Form A2 – School Improvement Plan

Principal: Margo Kleven   Assistant Superintendent: Steve Flisk

School: Rice Lake   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: Rice Lake   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

	2017-18	2018-19	2019-20	2020-21	2020-21 & 2021-22 Goals	
Group	**2018 Results**	**2019 Results**	**2020 Results**	**2021 Results**	**2021 Basic**	**2021 Trans.**
KG	28%	**32%**	56%	19%	23%	68%
Grd 1	31%	54%	34%	10%	38%	67%
Grd 2	**15%**	42%	16%	10%	9%	50%

School: Rice Lake   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	68.5	66.7	56.3	57.0	67.2	58.2	51.4	55.6	63.5
Grade 3	55.0	50.5	51.6	52.2	63.7	51.6	52.5	53.1	64.4
Grade 4	68.6	69.5	52.7	54.0	64.5	56.7	49.3	52.0	62.0
Grade 5	79.5	85.3	64.5	64.9	73.4	66.4	51.7	60.1	63.8
AmIn/Haw		60.0							
Asian	60.3	44.8					37.5		
Black	50.0	59.1					31.7		
Hispanic	57.1	61.4					23.8		
White	76.3	72.6					59.2		
Multiracial	60.4	70.0					75.0		
EL	26.0	19.6					17.1		
Spec Ed	43.4	42.6							
F/R Lunch	54.0	47.9					34.9		
Female	72.1	71.4					53.2		
Male	64.6	61.3					49.6		
TAG							76.6		
DLA							58.8		

School: Rice Lake   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)
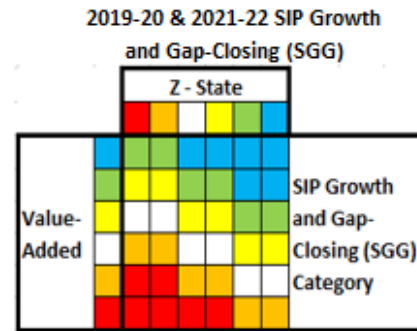
	Baseline		**2019 Results**			**2021 Results**
Group	**2017**	**2018**	**Val-Add**	**Z - State**	**SGG**	**Val-Add**
All Students	0.15	0.10	-0.02	0.17		-0.06
Grade 3			-0.31			-0.15
Grade 4	0.29	0.20	0.19	0.27		0.11
Grade 5	0.02	0.02	0.13	0.06		-0.17
Am Ind			0.11			
Asian	0.21	0.12	-0.13	-0.09		0.13
Black	0.16	-0.38	0.06	0.18		-0.12
Hispanic			-0.05	0.00		0.23
White	0.12	0.21	-0.05	0.18		-0.13
Multiracial		0.13	0.28	0.57		0.24
EL	0.35	-0.22	0.06	0.03		0.10
Spec Ed	0.05	-0.48	0.24	0.16		0.17
F/R Lunch	0.06	-0.13	0.01	0.11		-0.13
Female	0.15	0.14	-0.01	0.17		-0.05
Male	0.16	0.06	-0.04	0.16		-0.08
TAG						-0.03
DLA						

School: Rice Lake   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:**
We will implement 4 rounds of interventions for grades 1-5, launch date is October 11, 2021. We will be using the RISE format, which is new for RL this year.	Screening completed by last day of September, and data/IA will determine students who will receive this service. Interventionists will be trained on RISE model the week of October 4, 2021	Three times a year, we will analyze progress of all students participating in interventions and determine student participation for the next round.	Grade level staff, IA, and our interventionists as well as our ADSIS colleague.
PLT Work: All K-5 level staff will use the same SMART goal, which is focused around improving reading scores. PLT meetings will focus on unpacking standards, common assessment, and practices for ***accelerating learning***	PLT Facilitators meet monthly to create agenda and monitor progress as well as to determine any "real time" PD for individuals, teams, or entire staff.	Fastbridge, Early Reading screener and subtest data, grade specific common assessments.	Licensed staff, PLT facilitators, Principal
EL and some Special Ed licensed staff will join grade level PLTs to bridge the connection between classroom curriculum/focus to their departments	PLT Facilitators meet monthly to create agenda and monitor progress as well as to determine any "real time" PD for individuals, teams, or entire staff.	Fastbridge, Early Reading screener and subtest data, grade specific common assessments as well as assessments from EL/Special Education	Licensed staff, PLT facilitators, Principal
ELM participation/requirements for the 2021-2022 school year. ELM is new for RL this year.	EL staff, IA, Principal attended ELM training August 2021. PD around ELM delivered at fall staff workshop. Volunteers for participation were recruited.	ACCESS testing	Licensed staff and principal
All licensed staff will use an interactive notebook (NUA strategy) for ALL PD this year – workshops, PLT, PD, etc.	Periodic Interactive Journal check-ins with all adult learners – PLTs, observations, etc.	Various options	All licensed staff

School: Rice Lake   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	71.3	74.9	63.5	66.0	72.6	66.4	61.9	58.1	71.4
Grade 3	67.2	69.9	71.7	73.8	78.8	70.0	64.0	63.5	73.0
Grade 4	74.5	80.9	63.7	66.7	72.8	63.7	62.9	59.9	72.1
Grade 5	72.0	75.6	56.8	58.0	67.6	66.2	58.7	51.0	69.0
AmIn/Haw		65.0							
Asian	63.6	60.0				59.4	50.0		
Black	41.7	59.1				41.1	27.5		
Hispanic	75.0	65.9				43.3	28.6		
White	78.8	81.3				75.2	77.0		
Multiracial	75.0	75.0				71.4	68.2		
EL	38.0	37.9				28.0	26.3		
Spec Ed	48.7	51.9				52.6	54.8		
F/R Lunch	52.5	57.6				46.0	39.5		
Female	73.2	73.7				64.5	57.1		
Male	69.3	76.3				68.8	66.7		
TAG						93.3	89.4		
DLA							70.6		

