

# Form A2 – School Improvement Plan

Principal: Daniel Wald

Assistant Superintendent: Flik

School: Cedar Island Elementary

Date: 2020-21

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 at the start of school using the 2020-2021 cohorts. Students enrolled for the 2020-2021 school year make up each cohort.
- (2) 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.
- (3) General Color-Coding Key (most data tables include a more specific key):

<b>Far Below Basic Goal</b>	<b>Well Below Basic Goal</b>	<b>Below Basic Goal</b>	<b>Near Basic Goal</b>	<b>Met Basic Goal</b>	<b>Met Transformational Goal</b>
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- (4) New for 2020-21, data tables will 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.
- (5) For each student, their Fall 2020 cohort MCA index score is the first score available of the following: 2020 MCA, 2019 MCA, Fall 2019 MAP, Spring 2019 MAP, Winter 2020 FastBridge CBM (current 3rd grade only), and 2018 MCA.
- (6) Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.
- (7) 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)\*?

*\* Form A-2 School Improvement Plans have been modified to reflect the spring of 2020 COVID-19 pandemic and subsequent school closures. As a result, data from the spring of 2020 will not appear on this form. Additionally, goals from 2019-2020 will continue into the 2020-2021 school year.*

<b>Priority One: READING</b>		<i>Measure: Proficiency (% Low Risk on FastBridge)</i>				
<b>Column Header</b>	<b>Definition</b>					
<b>2018 and 2019 Results</b>	Percent of students at risk or some risk in the fall who became low risk in spring. See Progress to Fluency Reports for more info.					
<b>2020 Results</b>	Percent of students at risk or some risk in the fall who became low risk in winter.					
<b>Basic Goal</b>	District-wide goals for 2020-21: KG = 23%; Gr 1 = 38%; Gr 2 = 9%.					
<b>Transformational Goal (Trans)</b>	District-wide goals for 2018-21: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.					
<b>Color Coding</b>	<b>30% + from Basic Goal</b>	15 - 29% from Basic Goal	5 - 14% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-2020</b>	<b>2019-20 &amp; 2020-21 Goals</b>	
<b>Group</b>	<b>2018 Results</b>	<b>2019 Results</b>	<b>2020 Results</b>	<b>2020-21 Basic</b>	<b>2020-21 Trans.</b>
KG	39%	21%	33%	23%	68%
Grd 1	31%	33%	54%	38%	67%
Grd 2	24%	9%	8%	9%	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 20 (previously the minimum was 25).						
<b>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 2018 Results	Spring 2019 Results	Fall 2020 Cohort	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
<b>All Students</b>	<b>76.6</b>	<b>72.9</b>	<b>56.8</b>	<b>58.0</b>	<b>67.6</b>
Grade 3	63.5	65.2	34.9	30.9	51.2
Grade 4	75.0	71.9	74.6	75.2	80.9
Grade 5	89.2	82.8	61.0	67.9	70.8
Amln/Haw					
Asian					
Black	35.7	41.7	35.7		
Hispanic	64.3	65.4	28.6		
White	83.0	82.3	66.9		
Multiracial	80.0	41.7	32.1		
EL			11.5		
Spec Ed	50.0	50.0	26.0		
F/R Lunch	66.4	53.2	34.8		
Female	79.7	73.3	56.2		
Male	73.8	72.5	57.3		
TAG			94.7		
DLA			53.8		

**Priority One: READING**

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

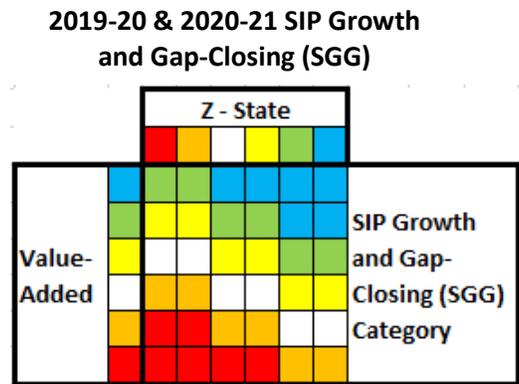
**2019 Color Coding for MCA Value-Added and Z-State Results**

-.30 or below	-.15 to -.29	-.14 to -.01	+.01 to +.14	+.15 to +.29	+.30 and up
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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.

