

## Form A2 – School Improvement Plan

Principal: Josie Johnson

Assistant Superintendent: Flik

School: Rush Creek 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):

<b>Far Below Basic Goal</b>	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.*

Revised 8.31.2020

<b>Priority One: READING</b>		<i>Measure: Proficiency (% Low Risk on FastBridge)</i>				
<b>Column Header</b>	<b>Definition</b>					
<b>2018 and 2019 Results</b>	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.					
<b>2020 Results</b>	Percent of students at risk or some risk in the fall who became low risk in winter.					
<b>Basic Goal</b>	District-wide goals for 2020-21: KG = 23%; Gr 1 = 38%; Gr 2 = 9%.					
<b>Transformational Goal (Trans)</b>	District-wide goals for 2018-21: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.					
<b>Color Coding</b>	<b>30% + from Basic Goal</b>	15 - 29% from Basic Goal	5 - 14% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-2020</b>	<b>2019-20 &amp; 2020-21 Goals</b>	
<b>Group</b>	<b>2018 Results</b>	<b>2019 Results</b>	<b>2020 Results</b>	<b>2020-21 Basic</b>	<b>2020-21 Trans.</b>
KG	39%	21%	27%	23%	68%
Grd 1	31%	33%	58%	38%	67%
Grd 2	24%	9%	8%	9%	50%

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Date: 2020-2021

<b>Priority One: READING</b>		<i>Measure: MCA Proficiency (Index Rates)</i>					
<b>Column Header</b>							
<b>Results</b>	Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.						
<b>Fall Cohort</b>	Index rate for students tested in the previous spring and enrolled the following fall.						
<b>Basic Goal</b>	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).						
<b>Trans. Goal</b>	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.						
<b>Color Coding</b>	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
<b>All Students</b>	<b>85.0</b>	<b>87.2</b>	<b>77.0</b>	<b>78.2</b>	<b>82.7</b>
Grade 3	87.8	86.8	70.2	66.2	77.6
Grade 4	79.6	88.9	76.3	76.9	82.2
Grade 5	88.4	86.0	84.0	90.9	88.0
Amin/Haw					
Asian	79.7	82.8	71.2		
Black	42.3	46.7	44.4		
Hispanic	86.7	77.3			
White	89.6	89.8	80.6		
Multiracial	75.0	87.5	61.1		
EL					
Spec Ed	59.3	57.4	54.9		
F/R Lunch	42.9	54.2	35.4		
Female	86.0	89.5	77.5		
Male	84.1	84.4	76.5		
TAG			96.4		
DLA			76.0		

**Priority One: READING**

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

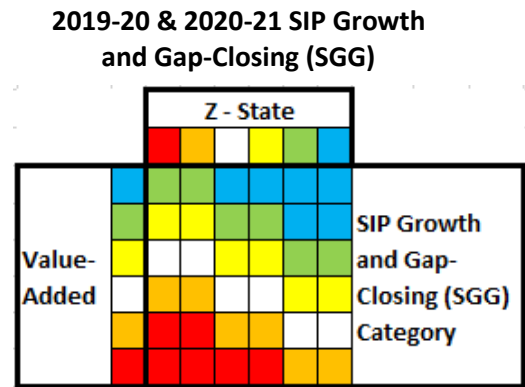
**2019 Color Coding for MCA Value-Added and Z-State Results**

-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
<b>All Students</b>	<b>0.01</b>	<b>0.02</b>	<b>-0.04</b>	<b>-0.14</b>	
Grade 3			0.35		
Grade 4	-0.11	-0.03	-0.11	0.03	
Grade 5	0.10	0.08	-0.32	-0.28	
Am Ind					
Asian	-0.05	0.07	0.08	-0.10	
Black	-0.53	-0.41	-0.13	-0.20	
Hispanic	-0.30	0.41	-0.04		
White	0.08	0.03	-0.05	-0.14	
Multiracial		-0.08	-0.11	-0.13	
EL					
Spec Ed	-0.22	-0.22	0.29	0.03	
F/R Lunch	-0.18	-0.32	-0.03		
Female	0.01	0.01	-0.03	-0.14	
Male	0.01	0.04	-0.04	-0.14	
TAG					
DLA					

<b>Priority One: Reading</b>			
<b>Reading Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Engage all staff members in professional development to assist staff in using system equity tools to identify and respond to the impact of race and culture on teaching and learning.	<p>Staff members will utilize The CLEAR Model and NUA strategies in their lesson planning.</p> <p>Staff members will utilize system equity tools in their PLTs to isolate race when discussing student achievement in reading.</p> <p>Staff members will utilize system equity tools in their PLTs when discussing how to shift and/or modify instructional practices.</p>	<p>MAP</p> <p>MCA</p> <p>Student Engagement Survey</p> <p>aReading/Fastbridge</p>	<p>Licensed staff members</p> <p>PLTs</p> <p>Equity Team</p> <p>Equity Teacher</p> <p>Principal</p>
Identifying students for Tier II and Tier III reading interventions using more precise diagnostic assessments to determine the targeted interventions specifically for Black and Multi-Racial students.	<p>Classroom teachers and IA will meet and analyze data to identify students flexible for Interventions groups.</p> <p>RISE framework will be used to deliver interventions.</p> <p>Investigate new or current intervention materials and select appropriate intervention materials based on student specific needs.</p> <p>ESP’s will be trained and have collaboration time with IA to determine what action steps to take with each intervention group.</p>	<p>MAP</p> <p>MCA</p> <p>FastBridge</p> <p>Reading Levels</p> <p>Progress Monitoring tools</p>	<p>IA</p> <p>Classroom teachers</p> <p>ESPs</p> <p>SIT Team</p>

