 0.23     | 0.08  | 0.31 | 0.15       | 0.20       | 0.53         | 0.38    | 0.62      |     |
| Grade 5      | 0.42     | 0.33  | 0.44 | 0.15       | 0.20       | 0.13         | 0.07    | -0.13     |     |
| Am Ind       |          |       |      |            |            |              |         |           |     |
| Asian        | 0.84     | 0.49  | 0.61 | 0.15       | 0.20       | 0.38         | 0.33    | 0.27      |     |
| Black        | -0.04    | -0.20 | 0.18 | 0.15       | 0.20       | -0.02        | 0.10    | -0.14     |     |
| Hispanic     |          | 0.29  |      |            |            |              |         |           |     |
| White        | 0.33     | 0.21  | 0.39 | 0.15       | 0.20       | 0.34         | 0.22    | 0.27      |     |
| EL           |          |       |      |            |            |              |         |           |     |
| Multiracial  |          | -0.01 | 0.13 | 0.10       | 0.15       | 0.41         | 0.32    | 0.31      |     |
| Spec Ed      | 0.16     | 0.17  | 0.22 | 0.15       | 0.20       | -0.27        | 0.08    | -0.38     |     |
| F/R Lunch    | -0.15    | -0.02 | 0.16 | 0.15       | 0.20       | 0.30         | 0.30    | 0.21      |     |
| Female       | 0.32     | 0.15  | 0.42 | 0.15       | 0.20       | 0.36         | 0.24    | 0.27      |     |
| Male         | 0.34     | 0.24  | 0.33 | 0.15       | 0.20       | 0.31         | 0.23    | 0.23      |     |





| <b>Priority Two: Mathematics</b>   |  |  |  |
|--|--|--|--|
| <b>Mathematics Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)  |  |  |  |
| <b>Strategies</b><br><i>What specific strategies will be implemented?</i>  | <b>Adult actions:</b><br><i>What adult actions will ensure the strategies are successful?</i>  | <b>Measure student progress:</b><br><i>What student data will be collected?</i>  | <b>Person(s) Responsible:</b>  |
| <p>Continue implementation of the Bridges curriculum to the deepen mathematical thinking and skills of our K-5 students.</p>  | <p>Classroom walk throughs</p> <p>Team leader reports</p> <p>System Support</p> <p>Staff Meeting Time</p> <p>Consider influence of race &amp; culture on student achievement</p> | <p>Formative and anecdotal data from student use of number corner, problems &amp; investigations, and work- places.</p> <p>Bridges formative and summative assessments.</p> <p>PLT data analysis</p> | <p>Principal</p> <p>Instructional Assistant</p> <p>Instructional Coaches</p> <p>SDAS</p> <p>Teachers</p> |
| <p>Engage in System staff development sessions focused on mathematics and reading instruction</p>                           | <p>Engage in monthly staff development time</p>  | <p>Teacher observations</p> <p>Walk-through data</p> <p>Teacher feedback</p>   | <p>Principal</p> <p>SDAS</p> <p>IA</p> <p>IC</p> <p>Teachers</p>   |
| <p>Professional Development in the area of Personalized Learning</p>    | <p>Gather baseline data for staff needs in area of personalized learning</p> <p>Plan and conduct 4 professional development session in collaboration with DL4A staff.</p>        | <p>Teacher Feedback</p> <p>Teacher observation</p> <p>Survey data</p>  | <p>Principal / AP</p> <p>Teachers</p> <p>DL4A Staff</p>  |
| <p>Continue implementing School-Wide System of Intervention &amp; Support (WIN) in order to provide Tier II and</p>  | <p>Collect Feedback from Stakeholders &amp; Discuss with Team Leaders &amp; PLTs</p>   | <p>Benchmark Formative &amp; Summative Assessments</p>   | <p>Principal</p>   |

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|   |   |   |  |
|---|---|---|--|
| <p>Ill interventions as well as enrichment to all students</p>                                 | <p>Conduct Meetings with Intervention Support Staff to Review Data &amp; Implementation</p> <p>Scheduled Student Intervention Times</p> <p>Active Participation in Collaboration Around Instruction Provided During WIN</p> | <p>PLT data analysis</p> <p>Fidelity Checks</p>   | <p>Instructional Assistant</p> <p>Teachers</p> <p>WIN ESPs</p> |
| <p>Continue implementation of What I Need (WIN) time to meet the needs of all student K-5</p>  | <p>PLTs will meet with IA or IC monthly to review data and plan instruction</p>   | <p>Communication system to relay student progress between intervention providers and classroom teachers</p> | <p>Instructional Assistant</p> <p>Instructional Coach</p>      |

