Form A2 – School Improvement Plan

Principal: Jeff Zastrow   Assistant Superintendent:

School: Fernbrook   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

(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?

School: Fernbrook   Date: 2021-2022

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

Group	2017-18	2018-19	2019-20	2020-21	2020-21 & 2021-22 Goals	
	2018 Results	***2019 Results***	***2020 Results***	***2021 Results***	***2021 Basic***	***2021 Trans.***
KG	33%	50%	64%	10%	23%	68%
Grd 1	36%	69%	46%	18%	38%	67%
Grd 2	50%	53%	23%	26%	9%	50%

School: Fernbrook   Date: 2021-2022

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).
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	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. 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	**79.3**	**81.8**	**77.1**	**77.9**	**82.8**	**78.6**	**76.1**	**80.3**	**82.1**
Grade 3	73.0	70.3	71.8	72.4	78.9	74.7	77.6	78.1	83.2
Grade 4	80.6	82.0	80.6	82.0	85.5	80.2	71.6	74.3	78.7
Grade 5	85.4	90.8	78.8	79.3	84.1	81.0	78.0	83.5	86.4
AmIn/Haw									
Asian	75.0	81.3					57.1		
Black	64.3	57.4					48.6		
Hispanic	73.1						36.4		
White	82.6	85.2					83.0		
Multiracial	72.6	84.6					75.9		
EL	25.0	11.5							
Spec Ed	46.8	35.9							
F/R Lunch	60.4	62.0					50.0		
Female	80.3	84.4					74.2		
Male	78.1	79.0					78.2		
TAG							96.6		
DLA							63.0		

School: Fernbrook   Date: 2021-2022

**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

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

2019-20 & 2021-22 SIP Growth and Gap-Closing (SGG)
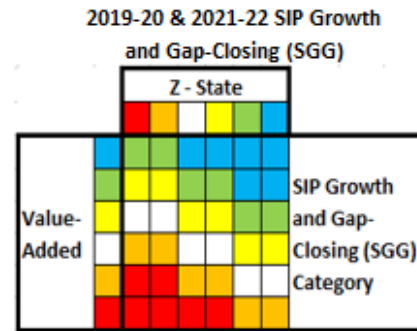
	Baseline		2019 Results			2021 Results
Group	**2017**	**2018**	**Val-Add**	**Z - State**	**SGG**	**Val-Add**
All Students	**0.10**	**0.10**	**0.17**	**0.22**		**0.16**
Grade 3			0.05			0.10
Grade 4	0.28	0.17	0.21	0.31		0.12
Grade 5	-0.07	0.01	0.21	0.14		0.26
Am Ind						
Asian	-0.31		0.21	0.44		0.72
Black	-0.19	-0.03	0.12	0.06		-0.08
Hispanic		-0.19				
White	0.15	0.18	0.17	0.25		0.17
Multiracial	-0.02	-0.34	0.29	0.26		0.13
EL			-0.11			
Spec Ed	0.05	-0.03	0.07	0.02		0.23
F/R Lunch	-0.10	-0.06	0.16	0.11		0.06
Female	0.08	0.13	0.23	0.26		0.12
Male	0.12	0.06	0.10	0.18		0.19
TAG						0.22
DLA						

