Form A2 – School Improvement Plan

Principal: Shawn Stibbins   Assistant Superintendent: Flisk

School: Crest View 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):

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

  (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.

Revised 8.31.2020

School: Crest View Elementary   Date: 2020-2021

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

Column Header	Definition
2018 and 2019 Results	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.
2020 Results	Percent of students at risk or some risk in the fall who became low risk in winter.
Basic Goal	District-wide goals for 2020-21: KG = 23%; Gr 1 = 38%; Gr 2 = 9%.
Transformational Goal (Trans)	District-wide goals for 2018-21: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.
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

Group	2017-18 2018 Results	2018-19 2019 Results	2019-2020 2020 Results	2019-20 & 2020-21 Goals 2020-21 Basic	2020-21 Trans.
KG	39%	21%	0%	23%	68%
Grd 1	31%	33%	8%	38%	67%
Grd 2	24%	9%	0%	9%	50%

School: Crest View Elementary   Date: 2020-2021

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).
onal (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	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
All Students	**36.0**	**40.2**	**20.5**	**21.7**	**40.4**
Grade 3	27.0	47.4	12.5	20.0	34.4
Grade 4	**33.3**	**29.5**	22.4	23.0	41.8
Grade 5	48.5	44.0	26.5	33.4	44.9
AmIn/Haw					
Asian	58.8	45.8	27.3		
Black	30.0	38.6	22.9		
Hispanic	34.4	32.4	11.5		
White					
Multiracial					
EL	22.2	21.9	4.2		
Spec Ed	16.0	20.0	10.7		
F/R Lunch	34.7	38.8	20.8		
Female	39.2	42.0	20.5		
Male	33.0	39.0	20.6		
Title 1			5.4		
TAG			51.9		
DLA			28.6		

School: Crest View Elementary   Date: 2020-2021

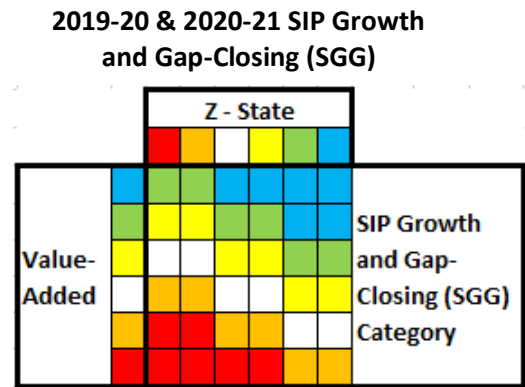| Priority One: READING	Measure: SIP Growth and Gap-Closing (SGG)

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

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)

	Baseline		2019 Results		
Group	2017	2018	Val-Add	Z - State	SGG
All Students	-0.28	-0.33	0.07	-0.18	
Grade 3			0.41		
Grade 4	-0.36	-0.43	-0.38	-0.32	
Grade 5	-0.20	-0.22	0.22	-0.06	
Am Ind					
Asian	-0.07	0.02	0.30	0.15	
Black	-0.39	-0.39	0.00	-0.35	
Hispanic			0.02	-0.19	
White					
Multiracial	-0.13				
EL	-0.26	-0.19	0.15	-0.14	
Spec Ed	-0.40	-0.39	-0.21		
F/R Lunch	-0.28	-0.29	0.11	-0.17	
Female	-0.28	-0.43	0.15	-0.11	
Male	-0.28	-0.20	0.03	-0.23	
Title 1					
TAG					
DLA					

School: Crest View Elementary   Date: 2020-2021

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:**
Unpacking Literacy Standards	Unwrap the standards and identify the high priority benchmarks to see where the skills are taught in the curriculum throughout the literacy block.	Text Level Growth	Classroom teachers, Support staff (Title I, EL, SpEd)
Progress Monitoring	Administer ORR's regularly and other assessments.	Text Level Growth	
Implementation of Balanced Literacy w/fidelity	Walkthroughs	Text Level Growth	Administration
Conferring	Teachers will hold 1:1 conferences with students to gain knowledge of where the students are as it relates to their reading and implementing strategies that will help the students reach their goal.	Oral Reading Records – Increase in text levels	Classroom Teachers, Support Staff (Title I, EL, SpEd, and ESP's)
NUA Strategies – Thinking Maps	Planning and preparation of strategies.	Achievement data, formative assessments.	Teachers

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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. 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.
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 (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	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
All Students	**28.0**	**40.4**	**39.1**	29.2	54.3
Grade 3	31.1	62.5	31.2	27.2	48.4
Grade 4	**31.9**	**27.3**	39.7	30.1	54.7
Grade 5	**20.6**	**34.6**	36.8	20.8	52.6
AmIn/Haw					
Asian	44.1	50.0			
Black	24.3	39.2	39.5		
Hispanic	31.3	35.3	35.0		
White					
Multiracial					
EL	14.9	25.0	11.8		
Spec Ed	15.2	10.0			
F/R Lunch	27.8	40.0	41.2		
TAG			73.1		
Title 1			11.5		
Female	26.5	42.3	29.6		
Male	29.5	39.3	45.9		
DLA			46.9		