(For 2020 school improvement planning purposes, 2019 data is being used.)

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



Group	Baseline		2019 Results		
	2017	2018	Val-Add	Z - State	SGG
<b>All Students</b>	0.02	-0.03	-0.14	-0.02	
Grade 3			-0.33		
Grade 4	0.18	-0.02	0.10	0.17	
Grade 5	-0.16	-0.04	-0.16	-0.21	
Am Ind					
Asian					
Black	-0.25	-0.41	0.07	0.08	
Hispanic	0.02	-0.55	0.18		
White	-0.01	0.04	-0.15	-0.09	
Multiracial	-0.21	0.33	-0.75		
EL					
Spec Ed	-0.67	0.08	-0.21	-0.16	
F/R Lunch	-0.17	-0.33	-0.18	-0.10	
Female	0.07	-0.09	-0.19	0.01	
Male	-0.02	0.02	-0.10	-0.05	
TAG					
DLA					

<b>Priority One: Reading</b>			
<b>Reading Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Expand students’ access and engagement of various genres during independent reading,	<p>3<sup>rd</sup> thru 5<sup>th</sup> grade teachers will assist students in setting individual reading goals of various genres based upon previous year MAP/MCA</p> <p>Each Grade will develop a plan to assess student progress (Examples: flip grid, iMovie, student conferring, anecdotal notes)</p> <p>Each teacher will develop a plan to confer with each of her/his students in support of their independent reading.</p>	<p>3<sup>rd</sup> grade - use anecdotal notes during reading conferences with students, and/or informal assessment through student reading response journals</p> <p>4<sup>th</sup> and 5<sup>th</sup> grade - conferring with students weekly &amp; setting goals for the genre study. Data collected through conferring and student graphing.</p>	Expand students’ access and completion of various genres during independent reading
Develop strategies to enhance vocabulary instruction.	Teachers will develop a grade level plan to explicitly teach vocabulary through Flocabulary, content area instruction or small group reading instruction.	MAP and MCA data  Formal and Informal Assessment	Reading Teachers
All students will Independently Read each day	Teachers will ensure that their daily schedules allow each child to spend some time to read independently daily.	Classroom schedules will demonstrate time for student independent reading.	Reading Teachers, Team Leaders, Principal
A Family Reading Program will continue to be developed and implemented	A plan will continue to be developed and implemented for a family reading program by staff that will include reading goals.	STAFF FEEDBACK WILL INDICATE THAT THE NEW PROGRAM IS EFFECTIVE AT ENCOURAGING CHILDREN TO READ AT HOME AND FOR PLEASURE	Reading Teachers, Principal, parents

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	During Fall Conferences teachers will use a school created form to help families set reading goals along with a plan to support success.		
Teachers will learn new skills for using online resources to help students meet essential reading standards.	District resources contained in Clever (e.g. Google Meet, Seesaw, Benchmark Universe)	CEDAR ISLAND WILL AT LEAST MEET ITS BASIC 2021 PERFORMANCE AND GROWTH GOALS FOR 2020 – 2021.	Teachers, IA and Principal
Staff will utilize Culturally relevant instructional strategies in reading instruction	Nine of the licensed staff members will attend NUA Cohort 1 Training	Formative and summative assessments will indicate that we have a shrinking opportunity gap between our white and black students.	Teachers

Priority Two: MATHEMATICS		<i>Measure: MCA Proficiency (Index Rates)</i>
Column Header		
<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. For grade 3, if students were not MAP tested in Fall 2019, the grade 3 cohort index rate from fall 2019 was used, multiplied by .9 to adjust for estimated COVID slide.	