**Priority Three: Student Behavior**



|                          |  |
|--------------------------|--|
| <b>Evidence of Need:</b> | <p>A review of the Office Discipline Referral (ODR) data from 2018-19 demonstrates evidence of need. When including minor ODRs, the total number of all behavioral referrals was 268 (228 minor / 40 major ODRs). The following data represents the students receiving referrals, disaggregated by race:</p> <ul style="list-style-type: none"> <li>– American Indian Students (0.0% of enrollment) = 0.00% of all ODRs (0 of 1,056 students)</li> <li>– Pacific Islanders (0.01 % of enrollment) = 0.37% of all ODRs (1 of 1,056 students)</li> <li>– Hispanic Students (3.41% of enrollment) = 1.12% of all ODRs (2 of 1,056 students)</li> <li>– Multi Racial (7.00% of enrollment) = 2.24% of all ODRs (4 of 1,056 students)</li> <li>– Asian Students (6.82% of enrollment) = 3.36% of all ODRs (2 of 1,056 students)</li> <li>– Black Students (6.72% of enrollment) = 17.54% of all ODRs (20 of 1,056 students)</li> <li>– White Students (76.04% of enrollment) = 75.37% of all ODRs (91 of 1,056 students)</li> </ul> |
|--------------------------|--|

| Student Behavior<br>(Example: office referrals, suspensions, etc.) | Baseline data by target group<br>(Example: ethnicity, socioeconomic, grade level, etc.) | Goal   |
|--|---|--|
| Office Discipline Referrals (ODRs)                                 | 268 total referrals were received by 120 students.                                      | The percent of students 94.89% receiving 0 or 1 <b>Office Discipline Referrals</b> at Basswood Elementary for all students will be maintained from the 2018-19 to 2019-2020 school year. |
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| <b>Student Behavior Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)  |   |  |   |
|---|---|--|---|
| <b>Strategies:</b><br><i>What specific strategies will be implemented?</i>  | <b>Adult actions:</b><br><i>What adult actions will ensure the strategies are successful?</i>   | <b>Measure student progress:</b><br><i>What student data will be collected?</i>                      | <b>Person(s) Responsible:</b>   |
| <p>Continue the implementation of School-Wide Positive Behavior Intervention Framework (PBIS)</p>  | <p>Discuss Data with PBIS Team</p> <p>Monthly staff meetings</p> <p>Engage staff in discussions of office versus classroom managed behaviors</p> <p>Implement the teaching matrix</p> <p>Deliver lessons on school-wide expectations</p> <p>Continue implementation of school-wide and grade level recognition systems (PBIS Rewards)</p> | <p>Tiered Fidelity Inventory (TFI)</p> <p>Team Implementation Checklist (TIC)</p>                    | <p>PBIS Team</p> <p>SIT Team</p> <p>Principal / AP</p> <p>All Staff</p> |
| <p>Continued Second Step Implementation</p>    | <p>Classroom teachers teach one lesson/week, following pacing calendar.</p>   | <p>Year-end survey of teacher implementation.</p>  | <p>School Counselor</p> <p>Classroom Teachers</p>                       |
| <p>Implement use of Anti-bullying Curriculum by Second Step</p>                                  | <p>Classroom teachers to align instruction with Anti-bullying month school-wide focus in October.</p>   | <p>Formative data from school counselor visits</p> <p>Year-end survey of teacher implementation.</p> | <p>School Counselor</p> <p>Classroom Teachers</p>                       |
| <p>Continued implementation of tier II and III interventions</p>  | <p>Conduct social/emotional Screeners</p>   | <p> Screener data</p>  | <p>SST Team</p> <p>Teachers</p>   |

School: Basswood Elementary

Date: 2019-20



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|   | <p>SST data review</p> <p>PLT meeting discussions</p>                                   | <p>CICO data</p> <p>Pre/Post data of tier II groups</p> <p>Linking student achievement data to students receiving behavior interventions</p> |   |
| <p>Deliver Equity Foundational Trainings (EFT 1.5) to all Basswood Staff members</p>  | <p>Staff engagement in EFT training.</p> <p>Collaboration with Department of Equity</p> | <p>Aggregated Teacher perception data.</p> <p>Anecdotal data from staff sessions.</p>  | <p>Principal / AP</p> <p>Equity Team</p> <p>Equity Teacher</p> <p>Equity Specialist</p> |