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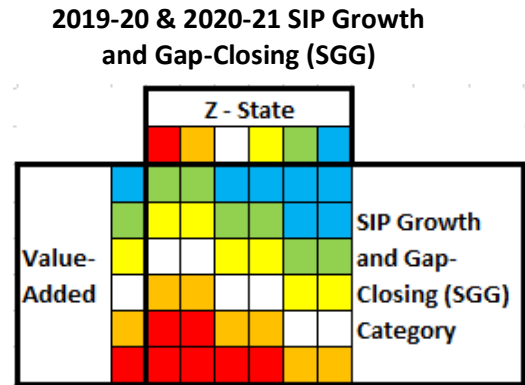## Priority Two: MATHEMATICS — *Measure: SIP Growth and Gap-Closing (SGG)*

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

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)

	Baseline		2019 Results		
Group	**2017**	**2018**	*Val-Add*	*Z - State*	*SGG*
All Students	-0.42	-0.65	0.26	-0.23	
Grade 3			0.71		
Grade 4	-0.36	-0.58	0.01	-0.19	
Grade 5	-0.46	-0.73	0.13	-0.27	
Am Ind					
Asian	-0.23	-0.49	0.14	0.19	
Black	-0.45	-0.70	0.32	-0.37	
Hispanic			0.15	-0.32	
White					
Multiracial					
EL	-0.74	-0.40	0.25	-0.24	
Spec Ed	-0.18	-0.49	0.14		
F/R Lunch	-0.39	-0.63	0.31	-0.25	
Female	-0.46	-0.59	0.29	-0.16	
Male	-0.34	-0.72	0.24	-0.28	
Title 1					
TAG					
DLA					

School: Crest View Elementary   Date: 2020-2021

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:**
Implementation of whole group math lesson from Bridges with fidelity.	Walkthroughs	Unit Assessments and Checkpoints	Classroom teachers, Adminstration
Implementation of Number Corner with Fidelity and amplifying student voice during instruction. (How do we support them without going into the classroom? Where can they go for support?)	Walkthroughs	Student Participation in Number Corner.	Classroom teachers, administration
Mathematical Representations	Use Practice Profiles to plan and implement mathematical representations.	Will see an increase of students using mathematical representations. Teachers self-reflecting and moving towards fully implementation on the Practice Profile	Classroom teachers, Support staff
Administer Screeners and Checkpoints	Analysis of the data to form instruction. Professional Learning Teams (Intentionality)	Progress Monitoring from the screeners and checkpoints.	Classroom teachers
NUA Strategies & CLEAR	Include NUA strategies and use the CLEAR model when lesson planning.	Student engagement	Classroom teachers, Support staff
Bridges Interventions	Analysis of data.	Unit Assessments	Classroom Teachers, Title I, ESP's

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Priority Three: Student Behavior	
Evidence of Need:	**The amount of time students are needing to re-set is interfering with their learning. The off-task behavior is affecting the student displaying the behavior and their classmates.**

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Social Emotional Support	SABERS	Decrease the number of students that are in the high-risk category on SAEBRS.
	Number of students that are receiving one to one support from the BIT or Counselor	Decrease the amount of time that students spend outside of the classroom to de-escalate.
		Increase time on task.

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:**
Sanford Harmony	Implementation of curriculum.	On task behavior. Engagement in lessons throughout the day.	Classroom Teacher ESP
Classroom Circles	Create a welcoming and accepting environment for all students and staff. Prepare materials and topics for circle.	Participation in circle. Willingness to share. Honesty and openness of sharing.	Consultant Counselor BIT
Community Building at Morning Meetings	Facilitate morning meeting. Meaningful, fun and engaging meetings	Student Stakeholder Survey.	Classroom teachers

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PBIS/PBIS Rewards	Red Tickets/PBIS Points	On task behavior	BIT, Classroom Teachers

Priority Four: Family Engagement

Evidence of Need:	**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.**
Goal:	**Increase the opportunities that families can have their voices heard around what is going on at Crest View.** **Increase communication and education opportunities for families so they can support their child's academic progress.**

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:
Talking Points	Use talking points to communicate with families where the family and the school staff speak different languages.	Response on Talking Points and participation in activities.	Classroom Teachers, licensed staff and Principal
School Wide Circles – Students, Families and Staff.	Inform families about circles. Participate in Circles	Increase in participation.	Consultant Principal
Class or school projects that include the families (e.g. students teaching a family member something they learned or a family project to get to know our families) and would be recorded and shared with the community.	Develop assignments. Communicate assignments to families.	Gather feedback from families with a listening session or a survey.	Leadership Team

Form A2 – School Improvement Plan

School: Crest View Elementary   Date: 2020-2021

Site Improvement Team

Name	Position	Name	Position
1. Shawn Stibbins	Principal	7.Tiffany Clarno	2nd Grade
2.Stacy Harvey	Title I Lead	8. Erin Alexander	3rd Grade
3.Caitlin Schmidt	Pre-K	9. Channing Hultgren	4th Grade
4. Shayna Kallor	1st Grade	10. Karen Kieser	5th Grade
5. Lisa Sawalich	Kindergarten	11. Heather Beavens	BIT
6. Nancy Anderson	Special Education		

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: _____