

# Form A2 – School Improvement Plan

Principal: Sara Looby

Assistant Superintendent: Kelli Parpart

School: Fair Oaks 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 Basic Goal</b>	Well Below Basic Goal	Below Basic Goal	Near Basic Goal	Met Basic Goal	Met Transformational Goal
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- (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)?

<b>Priority One: READING</b>		<i>Measure: Proficiency (% Low Risk on DIBELS)</i>					
<b>Column Header</b>	<b>Definition</b>						
<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>	<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>2016-17</b>	<b>2017-18</b>	<b>2018-19 Goals and Results</b>			<b>2019-20 Goals</b>	
<b>Group</b>	<b>2017 Results</b>	<b>2018 Results</b>	<b>2019 Basic</b>	<b>2019 Trans.</b>	<b>2019 Results</b>	<b>2020 Basic</b>	<b>2020 Trans.</b>
KG	44%	39%	63%	68%	21%	63%	68%
Grd 1	25%	31%	62%	67%	33%	62%	67%
Grd 2	26%	24%	40%	50%	9%	40%	50%

Priority One: READING							Measure: MCA Proficiency (Index Rates)		
Column Header									
<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>40.8</b>	<b>42.9</b>	<b>42.0</b>	<b>45.9</b>	<b>56.6</b>	<b>50.6</b>	<b>36.0</b>	<b>38.8</b>	<b>52.0</b>
Grade 3	35.1	39.0	38.9	40.5	55.3	33.3	32.1	31.7	49.1
Grade 4	30.8	48.5	37.8	40.5	52.5	51.0	26.4	31.2	44.8
Grade 5	59.4	40.6	47.6	56.0	61.0	62.7	47.6	57.4	60.7
Amln									
Asian	44.4	35.6				57.0			
Black	31.3	39.8				38.2			
Hispanic	41.4	46.3				51.6			
White									
Multiracial	54.2	59.1							
EL	26.9	28.7				31.0			
Spec Ed	24.2	20.5				27.6			
F/R Lunch	40.5	41.9				52.4			
Female	42.4	46.7				55.8			
Male	39.4	39.4				46.6			

**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>	<b>.15 to .29 below Basic Goal</b>	<b>.04 to .14 below Basic</b>	<b>Within .03 of Basic Goal</b>	<b>Met Basic Goal</b>	<b>Met Transformational Goal</b>
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**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>
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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.

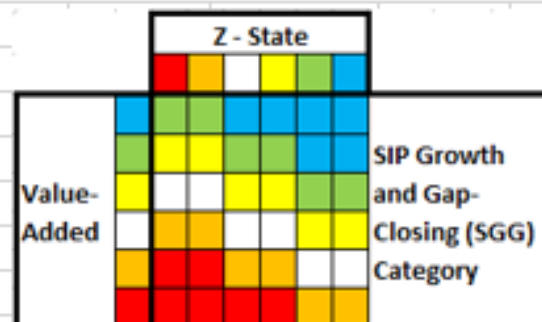
**2019 Goals (Based on 2018 Results)**

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 (for All Groups)**

Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State

**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
All Students	-0.42	-0.30	-0.09	0.05	0.10	0.00	0.08	-0.03	
Grade 3							0.03		
Grade 4	-0.56	-0.46	0.10	0.10	0.15	0.07	0.18	0.15	
Grade 5	-0.29	-0.11	-0.29	0.00	0.10	-0.06	0.03	-0.16	
Am Ind									
Asian	-0.51	-0.15	-0.15	0.00	0.10	0.19	0.22	0.15	
Black	-0.51	-0.58	-0.05	0.05	0.10	-0.20	-0.06	-0.25	
Hispanic	-0.28	-0.25	-0.08	0.05	0.10	-0.02	0.05	-0.02	
White									
Multiracial		-0.03							
EL	-0.47	-0.16	0.03	0.05	0.10	0.03	0.15	0.05	
Spec Ed	-0.57	-0.51	-0.42	0.00	0.10	-0.28	0.13	-0.27	
F/R Lunch	-0.44	-0.31	-0.12	0.00	0.10	0.02	0.11	0.00	
Female	-0.39	-0.21	-0.02	0.05	0.10	0.08	0.15	0.05	
Male	-0.46	-0.40	-0.16	0.00	0.10	-0.07	0.02	-0.09	

