

Form A2 – School Improvement Plan

Principal: Rob Nelson

Assistant Superintendent: Steve Flisk

School: Woodland

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
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- (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?

Priority One: READING		<i>Measure: Proficiency (% Low Risk on FastBridge)</i>				
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	51%	53%	29%	4%	23%	68%
Grd 1	62%	48%	38%	14%	38%	67%
Grd 2	36%	30%	12%	12%	9%	50%

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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).								
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	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. 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	66.9	71.4	67.9	68.7	75.9	61.9	59.9	64.1	69.9
Grade 3	64.0	63.9	66.0	66.5	74.5	58.3	63.6	64.2	72.7
Grade 4	69.4	68.3	62.3	63.6	71.7	64.0	53.4	56.1	65.1
Grade 5	67.4	82.1	75.4	75.8	81.5	63.4	62.2	70.6	71.6
Amln/Haw									
Asian	67.8	63.3					56.9		
Black	56.5	71.6					54.9		
Hispanic	60.0	50.0					39.3		
White	73.0	77.8					69.6		
Multiracial	74.1	82.5					63.5		
EL	43.3	43.2					24.4		
Spec Ed	40.5	47.7							
F/R Lunch	59.6	62.4					46.9		
Female	73.1	72.8					65.1		
Male	60.8	69.9					54.5		
TAG							84.4		
DLA							62.8		

Priority One: READING

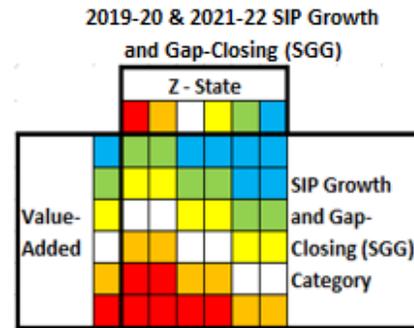
Measure: SIP Growth and Gap-Closing (SGG)

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
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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. 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



Group	Baseline		2019 Results			2021 Results
	2017	2018	Val-Add	Z - State	SGG	Val-Add
All Students	-0.19	-0.30	-0.02	0.05		-0.24
Grade 3			-0.14			-0.23
Grade 4	-0.17	-0.28	-0.11	-0.01		0.08
Grade 5	-0.21	-0.31	0.19	0.11		-0.52
Am Ind						
Asian	-0.07	-0.16	-0.11	0.04		-0.45
Black	-0.38	-0.51	0.02	-0.06		-0.16
Hispanic	-0.59	-0.28	-0.52			-0.89
White	-0.11	-0.23	0.02	0.17		-0.23
Multiracial		-0.39	0.38	0.27		0.01
EL	-0.32	-0.25	-0.11	0.22		-0.29
Spec Ed	-0.43	-0.82	-0.46	-0.50		-0.34
F/R Lunch	-0.27	-0.36	-0.07	-0.07		-0.13
Female	-0.16	-0.20	-0.04	0.04		-0.17
Male	-0.22	-0.39	0.00	0.07		-0.33
TAG						-0.22
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:
<ul style="list-style-type: none"> -Team meetings will be based on continuous improvement cycles. -Identify Essential Standards and level of mastery and rigor required -Design Common Pre-Assessments, Formative Assessments, Post-Assessments to inform instruction. -Heavy emphasis on instruction, pedagogy, and the learning progression -Heavy emphasis on strategy-based and differentiated instruction for students who are Exceeding, Proficient, Close, or Far to Go in identified standards 	<ul style="list-style-type: none"> -Alignment between SLGs, PGP, and SIP goals and strategies. -Streamlined and aligned PLT / SLG meeting notes. Assigning and maintaining roles within each team. -Development of Common Formative Assessments (CFAs) or Common Summative Assessments (CSAs) based on various independent levels -Use of preassessments, formative assessments, and summative assessments to determine success, intervention needs, and enrichment needs. 	<ul style="list-style-type: none"> -Common Summative Pre and Post-Assessments at grade level. -Common Formative Assessments for use during Guided Reading groups. -Student success as measured by independent reading levels Academic Data – Benchmark, aReading, MCA, aReading, ORR, etc. 	Team Leaders, Administration, Instructional Assistant, Behavior Intervention Teacher, SDAS Coach, ATPPS Coach
Tier II Focus- <ul style="list-style-type: none"> -Determining Individual Literacy Needs of Students -Plan and review ongoing and frequent Phonics, Fluency, and Comprehension Data (CBM, FastBridge etc.) -Determining additional interventions, including frequency and intensity 	<ul style="list-style-type: none"> -Create buildingwide expectations and changes based on common themes or concerns -Administer Phonics screeners as needed -Update CBM data for all students at least monthly -Create additional time and intensity for interventions that are aligned to data 	FastBridge assessments, Progress Monitoring Data Tier II Intervention Data Academic Data – Achievement and Growth	Team Leaders, Administration, Instructional Assistant, Behavior Intervention Teacher, ADSIS Interventionist, Instructional ESPs, SDAS Coach, ATPPS Coach
Consistent Daily Intervention Blocks scheduled and supported by multiple staff members.	Assign consistent time blocks. Assign consistent staff members for support.	aReading, MCA, FastBridge Progress Monitoring, Regular Phonics Screeners/Progress Monitoring	Instructional Assistant, ADSIS Interventionist, Teachers, Instructional ESPs, MN Reading Corps Tutors (if possible), Administration

