Form A2 – School Improvement Plan

Principal: Adrain Pendelton   Assistant Superintendent: Mr. Steve Flisk

School: Zanewood   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?

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d. What knowledge and skills (professional learning) will adults need to support students so they can meet goals?

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	31%	70%	22%	5%	23%	68%
Grd 1	10%	31%	36%	13%	38%	67%
Grd 2	16%	13%	5%	13%	9%	50%

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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 / 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	42.9	41.3	37.6	38.4	53.2	45.2	34.8	39.0	51.1
Grade 3	41.4	30.3	32.6	33.2	49.5	47.8	42.2	42.7	56.6
Grade 4	34.7	34.5	25.8	27.1	44.4	29.0	37.5	40.2	53.1
Grade 5	55.1	55.4	54.3	54.8	65.8	58.7	23.8	32.2	42.9
AmIn/Haw									
Asian	58.1	54.8	18.9			18.9	30.6		
Black	32.5	39.0	22.9			22.9	37.7		
Hispanic	42.3	32.0	5.6			5.6	14.7		
White									
Multiracial									
EL	25.5	17.6	9.5			9.5	21.2		
Spec Ed	17.4	25.0	13.5			13.5			
F/R Lunch	41.7	39.5	18.1			18.1	28.6		
Female	49.4	50.0	27.8			27.8	38.5		
Male	36.1	31.6	12.5			12.5	31.3		
TAG			60.6			60.6	68.8		
DLA			20.8			20.8	37.0		

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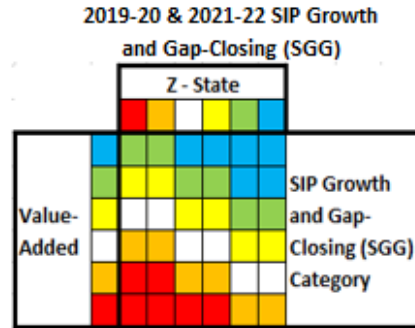
Priority One: READING	Measure: SIP Growth and Gap-Closing (SGG)

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

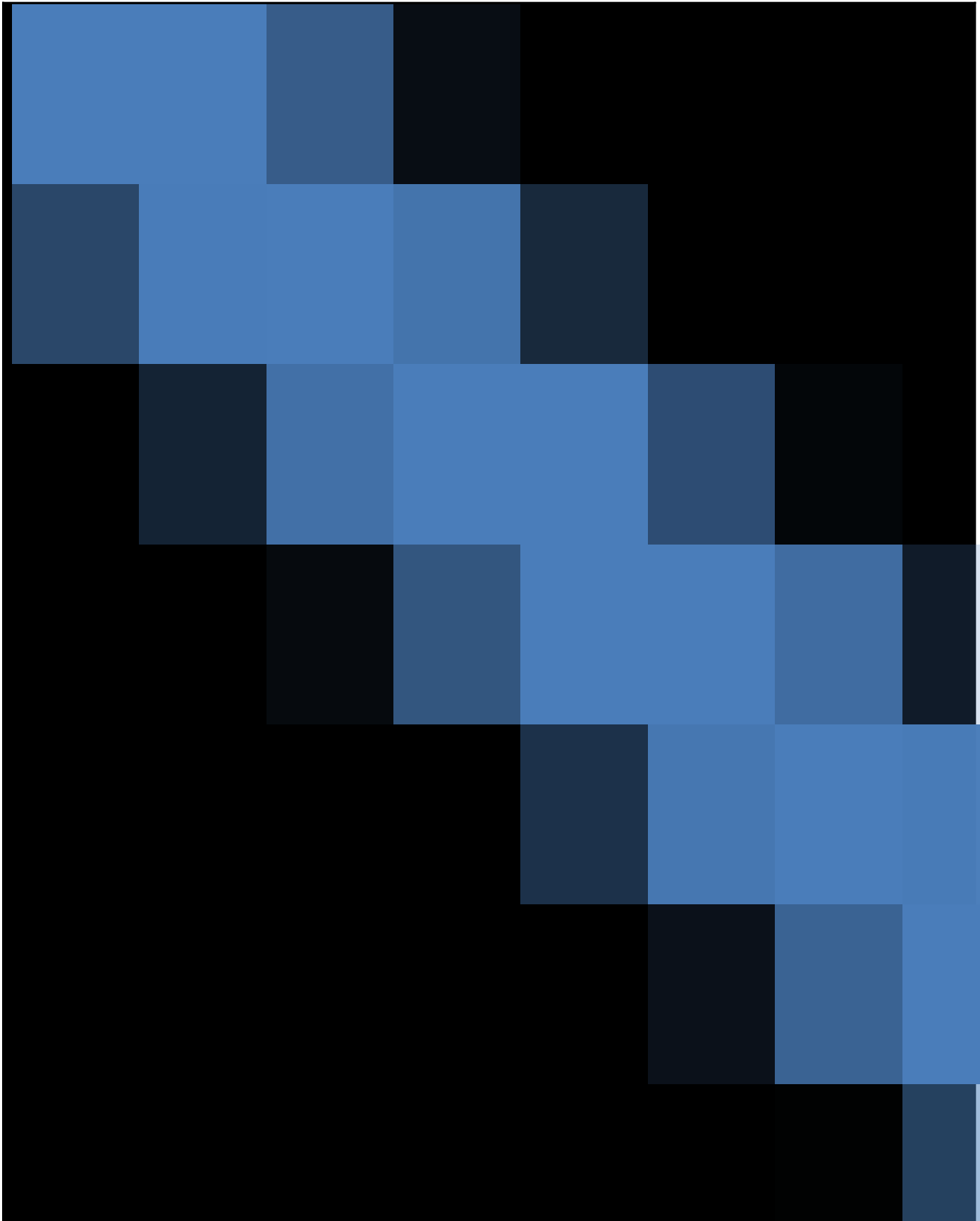| -.30 or below	-.15 to -.29	-.14 to 0	+.0001 to +.14	+.15 to +.29	+.30 and up

