

Form A2 – School Improvement Plan

Principal: Margo Kleven

Assistant Superintendent: Patrick Smith

School: Rice Lake 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):

Far Below Basic Goal	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)?

Priority One: READING							
<i>Measure: Proficiency (% Low Risk on DIBELS)</i>							
Column Header	Definition						
2017 and 2018 Results	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.						
Basic Goal	District-wide goals for 2018-20: KG = 63%; Gr 1 = 62%; Gr 2 = 40%.						
Transformational Goal	District-wide goals for 2018-20: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.						
2019 Results	Percentage of students low risk in Spring 2019.						
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	
	2016-17	2017-18	2018-19 Goals and Results			2019-20 Goals	
Group	2017 Results	2018 Results	2019 Basic	2019 Trans.	2019 Results	2020 Basic	2020 Trans.
KG	28%	32%	63%	68%	24%	63%	68%
Grd 1	31%	54%	62%	67%	58%	62%	67%
Grd 2	15%	42%	40%	50%	36%	40%	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 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.

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
All Students	70.1	68.5	61.9	66.3	72.7	66.7	58.7	61.6	69.0
Grade 3	60.5	55.0	54.9	56.5	66.7	50.5	58.1	57.7	68.5
Grade 4	74.0	68.6	59.1	61.8	70.4	69.5	50.0	54.8	62.5
Grade 5	74.5	79.5	73.7	81.6	82.1	85.3	70.4	77.8	80.2
Amln						60.0			
Asian	63.2	60.3				44.8			
Black	53.0	50.0				59.1			
Hispanic	66.7	57.1				61.4			
White	77.2	76.3				72.6			
Multiracial	64.3	60.4				70.0			
EL	46.0	26.0				19.6			
Spec Ed	35.7	43.4				42.6			
F/R Lunch	55.0	54.0				47.9			
Female	71.9	72.1				71.4			
Male	68.2	64.6				61.3			

Priority One: READING *Measure: SIP Growth and Gap-Closing (SGG)*

2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)

.30 or more below Basic	.15 to .29 below Basic Goal	.04 to .14 below Basic Goal	Within .03 of Basic Goal	Met Basic Goal	Met Transformational Goal
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2019 Color Coding for MCA Value-Added and Z-State Results

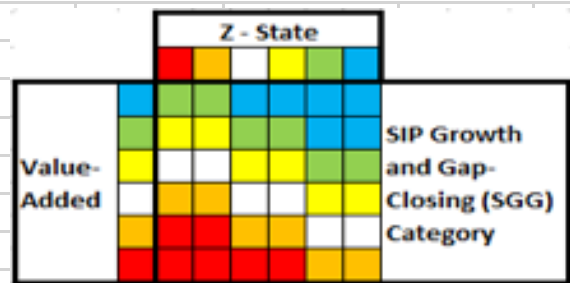
-.30 or below	-.15 to -.29	-.14 to -.01	+.01 to +.14	+.15 to +.29	+.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

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			
Basic		Transformational	
0.15	Z-State	0.30	Z-State
or		or	
0.15	Val-Add	0.30	Val-Add
Applied to All Groups			

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	-0.05	0.15	0.10	0.10	0.15	0.18	-0.02	0.17	
Grade 3							-0.31		
Grade 4	0.01	0.29	0.20	0.15	0.20	0.19	0.19	0.27	
Grade 5	-0.13	0.02	0.02	0.05	0.10	0.16	0.13	0.06	
Am Ind							0.11		
Asian	0.34	0.21	0.12	0.10	0.15	-0.07	-0.13	-0.09	
Black	0.00	0.16	-0.38	0.00	0.10	0.18	0.06	0.18	
Hispanic	-0.14					0.01	-0.05	0.00	
White	-0.11	0.12	0.21	0.15	0.20	0.19	-0.05	0.18	
Multiracial			0.13	0.10	0.15	0.57	0.28	0.57	
EL		0.35	-0.22	0.00	0.10	0.05	0.06	0.03	
Spec Ed	-0.21	0.05	-0.48	0.00	0.10	0.18	0.24	0.16	
F/R Lunch	-0.06	0.06	-0.13	0.00	0.10	0.13	0.01	0.11	
Female	0.03	0.15	0.14	0.10	0.15	0.17	-0.01	0.17	
Male	-0.15	0.16	0.06	0.05	0.10	0.19	-0.04	0.16	

