

Form A2 – School Improvement Plan

Principal: David Branch

Assistant Superintendent: Flisk

School: Garden City 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):

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) 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.*

Priority One: READING		<i>Measure: Proficiency (% Low Risk on FastBridge)</i>				
Column Header	Definition					
2018 and 2019 Results	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.					
2020 Results	Percent of students at risk or some risk in the fall who became low risk in winter.					
Basic Goal	District-wide goals for 2020-21: KG = 23%; Gr 1 = 38%; Gr 2 = 9%.					
Transformational Goal (Trans)	District-wide goals for 2018-21: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.					
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	2019-2020	2019-20 & 2020-21 Goals	
Group	2018 Results	2019 Results	2020 Results	2020-21 Basic	2020-21 Trans.
KG	39%	21%	17%	23%	68%
Grd 1	31%	33%	22%	38%	67%
Grd 2	24%	9%	11%	9%	50%

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).
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	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
All Students	40.3	42.7	25.9	27.1	44.4
Grade 3	28.4	31.3	24.1	20.1	43.1
Grade 4	45.5	37.5	27.7	28.3	45.7
Grade 5	44.6	54.1	26.3	33.2	44.7
Amln/Haw					
Asian	44.5	42.9	25.5		
Black	39.7	48.3	31.0		
Hispanic	35.0	34.5	8.0		
White					
Multiracial					
EL	18.3	16.7	8.3		
Spec Ed	13.5	6.7	18.5		
F/R Lunch	38.4	40.8	26.1		
Female	40.8	41.7	27.3		
Male	39.9	43.7	24.7		
Title 1			14.1		
TAG			46.3		
DLA			27.6		

Priority One: READING

Measure: SIP Growth and Gap-Closing (SGG)

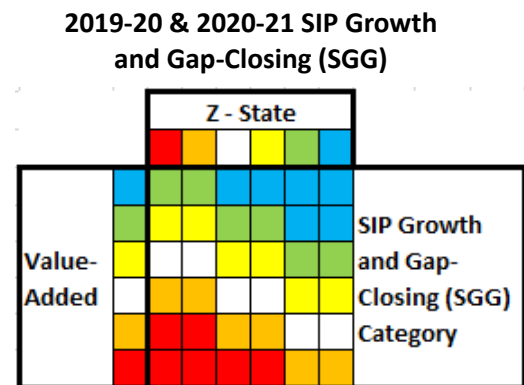
2019 Color Coding for MCA Value-Added and Z-State Results

-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



Group	Baseline		2019 Results		
	2017	2018	Val-Add	Z - State	SGG
All Students	-0.02	-0.26	0.01	-0.16	
Grade 3			0.34		
Grade 4	-0.14	-0.19	0.19	0.18	
Grade 5	0.09	-0.33	-0.33	-0.41	
Am Ind					
Asian	0.08	-0.28	-0.10	-0.09	
Black	-0.20	-0.27	0.46	0.23	
Hispanic	0.03	-0.34	-0.22	-0.44	
White					
Multiracial	0.02				
EL	-0.19	-0.30	0.05	-0.09	
Spec Ed	-0.47	-0.51	0.20		
F/R Lunch	-0.06	-0.30	0.02	-0.16	
Female	0.00	-0.25	0.03	-0.01	

Form A2 – School Improvement Plan

School: Garden City Elementary

Date: 2020-2021

Male	-0.04	-0.27	-0.01	-0.29	
Title 1					
TAG					
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:
Site Based Coaching	<ul style="list-style-type: none"> ● Instructional Assistant, NUA Mediators, and District Support Coaches will provide ongoing coaching & support focused on various areas of the TDE Domains ● Embed ongoing staff development through the PLT process ● Digital Teaching and Learning Strategies 	Fast Reading IRLA Assessments Progress Monitoring Teacher Survey Anecdotal Notes PLT Notes Student Engagement Survey	Principal Instructional Assistant New Teacher Mentor NUA Mediators
Co-Teaching focused on incorporating ELL best practices in the mainstream. [Cultural, Learning, Equitable, Achievement, Responsive]	<p>Ongoing job embedded staff development and coaching focused on incorporating ELL best practices in the mainstream</p> <ul style="list-style-type: none"> ● English Learners in the Mainstream [ELM] ● Co-Teaching professional development embedded within PLT’s – partnering with MLL Dept. ● Job embedded staff development through the PLT process focused on embedding ELL strategies and language objectives into content and instruction. <p>[Learning, Achievement, Responsive]</p>	MCA, FAST Math and Reading Data ACCESS Data	ELM Teachers & Coaches General education and ELL Teachers Principal MLL SDAs
Culturally Responsive Teaching. Identify and implement culturally responsive & relevant teaching and learning strategies in reading.	Continued participation in National Urban Alliance Cohort Model	<ul style="list-style-type: none"> ● Walk through observational data ● MCA/MAP, ACCESS, and IRLA data 	Principal Equity Teacher