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		-0.08	-0.11	-0.14	-0.26		0.19
Grade 3				-0.07			0.33
Grade 4		-0.27	-0.24	-0.52	-0.45		0.10
Grade 5		0.17	0.06	0.15	-0.09		0.16
Am Ind							
Asian		-0.24	-0.24	-0.18	-0.10		0.40
Black		-0.03	-0.16	-0.06	-0.24		0.15
Hispanic		-0.09	0.09	-0.18	-0.34		
White							
Multiracial							
EL		-0.48	-0.05	-0.07	-0.23		0.27
Spec Ed		-0.57	-0.55	-0.07	-0.42		
F/R Lunch		-0.09	-0.14	-0.12	-0.25		0.16
Female		-0.20	-0.11	-0.10	-0.18		0.15
Male		0.05	-0.11	-0.19	-0.34		0.23
TAG							0.16
DLA							

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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:**
Effective implementation of balanced literacy program	1. SBIT will conduct walk through 2. Review & Process data 3. Create plan 4. Peer observation 5. Curriculum integration 6. Virtual Participation Walk Through/ Family Exhibition	Access and opportunity in core instruction by tracking time in class Anecdotal Notes For Reading Levels Monthly FastBridge earlyReading, aReading and aMath Assessments	Classroom teacher,Title One Teachers, SpEd Teacher, EL teacher, Support Partners
Effective implementation of PLTs	1.Using reading template form on PLTs 2. Collaboration with Teachers on Best Practices 3. Create schedule to allow meetings to occur in the school day 4. CLEAR Lesson Plan Template when planning	CSA & Unit Assessments	All members of grade level PLT
Implementation of Accelerating Learning Model and Growth Mindset	1.Teachers will provide grade-level content with a balance of support and rigor 2. Access to grade-level content despite the absence of some knowledge and skills from previous grades 3. Teachers will unpack grade level standards 4.Teachers will scaffold up, not down	FASTBridge Progress Monitoring Oral Reading Records (ORR)	The entire ZW staff

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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 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	42.8	40.9	27.0	28.4	45.2	27.0	25.8	22.0	44.4
Grade 3	42.2	50.0	30.6	32.7	47.9	38.9	34.0	33.5	50.5
Grade 4	36.7	31.0	26.0	29.1	44.5	20.0	25.0	22.0	43.8
Grade 5	51.0	43.5	25.0	26.2	43.8	25.0	16.7	8.9	37.5
AmIn/Haw									
Asian	51.4	48.4				17.9	27.5		
Black	32.9	35.6				28.2	23.8		
Hispanic	46.1	40.0				25.0	15.6		
White									
Multiracial									
EL	20.6	26.5				23.5	24.3		
Spec Ed	17.4	21.9					16.7		
F/R Lunch	41.6	39.5				29.3	22.0		
Female	40.7	43.8				22.1	25.8		
Male	45.1	37.7				32.8	25.8		
TAG						50.0	40.0		
DLA							24.0		

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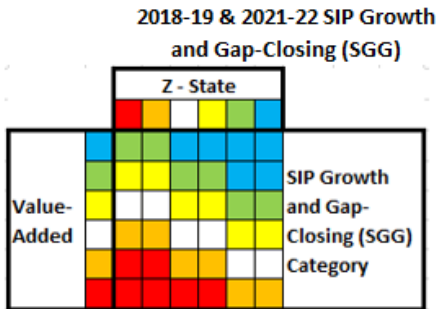
Priority Two: MATHEMATICS	Measure: SIP Growth and Gap-Closing (SGG)

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.