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<p>Implement a consistent system of interventions to identify the Tier II and Tier III needs students, appropriately respond with a corresponding intervention, and progress monitor the effectiveness of the interventions</p>	<p>Utilize research-supported interventions.</p> <p>Continue to train staff on FastBridge and FastBridge interventions.</p> <p>Train staff on district-approved, research-based interventions</p> <p>Create efficient and predictable structure to identify and utilize interventions</p> <p>Monthly grade level/intervention team meetings focused on individuals who have not met standards yet, lagging skills, and organizing research-based interventions.</p>	<p>aReading, MCA, FastBridge Progress Monitoring</p>	<p>Instructional Assistant, ADSIS Interventionist, Teachers, ESPs, Administration</p>
<p>Use “4 Learners” charts to determine individual needs of each student.</p>	<ul style="list-style-type: none"> -Create 4 Learners charts based on District279 benchmark expectations -Introduce 4 Learners charts during October 4 professional development -Monitor the use of 4 Learners charts at regular intervals -Create “Date Review Cycles” to assess student growth at regular intervals. 	<p>FastBridge Assessments, Progress Monitoring data, Additional CBMs, Phonics Screeners</p>	<p>Teachers, Administration, Instructional Assistant, ADSIS Interventionist, SDAS Coach, ATPPS Coach</p>
<p>Woodland teachers will follow recommendations for small group and whole class interventions within their Tier I instruction (core instruction).</p>	<ul style="list-style-type: none"> -Continued training on FastBridge and FastBridge interventions. -Vertical and Horizontal meetings to discuss methodology and implementation plans for interventions within the Core. -Regularly scheduled PLT and Team Meetings following a Continuous Improvement model. 	<p>Observations</p> <p>Survey Data</p> <p>aReading, autoReading, CBMs, and MCA scores</p>	
<p>Woodland will implement balanced literacy best practices in kindergarten through 5th grade</p>	<p>Administration, coaches, and peers will complete fidelity walkthroughs.</p>	<p>Walkthrough rubrics, test scores</p>	<p>Teachers, Administration</p>
<p>Special Education staff will continue to build knowledge and use of Wilson Reading Systems.</p>	<p>Ensure materials and training for Special Education educators.</p>	<p>Continued improvement on state and local assessments.</p>	<p>SpEd Teachers, L&A staff, SpEd Coordinators, Administration</p>