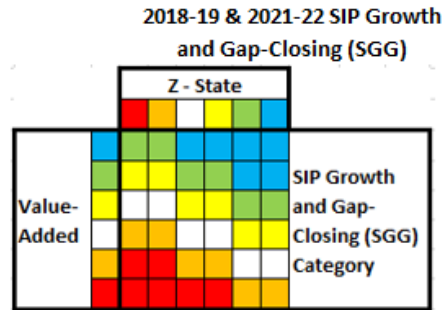School: Rice Lake   Date: 2021-2022

| **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

	Baseline		**2019 Results**			**2021 Results**
Group	**2017**	**2018**	**Val-Add**	**Z - State**	**SGG**	**Val-Add**
All Students	0.09	0.11	0.32	0.49		-0.03
Grade 3			-0.09			-0.30
Grade 4	0.36	0.28	0.73	0.82		-0.15
Grade 5	-0.18	-0.04	0.47	0.18		0.32
Am Ind			0.49			
Asian	0.16	0.40	0.17	0.39		0.36
Black	-0.02	-0.12	0.11	0.04		-0.05
Hispanic			0.19	0.00		-0.06
White	0.12	0.09	0.37	0.62		-0.11
Multiracial	-0.23	0.17	0.53	0.55		0.23
EL	0.21	-0.13	-0.07	-0.03		0.12
Spec Ed	-0.22	-0.23	0.60	0.33		0.67
F/R Lunch	-0.05	0.05	0.31	0.28		0.23
Female	0.22	0.11	0.39	0.62		-0.02
Male	-0.05	0.11	0.24	0.36		-0.04
TAG						0.04
DLA						

School: Rice Lake   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:**
All 4/5 teachers will be trained on Concept Quest to support mathematical advancement/understanding	Staff will attend training on January 22, 2022	Concept Quest data/feedback forms	Licensed staff and TAG
Special Education staff will continue to implement Bridges curriculum for multiple full-service instructional groups – depending on IEP goals.	Special Education staff will participate in Bridges PD, to ensure implementation of curriculum with fidelity. They will also work with regular ed staff, to help design seamless connections between the two learning environments.	PD feedback Peer Observations Individual and class data	FSSE licensed staff, IC, IA
Special Education and EL staff will continue to increase their "push in" model opportunities.	Coordinating schedules to ensure "push in" opportunities.	Individual and class data	FSSE licensed staff, IC, IA
In mathematics, grade level teams will deepen their work around unpacking standards, common assessments, and practices for *accelerating learning*	Ongoing PD, use of interactive journal, teacher collab time	Grade level/individual assessments	Licensed staff

School: Rice Lake   Date: 2021-2022

Priority Three: Student Behavior

Evidence of Need:	**Rice Lake will collect SAEBRS data for the first time, in 2021-2022**

Student Behavior (Example: office referrals, suspensions, etc.)	**Baseline data by target group** (Example: ethnicity, socioeconomic, grade level, etc.)	**Goal**
		Using SEABRS Benchmark Screening Data, at least 80% of Rice Lake students will fall in the at/above "low risk" classification range and no more than 20% will fall in the "some risk" classification range.

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:**

School: Rice Lake   Date: 2021-2022

All k-5 Licensed staff will complete classroom SEABRS screening by October, 4, 2021	BIT will provide info and training on SEABRS. She will follow up with anyone not completing the screener by our Oct 4 due date.	SEABRS screener Intervention data SWIS data	All RL staff
BIT will begin specific behavior interventions the week of October 25, 2021	Based on SEABRS data, design groups for specific interventions	SEABRS, intervention cycle data	BIT, BIT ESPS, Counselor, SW and Psychologist
Instruction	Whole class SEL lessons, delivered by counselor/BIT with teacher follow up activities	SWIS/ODR data SIT data	All staff
Expectations/Modeling	Whole school PBIS-matrixes, teach to, monthly themes, re-teaching opportunities, classroom RoadRunner track usage.	Anecdotal check-in with staff, SWIS data, Roadrunner Rally data	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:	**Examples: Strengthen existing PTO work, develop a PTO group, design parent involvement groups, REAL Talks, etc.** **We will identify at least 5 staff, to create intentional invitations for parents/extended family to share their cultural beliefs/foods/celebrations within the K-5 classroom setting.**

Family Engagement Continuous Improvement Action Plan: (add steps as needed by using tab key)

School: Rice Lake   Date: 2021-2022

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:
Principal/DOEE coordinator/FACE will present the idea to RL Equity membership and recruit 5 volunteers.	We will work collaboratively to design exactly what this could/will look like and provide whatever support is needed for the 5 licensed staff who have volunteered to launch the idea.	Perhaps a survey to the family member who participate? End of year survey data – both parent and student.	Principal, DOEE Coordinator, FACE, subset of licensed staff

Site Improvement Team

Name	Position	Name	Position
1. Margo Kleven	Principal	5. Team Leaders	
2. Jody Seppala	IA	6. Sabrina Tapia	DOEE Coordinator
3. Sheila Mayer	BIT	7.	
4. Laura Wagenman	SDAS	8.	

Form A2 – School Improvement Plan

School: Rice Lake   Date: 2021-2022

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: _____