2021 & 2022 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State

2018-19 & 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	**0.07**	**-0.21**	**0.18**	-0.16		**-0.31**
Grade 3			0.36			-0.39
Grade 4	-0.14	-0.48	-0.41	-0.51		-0.33
Grade 5	0.35	0.11	0.59	0.16		-0.22
Am Ind						
Asian	0.27	-0.09	0.03	0.04		-0.52
Black	-0.02	-0.22	0.35	-0.18		-0.26
Hispanic	0.23	-0.26	0.09	-0.31		0.01
White						
Multiracial						
EL	0.12	-0.61	0.20	-0.10		-0.19
Spec Ed	-0.45	-0.79	0.43	-0.39		
F/R Lunch	0.05	-0.22	0.15	-0.20		-0.16
Female	-0.09	-0.18	0.22	-0.15		-0.42
Male	0.26	-0.25	0.13	-0.17		-0.18
TAG						-0.31
DLA						

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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:**
Bridges Implementation with Fidelity	Ongoing PD on Assessment	Bridges Screeners and Unit Assessments	Classroom Teachers
Student and Teacher Discourse Moves	1. Staff will Implement Doing and Talking Strategies for Math and Science 2. Apply strategies given in Monthly PD by SDAS 3. Teachers will utilize guidance documents in Bridges for re-engagement	Bridges Investigations Formative Assessment	Classroom Teachers
Implementation of Accelerating Learning Model and Growth Mindset	1. Teachers will provide grade-level content with a balance of support and rigor 2. Access to grade-level content despite the absence of some knowledge and skills from previous grades 3. Teachers will unpack grade level standards 4. Teachers will scaffold up, not down	Bridges screeners, Unit Assessments, FastBridge aMath assessment	The entire ZW staff

Priority Three: Student Behavior

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Evidence of Need:	During the first month of school, requests for behavior team intervention for black males totaled 94. Using that number as a base and multiplying by 9 (months in the school year), it is reasonable to expect a total of 846 requests by the end of the school year. The goal is to reduce that number by 30%.

Student Behavior (Example: office referrals, suspensions, etc.)	**Baseline data by target group** (Example: ethnicity, socioeconomic, grade level, etc.)	**Goal**
Requests for Behavior Team intervention based on behavior team daily log	Black Males Grades PrK-5	Reduce the number of requests for behavior team intervention for black males by 30% from a potential 846 to 592 by June 1, 2022

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:**
PBIS Expectations Matrix	Teaching/reteaching 3 times per year	Teachers will complete google form indicating dates taught and students present	Classroom teachers
PBIS Rewards	Daily positive recognition of student behavior	PBIS Rewards awarded measured against daily student point goal (8 per day per student)	Whole staff
PBIS Tier 1 Management	Use of Capturing Kids' Hearts social contract and processing strategies consistently enforced, clear procedures for dealing with Tier 1 behaviors, PBIS Panther PATH common language	Fidelity checks Bi-weekly review of behavior team daily log to determine patterns (if any)	Administrators Behavior Team Classroom teachers Specialists
SEL Instruction	Delivery of Second Step or other identified	STEAM Schedule	Counselor BIT

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	curriculum twice a month (minimum)		

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:	To build a positive relationships with families, parents and guardians that allows access to school related information so that they can be connected with the school community and district partnerships

Family Engagement 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 progress: *What data will be collected?*	Person(s) Responsible:
Increase the participation of family involvement by removing systemic barriers	Utilize Seesaw, Talking Points, ParentVue	Family Engagement Rubric	Administration
Strengthen the communication among families that honors their perspective and the way they would like to be communicated with	Offer Parent Training on district tools (virtual and on site) using multiple languages and modalities and is easily accessible	Family Engagement Rubric	Administration ZW Staff BPA FACE TEAM

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Parent Education on Curriculum and instruction in the classroom and STEAM opportunities	Virtual classroom visits Rubric sharing Teacher videos Invitations to volunteer for STEAM opportunities	Parent meetings Parent events Data collected from Raptor System	Administration ZW Staff

Site Improvement Team

Name	Position	Name	Position
1.Ms. Adrain Pendelton	Principal	7.Ms. Kathryn Petruzzi	Behavior Intervention Teacher
2.Ms. Courtney Gulyard 3. Ms. Amy Loken	Assistant Principal Staff Development Assessment Specialist	8. Consultation with the Family and Community Engagement Department	
4.Ms. Melissa Ghizoni 5. Ms. Sandra Warren	Title One Lead Instructional Coach	9.Department of Educational Equity	
6.Ms. Kimberly Beidleman	Intervention Teacher	10. Ms. Gwyn Burnett 11. Ms. Tanisha Crushshon	Educational Advocate Parent

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: _____