<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>
<p><b>Unpack reading standards in a way that teachers understand reading development in order to meet the needs of all learners.</b></p> <p>PLT question 1: What do we expect students to know and to do?</p> <p>PLT question 2: How will we know when they have learned it?</p>	<p>Staff attending the PLC Institute then sharing learning with the Building Leadership Team.</p> <p>Building Leadership Team receiving “just in time” professional development around successfully facilitating the PLT process (monthly).</p> <p>Grade level teams will meet weekly for 35 minutes for PLT work.</p> <p>Using the 4 critical questions, teachers will discuss student data, proficiency, and instructional strategies.</p> <p>Instructional Leadership team will review team agendas and monitor progress towards fidelity and provide ongoing coaching and support to BLT leaders.</p>	<p>PLT notes will contain documentation of what was brought to the PLT meeting and the discussion that ensues</p>	<p>Grade level teams facilitated by school improvement leadership team member</p> <p>Instructional Leadership Team</p>
<p><b>Examine Student Evidence of learning.</b></p> <p><b>What is working instructionally?</b> <i>Through collaborative inquiry,</i></p>	<p>Staff attending the PLC Institute then sharing learning with the Building Leadership Team.</p>	<p>Student work; formative assessment data</p>	<p>Grade level teams facilitated by school improvement</p>

<p><b>determine next steps for Tier 1 classroom instruction and intervention</b></p> <p>PLT question 2: How will we know when they have learned it?</p> <p>PLT question 3: How will we respond when they do not learn?</p> <p>PLT question 4: How will we respond when they already know it?</p>	<p>Building Leadership Team receiving “just in time” professional development around successfully facilitating the PLT process (monthly).</p> <p>Grade level teams will meet weekly for 35 minutes for PLT work.</p> <p>Using the 4 critical questions, teachers will discuss student data, proficiency, and instructional strategies.</p> <p>Instructional Leadership team will review team agendas and monitor progress towards fidelity and provide ongoing coaching and support to BLT leaders.</p>		<p>leadership team member</p>
<p>Ongoing discussions about student learning using data in relation to the reading standards using PLT protocol</p> <p>(formative assessment, progress monitoring, and immediate feedback to empower students to take ownership over their learning)</p>	<p>Staff focused on 3-week cycles for goals.</p> <p>Staff look at data collected within 3 weeks and provide timely feedback to students as progress towards our long-term goals.</p> <p>Staff taking appropriate action steps based on the feedback given to students.</p>	<p>PLT notes</p> <p>PLT rubrics</p>	<p>Grade level teams facilitated by school improvement leadership team member</p>
<p>First 30 days will focus on setting up routines and assessing student reading levels and specific skill needs</p>	<p>Provide professional development during workshop week on how to use the IRLA/ Schoolpace</p> <p>PLT teams establish beliefs about students and then determine best ways to convey beliefs through</p>	<p>IRLA levels and initial groups established</p>	<p>Classroom teachers with support from coaching team</p>

	words and actions using the core curriculum.		
Explicit instruction about the coaching/ conferring and flexible group model using Benchmark literacy and the IRLA tools.	<p>Provide professional development during workshop week</p> <p>Provide ongoing individual and team coaching, based on needs.</p>	Schedule of meetings and agendas	Coaching Team
Classroom application of coaching/conferring and flexible group model using Benchmark literacy and IRLA tools	<p>Teachers will determine needs of students through IRLA assessments.</p> <p>Work collaboratively with students to set reading goals using supportive honesty where students can take ownership for their learning.</p> <p>Create instructional plans that include coaching, conferring and flexible grouping to support individual student reading goals.</p>	Coaching observations; IRLA tool artifacts (pictures of charts, student work, etc); Schoolpace data	Classroom teachers with the support of building coaches
Ongoing, non-evaluative coaching support system for core instruction: classroom visits, modeling, team teaching for the purpose of modeling	<p>Coaching team will partner with teachers through classroom visits, modeling, and team teaching for the purpose of strengthening core instruction.</p> <p>Coaching is differentiated based on staff PGP's and SLG's.</p>	Coaching schedule Teacher surveys	Coaching team