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:
We will implement four rounds of WIN time (interventions) for grades 1-5, incorporate grade K after January.	Interventionists and licensed staff will provide small group interventions and /or enrichments for students identified through our screening process.	Four times a year, we will analyze progress monitoring, intervention logs and classroom data. We will meet to analyze the results of the WIN round and make recommendations for next round.	Grade level staff, Interventionists (ESPs), IA, psychologist
We will increase our participation with inclusion/co-teaching model for Special Education/Skills, English Language, and TAG.	Staff will volunteer to attend Co-Teaching Basics, and/or Co-Teaching Implementation as offered through ISD 279. District level EL leadership will meet with RL admin on a monthly basis to support co-teaching model.	Sped, EL, and Tag will self-identify their capacity of implementation. Sped, and EL teachers will join grade level PLTs, with whom they support, and monitor progress through Student Learning Goal. (SLG)	Licensed staff, IC, and PLT facilitators
All K-5 grade level staff will design SMART goals around improving reading scores – focus being on common STRATEGIES that are aligned to grade level standards.	Monthly participation in PLT meetings with an agenda created by PLT Facilitators, directly related to strategies for independent reading and assessing. PLT Facilitators will have monthly planning meetings to design upcoming agenda AND determine real time PD.	Data cycles will use PLT template to monitor student data (monthly). Template will reflect independent reading level growth. We will use oral reading record data to determine reading levels and growth.	Licensed staff, PLT facilitators, Principal
EL and Special Education Licensed staff will join grade level PLTs, determined by their caseloads etc.	Monthly participation in PLT meetings with an agenda created by PLT Facilitators, directly related to strategies for independent reading and assessing.	Data cycles will use PLT template to monitor student data (monthly). Template will reflect independent reading level growth. We will use oral	

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	<p>PLT Facilitators will have monthly planning meetings to design upcoming agenda AND determine real time PD.</p>	<p>reading record data to determine reading levels and growth.</p>	
<p>We will continue to learn and apply culturally relevant strategies; NUA strategies, CLEAR model, PEG protocol...to develop and deepen equity consciousness and conviction.</p>	<p>Equity Team/SDAS will continue this journey of action. Staff/PLT/CIES will highlight strategies for practice and application. RL Equity specialist will incorporate team teaching w/SEEDS lessons.</p>	<p>SLG/PLT cycles, teacher observations, Summative Evaluations.</p>	<p>Licensed staff, SDAS, IC, Equity Teacher, Principal</p>

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 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. The minimum basic goal is 25.									
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
All Students	70.6	71.3	73.3	69.7	81.0	74.9	72.8	69.6	79.6
Grade 3	68.6	67.2	70.9	70.3	78.8	69.9	71.5	72.6	78.7
Grade 4	79.3	74.5	71.1	68.1	79.3	80.9	68.5	66.4	76.4
Grade 5	62.9	72.0	78.8	71.1	85.2	75.6	79.9	72.4	84.9
Amin						65.0			
Asian	64.3	63.6				60.0			
Black	48.0	41.7				59.1			
Hispanic	79.2	75.0				65.9			
White	78.7	78.8				81.3			
Multiracial	61.9	75.0				75.0			
EL	51.9	38.0				37.9			
Spec Ed	38.6	48.7				51.9			
F/R Lunch	55.9	52.5				57.6			
Female	68.5	73.2				73.7			
Male	72.7	69.3				76.3			

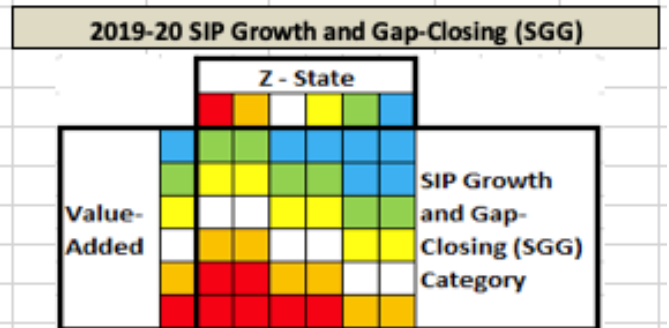
Priority Two: MATHEMATICS *Measure: SIP Growth and Gap-Closing (SGG)*

2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)					
.30 or more below Basic	.15 to .29 below Basic Goal	.04 to .14 below Basic Goal	Within .03 of Basic Goal	Met Basic Goal	Met Transformational Goal
2019 Color Coding for MCA Value-Added and Z-State Results					
-.30 or below	-.15 to -.29	-.14 to -.01	+.01 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.