School: Fernbrook   Date: 2021-2022

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:**
Academic Interventions provided online, largely on asynchronous days, for students performing below grade level, particularly those students with previous evidence of need. PLT s will continue to focus conversations throughout the 6-step cycle on our BIPOC and MLL students. Team SLGs will focus on reading K-5 (Specialists may continue focusing goals in their disciplines)	IA overseen and scheduled interventions online; PLT work; Accurate and timely identification of students in a fluid process	SIT referrals; continuous progress monitoring data; aMath/aReading data; data disaggregated by race	Zastrow, Kania, TomtenTeam Leads; ESPs, Corps Tutors, all teachers
Focused attention to attendance for each student	FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles	Attendance rates	ALL
Weekly SIT/CST processes	Regular meetings to collaboratively address student learning and behavioral needs, and now student needs around various learning models	SIT referrals; continuous progress monitoring data; aMath/aReading data; data disaggregated by race	ALL
The Special Education Resource Team will implement multi-modal approaches to increase student achievement in all areas of reading, including fluency, decoding, and comprehension	Curriculum: Benchmark Reading and Phonics, Bridges, Reading A-Z, Read alouds using culturally diverse texts and using the CLEAR model, Frye Words, Read Naturally, and the Orton-Gillingham model as needed	Members of the resource team will utilize formative and summative student data on grade level reading proficiency. In addition, special education teachers will conduct frequent progress monitoring on IEP goals and objectives	Resource Teams, classroom teachers, other service providers
ELM Project – EL Cluster Cohort – ELLEVATION Strategies	Each grade level has at least one classroom and teacher with EL (in service) kids, and	Teachers will commit to using and sharing ELM/ELLEVATION	Heather Bruun and the ELM Cohort

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	those teachers are part of the ELM cohort group led by EL Teacher/ELM Coach Heather Bruun	instructional strategies that have positive impact for all students, and particularly our EL/MLL students language acquisition needs	

School: Fernbrook

Date: 2021-2022

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 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 (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	80.2	82.6	83.3	85.6	87.5	85.9	85.7	81.9	89.2
Grade 3	83.7	87.0	85.2	87.4	88.9	88.1	84.0	83.5	88.0
Grade 4	87.3	86.8	86.1	89.2	89.6	91.7	85.4	82.5	89.1
Grade 5	67.3	74.8	78.3	79.5	83.7	77.2	87.9	80.2	90.9
AmIn/Haw									
Asian	86.1	84.4				90.0	76.2		
Black	57.1	61.8				44.2	47.1		
Hispanic	65.4						60.0		
White	84.2	86.6				90.9	92.3		
Multiracial	75.8	76.9				84.0	89.7		
EL	32.1	38.5							
Spec Ed	51.6	39.1				66.7	77.0		
F/R Lunch	53.7	60.2				60.9	51.4		
Female	79.8	82.7				86.0	82.5		
Male	80.5	82.6				85.9	89.0		
TAG						96.8	97.8		
DLA							72.2		

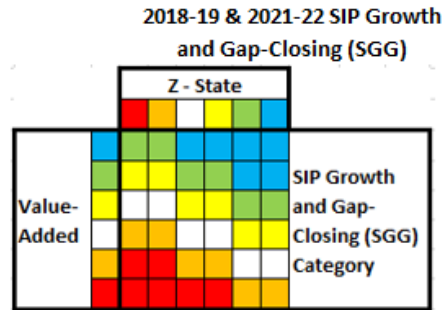School: Fernbrook   Date: 2021-2022

Priority Two: MATHEMATICS	*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

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.

2018-19 & 2021-22 SIP Growth and Gap-Closing (SGG)

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	**-0.02**	**0.00**	**-0.02**	**0.03**		**0.14**
Grade 3			-0.08			0.11
Grade 4	0.33	0.44	0.30	0.49		0.36
Grade 5	-0.35	-0.52	-0.30	-0.46		-0.08
Am Ind						
Asian	0.37		-0.05	0.14		0.60
Black	-0.33	-0.24	-0.18	-0.56		0.12
Hispanic		-0.16				
White	0.00	0.06	0.02	0.15		0.13
Multiracial	-0.01	-0.17	-0.08	-0.28		0.13
EL			-0.07			
Spec Ed	-0.19	-0.20	-0.43	-0.52		0.18
F/R Lunch	-0.04	-0.34	-0.15	-0.38		0.01
Female	-0.04	0.03	0.00	0.01		0.09
Male	-0.01	-0.04	-0.03	0.05		0.19
TAG						0.15
DLA						

