

# Form A2 – School Improvement Plan

Principal: Elizabeth Ness

Assistant Superintendent: Flik

School: Elm Creek 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%	30%	23%	68%
Grd 1	31%	33%	38%	38%	67%
Grd 2	24%	9%	4%	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>66.9</b>	<b>60.8</b>	<b>40.0</b>	<b>41.2</b>	<b>55.0</b>
Grade 3	73.1	45.1	25.9	21.9	44.4
Grade 4	55.0	57.8	51.4	52.0	63.6
Grade 5	78.1	75.6	44.6	51.5	58.4
Amln/Haw					
Asian	62.5		46.9		
Black	40.5	23.7	32.4		
Hispanic	62.5	68.4	32.4		
White	76.8	66.2	44.0		
Multiracial	37.9	55.0	36.0		
EL	36.4	36.4	21.1		
Spec Ed	47.1	29.6	21.0		
F/R Lunch	53.1	41.4	25.9		
Female	71.6	66.4	42.9		
Male	62.4	55.4	37.4		
TAG			82.6		
DLA			46.3		

**Priority One: READING**

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

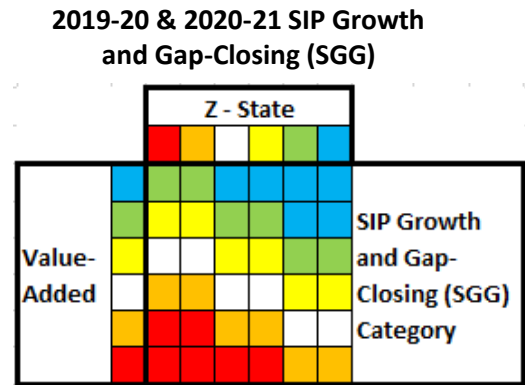
**2019 Color Coding for MCA Value-Added and Z-State Results**

-.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>	-0.03	-0.10	-0.32	-0.28	
Grade 3			-0.31		
Grade 4	-0.17	-0.31	-0.76	-0.59	
Grade 5	0.12	0.17	-0.02	-0.08	
Am Ind					
Asian					
Black	0.01	-0.34	-0.61	-1.16	
Hispanic		0.28	-0.09	-0.16	
White	-0.01	0.00	-0.34	-0.22	
Multiracial	-0.06	-0.81	-0.13	-0.19	
EL			-0.07		
Spec Ed	-0.09	-0.34	-0.49	-0.64	
F/R Lunch	-0.07	-0.32	-0.23	-0.42	
Female	-0.10	0.05	-0.37	-0.39	
Male	0.02	-0.23	-0.26	-0.18	
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>
Professional Learning Teams	-Licensed staff teams will meet monthly to identify strategies to support student learning, and analyze student progress	-Benchmark unit assessments -Guided reading level growth -Fastbridge aReading growth	Licensed staff Beth Ness Sara Koehn Uyen Sanders
Reading Interventions	-Training of intervention staff on multiple interventions -Three rounds of data meetings to analyze progress monitoring data with grade level teams and decide next steps for students -Implementation of research-based interventions	-Progress monitoring data	Classroom Teachers Intervention staff Emily Davis
NUA/CLEAR	-Participation by all staff in NUA training -3 Elm Creek NUA mediators -11 licensed staff participating in NUA cohort year 2 Implementation of NUA/CLEAR	-Increase in proficiency on Fastbridge aReading and MCA for students of color -Increase in attendance for students of color -Student engagement survey increases in engagement and connectedness for students of color	Louise Lindsay Beth Ness NUA participants
System Staff Development	-Staff development will focus on ongoing implementation support of Benchmark Literacy curriculum, including phonics and assessment For hybrid and distance learning models staff development will focus on SeeSaw, Newsela, IXL,	-FastBridge fluency growth -Fastbridge aReading/MCA growth	Uyen Sanders Robin Gunsolus Joan Magnuson

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	Flipster, Google Meets functions and EPIC		
Implement Wilson Reading	-Wilson Cohort for two Resource teachers	-Increase in proficiency on Fastbridge aReading and MCA for students receiving special education services for reading	Sarah Lancette Michelle Krelic Jenny Muellner Jessica Ellingson

<b>Priority Two: MATHEMATICS</b>		<i>Measure: MCA Proficiency (Index Rates)</i>				
<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. 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.					
<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
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.						

