Form A2 – School Improvement Plan

Principal: David Branch   Assistant Superintendent:

School: Garden City   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: Garden City   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 Results	2018-19 2019 Results	2019-20 2020 Results	2020-21 2021 Results	2020-21 & 2021-22 Goals 2021 Basic	2021 Trans.
KG	61%	48%	17%	26%	23%	68%
Grd 1	27%	**12%**	22%	**3%**	38%	67%
Grd 2	64%	30%	11%	5%	9%	50%

School: Garden City   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	40.3	42.7	38.6	39.4	53.9	35.4	30.3	34.5	47.7
Grade 3	28.4	31.3	39.3	39.9	54.5	28.6	27.7	28.2	45.7
Grade 4	45.5	37.5	50.0	51.3	62.5	48.1	23.1	25.8	42.3
Grade 5	44.6	54.1	26.5	26.9	44.9	29.4	41.7	50.1	56.3
AmIn/Haw									
Asian	44.5	42.9					21.0		
Black	39.7	48.3					33.7		
Hispanic	35.0	34.5					26.0		
White									
Multiracial									
EL	18.3	16.7					15.0		
Spec Ed	13.5	6.7							
F/R Lunch	38.4	40.8					28.6		
Female	40.8	41.7					35.2		
Male	39.9	43.7					25.0		
Title 1							8.1		
TAG							80.0		
DLA							53.3		

School: Garden City   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)
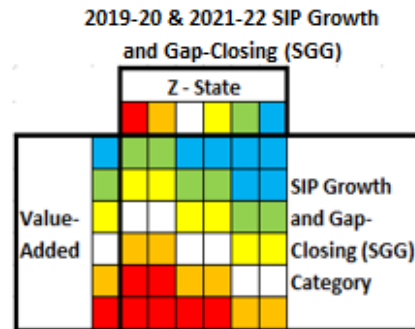
	Baseline		**2019 Results**			**2021 Results**
Group	**2017**	**2018**	***Val-Add***	***Z - State***	***SGG***	***Val-Add***
All Students	**-0.02**	**-0.26**	**0.01**	**-0.16**		**-0.26**
Grade 3			0.34			-0.39
Grade 4	-0.14	-0.19	0.19	0.18		-0.16
Grade 5	0.09	-0.33	-0.33	-0.41		-0.21
Am Ind						
Asian	0.08	-0.28	-0.10	-0.09		-0.75
Black	-0.20	-0.27	0.46	0.23		-0.06
Hispanic	0.03	-0.34	-0.22	-0.44		-0.41
White						
Multiracial	0.02					
EL	-0.19	-0.30	0.05	-0.09		-0.48
Spec Ed	-0.47	-0.51	0.20			
F/R Lunch	-0.06	-0.30	0.02	-0.16		-0.22
Female	0.00	-0.25	0.03	-0.01		-0.29
Male	-0.04	-0.27	-0.01	-0.29		-0.23
Title 1						-0.59
TAG						-0.03
DLA						

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Priority One: Reading –
Commitment 1. Reading: Instruction is key to success. We can achieve that by incorporating and sharing culturally diverse materials, collaborating across grade levels regularly, and understanding each individual student.

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:**
1. **Job embedded staff development**	Ongoing coaching and support focused on improving core instruction and accelerating student learning and growth in reading.	Fast Reading MCA and ACCESS Data IRLA Assessments Progress Monitoring	Principal Instructional Assistant Classroom Teachers SDAS Instructional Coach
	Ongoing collaboration in PLT and/or team meetings.	Teacher Survey Anecdotal Notes	Teachers Instructional Assistant Principal
	Unpacking ELA standards with Regional Centers for Excellence to ensure access to grade level standards, strong core instruction where students do most of the thinking and talking, deep engagement, and teacher belief that all students can achieve at that high level.	PLT Documentation and Notes Student Engagement Survey	Teachers RCE Consultant Instructional Assistant Principal SDAS Instructional Coach
2. **Culturally Responsive Teaching to ensure race, language and culture are incorporated into instructional and environmental design of teaching and learning at Garden City.**	Teachers will participate in NUA/CLEAR Staff Development and implement strategies in collaboration with NUA Mentor, Mediators, and Equity Teacher.		Teachers NUA Mediators Principal
	Pop Up SD Sessions focused on MLL Strategies e.g. ELLevation, co-creations of visuals, other interactive	ACCESS Data Teacher Exit Slips/Feedback	Multilingual Team MLL SDAS

