

Form A2 – School Improvement Plan

Principal: Sarah Schmidt

Assistant Superintendent: Flik

School: Palmer Lake 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%	31%	38%	67%
Grd 2	24%	9%	10%	9%	50%

Priority One: READING		<i>Measure: MCA Proficiency (Index Rates)</i>				
Column Header						
Results	Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.					
Fall Cohort	Index rate for students tested in the previous spring and enrolled the following fall.					
Basic Goal	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 20 (previously the minimum was 25).					
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
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	53.5	46.7	36.3	37.5	52.3
Grade 3	41.4	34.3	29.5	25.5	47.1
Grade 4	53.9	48.3	45.0	45.6	58.8
Grade 5	63.4	56.0	36.1	43.0	52.1
Amin/Haw					
Asian	58.0	50.8	32.6		
Black	49.5	46.0	38.6		
Hispanic	38.9	25.0	30.0		
White	68.4	60.7	50.0		
Multiracial	63.2	45.8	42.3		
EL	36.1	25.6	13.4		
Spec Ed	33.7	13.3	13.4		
F/R Lunch	53.0	42.0	33.1		
Female	61.7	60.0	44.9		
Male	45.7	36.0	29.7		
Title 1			5.7		
TAG			77.8		
DLA			36.9		

Priority One: READING

Measure: SIP Growth and Gap-Closing (SGG)

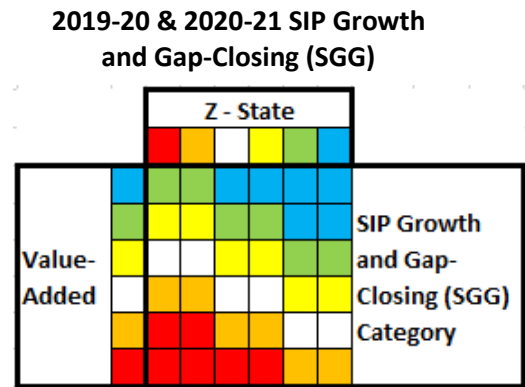
2019 Color Coding for MCA Value-Added and Z-State Results

-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	-0.08	-0.13	-0.23	
Grade 3			0.06		
Grade 4	0.09	0.00	0.07	0.11	
Grade 5	-0.14	-0.16	-0.50	-0.57	
Am Ind					
Asian	0.02	-0.04	-0.15	-0.15	
Black	0.05	-0.12	-0.17	-0.33	
Hispanic	-0.21	-0.26	0.17	-0.05	
White	-0.14	0.20	-0.44	-0.38	
Multiracial	0.50	-0.09	0.03		
EL	-0.13	-0.10	-0.02	-0.20	
Spec Ed	0.03	-0.33	0.07	-0.19	
F/R Lunch	-0.02	-0.08	-0.07	-0.21	
Female	0.06	0.07	-0.06	-0.14	
Male	-0.12	-0.22	-0.19	-0.30	
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:
Plan lessons using prioritized and unpacked standards.	-Collaborate with teams. -Use Benchmark Scope & Sequence. -Use template from Regional Centers for Excellence to continue to unpack prioritized standards.	-aReading -Fastbridge benchmarking & progress monitoring	-All licensed staff supporting reading instruction
Culturally Responsive Instruction	-Participate in NUA professional development -Continue Equity Book Project -Use the CLEAR model -Implement Culturally Responsive/Relevant teaching strategies -Share strategies with teammates	-Fastbridge -Student Engagement Surveys	-All licensed staff -Administration
WIN Time (when focused on reading)	-Purposeful for all students by collaboratively setting learning goals with students. -Conferring (conferencing) -Strategic use of RISE intervention	-Fastbridge -Record Keeping (formal and informal)	-All licensed and non licensed staff who support reading instruction

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
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.						

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Group	Spring 2018 Results	Spring 2019 Results	Fall 2020 Cohort	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
All Students	52.9	44.6	56.2	46.3	67.1
Grade 3	50.0	49.0	62.1	58.1	71.6
Grade 4	60.5	44.1	57.4	47.8	68.0
Grade 5	48.2	41.4	49.3	33.3	62.0
Amln/Haw					
Asian	59.3	50.8	61.6		
Black	43.5	33.1	51.3		
Hispanic	44.4	27.8	48.0		
White	86.8	82.1	78.6		
Multiracial	52.6	54.2	58.3		
EL	36.4	28.9	44.5		
Spec Ed	38.9	20.0	31.0		
F/R Lunch	49.7	37.2	53.2		
TAG			92.2		
Title 1			23.0		
Female	50.5	41.3	58.5		
Male	55.1	47.3	54.3		
DLA			57.2		

Priority Two: MATHEMATICS

Measure: SIP Growth and Gap-Closing (SGG)

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

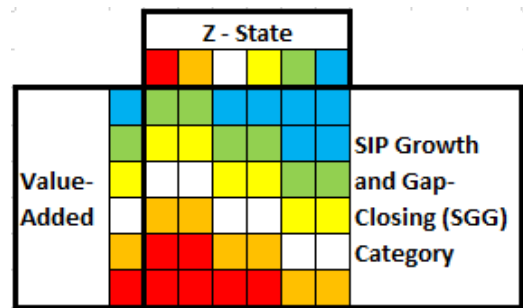
-0.30 or below	-0.15 to -0.29	-0.14 to -0.01	+0.01 to +0.14	+0.15 to +0.29	+0.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational 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