	Interventions will be delivered virtually on students’ distance learning days.		
PLTs focused on Literacy and inclusion of SPED and EL staff.	Classroom, EL, and SPED teachers will collaborate and discuss in their PLT specific strategies they are using to successfully implement and provide reading instruction in person and on distance learning days.	Benchmark assessment aReading/Fastbridge MAP MCA	Classroom/EL/SPED/Teacher  Instructional Coach  Principal  IA
Strengthen core reading instruction through use of Benchmark and supplemental resources in person and on distance learning days	Classroom teachers will continue to implement guided reading group instruction both in person and during distance learning.	Fastbridge/ aReading  ORR  Conferring conferences  Benchmark assessments	Classroom Teacher
Increase intentionality around conferring conferences and giving ORRs to at-risk students	Classroom teachers will facilitate conferring conferences and administer ORRs for ongoing assessment of students and guided reading group placement.	ORR data; Student reading levels recorded in Google Doc	Classroom Teachers  IA  SDAS
Wilson Reading and Guided Readers Program for SPED instruction.	One Resource teacher will be trained in Wilson Reading and implement the program with fidelity for identified students.  Both Resource teachers will be trained in the Guided Readers Program and implement this program with fidelity for in person and distance learning days.	aReading/Fastbridge  MCAs  Progress monitoring  Curriculum assessments	SPED SDAS  Resource teachers

**Priority Two: MATHEMATICS** *Measure: MCA Proficiency (Index Rates)*

Column Header	
<b>Results</b>	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.
<b>Fall Cohort</b>	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.
<b>Basic Goal</b>	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).
<b>Transformational (Trans.) Goal</b>	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	88.5	90.6	93.1	83.2	94.9
Grade 3	93.7	97.0	94.5	90.5	95.9
Grade 4	87.2	92.9	90.3	80.7	92.7
Grade 5	85.1	83.0	94.9	78.9	96.2
Amln/Haw					
Asian	83.8	85.7	91.7		
Black	44.2	46.7	69.4		
Hispanic	76.7	81.8			
White	93.3	93.2	95.4		
Multiracial	87.5	96.9	83.3		
EL					
Spec Ed	66.3	63.5	75.5		
F/R Lunch	39.3	45.8	62.5		
TAG			100.0		
Female	89.3	90.0	93.9		
Male	87.8	91.3	92.3		
DLA			91.8		

**Priority Two: MATHEMATICS**

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

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

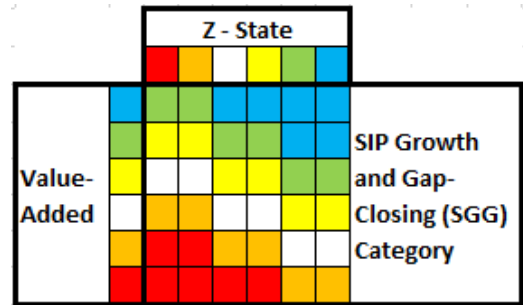
-0.30 or below	-0.15 to -0.29	-0.14 to -0.01	+0.01 to +0.14	+0.15 to +0.29	+0.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational 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
<b>All Students</b>	<b>0.00</b>	<b>0.18</b>	<b>0.10</b>	<b>0.04</b>	
Grade 3			0.26		
Grade 4	-0.27	-0.07	-0.25	0.04	
Grade 5	0.22	0.47	0.26	0.05	
Am Ind					
Asian	0.06	0.21	0.17	0.15	
Black	-0.21	-0.18	<b>-0.48</b>	<b>-0.62</b>	
Hispanic	-0.11	0.26	0.09		
White	0.03	0.20	0.13	0.09	
Multiracial	0.07	0.16	-0.06	-0.07	
EL					
Spec Ed	<b>-0.31</b>	-0.19	-0.02	-0.22	
F/R Lunch	<b>-0.38</b>	-0.23	-0.01		
Female	0.03	0.06	0.09	0.01	
Male	-0.01	0.28	0.11	0.08	
TAG					
DLA					