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	strategies to support the incorporation of student language & culture in daily literacy instruction.		
	Continued development and implementation of co-teaching models during the literacy block that includes coaching and support from MLL SDAS.	Anecdotal notes Co-Teacher Feedback	Co-teaching teams MLL SDAS

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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 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	42.9	40.2	39.1	41.2	54.3	32.6	23.4	19.6	42.5
Grade 3	44.3	43.8	33.3	35.5	50.0	25.9	20.2	19.7	40.2
Grade 4	49.1	41.7	50.0	53.1	62.5	43.8	19.2	16.3	39.4
Grade 5	35.7	36.7	33.3	34.6	50.0	27.8	31.9	24.2	49.0
AmIn/Haw									
Asian	52.7	46.9				27.5	25.8		
Black	42.3	40.0				37.0	19.4		
Hispanic	33.7	22.4				15.4	14.0		
White									
Multiracial									
EL	26.4	17.6				13.6	11.3		
Spec Ed	6.0	6.7				20.0	6.3		
F/R Lunch	39.5	37.9				28.4	19.3		
Female	38.2	39.8				28.1	21.1		
Male	47.4	40.5				36.5	25.9		
Title 1						18.2	8.1		
TAG						62.5	60.0		
DLA							50.0		

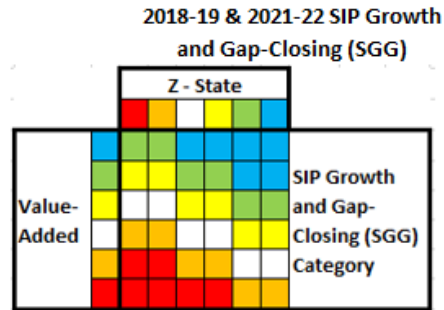School: Garden City   Date: 2021-2022

| 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 2017	Baseline 2018	2019 Results Val-Add	2019 Results Z - State	2019 Results SGG	2021 Results Val-Add
All Students	-0.36	-0.40	-0.13	-0.46		-0.40
Grade 3			0.21			-0.53
Grade 4	-0.24	-0.49	0.11	-0.09		-0.11
Grade 5	-0.48	-0.30	-0.52	-0.73		-0.61
Am Ind						
Asian	-0.09	-0.33	-0.23	-0.34		-0.81
Black	-0.62	-0.50	0.21	-0.33		-0.13
Hispanic	-0.22	-0.47	-0.27	-0.57		-0.38
White						
Multiracial						
EL	-0.35	-0.52	-0.15	-0.50		-0.71
Spec Ed	-0.56	-0.67	0.04			-0.12
F/R Lunch	-0.38	-0.49	-0.13	-0.50		-0.40
Female	-0.17	-0.42	-0.01	-0.40		-0.35
Male	-0.53	-0.37	-0.23	-0.52		-0.45
Title 1						-0.79
TAG						-0.38
DLA						

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Priority Two: Mathematics

Commitment 2 – Math: Instruction is key to success. We can achieve that by incorporating and sharing culturally diverse materials, collaborating across grade levels regularly, and understanding each individual student.

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:
Provide strong instruction where students do most of the thinking and talking, deep engagement, and teacher belief that all students can achieve at that high level.	Implement all 3 components: Number Corner, Problems & Investigations, WorkPlaces in our Core Instruction with improved fidelity.	Fast Math MCA ACCESS	Classroom Teachers
	At least one formal observation of probationary staff will focus on one of the three components of math.	TDE Observation and Feedback Cycles trend data [no individual data will be shared]	Principal
	Periodic math walkthroughs (Principal, Teachers, etc.)	Walk Through Trend data [no individual data will be shared]	Principal Instructional Assistant SDAS Instructional Coach Classroom Teachers
	"Pop Up" staff development, coaching and support from SDAS, IC, and IA	Teacher feedback	Instructional Assistant SDAS Instructional Coach

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Priority Three: Student Behavior

Commitment 3 – Climate and Behavior: At Garden City we commit to creating a strong community where all stakeholders feel seen, valued, and comfortable being their authentic selves. We commit to creating a positive environment by focusing on student strengths and applying evidenced based SEL strategies.