Form A2 – School Improvement Plan

School: Fernbrook   Date: 2021-2022

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:**
Academic Interventions provided online, largely on asynchronous days, for students performing below grade level, particularly those students with previous evidence of need. PLT s will continue to focus conversations throughout the 6-step cycle on our BIPOC and MLL students.	IA overseen and scheduled interventions online; PLT work; Accurate and timely identification of students in a fluid process	SIT referrals; continuous progress monitoring data; aMath/aReading data; data disaggregated by race	Zastrow, Kania, Tomten Team Leads; ESPs, Corps Tutors, all teachers
Focused attention to attendance and tech/at home learning needs for our BIPOC and MLL students	FB will continue to de-center county processes and letters and work in relationship with families to address needs	Attendance rates and online work submission rates	ALL
Weekly SIT/CST processes	Regular meetings to collaboratively address student learning and behavioral needs, and now student needs around various learning models	SIT referrals; continuous progress monitoring data; aMath/aReading data; data disaggregated by race	ALL
The Special Education Resource Team will implement multi-modal approaches to increase student achievement in all areas of reading, including fluency, decoding, and comprehension	Curriculum: Bridges Math Intervention. Also using direct instruction, re-teaching, differentiation of materials and workload, accommodations to give students access to grade level curriculum and instruction	Members of the resource team will utilize formative and summative student data on grade level reading proficiency. In addition, special education teachers will conduct frequent progress monitoring on IEP goals and objectives	Resource Teams, classroom teachers, other service providers
ELM Project – EL Cluster Cohort – ELLEVATION Strategies	Each grade level has at least one classroom and teacher with EL (in service) kids, and those teachers are part of the	Teachers will commit to using and sharing ELM/ELLEVATION instructional strategies that have positive impact	Heather Bruun and the ELM Cohort

School: Fernbrook   Date: 2021-2022

	ELM cohort group led by EL Teacher/ELM Coach Heather Bruun	for all students, and particularly our EL/MLL students language acquisition needs	

Priority Three: Student Behavior

Evidence of Need:	

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal

School: Fernbrook   Date: 2021-2022

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:**
Implementation of IM4	SEL Team members will use IM4 in collaboration with teachers for students presenting with need for high Tier 2 or Tier 3 support/service	ODRs, SAEBERS	SEL Team
Implementation of Check in/Check out support plans	Develop individualized check in/check out and refocusing break plans for students	Incident referrals; success rate of implemented plans; referrals to Student Intervention Team for behavior concerns, all disaggregated by race	SEL Team
Implementation of scheduled physical activity throughout the learning day	Provide multiple opportunities for students to engage in physical activity outside of recess and physical education during the school day; use of technology (e.g. GoNoodle, Me Moves) to support physical activity	Incident referrals; success rate of implemented plans; referrals to Student Intervention Team for behavioral concerns, all disaggregated by race	ILT members; All Fernbrook staff
SOAR Teaching, reinforcement, recognition	Full staff will teach, model, reinforce, and recognize our SOAR expectations throughout the year	ODRs, referrals to SEL, etc	PBIS Team

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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:	**Examples: Strengthen existing PTO work, develop a PTO group, design parent involvement groups, REAL Talks, etc.**

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:**
Existing PTO Work	PTO will continue to engage in community building and fund-raising efforts	Attendance at events, fund raising totals	PTO
Student of the Trimester Celebrations	SOAR Team will continue to schedule and execute Student of the Tri assemblies	Schedule of assemblies	SOAR Team
EL Parent Outreach	EL Staff organizing opportunities at Open House and Conferences to assist families with attendance issues, conferences signups, ParentVue signups, etc	Anecdotal from parents and EL staff	EL Staff
School Messenger Communication	Regular parent communications to keep parents reminded of annual needs/activities, upcoming events, school happenings, etc	Stakeholder Survey	Principal
Conferences	Twice yearly conference opportunities for all families to discuss student achievement and developmental progress	Student achievement	ALL

School: Fernbrook   Date: 2021-2022

Talking Points			

Site Improvement Team

Name	Position	Name	Position
1.		5.	
2.		6.	
3.		7.	
4.		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: _____