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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 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 (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	64.6	69.5	63.1	65.3	72.4	67.0	68.2	64.4	76.2
Grade 3	68.0	75.2	75.0	77.2	81.3	77.1	69.7	69.2	77.3
Grade 4	75.7	71.1	66.7	69.7	75.0	70.4	69.9	66.9	77.4
Grade 5	51.3	61.7	48.6	49.8	61.4	54.3	63.9	56.1	72.9
Amln/Haw									
Asian	61.7	65.3				57.6	61.1		
Black	56.5	60.8				54.9	60.5		
Hispanic	52.6	46.2				61.1	39.3		
White	77.9	78.4				81.8	88.0		
Multiracial	48.1	82.5				59.1	63.5		
EL	44.3	50.0				36.1	40.0		
Spec Ed	41.7	45.7				34.4	35.3		
F/R Lunch	53.0	55.6				53.0	49.4		
Female	62.9	66.9				65.0	68.1		
Male	66.3	72.2				69.1	68.3		
TAG						95.5	90.0		
DLA							59.2		

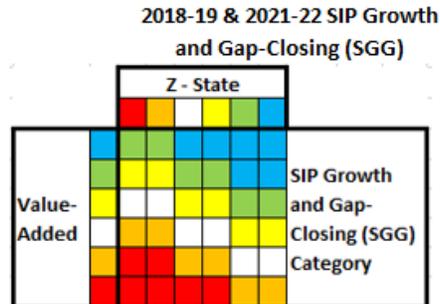
Priority Two: MATHEMATICS *Measure: SIP Growth and Gap-Closing (SGG)*

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

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2021 & 2022 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			2021 Results
	2017	2018	Val-Add	Z - State	SGG	Val-Add
All Students	-0.29	-0.31	-0.28	-0.30		0.03
Grade 3			-0.29			-0.04
Grade 4	-0.02	0.16	0.12	0.20		0.11
Grade 5	-0.55	-0.75	-0.65	-0.77		0.03
Am Ind						
Asian	-0.10	-0.19	-0.11	-0.05		0.13
Black	-0.34	-0.43	-0.27	-0.44		-0.05
Hispanic	-0.18	-0.73	-0.40			-0.31
White	-0.31	-0.22	-0.42	-0.30		0.00
Multiracial	-0.52	-0.41	-0.27	-0.75		0.21
EL	-0.03	-0.31	-0.13	-0.20		0.17
Spec Ed	-0.54	-0.68	-0.26	-0.37		-0.16
F/R Lunch	-0.41	-0.43	-0.12	-0.21		0.23
Female	-0.15	-0.29	-0.24	-0.21		0.06
Male	-0.41	-0.33	-0.33	-0.40		-0.01
TAG						0.15
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:
<ul style="list-style-type: none"> -Team meetings will occur every other week in a continuous improvement cycle. -Identify Essential Standards and level of mastery and rigor required -Design Common Pre-Assessments, Formative Assessments, Post-Assessments to inform instruction. -Heavy emphasis on instruction, pedagogy, and the learning progression -Heavy emphasis on strategy-based and differentiated instruction for students who are Exceeding, Proficient, Close, or Far to Go in identified standards 	<ul style="list-style-type: none"> -Alignment between SLGs, PGPs, and SIP goals and strategies. -Streamlined and aligned PLT / SLG meeting notes. Assigning and maintaining roles within each team. -Development of Common Formative Assessments (CFAs) or Common Summative Assessments (CSAs) based on various independent levels -Use of preassessments, formative assessments, and summative assessments to determine success, intervention needs, and enrichment needs. 	<ul style="list-style-type: none"> -Common Summative Pre and Post-Assessments at grade level. -Common Formative Assessments for use during math instruction. -Student success as measured by independent reading levels Academic Data – Bridges, aMath, autoMath, MCA, IXL, etc. 	Team Leaders, Administration, BIT/IA, SDAS Coach, ATPPS Coach
Tier II Focus- <ul style="list-style-type: none"> -Determining Individual Math Needs of Students -Plan and review ongoing and frequent skills-based data (aMath, autoMath) -Determining additional interventions, including frequency and intensity 	<ul style="list-style-type: none"> -Create buildingwide expectations and changes based on common themes or concerns -Create additional time and intensity for interventions that are aligned to data -Increased use of IXL learning platform for specific students 	Bridges, Fastbridge Progress Monitoring Data, autoMath, aMath, IXL	Teachers, Administration, BIT, IA, SDAS Coach, ATPPS Coach
Staff will use the CLEAR model in our instructional practices.	Staff will work collaboratively to plan mathematics lessons through our CLEAR model	Planning Documents, Stakeholder surveys, test scores	E-Team, Staff, L&A
Special Education staff will utilize core curriculum and collaborate with grade level teams.	Deliberate planning with grade level teams Ensuring SpEd staff have and utilize core curriculum.	Continued improvement on state and local assessments.	Classroom Teachers, SpEd Teachers, Administration
Special Education staff will utilize Bridges intervention materials with fidelity.	Ensure materials and training for Special Education educators.	Continued improvement on state and local assessments.	SpEd Teachers, L&A staff, SpEd Coordinators, Administration
Students will be motivated to do their best on the MCA tests.	Staff will teach growth mindset, use mindfulness strategies, and school wide motivation to set the 'can do' tone before testing.	Test scores	Staff