<b>Priority Two: Mathematics</b>			
<b>Mathematics Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Engage all staff members in professional development to assist staff in using system equity tools to identify and respond to the impact of race and culture on teaching and learning.	Staff members will utilize the CLEAR Model and NUA, in order to engage all learners and deepen core learning.	MAP MCA Student engagement survey	Licensed Staff members Equity Team Principal
Implement Bridges Intervention Curriculum targeting specific groups of students.	Resource Teachers will use Bridges Intervention curriculum to support SPED students' growth in math  IA will use Bridges Interventions with small groups, targeting Black and Multi-racial students using aMath data.	Bridges Intervention assessments MCA MAP Bridges Summative Assessments	Resource Teachers IA Classroom teachers EL teacher Principal
TAG Services Quantitative Seminars (Grades 3-5)	Tag virtual lessons on students' distance learning days for math enrichment.	aMath MCA	TAG teacher
Continue to Support Bridges math curriculum implementation	Meet with Grade level teams to assess current learning model for A and B days. Then visit classrooms to offer support for areas of concerns.	aMath MCAs Unit assessments	Principal Instructional coach IA

**Priority Three: Student Behavior**

<b>Evidence of Need:</b>	<ul style="list-style-type: none"> <li>● The 2019-2020 SWIS data indicates that black students made up 5.51% of the student population at Rush Creek. White students made up 79.07% of the student population. 25% of black students received a referral as opposed to 13% of white students received a referral. This is disproportionate because it gives black students a Risk Index of .25 compared to White Students’ Risk Index of .13.</li>   <li>● The 2019-2020 SWIS data also indicated that black students received 87 or 20.81% of the total referrals (1.98 rate of referrals) while white students received 272 or 65.07% of the total referrals (.43 rate of referrals). This is disproportionate because black students made up 5.51% of the student population at Rush Creek, but they accounted for 20.81% of the referrals.</li>   <li>● The 2019-2020 SWIS data shows that there were 418 total referrals written from September 2019 – March 2020. Of those referrals, 215 (51.44%) were written for major or minor physical aggression. Major physical aggression accounted for 56 referrals (13.40%) and minor physical contact/physical aggression accounted for 159 referrals (38.04%).</li> </ul>
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<b>Student Behavior</b> (Example: office referrals, suspensions, etc.)	<b>Baseline data by target group</b> (Example: ethnicity, socioeconomic, grade level, etc.)	<b>Goal</b>
Office Discipline Referrals	In 2019-2020 black students received 20.81% of all referrals while they made up 5.51% of the student population.	The percentage of referrals black students receive will be reduced from 20.81% of total referrals to reflect the percentage of black students enrolled (4.4%).
Office Discipline Referrals	In 2019-2020 the referrals for major physical aggression made up 13.40% of all referrals for 2019-2020	The percentage of referrals for major physical aggression will be reduced overall from 13.40% to 6%.

<b>Student Behavior Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Continue work of Culture & Climate Committee	Committee Members will create and implement staff and student recognition opportunities as part of strengthening our Tier I implementation of PBIS.	SWIS Data  Student Engagement Survey	CC Committee Members  All Staff
PBIS Team will participate in PBIS Cohort 15 through MDE	Team members will use student behavior data and staff feedback to strengthen Tier I supports and begin to implement Tier II & III supports.	SWIS Data  Student Engagement Survey	PBIS Team  SIT Team  All Staff
Continue partnership with outside agency Lee Carlson Center to develop additional supports for students with mental health concerns.	Contacts will be made with Lee Carlson Center Therapist to assess opportunities to support students who are in need of additional SEL and mental health support.	Student discipline and attendance data  Student Intervention Team data (disaggregated by race)	SIT Team CST BIT Principal Licensed Staff Counselor
Grade level Second Step implementation for Social Emotional Learning skill development.	Each grade level will the use of Second Step curriculum in their classrooms.	SWIS Data  Student Engagement Survey	Classroom Teachers  Counselor
Implement Pods at recess	Each grade level will play in classroom pods in predetermined areas with assigned equipment.  All students will wear colored pinnies to assist in supervision.  All adults will wear colored vests to increase visibility for student support.	SWIS Data	BIT  ESPs  Principal

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Implement Alternate Recess Room	BIT will continue to organize and staff the Alternate Recess Room to provide direct instruction on prosocial behaviors at recess.	SWIS Data Student Engagement Survey	Behavior Intervention Teacher Principal
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**Priority Four: Family Engagement**

<b>Evidence of Need:</b>	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.
<b>Goal:</b>	Strengthen existing PTO and school’s work around offering engagement activities for families and students to participate in during and after school hours with consideration for current pandemic.

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

<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure progress:</b> <i>What data will be collected?</i>	<b>Person(s) Responsible:</b>
PTO/ Rush Creek Parent Education Nights	PTO and school staff will work together to plan for speakers at the general membership meetings to focus on relevant and important topics for parents at Rush Creek	Family Engagement Survey	PTO Board Principal Teachers
Identify Parents for DPAC	School messenger to parents to gather interested parents.	2 Parents assigned to committee	Principal

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Site Improvement Team

Name	Position	Name	Position
1. Josie Johnson	Principal	7. Jenna Diem	Teacher
2. Gwen Krutzig	BIT	8. Sharon Hritzko	Teacher
3. Melissa Buckley	IA	9. Beth Gelino	Teacher
4. Paige Grossklaus	EL Teacher	10. Laura Rossum	PE Teacher
5. Linda Schwartz	Teacher	11. Jenny Winters	Teacher
6. Mary Ann Weiland	Teacher	12. Sandy Eide	SPED Teacher (SLP)

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: \_\_\_\_\_