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			
Basic		Transformational	
0.15	Z-State	0.30	Z-State
or		or	
0.15	Val-Add	0.30	Val-Add
Applied to All Groups			



Group	Baseline			2019 Goals		2019 Results			
	2016	2017	2018	Basic	Transform.	Z - Dist	Val-Add	Z - State	SGG
All Students	0.02	0.09	0.11	0.10	0.15	0.58	0.32	0.49	
Grade 3							-0.09		
Grade 4	0.14	0.36	0.28	0.15	0.20	0.73	0.73	0.82	
Grade 5	-0.10	-0.18	-0.04	0.05	0.10	0.44	0.47	0.18	
Am Ind							0.49		
Asian	0.66	0.16	0.40	0.15	0.20	0.49	0.17	0.39	
Black	-0.37	-0.02	-0.12	0.00	0.10	0.11	0.11	0.04	
Hispanic	0.05					0.07	0.19	0.00	
White	0.07	0.12	0.09	0.05	0.10	0.71	0.37	0.62	
EL		0.21	-0.13	0.00	0.10	0.07	-0.07	-0.03	
Multiracial		-0.23	0.17	0.15	0.20	0.63	0.53	0.55	
Spec Ed	-0.23	-0.22	-0.23	0.00	0.10	0.44	0.60	0.33	
F/R Lunch	-0.10	-0.05	0.05	0.05	0.10	0.37	0.31	0.28	
Female	0.01	0.22	0.11	0.10	0.15	0.69	0.39	0.62	
Male	0.04	-0.05	0.11	0.10	0.15	0.46	0.24	0.36	

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:
We will continue to implement Bridges Curriculum, with fidelity, supported with teacher identified PD	We will implement an entire K-5 rotation of walk-throughs. We will expand the team of observers to include an increase in general licensed staff. We will provide individual feedback after every walk through.	Team will use CIES rubrics and share the rubrics with individual staff.	Principal, Team Leaders, IC, IA, Equity Teacher, SDAS, licensed staff.
We will provide/engage in ongoing PD (minimum of monthly CIES meeting) surrounding mathematics instruction and learning. Implementation may include Math Talks, Math rotations, building sponsored collaboration time, and various student engagement strategies.	Apply PD learnings, to core math instruction.	PD exit slips Peer Observation Individual/class mathematical data collection	SDAS, IA, licensed staff,
Special Education licensed staff will continue to implement Bridges curriculum for multiple full-service instructional groups, depending on IEP goals.	Special education licensed staff will participate in Bridges PD, to ensure implementing curriculum with fidelity. Special education staff will work with regular education staff to support connection between the two learning environments.	PD exit slips Peer Observation Individual/class mathematical data collection	
We will apply culturally relevant strategies; NUA strategies, CLEAR model, PEG protocol.....to develop equity consciousness in math instruction.	Equity Team/SDAS will continue this journey of action. Staff/PLT/CIES will highlight strategies for practice AND application.	SLG/PLT cycles, 4 rounds of ESP intervention data, teacher observation, and District Student Survey	Equity team, SDAS, IC, IA, Teachers, Principal

Priority Three: Student Behavior	
Evidence of Need:	<ul style="list-style-type: none"> Large class sizes for our 5th grade classes. High number of new students to RL in grades 4/5 – 30+ students Deep academic/social emotional/mental health needs of students Continued increase in our Lee Carlson roster

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Referrals for Lee Carlson	2019/20 18 students	Provide ongoing support for a goal of 100% of those identified for Lee Carlson begin servicing.