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.										
<b>Group</b>	<b>Spring 2017 Results</b>	<b>Spring 2018 Results</b>	<b>Fall 2018 Cohort</b>	<b>2019 Basic Goal</b>	<b>2019 Trans. Goal</b>	<b>Spring 2019 Results</b>	<b>Fall 2019 Cohort</b>	<b>2020 Basic Goal</b>	<b>2020 Trans. Goal</b>	
All Students	43.6	45.3	51.6	47.7	63.9	56.7	51.2	48.0	63.4	
Grade 3	55.2	50.8	51.1	50.6	64.6	62.2	50.0	51.0	62.5	
Grade 4	35.8	54.4	49.0	46.0	61.3	53.1	51.8	49.7	63.9	
Grade 5	37.7	30.8	54.0	46.2	65.6	55.6	51.6	44.1	63.7	
Amln										
Asian	53.3	47.8				68.6				
Black	36.5	33.0				40.8				
Hispanic	40.7	48.2				53.2				
White										
Multiracial	58.3	68.2								
EL	35.9	33.3				40.5				
Spec Ed	25.8	19.2				34.5				
F/R Lunch	42.9	44.7				56.6				
Female	40.7	44.6				55.8				
Male	46.3	46.0				57.4				



**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 Transform-</b>
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**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</b>	<b>+.30 and up</b>
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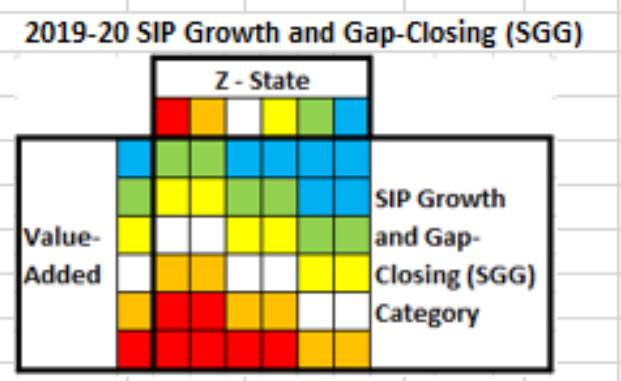
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**2019 Goals (Based on 2018 Results)**

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 (for All Groups)**

<b>Transformational</b>	<b>.30 on MCA Value-Added or Z-State</b>
<b>Basic</b>	<b>.15 on MCA Value-Added or Z-State</b>



Group	Baseline			2019 Goals		2019 Results			
	2016	2017	2018	Basic	Transform.	Z - Dist	Val-Add	Z - State	SGG
All Students	-0.51	-0.42	-0.20	0.00	0.10	0.24	0.41	0.14	
Grade 3							0.16		
Grade 4	-0.56	-0.62	-0.23	0.00	0.10	-0.10	0.26	-0.01	
Grade 5	-0.46	-0.19	-0.17	0.00	0.10	0.50	0.71	0.25	
Am Ind									
Asian	-0.41	-0.16	0.01	0.05	0.10	0.50	0.53	0.37	
Black	-0.59	-0.55	-0.43	0.00	0.10	0.25	0.34	0.09	
Hispanic	-0.49	-0.46	-0.18	0.00	0.10	0.11	0.38	0.05	
White									
Multiracial									
EL	-0.53	-0.37	-0.26	0.00	0.10	-0.03	0.34	-0.04	
Spec Ed	-0.47	-0.57	-0.46	0.00	0.10	-0.03	0.36	-0.08	
F/R Lunch	-0.57	-0.43	-0.20	0.00	0.10	0.20	0.39	0.10	
Female	-0.53	-0.48	-0.22	0.00	0.10	0.38	0.47	0.27	
Male	-0.49	-0.35	-0.19	0.00	0.10	0.13	0.37	0.03	

