

Form A2 – School Improvement Plan

Principal: Elizabeth Ness

Assistant Superintendent: Steve Flisk

School: Elm Creek

Date: 2021-22

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

Guidelines

- (1) The district will insert the basic and transformational goals before the start of school using the 2021-2022 cohorts (incoming students for Fall 2021).
- (2) Basic goals represent reasonable student progress (typically district average change). Transformational goals represent the scores that are necessary to close the achievement gaps and are based on state expectations.
- (3) General Color-Coding Key (most data tables include a more specific key):

Far Below Basic Goal	Well Below Basic Goal	Below Basic Goal	Near Basic Goal	Met Basic Goal	Met Transformational Goal
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- (4) Data tables include rows for students served in Talent Development, Academic Challenge and Gifted Support (TAG), Title I, and/or Distance Learning Academy (DLA) as relevant to the site. For Fall of 2020 in last year's SIP, these were students from your school who were entering DLA, and for Fall of 2021 in this year's SIP, these are students returning to your school from DLA.
- (5) Few DLA students participated in MCA testing in 2021, and those who did participate were involved in unusual testing conditions. Because of this (and related issues in other schools), we identified and excluded some FastBridge and/or MCA scores which were inconsistent. Please refer to your preliminary 2021 MCA report (on your school reports page of the Data & Assessment site) for more information.
- (6) Final Fall 2020 cohort index scores for grades 3-8 were based on Fall 2020 FastBridge aReading or aMath scores. For grades 10 and 11, final cohort scores were based on the 2018 or 2019 MCA.
- (7) Initial Fall 2021 cohort index scores for grade 3 were from Spring 2021 FastBridge aReading or aMath scores. For grades 4-8, the 2021 MCA was used. For grades 10-11, cohort scores were from 2019 MCA.
- (8) Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.
- (9) Site teams should use these **guiding questions** for discussion in development of the action plan for each area of the plan:
 - a. What did the data tell you about your current state? Is this part of a longer trend?
 - b. What adult practices might be contributing to the results? What could be root causes?
 - c. What research-based actions, strategies, and interventions may help students meet the goals?
 - d. What knowledge and skills (professional learning) will adults need to support students so they can meet goals?

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

	2017-18	2018-19	2019-20	2020-21	2020-21 & 2021-22 Goals	
Group	2018 Results	2019 Results	2020 Results	2021 Results	2021 Basic	2021 Trans.
KG	23%	71%	30%	6%	23%	68%
Grd 1	47%	61%	38%	18%	38%	67%
Grd 2	19%	23%	4%	10%	9%	50%

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Priority One: READING		<i>Measure: MCA Proficiency (Index Rates)</i>					
Column Header							
Results	Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.						
Fall Cohort	Index rate for students tested in the previous spring and enrolled the following fall.						
Basic Goal	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 20 (previously the minimum was 25).						
Transformational (Trans.) Goal	The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.						
Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	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. Fall 2020 FastBridge aReading scores were used to estimate MCA achievement levels for setting Spring 2021 MCA index rate goals.							

Group	Spring 2018	Spring 2019	Fall 2020 Cohort (based on aReading)	2021 Basic Goal	2021 Trans. Goal	Spring 2021 Results (MCA)	Fall 2021 Cohort (based on MCA)	2022 Basic Goal	2022 Trans. Goal
All Students	66.9	60.8	61.1	61.9	70.8	65.3	60.2	64.4	70.1
Grade 3	73.1	45.1	57.5	58.1	68.2	64.2	61.3	61.9	71.0
Grade 4	55.0	57.8	62.2	63.5	71.6	64.9	59.9	62.6	69.9
Grade 5	78.1	75.6	63.6	64.0	72.7	66.9	58.8	67.2	69.1
Amln/Haw									
Asian	62.5								
Black	40.5	23.7					47.9		
Hispanic	62.5	68.4					42.3		
White	76.8	66.2					65.2		
Multiracial	37.9	55.0					59.5		
EL	36.4	36.4					37.5		
Spec Ed	47.1	29.6							
F/R Lunch	53.1	41.4					39.1		
Female	71.6	66.4					66.5		
Male	62.4	55.4					53.6		
TAG							88.8		
DLA							65.8		

Priority One: READING

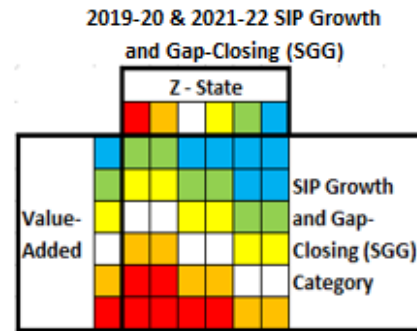
Measure: SIP Growth and Gap-Closing (SGG)

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

-.30 or below	-.15 to -.29	-.14 to 0	+.0001 to +.14	+.15 to +.29	+.30 and up
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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. 2021 Z-State results not available due to COVID-19.