School: Garden City Elementary

Date: 2020-2021

[Cultural, Learning, Equitable, Achievement, Responsive]	<ul style="list-style-type: none"> Participate and implement NUA strategies – inclusive of SPED and EL teachers Staff will use CLEAR and/or NUA tools to plan lessons Principal Classroom Visits Increasing Student Voice through the use of 	<ul style="list-style-type: none"> Student Engagement Survey 	Instructional Assistant Teachers NUA Mediators
Pilot Garden City Reads	Dedicated time during Distance Learning to strengthen student reading habits and student engagement	Scheduled Time for all students	All staff

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

Form A2 – School Improvement Plan

School: Garden City Elementary

Date: 2020-2021

Group	Spring 2018 Results	Spring 2019 Results	Fall 2020 Cohort	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
All Students	42.9	40.2	44.7	34.8	58.5
Grade 3	44.3	43.8	43.2	39.2	57.4
Grade 4	49.1	41.7	45.7	36.1	59.3
Grade 5	35.7	36.7	43.4	27.4	57.6
Amln/Haw					
Asian	52.7	46.9	51.8		
Black	42.3	40.0	41.7		
Hispanic	33.7	22.4	26.7		
White					
Multiracial					
EL	26.4	17.6	28.0		
Spec Ed	6.0	6.7	16.7		
F/R Lunch	39.5	37.9	42.9		
TAG			72.0		
Title 1			31.1		
Female	38.2	39.8	41.7		
Male	47.4	40.5	47.7		
DLA			45.3		

Priority Two: MATHEMATICS

Measure: SIP Growth and Gap-Closing (SGG)

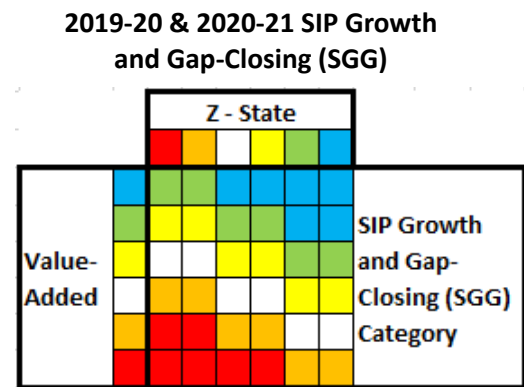
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

(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
All Students	-0.36	-0.40	-0.13	-0.46	
Grade 3			0.21		
Grade 4	-0.24	-0.49	0.11	-0.09	
Grade 5	-0.48	-0.30	-0.52	-0.73	
Am Ind					
Asian	-0.09	-0.33	-0.23	-0.34	
Black	-0.62	-0.50	0.21	-0.33	
Hispanic	-0.22	-0.47	-0.27	-0.57	
White					
Multiracial					
EL	-0.35	-0.52	-0.15	-0.50	
Spec Ed	-0.56	-0.67	0.04		
F/R Lunch	-0.38	-0.49	-0.13	-0.50	
Female	-0.17	-0.42	-0.01	-0.40	

Form A2 – School Improvement Plan

School: Garden City Elementary

Date: 2020-2021

Male	-0.53	-0.37	-0.23	-0.52	
Title 1					
TAG					
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:
Site Based Coaching	<ul style="list-style-type: none"> Instructional Assistant, NUA Mediators, and District Support Coaches will provide ongoing coaching & support focused on various areas of the TDE Domains Embed ongoing staff development through the PLT process Digital Teaching and Learning Strategies 	Fast Math IRLA Assessments Progress Monitoring Teacher Survey Anecdotal Notes PLT Notes Student Engagement Survey	Principal Instructional Assistant New Teacher Mentor NUA Mediators
<p>Culturally Responsive Teaching. Identify and implement culturally responsive & relevant teaching and learning strategies in math.</p> <p>[Cultural, Learning, Equitable, Achievement, Responsive]</p>	<p>Continued participation in National Urban Alliance Cohort Model</p> <ul style="list-style-type: none"> Participate and implement NUA strategies – inclusive of SPED and EL teachers Staff will use CLEAR and/or NUA tools to plan lessons Principal Classroom Visits 	<ul style="list-style-type: none"> Walk through observational data MCA/MAP, ACCESS, and IRLA data Student Engagement Survey 	Principal Equity Teacher Instructional Assistant Teachers NUA Mediators