| <b>Priority Four: Family Engagement</b> |   |
|---|---|
| <b>Evidence of Need:</b>                | <p>In the spring of 2019, Osseo Area Schools’ School Board set a district wide expectation that all sites/departments would develop and implement a family engagement goal. The priority work established calls for family engagement practices that align with Epstein’s framework for family engagement and with Yasso’s cultural wealth model.</p> <p>Basswood has strong family engagement when compared with the <b>Epstein</b> model:</p> <ul style="list-style-type: none"> <li>- <u>Parenting</u>: Support for families when attendance, nutritional, social-emotional or academic issues arise.</li> <li>- <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.</li> <li>- <u>Volunteering</u>: Basswood volunteers have served a total of <b>8,556</b> logged hours in 2018-19. Volunteers prepare materials for teachers, support and enrich student learning</li> <li>- <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.</li> <li>- <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.</li> <li>- <u>Collaborating with the Community</u>: Administration and PTO collaborates with community partners for the benefit of students. Examples include Boston Scientific, Peal Vision, Three Rivers Parks, DARE, 279 Foundation, SAFECO and many others that engage with Basswood to provide opportunities to our students.</li> </ul> <p>Basswood has not used the <b>Yasso</b> Cultural Framework as a lens to examine our family engagement efforts. We believe that Yasso’s work will help us identify ways that we can improve our work with families and help us to grow in this area.</p> |
| <b>Goal:</b>                            | <p>The current level of parent engagement, as described by Joyce Epstein’s Framework, will be maintained from 2018-19 to 2019-20.</p> <p>The 2019-20 school year will also serve as a baseline for integrating Yasso’s Cultural Wealth Model into our family engagement work at Basswood.</p>   |

| <b>Family Engagement Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)   |  |   |  |
|---|--|---|--|
| <b>Strategies:</b><br><i>What specific strategies will be implemented?</i>  | <b>Adult actions:</b><br><i>What adult actions will ensure the strategies are successful?</i>  | <b>Measure progress:</b><br><i>What data will be collected?</i>   | <b>Person(s) Responsible:</b>  |
| <p>Basswood parent representatives will provide input in key district work (DEPAC, REMAC, SEAC)</p>    | <p>Recruit parent representatives for system advisory councils.</p>  | <p>Participation of Basswood parents in DEPAC, REMAC and SEAC.</p> <p>Parent input will be provided at system level</p>   | <p>Principal</p>   |
| <p>Basswood PBIS team will foster family engagement in PBIS by inviting a parent representative and gathering survey data.</p>    | <p>Recruit parent representative for Basswood PBIS team.</p>   | <p>Parent input will help guide PBIS team’s work</p> <p>Parent Survey Data</p> <p>Parent will share their learning from participation in PBIS team</p> <p>Tiered Fidelity Inventory (TFI)</p> | <p>Principal</p> <p>Basswood PBIS Team</p> <p>PBIS Team Lead (Counselor)</p> |
| <p>Basswood Elementary will host one listening session (BW Listens) in which parents have opportunity to share perspectives with school administration.</p>                    | <p>Establish norms and protocol for meeting</p> <p>Identify prompts which foster conversation and elicit input.</p>  | <p>Administration will hear parent input</p> <p>Parents will have opportunities for input</p>   | <p>Principal</p>   |
| <p>Basswood parents will have opportunity to influence programming and gain greater awareness of school operations through participation in parent groups, including PTO.</p>  | <p>Provide opportunities for families to provide input about their home cultures for school celebrations</p> <p>Collaborate with PTO board to ensure that parents have opportunity to influence and gain</p> | <p>PTO Attendance records</p> <p>PTO Minutes</p>  | <p>Principal</p> <p>Teachers</p> <p>PTO</p> <p>Volunteer Coordinator</p>     |

School: Basswood Elementary

Date: 2019-20

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|   | understanding of school programming  |   |  |
| <p>A Math and Science Night for families will be hosted at Basswood Elementary.</p>    | <p>Provide opportunities for families to engage in number corner and work-place sessions.</p>                                    | <p>Families will attend Math and Science Night</p> <p>Families will engage in Bridges-focused activities</p> <p>Families will engage in a variety of other science and math-oriented learning experiences</p> | <p>Principal</p> <p>Teachers</p> <p>PTO</p> <p>Volunteer Coordinator</p> <p>Volunteers</p> |
| <p>Parent volunteers will be utilized to help provide enrichment opportunities in the areas of reading and Science, Technology, Engineering, Arts and Mathematics.</p>  | <p>Recruit and support parent volunteers with interest and ability to deliver enrichment opportunities to Basswood students.</p> | <p>Enrichment options will be offered by parent volunteers</p> <p>Students will engage in extended learning opportunities</p>   | <p>Principal</p> <p>Teachers</p> <p>PTO</p> <p>Volunteer Coordinator</p> <p>Volunteers</p> |

Site Improvement Team

| Name               | Position            | Name                    | Position   |
|--------------------|---------------------|-------------------------|------------|
| 1. Steven Schwartz | Principal           | 5. Jennifer Vierstraete | Teacher    |
| 2. Dimitri Russell | Asst. Principal     | 6. Alan Anderson        | Teacher    |
| 3. Deb Amelse      | Instructional Asst. | 7. Marlyn Lee           | EL Teacher |
| 4. Barb Erickson   | SDAS                | 8. Vicki O’Toole        | ATPS       |

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: \_\_\_\_\_