Priority Three: Student Behavior

Evidence of Need:	Students identified as Black/African American and as Multiracial have a greater risk of receiving at least one referral as compared to White students.
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Office Referrals	Using information from the 2019-2020 school year (Sept.-March–Pre-pandemic) the risk ratio for at least one office referral for Black/African American students is 1.87 compared to 1.03 for our White students.	By June, 2022, the difference between risk ratios for our Black/African American students as compared to our White students will be reduced 50% or more (1.45 or less).
Office Referrals	Using information from the 2019-2020 school year (Sept.-February –Pre-pandemic) the risk ratio for at least one office referral for Multiracial students is 1.61 compared to 1.03 for our White students.	By June, 2022, the difference between risk ratios for our Multiracial students as compared to our White students will be reduced 50% or more (1.32 or less).

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:
Implement SIT protocols aligned with IM4.	IM4 Training	Meeting agendas IM4 Interventions Created SAEBRS screening data Teacher evidence/data	Administrator BIT Psychologist Counselor
Establish permanent SIT Team	Consistent use of SAEBRS, Tier I Checklists, IM4 problem-solving protocols. Team identified and repeatedly utilized.	SWIS, ABC data, Meeting agendas IM4 Interventions Created SAEBRS screening data Teacher evidence/data	Administrator BIT School Psych School Counselor All staff
Implement SIT protocols aligned with IM4.	IM4 Training	Meeting agendas IM4 Interventions Created SAEBRS screening data Teacher evidence/data	Administrator BIT Psychologist Counselor
Establish SIT meeting schedule to meet every other week.	Create permanent schedule	Meetings scheduled at required intervals	Administrator BIT Psychologist Counselor

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Utilize consistent data-based behavior interventions	Identify intervention. Identify data systems. Input and track data. Schedule meeting and progress monitoring dates.	Reduction in chronic behaviors. Replacement behaviors and strategies better utilized	Administrator BIT Psychologist Counselor All staff
SAEBRS-Based Support <ul style="list-style-type: none"> ▪ Individual Support for students whose concerns match those of the teacher ▪ Small Group Support for students who identified concerns, but were not identified by teacher ▪ Skills / SEL Lesson Support for teachers who identified concerns with students, but were not identified by the students themselves 	<ul style="list-style-type: none"> • Filling out the SAEBRS and mySAEBRS screener each trimester. • Cross checking results in SAEBRS and mySAEBRS. • Creation of small groups or opportunities for students with similar internalized or externalized concerns. • Creation and dissemination of SEL lessons or suggestions to support students during core instruction. 	SEABRS mySAEBRS	School Counselor BIT Admin Classroom Teachers
Implement automatic milestones that trigger a mandatory SIT meeting	Continuously following SIT protocols and processes Problem-solving approach that assigns data-based interventions	Increased total number of referrals lead to decreased number of referrals per student	All staff
Establish Targeted Services clubs and opportunities	Creation and facilitation of opportunities and clubs that are aligned to our building needs and goals.	Student Surveys	All staff