<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>
<p><b>Unpack math standards in a way that teachers understand mathematical development in order to meet the needs of all learners.</b></p> <p>PLT question 1: What do we expect students to know and to do?</p> <p>PLT question 2: How will we know when they have learned it?</p>	<p>Staff attending the PLC Institute then sharing learning with the Building Leadership Team.</p> <p>Building Leadership Team receiving “just in time” professional development around successfully facilitating the PLT process (monthly).</p> <p>Grade level teams will meet weekly for 35 minutes for PLT work.</p> <p>Using the 4 critical questions, teachers will discuss student data, proficiency, and instructional strategies.</p> <p>Instructional Leadership team will review team agendas and monitor progress towards fidelity and provide ongoing coaching and support to BLT leaders.</p>	<p>PLT notes will contain documentation of what was brought to the PLT meeting and the discussion that ensues</p>	<p>Grade level teams facilitated by school improvement leadership team member</p>
<p><b>Examine Student Evidence of learning.</b></p> <p><b>What is working instructionally? Through collaborative inquiry, determine next steps for Tier 1 classroom instruction and intervention</b></p>	<p>Staff attending the PLC Institute then sharing learning with the Building Leadership Team.</p> <p>Building Leadership Team receiving “just in time” professional development around successfully</p>	<p>Student work; formative assessment data</p>	<p>Grade level teams facilitated by school improvement leadership team member</p>

<p>PLT question 2: How will we know when they have learned it?</p> <p>PLT question 3: How will we respond when they do not learn?</p> <p>PLT question 4: How will we respond when they already know it?</p>	<p>facilitating the PLT process (monthly).</p> <p>Grade level teams will meet weekly for 35 minutes for PLT work.</p> <p>Using the 4 critical questions, teachers will discuss student data, proficiency, and instructional strategies.</p> <p>Instructional Leadership team will review team agendas and monitor progress towards fidelity and provide ongoing coaching and support to BLT leaders.</p>		
<p>Ongoing discussions about student learning using data in relation to the math standards using PLT protocol</p> <p>(formative assessment, progress monitoring, and immediate feedback to empower students to take ownership over their learning)</p>	<p>Staff focused on 3-week cycles for goals.</p> <p>Staff look at data collected within 3 weeks and provide timely feedback to students as progress towards our long-term goals.</p> <p>Staff taking appropriate action steps based on the feedback given to students.</p>	<p>PLT notes</p> <p>PLT rubrics</p>	<p>Grade level teams facilitated by school improvement leadership team member</p>
<p>First 30 days will focus on setting up routines and assessing student mathematical levels and specific skill needs</p>	<p>PLT teams establish beliefs about students and then determine best ways to convey beliefs through words and actions using the core curriculum (Bridges).</p>	<p>Pre-test data</p>	<p>Classroom teachers with support from coaching team</p>
<p>Explicit instruction about the coaching/ conferring and flexible group model using Bridges math curriculum.</p>	<p>Provide ongoing individual and team coaching, based on needs.</p>	<p>Schedule of meetings and agendas</p>	<p>Coaching Team</p>

<p>Ongoing, non-evaluative coaching support system for core instruction: classroom visits, modeling, team teaching for the purpose of modeling</p>	<p>Coaching team will partner with teachers through classroom visits, modeling, and team teaching for the purpose of strengthening core instruction.</p> <p>Coaching is differentiated based on staff PGP and SLGs.</p>	<p>Coaching schedule</p> <p>Teacher surveys</p>	<p>Coaching team</p>
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**Priority Three: Student Behavior**