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<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 20 (normal minimum = 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
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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	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
All Students	77.1	80.3	78.3	68.4	83.7
Grade 3	71.0	80.3	75.4	71.4	81.6
Grade 4	87.7	76.3	84.7	75.1	88.6
Grade 5	73.0	84.2	73.4	57.4	80.0
Amln/Haw					
Asian					
Black	28.6	44.4	52.5		
Hispanic	67.9	76.9	60.0		
White	85.6	88.8	88.1		
Multiracial	63.3	58.3			
EL					
Spec Ed	60.0	61.5	39.5		
F/R Lunch	58.5	59.8	54.4		
TAG			100.0		
Female	75.3	73.6	73.0		
Male	78.8	86.8	82.7		
DLA			72.0		

**Priority Two: MATHEMATICS**

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

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

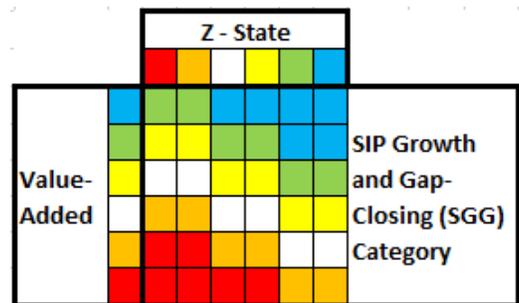
-0.30 or below	-.15 to -.29	-.14 to -.01	+.01 to +.14	+.15 to +.29	+.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

(For 2020 school improvement planning purposes, 2019 data is being used.)

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

**2019-20 & 2020-21 SIP Growth and Gap-Closing (SGG)**



Group	Baseline		2019 Results		
	2017	2018	Val-Add	Z - State	SGG
<b>All Students</b>	<b>0.33</b>	<b>0.06</b>	<b>-0.09</b>	<b>0.02</b>	
Grade 3			<b>-0.38</b>		
Grade 4	0.54	0.34	0.00	0.15	
Grade 5	0.09	-0.19	0.15	-0.11	
Am Ind					
Asian					
Black	-0.14	<b>-0.49</b>	-0.10	<b>-0.33</b>	
Hispanic	0.48	<b>-0.21</b>	0.01		
White	0.30	0.18	-0.05	0.08	
Multiracial	0.56	<b>-0.26</b>	<b>-0.55</b>		
EL					
Spec Ed	0.14	-0.09	-0.06	-0.08	
F/R Lunch	0.19	<b>-0.35</b>	-0.02	-0.17	
Female	0.35	-0.04	-0.13	-0.05	
Male	0.31	0.14	-0.06	0.09	
TAG					
DLA					

<b>Priority Two: Mathematics</b>			
<b>Mathematics Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Implement Bridges with fidelity	Use assessment to drive instruction and use assessment data to re-teach mastered skills.	Unit Assessments (Formal and Informal Assessments)  3rd-5th grade will use Unit Scoring Guides  MCA/MAP scores	Math Teachers, Instructional Assistant and Principal
Teachers will become adept at using online resources to help students meet essential Math standards.	District resources contained in Clever, Seesaw, and online Bridges resources	MCA/MAP scores	Math Teachers, Instructional Assistant and Principal
Staff will utilize Culturally relevant instructional strategies in Math instruction	Nine of the licensed staff will attend NUA Cohort 1 Training in 2020-2021	Formative and summative assessments will indicate that we have a shrinking opportunity gap between our white and black students.	Math Teachers
Teachers will learn new skills for using online resources to help students meet essential Math standards.	District resources contained in Clever (e.g. Google Meet, Seesaw, Bridges Online)	CEDAR ISLAND WILL AT LEAST MEET ITS BASIC 2021 PERFORMANCE AND GROWTH GOALS FOR 2020 – 2021.	Math Teachers, IA and Principal

<b>Priority Three: Student Behavior</b>	
<b>Evidence of Need:</b>	Based upon 2020 Parent Stakeholder Survey Report, Parents who strongly agree in the category of “Belonging” decreased from 4.2 in 2018 to 4.0 in 2020.