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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>71.0</b>	<b>62.6</b>	<b>66.3</b>	<b>56.4</b>	<b>74.7</b>
Grade 3	77.3	69.4	60.8	56.8	70.6
Grade 4	66.2	56.8	68.3	58.7	76.2
Grade 5	71.9	60.8	64.7	48.7	73.5
Amln/Haw					
Asian	58.3				
Black	59.1	42.1	46.4		
Hispanic	67.5	63.2	50.0		
White	79.7	67.8	77.1		
Multiracial	39.7	42.5	61.5		
EL	58.3	36.4	45.8		
Spec Ed	52.9	40.7	42.6		
F/R Lunch	59.1	43.1	51.8		
TAG			94.2		
Female	69.1	62.6	68.6		
Male	72.8	62.5	64.1		
DLA			67.1		

**Priority Two: MATHEMATICS**

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

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

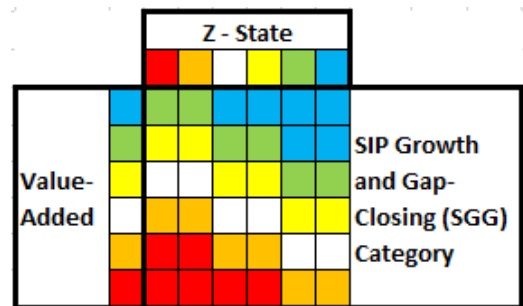
-0.30 or below	-0.15 to -0.29	-0.14 to -0.01	+0.01 to +0.14	+0.15 to +0.29	+0.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational 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>	0.19	-0.01	-0.21	-0.39	
Grade 3			0.10		
Grade 4	-0.28	-0.48	-1.10	-0.80	
Grade 5	0.69	0.62	0.13	-0.11	
Am Ind					
Asian					
Black	0.01	0.02	0.07	-0.52	
Hispanic		-0.13	-0.05	-0.40	
White	0.24	0.11	-0.23	-0.34	
Multiracial	0.18	-0.75	-0.57	-0.70	
EL			0.15		
Spec Ed	0.09	-0.48	-0.34	-0.48	
F/R Lunch	0.08	-0.21	-0.24	-0.64	
Female	0.11	0.09	-0.24	-0.48	
Male	0.25	-0.10	-0.18	-0.31	
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>
Professional Learning Teams	-Licensed staff teams will meet monthly to identify strategies to support student learning, and analyze student progress	-Unit assessment progress -Fastbridge aMath/MCA growth	Licensed staff Beth Ness Sara Koehn Uyen Sanders
Implement Bridges Math curriculum	-Kindergarten through 5 <sup>th</sup> grade teachers will implement Bridges Math curriculum, including Number Corner, Investigations and Workplaces -Uyen Sanders and Sara Koehn modeling lessons in classrooms	-Fastbridge aMath/MCA growth	Classroom Teachers Uyen Sanders Sara Koehn Beth Ness
NUA/CLEAR	-Participation by all staff in NUA training -3 Elm Creek NUA mediators -11 licensed staff participating in NUA cohort year 2 Implementation of NUA/CLEAR	-Increase in proficiency on Fastbridge aMath and MCA for students of color -Increase in attendance for students of color -Student engagement survey increases in engagement and connectedness for students of color	Louise Lindsay Beth Ness NUA participants
System Staff Development	-Staff development will focus on ongoing implementation support of Bridges Math curriculum For hybrid and distance learning models staff development will focus on SeeSaw, Flipster, Google Meets functions and IXL.	-Unit assessment growth -Fastbridge aMath/MCA growth	Uyen Sanders Robin Gunsolus Joan Magnuson