Priority Three: Student Behavior

Evidence of Need:	<p>Black students are receiving Office Discipline Referrals (ODRs) at a disproportionate rate to all of their peers. Black students account for 28.7% of our student population but receive 60% of our Office Discipline Referrals (ODRs).</p> <p>70% of discipline referrals at Garden City Elementary are for minor or major physical contact or physical aggression.</p>
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Office Discipline Referrals (ODRs)	Black students received 60% of our total referrals during the 2019-2020 school year.	The incidences of Black students receiving ODRs will be proportionate to their enrollment.
Office Discipline Referrals (ODRs)	70% of ODRs are for minor or major physical contact or physical aggression.	Decrease the number of ODRs related to minor or major physical contact or physical aggression from 70% to 45% (25% decrease).

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:
PBIS	Implement new School Wide Expectations (SWIM): <ul style="list-style-type: none"> ● Ensure the influence of Race, Culture, and Language are embedded in the implementation of School Wide Expectations. ● Development of PBIS Action plan for introduction and implementation of new 	TFI	PBIS Team

	or modified school wide expectations.		
Restorative Justice in Education	<p>Implement Restorative Practices:</p> <ul style="list-style-type: none"> IA, Principal, and BST member will participate the Restorative Practices Workshop Series: <i>Supporting Elementary School Discipline Teams</i> Community Building Circles Circles to Repair Harm, Restorative Chats, and Restorative Conferences with students, families, and staff <p>[Cultural, Learning, and Responsive]</p>	PBIS SWIS, ODR, Admin Dismissal, Suspension, and Student Survey Data	<p>Teachers</p> <p>Instructional Assistant</p> <p>Principal</p>
<p>Social Skill/Social Emotional-Learning and Bully Prevention Strategies (Tier 1):</p> <ul style="list-style-type: none"> Second Step Zones of Regulation 	<ul style="list-style-type: none"> 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. 	<p>Pre/Post Second Step Survey Data</p> <p>PBIS -SWIS data</p> <p>ODR</p> <p>Admin Dismissal and Suspension Data</p>	<p>Classroom Teachers</p> <p>School Counselor</p> <p>Instructional Assistant</p> <p>Principal</p>
MTSS/RTI Model to provide targeted interventions and supports for SEL and Behavior (Tier 2 and 3).	<p>Tier 2 and 3 Interventions:</p> <ul style="list-style-type: none"> We will use the SAEBRS Universal Screener tool to identify students for individual and small group interventions. 	<p>PBIS-SWIS</p> <p>SAEBRS Universal Screener Data</p> <p>IM4 Documentation</p>	<p>Classroom Teachers</p> <p>Student Intervention Team</p> <p>-School Psychologist</p> <p>-School Counselor</p>

	<ul style="list-style-type: none"> We will use the IM4 tool to identify appropriate Interventions for students. 		-Instructional Assistant -Principal
Student Voice/Choice	Student led Morning Meetings	Classroom Observations	Classroom Teachers
Mental Health Support	Continued mental support from school counselor and partnership with Community Based MH provider	Individual and small group counseling sessions Referrals to Lee Carlson	School Counselor Principal

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:	Improve and 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: <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	Teachers will utilize the Talking Point tool	District and School Family Engagement surveys Listening sessions [Families to Families Google Meets]	Principal Teachers
Increase use of Interpreter Programs and Supports	Staff will utilize Pacific Interpreters/Language Line to connect &	District and School Family Engagement surveys	Principal Teachers Office Staff

Form A2 – School Improvement Plan

School: Garden City Elementary

Date: 2020-2021

	communicate with families	Listening sessions [Families to Families Google Meets]	
Bilingual Assistants	staff will utilize Garden City BA's to translate and interpret	District and School Family Engagement surveys Listening sessions [Families to Families Google Meets]	Principal Teachers Office Staff

Site Improvement Team

Name	Position	Name	Position
1. Kayla Hartman	Instructional Asst.	5. Rachel Lund	School Counselor
2. Marissa Glover	PreK Teacher	6. Kristin Erdman	2nd grade
3. Callie Bray	Kindergarten	7. Dustin Olson	3rd grade
4. Matthew Thul	Title One	8. Mary Geottsche	4th grade
		9. Alexis Jurkovski	5th grade

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: 11/12/2020

Assistant Superintendent: _____ Date: _____