<b>Student Behavior</b> (Example: office referrals, suspensions, etc.)	<b>Baseline data by target group</b> (Example: ethnicity, socioeconomic, grade level, etc.)	<b>Goal</b>
Office Referrals	In 2018-2019, ODR’s for minor defiance/insubordination/non-compliance were 2.8% of total referrals  In 2019-2020, ODR’s for minor defiance/insubordination/non-compliance were 9.6% of total referrals	Decrease ODR’s for minor defiance/insubordination/non-compliance to less than 5% of total referrals.
Student Survey	In the April 2020 Student Survey, 64% of Hispanic students and 76% of Black students answered positively to the question “I feel a sense of belonging in this class” as opposed to 94% of white students who answered positively.	Black and Hispanic students will answer positively to the statement “I feel a sense of belonging in this class” in the 2021 spring student survey at the same level as white peers.
Student Survey	In April 2020, 71% of Black and Hispanic students answered positively to the statement “ I feel respected by other students” as opposed to 96% of white students who answered positively.	Black and Hispanic students will answer positively to the statement, “I feel respected by other students” in the 2021 spring student survey at the same level as white peers.

<b>Student Behavior Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible</b>
Students will feel a sense of belonging at Cedar Island.	<p>Staff members will engage in Culturally Relevant Teaching Strategies based on NUA training.</p> <p>School Guidance Counselor will implement friendship groups based upon student and parent recommendation.</p> <p>Utilize monthly SWIS data and examine students who are Tier 2 and 3 and use evidence-based Problem Solving Process (e.g. IM4).</p> <p>Implement a mentoring program to increase the number of positive relationships students have in the school.</p>	Spring 2021 Student Survey Data	<p>Principal</p> <p>BIT</p> <p>Guidance Counselor</p> <p>Teachers</p>

<b>Priority Four: Family Engagement</b>	
<b>Evidence of Need:</b>	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.
<b>Goal:</b>	<b>Examples: Strengthen existing PTO work, develop a PTO group, design parent involvement groups, REAL Talks, etc.</b>

<b>Family Engagement Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure progress:</b> <i>What data will be collected?</i>	<b>Person(s) Responsible:</b>
Teachers will develop strong relationships with parents and a Family Reading Program will be developed	A plan will continue to be implemented for a family reading program by staff that will include reading goals.  During Fall Conferences: Teachers will create a new form based on feedback from last year and use this to work with families to create student reading goals for “at home”	Parent Survey Results	Staff
Parents will continue to meet for regular scheduled PTO meetings	Google Meet will be the medium for meetings	Minimally, PTO Board members will meet	
PTO will organize the Fun Run independently	A Fun Run chair will form a committee to organize this fundraiser	Fund raising results will meet or exceed goal of \$20,000.	Parent Fundraising Chair
Staff will communicate with parents to ensure that every family has access to technology during distance learning and address other areas of concern.	Set-up and communicate a plan to support parents who are struggling with technology.	Review Google Docs data referencing whether concerns have been addressed.	IA/BIT, Principal, LMS and Info. Tech ESP.

Site Improvement Team

Name	Position	Name	Position
1. Marci Rahne	Kindergarten teacher	7. Jay Solberg	PE Teacher
2. Cindy Kjeldahl	1 <sup>st</sup> Grade Teacher	8. Marla Friesen	SPED Teacher
3. Pam Stavrum	2 <sup>nd</sup> grade teacher	9.	IA/BIT

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		Leona Santillan	
4. Kristel Vukonich	3 <sup>rd</sup> Grade Teacher	10. Dan Wald	Principal
5. Sarah Lee	4 <sup>th</sup> grade teacher	11. Sara Koehn	ATPPS Coach
6. Schuyler Deuel	5 <sup>th</sup> Grade Teacher		

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: *Daniel Wald*

Date: *November 9, 2020*

Assistant Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_