**Priority Three: Student Behavior**

<b>Evidence of Need:</b>	The % of students receiving major <b>Office Discipline Referrals</b> at Elm Creek Elementary for all students will be maintained from the 2019-20 to 2020-2021 school year.
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal																					
Out of school Suspensions	14 total suspensions: 10-white, 1-black, 1-asian, 2-biracial, 8-special education resource, 13-male, 1-female	Reduce by 5%																					
Referrals by Race	<table border="1" style="width: 100%;"> <thead> <tr> <th>Race</th> <th>% of student enrollment</th> <th>% of referrals</th> </tr> </thead> <tbody> <tr> <td>Native American</td> <td>4%</td> <td>4.5%</td> </tr> <tr> <td>Asian</td> <td>6%</td> <td>2%</td> </tr> <tr> <td>Black</td> <td>11%</td> <td>28%</td> </tr> <tr> <td>Latino</td> <td>6%</td> <td>5%</td> </tr> <tr> <td>White</td> <td>63%</td> <td>56%</td> </tr> <tr> <td>Multiracial</td> <td>10%</td> <td>4%</td> </tr> </tbody> </table>	Race	% of student enrollment	% of referrals	Native American	4%	4.5%	Asian	6%	2%	Black	11%	28%	Latino	6%	5%	White	63%	56%	Multiracial	10%	4%	Reduce by 5%
	Race	% of student enrollment	% of referrals																				
	Native American	4%	4.5%																				
	Asian	6%	2%																				
	Black	11%	28%																				
	Latino	6%	5%																				
	White	63%	56%																				
Multiracial	10%	4%																					

**Student Behavior Continuous Improvement Action Plan:** (add steps as needed by using tab key)

Strategies: <i>What specific strategies will be implemented?</i>	Adult actions: <i>What adult actions will ensure the strategies are successful?</i>	Measure student progress: <i>What student data will be collected?</i>	Person(s) Responsible:
Implement Second Step and Bullying Prevention curriculum	-Develop monthly implementation calendar	-Decrease in referrals -Increase in student survey for belonging and trusting adults	Classroom Teachers Tina Czech

	-Teach Second Step and Bullying Prevention curriculum, K-5		
Restorative Practices	-Implement restorative practices in SOAR room	-Decrease in referrals	Kelly Funfar Nicole Robertson
Positive Behavior Interventions and Supports (PBIS)	-Elm Creek PBIS team will meet monthly to support implementation of PBIS -Training for all staff on review of PBIS	-Decrease in referrals	Elm Creek PBIS team

**Priority Four: Family Engagement**

<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>	Strengthen parent engagement during a pandemic

**Family Engagement Continuous Improvement Action Plan:** (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>
Utilize one platform to engage students and families-SeeSaw	Staff learn how to use SeeSaw to make announcements to families Utilize SeeSaw announcements to communicate with families	End of year survey to families which includes questions about communication effectiveness	Staci Jones Beth Ness Teachers
Talking Points	Staff learn how to use Talking Points to communicate families in their home language	End of year survey to families which includes questions about	Staci Jones Beth Ness Teachers

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	Utilize Talking Points to communicate with families in their home language	communication effectiveness	
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Site Improvement Team

Name	Position	Name	Position
1. Dan Baker	4 <sup>th</sup> Grade Teacher	8. Joan Magnuson	Media Specialist
2. Rachael Bushy	Resource Teacher	9. Beth Ness	Principal
3. Tanya Cully	Media/Clerical ESP	10. Angie Paige	2 <sup>nd</sup> Grade Teacher
4. Moneque Downs	1 <sup>st</sup> Grade Teacher	11. Uyen Sanders	Staff Development and Assessment Specialist
5. Randi Holtz	5 <sup>th</sup> Grade Teacher	12. Shari Swanson	Kindergarten Teacher
8. Staci Jones	Administrative Assistant	13. Sherron Taylor	Equity Teacher
7. Sara Koehn	Instructional Coach	14. Cami Tran	3 <sup>rd</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: \_\_\_\_\_ Date: \_\_\_\_\_

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