<p><b>Evidence of Need:</b></p>	<p>Fair Oaks is committed to strengthening tier one supports within the classroom, during lunch, recess, busses, and other unstructured areas. We believe the tier one supports that have existed and continue to evolve at Fair Oaks Elementary are the strong foundation that will allow us to face the challenges that still exist. The chart below displays the strength of our tier one supports. Over the past three years over 90% of our student population have been in the category of receiving zero to one Office Discipline Reports.</p>																																																												
	<table border="1"> <thead> <tr> <th>School Y...</th> <th>Enrollm...</th> <th>0 ODRs</th> <th>1 ODRs</th> <th>2-5 O...</th> <th>6-8 O...</th> <th>9+ O...</th> <th>% 0-1 O...</th> <th>% 2-5 O...</th> <th>% 6+ O..</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>354</td> <td>296</td> <td>27</td> <td>18</td> <td>8</td> <td>5</td> <td>91.24%</td> <td>5.08%</td> <td>3.67%</td> </tr> <tr> <td>2015-16</td> <td>402</td> <td>334</td> <td>23</td> <td>32</td> <td>5</td> <td>8</td> <td>88.81%</td> <td>7.96%</td> <td>3.23%</td> </tr> <tr> <td>2016-17</td> <td>437</td> <td>368</td> <td>31</td> <td>24</td> <td>5</td> <td>9</td> <td>91.30%</td> <td>5.49%</td> <td>3.20%</td> </tr> <tr> <td>2017-18</td> <td>466</td> <td>414</td> <td>25</td> <td>20</td> <td>3</td> <td>4</td> <td>94.21%</td> <td>4.29%</td> <td>1.50%</td> </tr> <tr> <td>2018-19</td> <td>449</td> <td>399</td> <td>22</td> <td>22</td> <td>5</td> <td>1</td> <td>93.76%</td> <td>4.90%</td> <td>1.34%</td> </tr> </tbody> </table>	School Y...	Enrollm...	0 ODRs	1 ODRs	2-5 O...	6-8 O...	9+ O...	% 0-1 O...	% 2-5 O...	% 6+ O..	2014-15	354	296	27	18	8	5	91.24%	5.08%	3.67%	2015-16	402	334	23	32	5	8	88.81%	7.96%	3.23%	2016-17	437	368	31	24	5	9	91.30%	5.49%	3.20%	2017-18	466	414	25	20	3	4	94.21%	4.29%	1.50%	2018-19	449	399	22	22	5	1	93.76%	4.90%	1.34%
	School Y...	Enrollm...	0 ODRs	1 ODRs	2-5 O...	6-8 O...	9+ O...	% 0-1 O...	% 2-5 O...	% 6+ O..																																																			
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2017-18	466	414	25	20	3	4	94.21%	4.29%	1.50%																																																				
2018-19	449	399	22	22	5	1	93.76%	4.90%	1.34%																																																				
<p>The above data guides our work by staying committed to our core supports of Responsive Classroom, PBIS teaching and recognition systems, classroom movement breaks, teaching the Zones of Regulation to all students, structured recess, building meaningful relationships with our bus drivers, and building our collective consciousness around the racial inequities that exist at Fair Oaks.</p> <p>Fair Oaks Elementary must continue to strengthen our conviction regarding racial inequities in academics and student behavior. When we drill down within the above data we see that our discipline data disproportionately represents our Black students. Given that 30% of our student population is Black and our Black students represent 66% of our referrals provides our school community with the clear facts that we must stay committed to our work around racial equity. The below data is consistent with our out of class time data which is tracked in the Green Room (Behavior Intervention Room). Of the 84 students that were out of the classroom for one hour or more 58 were our Black Students which is 69% of those students.</p>																																																													

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	# of Enroll...	# of Students With R...	% of Enrol...	% of Students With Referrals	Risk I...
Native	1	1	0.22%	2.00%	1.00
Asian	114	3	25.39%	6.00%	0.03
Black	135	33	30.07%	66.00%	0.24
Latino	151	9	33.63%	18.00%	0.06
Pacific	0	0	0.00%	0.00%	0.00
White	28	4	6.24%	8.00%	0.14
Multi-racial	20	0	4.45%	0.00%	0.00
Totals:	449	50	100%	100%	

**We recognize that the work we have already done to reduce suspensions and referrals is part of the roadmap for our continued success. By utilizing past researched based strategies such as restorative practices, proactive motor breaks, and our strong foundation of tier one structures. We will focus on addressing the racial inequity that still exists by deepening our use of system equity tools to produce a more culturally responsive system of support.**