2019-20 & 2020-21 SIP Growth and Gap-Closing (SGG)



Group	Baseline		2019 Results		
	2017	2018	Val-Add	Z - State	SGG
All Students	-0.15	-0.08	-0.39	-0.60	
Grade 3			-0.14		
Grade 4	-0.40	-0.17	-0.33	-0.34	
Grade 5	0.10	0.00	-0.68	-0.86	
Am Ind					
Asian	0.09	0.16	-0.32	-0.41	
Black	-0.14	-0.29	-0.47	-0.83	
Hispanic	-0.55	-0.02	0.24	-0.15	
White	-0.23	-0.12	-0.69	-0.61	
Multiracial	-0.35	-0.11	-0.98		
EL	-0.26	0.00	-0.19	-0.53	
Spec Ed	-0.34	-0.24	-0.21	-0.64	
F/R Lunch	-0.16	-0.15	-0.35	-0.69	
Female	-0.25	-0.03	-0.47	-0.56	
Male	-0.04	-0.14	-0.33	-0.63	
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:
Culturally Responsive Instruction	<ul style="list-style-type: none"> -Participate in NUA professional development -Use the CLEAR model -Implement Culturally Responsive/Relevant teaching strategies -Share strategies with teammates 	<ul style="list-style-type: none"> -Fastbridge -Student Engagement Surveys -Record Keeping (formal and informal) 	<ul style="list-style-type: none"> -All licensed staff -Administration
Implement Bridges in Mathematics curriculum based on the revisions for the 2020-21 school year.	<ul style="list-style-type: none"> -Meet twice a month in PLTs with a focus on math. -Unpack priority standards & identify purposeful questions -Use formal and informal observations/assessments to guide instructional decisions. 	<ul style="list-style-type: none"> -aMath (grades 2-5) -common formative assessments (grades K-1) -walkthroughs -MCA (grades 3-5) 	<ul style="list-style-type: none"> -All licensed staff supporting math instruction

Priority Three: Student Behavior	
Evidence of Need:	On last year’s Fall SAEBRS screener, 25% of Palmer Lake students were identified in the high risk category. Mental health services are part of the Palmer Lake COVID plan.

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Student risk for social, academic, and emotional behaviors	Baseline data will be applied to all grade levels that use SAEBRS screening.	Using SAEBRS Benchmark Screening Data (Fall, Winter, Spring), PL group results will show $\geq 80\%$ of all students falling at/above the ‘No Risk’ classification range. For those groups with $\geq 21\%$ of all students falling at/below the ‘Some Risk’ classification range - intervention plans will be put in place with progress monitoring done every trimester to measure for intervention efficacy.

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:
Use of Second Step for Tier 1 and a variety of research-based SEL interventions for Tier 2	-Counselor will twice monthly Second Step lesson to each class and provide the weekly classroom activity sheet to teachers. -Teachers review and use the language/strategies from the lessons. -S/EL staff will provide Tier 2 interventions once a	-SAEBRS -Record keeping (anecdotal notes)	-Classroom teacher -Counselor -SEL staff (counselor, BIT, psychologist, social worker)

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	week to individual or small groups of students.		
PBIS (PAWS)	-All adults teach and reteach PAWS in all school and digital environments -All adults give out Panther Points for following PAWS	-Tiered Fidelity Inventory completed for all Tiers twice a year. -SAEBRS -Walkthrough asking students and staff what PAWS means.	-all staff

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:	Increase family involvement by strengthening relationships with families and being responsive to family interests.

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:
Monitor attendance data and respond to increase student engagement/attendance	-monitor attendance for in-person, remote, and distance learning. -identify and connect with families needing additional support -communicate with families about learning expectations in each model.	-attendance data -Seesaw data	-licensed staff -administration -attendance clerk

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PTO & Family Engagement Events	-monthly virtual PTO meetings focused on engaging families in a meaningful way. -monthly virtual family engagement events	-attendance at PTO and family engagement events	-PL staff -Family Engagement Committee -Title 1
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Site Improvement Team

Name	Position	Name	Position
1. Sarah Schmidt	Principal	8. Sammy Bogdanovich	5 th Grade Teacher
2. Jamie Boyle	Assistant Principal	9. Sam Miller	Special Education Teacher
3. Jenny Kil	Kindergarten Teacher	10. Karl Ahlgren	EL Teacher
4. Micaela Goebel	1 st Grade Teacher	11. Molly Sehman	Music Teacher
5. Rachel Miller	2 nd Grade Teacher	12. Sandy Jonason	Title 1 Lead Teacher
6. Mary Mahoney	3 rd Grade Teacher	13. Sheila Mayer	Behavior Intervention Teacher
7. Dan Oglesby	4 th Grade Teacher	14. Sheila Gilkerson	Education Support Professionals

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: _____