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



Group	Baseline		2019 Results			2021 Results
	2017	2018	Val-Add	Z - State	SGG	Val-Add
All Students	-0.03	-0.10	-0.32	-0.28		-0.10
Grade 3			-0.31			0.16
Grade 4	-0.17	-0.31	-0.76	-0.59		-0.42
Grade 5	0.12	0.17	-0.02	-0.08		-0.12
Am Ind						
Asian						
Black	0.01	-0.34	-0.61	-1.16		0.25
Hispanic		0.28	-0.09	-0.16		
White	-0.01	0.00	-0.34	-0.22		-0.19
Multiracial	-0.06	-0.81	-0.13	-0.19		0.20
EL			-0.07			
Spec Ed	-0.09	-0.34	-0.49	-0.64		-0.32
F/R Lunch	-0.07	-0.32	-0.23	-0.42		0.10
Female	-0.10	0.05	-0.37	-0.39		0.14
Male	0.02	-0.23	-0.26	-0.18		-0.29
TAG						-0.26
DLA						

Priority One: Reading			
Reading 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:
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 ADSIS staff, Rebecca Lee
NUA/CLEAR	-Participation by staff in NUA training -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
Multilingual Essential Practices	Coaching with teachers-essential practices for multilingual learners.	Shadowing data and seeing an increase in student academic talk	Erika Bakkum Mary Anderson Rachel Pazandak Erica Schmidt
System Staff Development	-Staff development will focus on ongoing implementation support of Benchmark Reading curriculum and Accelerated Learning	-Unit assessment growth -Fastbridge aReading/MCA growth	Uyen Sanders Robin Gunsolus Equity Staff
Professional Learning Teams	-Licensed staff teams will meet monthly to identify strategies to support student learning, and analyze student progress	-Unit assessment progress -Fastbridge aReading/MCA growth -Fastbridge fluency growth	Licensed staff Beth Ness Sara Koehn Uyen Sanders Sharla Foster

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Continued implementation of Wilson Reading Tier 3 reading interventions	-Wilson support for two Resource teachers -instructional support in literacy on the tier 3 reading interventions	-Increase in proficiency on Fastbridge aReading for students receiving special education services for reading	Sarah Lancette Michelle Krelic Jenny Muellner Jessica Ellingson Rachael Bushy Courtney Decowski
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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.	
Basic Goal	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 20 for Spring 2021 (normal minimum = 25).	
Transformational (Trans.) Goal	The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.	

Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met 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 (based on aMath)	2021 Basic Goal	2021 Trans. Goal	Spring 2021 Results (MCA)	Cohort (based on MCA)	2022 Basic Goal	2022 Trans. Goal
All Students	71.0	62.6	60.5	62.9	70.4	66.8	66.7	62.9	75.0
Grade 3	77.3	69.4	64.8	67.0	73.6	72.2	68.2	67.7	76.2
Grade 4	66.2	56.8	60.0	63.1	70.0	63.8	71.4	68.5	78.6
Grade 5	71.9	60.8	56.9	58.1	67.7	63.8	57.8	50.1	68.4
Amln/Haw									
Asian	58.3								
Black	59.1	42.1				47.5	47.8		
Hispanic	67.5	63.2					53.8		
White	79.7	67.8				71.8	71.8		
Multiracial	39.7	42.5				64.3	66.7		
EL	58.3	36.4				40.0	40.9		
Spec Ed	52.9	40.7				41.4	41.0		
F/R Lunch	59.1	43.1				50.0	48.9		
Female	69.1	62.6				66.7	64.0		
Male	72.8	62.5				66.9	69.5		
TAG						92.6	92.5		
DLA							68.4		

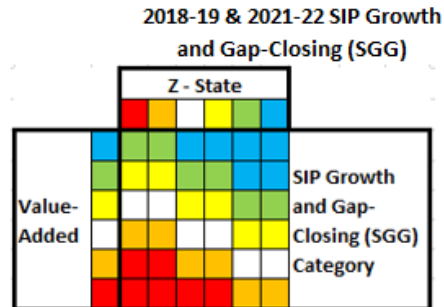
Priority Two: MATHEMATICS *Measure: SIP Growth and Gap-Closing (SGG)*

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

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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. 2021 Z-State results not available due to COVID-19.