Evidence of Need:	Black students are losing instructional opportunities in their classrooms due to the disproportionate rate in which they receive Office Discipline Referrals (ODRs) at our school. Student Survey Data also indicates that Hmong/Asian students are not feeling connected in our classrooms and school

Student Behavior (Example: office referrals, suspensions, etc.)	**Baseline data by target group** (Example: ethnicity, socioeconomic, grade level, etc.)	**Goal**
Office Discipline Referrals	In 20-21 Black students accounted for 30% of our Office Discipline Referrals (ODRs).	**Increase instructional time within the classroom for Black students.**
Out of School Suspensions and Administrative Dismissals	In 20-21 Black students accounted for 67% (4 of 6) of Out of School Suspension AND 75% (9 of 12) of Admin Dismissals.	**Reduce Out of school disciplinary actions for Black students by 50%.**
Out of School Suspensions and Administrative Dismissals	In 20-21 students accounted for 33% (2 of 6) of Out of School Suspensions AND 17% (2 of 12) Admin Dismissals.	**Reduce Out of school disciplinary actions for student receiving special education services by 50%.**

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:**
Implement Restorative Justice in Education practices.	Partner with Community Mediation & Restorative Services and Student Support Services to	PBIS -SWIS data ODR Admin Dismissal and Suspension Data	Principal Instructional Assistant Counselor

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	provide training with staff in RJE theory, practice, and language		
	Identify a cohort of staff that will lead and model implementation of RJE at Garden City		Teacher Cohort [Year 1] Principal Instructional Assistant Behavior Support Team
Social Skill/Social Emotional-Learning and Bully Prevention Strategies	• Teachers will teach Second Step lessons and the school counselor will reinforce the topics with additional lessons. • The school counselor will teach the Zones of Regulation and other topics identified as a school wide need. • Teachers will reteach and reinforce the language in their classrooms • Ongoing job embedded staff development through PLT's and ESP Meetings. • We will use the SAEBRS Universal Screener tool to identify students for individual and small group interventions.	Pre/Post Second Step Survey Data PBIS -SWIS data ODR Admin Dismissal and Suspension Data SAEBRS	Classroom Teachers School Counselor Instructional Assistant Principal Classroom Teachers
Provide a school wide mental health support model for students	Continued mental support from school counselor, social worker, and partnership with school-linked mental health provider.	Student engagement survey data	School Counselor School Social Worker
Establish a school wide wellness program for staff	Identify a Wellness Champion Pop up PD that is targeted	Teacher surveys Teacher feedback	Principal Wellness Champion

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	at supporting staff self-care		School Counselor and Social Worker

Priority Four: Family Engagement

Commitment 4 – Families and Community Engagement: We commit to communicating and collaborating regularly to build and sustain positive relationships with families in order to strengthen family engagement at Garden City.

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 family engagement at Garden City by providing more opportunities and pathways for communication with families at our school.**

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:
Improve communication and engagement with multilingual families	Teachers will participate in Talking Points training Teachers will utilize the Talking Point tool Staff will use Language Line to connect and communicate with families	District and School Family Engagement surveys Talking Points Reports	Principal Site FACE Team Teachers
Improve engagement with all families.	Families to Families Monthly Sessions [October – June]	Attendance School Engagement Surveys	Principal Site FACE Team

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Site Improvement Team

Name	Position	Name	Position
Matthew Thul	T1 Lead	Kayla Hartman	Instructional Assistant
Rachel Lund	School Counselor	Jody Bartlett	Special Education Resource
Marissa Glover	PreK	Bernadette Dantona/Callie Bray	Kindergarten
Yassmin Al-Hadhramy	First Grade	Amanda Pollard	Second Grade
Brianna McCarty	Third Grade	Jennifer Rea	Fourth Grade
Alexis Jurkovski	Fifth Grade	Kelly Anderson	ELL 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: __David Branch _____ Date: _____10/29/2021_____

Assistant Superintendent: _____Date: _____