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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:
We will continue w/PBIS practices including: <ul style="list-style-type: none"> • Assess and evaluate past PBIS implementation using the TIC tool. Results will guide the team work for this year. • Newly designed RLR posters • Monthly character trait themes • Student recognition using the DOTs. • Design and use of a calming space • Introduction to Restorative Practices including use of the classroom and/or small group circle. • Meeting with District Level Principal 	Teachers will communicate and promote school wide expectations. Teachers will design classroom RLR matrix unique to their setting. Monthly themes will be communicated via RLTV. Weekly student recognition photos will be posted on RLTV and front lobby board. SWISS data trends will be shared/discussed at staff meetings. PD on Restorative Practices. BIT and classroom teachers will begin to utilize Restorative Practices.	SWISS data, ODRs, SAS staff survey results, Students Survey results	PBIS team and all staff
We will begin implementation of the IM4 tool, identifying our 5 highest flyers.	Admin team attending training in October. BIT received overview of the program/tool in October. Team identified our top 5 students, and began process.	We will follow the IM4 protocol and process. Measurement couched within that process.	IA, BIT, Counselor, School Psych, various teachers.
Social Emotional learning curriculum will be implemented in grades K-5 (w/BIT) and K-2 (w/counselor)	BIT will cover Zones of Regulation Curriculum. Counselor will cover Second Step Curriculum.	BIT will monitor progress of students awareness/application of Zones of Regulation/Problem Solving in all our restorative practices.	Reg. Ed licensed staff, BIT, Counselor
We will continue to implement our SIT purpose/process with fidelity,	Weekly after-school SIT meeting. SIT team will	Team will monitor progress and determine	SIT team will include BIT, IA,

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for providing support to staff and students.	collaboratively determine next steps and/or interventions to support the student and staff needs.	outcome of interventions. Team will collect 6-8 weeks of data to determine success and/or next steps.	Counselor, EL, SPED rep, Equity, Social Worker, and Classroom Teacher and Parent
After the redesign of the layout of the cafeteria – (ayout, travel patterns and location of adult supervision) we continue to schedule monthly debriefs on cafeteria behaviors with ESPs. Sound buffers will be installed summer of 2020.	Monthly scheduled debrief sessions, regarding current cafeteria behaviors with ESPs.	Cross reference cafeteria data from 2018-2019 to 2019-2020.	Admin, BIT, ESPs, Custodial, Resource Manager
We will apply culturally relevant strategies; NUA strategies, CLEAR model, PEG protocol.....to develop equity consciousness around student behavior.	Equity Team/SDAS will continue this journey of action. Staff/PLT/CIES will highlight strategies for practice AND application.	SLG/PLT cycles, 4 rounds of ESP intervention data, teacher observation, and District Student Survey	Equity team, SDAS, IC, IA, Teachers, 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:	Increase not only the number of volunteer hours, but also widen the base of parents who provide those volunteer hours.

Family Engagement Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies:	Adult actions: <i>What adult actions will ensure the</i>	Measure progress: <i>What data will be collected?</i>	Person(s) Responsible:

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<i>What specific strategies will be implemented?</i>	<i>strategies are successful?</i>		
Hired a new volunteer coordinator	We were intentional with recruitment efforts and interview questions	Applications/interview answers	Interview team and Admin
Monthly data of volunteer hours will be collected and analyzed	Volunteer coordinator will meet monthly with IA/Secretary/Resource Manage/Admin	Volunteer hours and # of adults making up those volunteer hours	Volunteer coordinator/IA/Secretary/Resource Manage/Admin
Volunteer Coordinator will be at open house, conferences, and monthly PTO sponsored events...set up a table recruiting parents for volunteer opportunities	Volunteer coordinator will set up a table at multiple, on-going events, recruiting parents for volunteer opportunities	Monthly volunteer hours, # of people comprising those hours, and # of approved applications.	Volunteer Coordinator/PTO
Report monthly to PTO meeting re: volunteer hours etc.	Monthly update report	Monthly volunteer hours, # of people comprising those hours, and # of approved applications.	Volunteer Coordinator/PTO

Site Improvement Team

Name	Position	Name	Position
1. Margo Kleven	Principal	5. Data Dig Team	9 licensed staff

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2. Jody Seppala	IA	6.	
3. Danielle Joseph	Volunteer coordinator	7.	
4. Alex Wallner	BIT	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: _____