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



Group	Baseline		2019 Results			2021 Results
	2017	2018	Val-Add	Z - State	SGG	Val-Add
All Students	0.19	-0.01	-0.21	-0.39		0.01
Grade 3			0.10			0.17
Grade 4	-0.28	-0.48	-1.10	-0.80		-0.36
Grade 5	0.69	0.62	0.13	-0.11		0.10
Am Ind						
Asian						
Black	0.01	0.02	0.07	-0.52		0.37
Hispanic		-0.13	-0.05	-0.40		
White	0.24	0.11	-0.23	-0.34		-0.12
Multiracial	0.18	-0.75	-0.57	-0.70		0.14
EL			0.15			0.41
Spec Ed	0.09	-0.48	-0.34	-0.48		-0.12
F/R Lunch	0.08	-0.21	-0.24	-0.64		0.26
Female	0.11	0.09	-0.24	-0.48		0.03
Male	0.25	-0.10	-0.18	-0.31		-0.02
TAG						-0.05
DLA						

Priority Two: Mathematics			
Mathematics 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 Bridges Math curriculum	-Kindergarten through 5 th grade teachers will implement Bridges Math curriculum, including Number Corner, Investigations and Workplaces	-Fastbridge aMath/MCA growth	Classroom Teachers
Math Interventions	-Training of intervention staff on math 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 ADSIS staff, Rebecca Lee
NUA/CLEAR	-Participation by staff in NUA training -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
Multilingual Essential Practices	Coaching with teachers-essential practices for multilingual learners.	Shadowing data and seeing an increase in student academic talk	Erika Bakkum Mary Anderson Rachel Pazandak Erica Schmidt
System Staff Development	-Staff development will focus on ongoing implementation support of Bridges Math curriculum and Accelerated Learning	-Fastbridge aMath/MCA growth	Uyen Sanders Robin Gunsolus Equity Staff

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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 Sharla Foster
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Priority Three: Student Behavior

Evidence of Need:	The % of students receiving major Office Discipline Referrals at Elm Creek Elementary for all students will be maintained from the 2019-20 to 2021-2022 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
Referrals by Race, 2019 data	Race	% of student enrollment	% of referrals	Reduce disproportionality by 5%
	Native American	4%	4.5%	
	Asian	6%	2%	
	Black	11%	28%	
	Latino	6%	5%	
	White	63%	56%	
	Multiracial	10%	4%	
Out of school suspensions, 2019 data	14 total suspensions: 10-White, 1-Black, 1-Asian, 2-Biracial, 8-Special Education Resource, 13-male, 1-female			Reduce suspensions by 5%

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	Classroom Teachers

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	-Teach Second Step and Bullying Prevention curriculum, K-5 -2 lessons in each classroom on Zones of Regulation	-Increase in student survey for belonging and trusting adults - mySAEBR in Fastbridge	Tina Czech
Restorative Practices	-Implement restorative practices in SOAR room -Refresher trainer for SOAR staff on restorative practices	-Decrease in referrals - mySAEBR in Fastbridge	Alten Bahn Kelly Funfar Nicole Robertson Jimmie Heags
Social/Emotional Interventions	-Training of intervention staff on social/emotional interventions -Implement interventions based on SIT and IM4 -Implementation of research-based interventions	-Progress monitoring data - mySAEBR in Fastbridge	Classroom Teachers SOAR staff Megan Monette Ryan Hassett
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 -Equity Specialist work with students to review EC PBIS for student voice and update student generated Cool Tool videos	-Decrease in referrals - mySAEBR in Fastbridge	Elm Creek PBIS team Sharla Foster Katrina Perez

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:	Strengthen parent engagement during a pandemic.

Family Engagement 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 progress: <i>What data will be collected?</i>	Person(s) Responsible:
Talking Points	Professional Development on Talking Points for licensed staff on November 4, 2021. Utilize Talking Points to communicate with families in their home language.	End of year survey to families which includes questions about communication effectiveness	Staci Jones Beth Ness Licensed Staff Erika Bakkum
WATCH D.O.G.S.	Resume this program at EC	Participation rates	Joelle Tegland
Parent Forum	Face to face and/or Google meets to discuss race issues and the climate of racism within elementary education	Participation rates	Sharla Foster Beth Ness
Listening Sessions with the principal	-Monthly coffee with the principal (Nov-May) -Bimonthly Parent Feedback Questions	Participation rates	Beth Ness FACE team

Site Improvement Team

Name	Position	Name	Position
1. Wendy Ames	Speech Teacher	8. Liz Miller	Music Teacher
2. Dan Baker	4 th Grade Teacher	9. Beth Ness	Principal
3. Tanya Cully	Paraprofessional Media, Office, L/R	10. Shari Swanson	Kindergarten Teacher
4. Moneque Downs	1 st Grade Teacher	11. Sabrina Tapia	Equity Coordinator
5. Sharla Foster	Equity Teacher	12. Cami Tran	3 rd Grade Teacher
6. Randi Holtz	5 th Grade Teacher	13. Melissa Uecker	2 nd Grade Teacher
7. Staci Jones	Administrative Assistant		

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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: _____