<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 Discipline Reports Total % of Black Students Receiving ODR's	<table border="1"> <thead> <tr> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>716</td> <td>222</td> <td>298</td> <td>252</td> <td>135</td> <td>135</td> </tr> <tr> <td>68%</td> <td>81%</td> <td>74%</td> <td>75%</td> <td>69%</td> <td>66%</td> </tr> </tbody> </table>	2014	2015	2016	2017	2018	2019	716	222	298	252	135	135	68%	81%	74%	75%	69%	66%	<p><b>For the 2020 School Year We will reduce the number of ODR's to 121 with a focus on reducing ODR's for our Black Students to 54% of total ODR's.</b></p> <p>121 54%</p>
2014	2015	2016	2017	2018	2019															
716	222	298	252	135	135															
68%	81%	74%	75%	69%	66%															
Yellow Passes These passes are used for students who need something different from the tier 1 Take A Break Procedures. Students come to the Green Room.	<p><b>2019</b> 1015 Hours 69% of students were Black</p>	<p><b>For the 2020 School Year We will reduce the out of class time from 1015 hours to 880 Hours with a Focus on our Black Students</b></p> <p>880 Hours 55%</p>																		
Number of Bus Tickets	<table border="1"> <thead> <tr> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>369</td> <td>84</td> <td>161</td> <td>119</td> <td>83</td> <td>52</td> </tr> </tbody> </table>	2014	2015	2016	2017	2018	2019	369	84	161	119	83	52	<p><b>2020</b> 47</p>						
2014	2015	2016	2017	2018	2019															
369	84	161	119	83	52															

<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>
Foundational Equity Training 1.5 and continuation with previous equity work.	Staff will utilize the tools presented in FET 1.0 & 1.5 to begin to change systems that allow for racial predictability in student discipline.	ODR and GREEN Room Data measured by Yellow Pass Time out of Class.	Brian Thul
Monthly meeting with grade levels to promote CARES Themes and other proactive messages (ex. bully prevention week)	Student Support Staff will conduct monthly meetings with grade levels. These meetings will focus on strengthening our tier 1 supports.	ODR and Green Room Data	Sarah Anderson, Brian Thul
Use Check-in/Check-out as a tier 2 intervention with students who show a need. Communication with family will occur for students who participate in CI/CO	Teachers will complete CI/CO charts and Green Room Staff will provide support to the students in the morning and at the end of the day.	CI/CO Graphs	Sarah Pinkerton. Brian Thul and licensed staff
Implement IM4 Intervention Platform to support the implementation of tier II research-based interventions.	Students who are brought to I-Team with social, emotional, and behavioral needs will be placed in the IM4 Intervention Platform. The Team will select the appropriate researched-based intervention.	Specific based on the intervention designed  ODR and Green Room data	Intervention Team, licensed staff
Meeting with bus drivers.	Bus Support Staff will meet with bus drivers to review structures that support FO students. Continuous checking in with drivers and problem solving with drivers and students while using restorative chats to facilitate repair.	Bus Tickets	Brian Thul, Mary Ellen Chop, Ingrid Miera, Sara Looby

<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>	Collect feedback and engage more parents in events begin planned and executed at Fair Oaks.

<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>
Family Engagement Team/Title 1 will provide opportunities for parents to learn how to support academic growth at home, including how to coach their child in reading using Skills cards.	Family Engagement team will work collaboratively with Title 1 and teachers to host curriculum night for reading with the focus on home support.	Sign in sheets for attendance  Parent Feedback forms	Family Engagement Team/Title 1
Family Engagement Team/Title 1 will provide opportunities for parents to learn how to support academic growth at home, including how to support homework in Bridges	Family Engagement team will work collaboratively with Title 1 and teachers to host curriculum night for math with the focus on home support.	Sign in sheets for attendance  Parent Feedback forms	Family Engagement Team/Title 1
Parents will be surveyed in multiple ways to get their input on how we can collaborate more for the achievement of their children.	Plan for parent input at least twice per year at conferences.	Sign in sheets will be used to track how many parents have given input.	Title 1 Team
Re-establish at PTO to provide more entry points for parents to engage in the Fair Oaks Community	Plan family centered events to connect families with one another	PTO board meetings  Parent Feedback forms	Carmy Mersereau, Sara Looby
Work with PACER MOU to promote and support support improved family engagement.	Plan parent training sessions as needed that promote high expectations and help to improve academic achievement.	Parent sign-in sheets  Parent feedback forms	Student Services, Sara Looby, Michelle Humphrey

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Site Improvement Team

Name	Position	Name	Position
1. Sara Looby	Principal	5. Doris Lemanski	Lead Title 1 Teacher
2. Brian Thul	Behavior Intervention Teacher	6. Building Leadership Team	Representation of each grade level and department
3. Cheryl Piotraschke	Core Academic Coach	7.	
4. Jeff Aronow	Core Academic Coach	8.	

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: \_\_\_\_\_