

Form A2 – School Improvement Plan

Principal: Dr. Ronald Salazar

Assistant Superintendent: Dr. Steven Flisk

School: Birch Grove Elementary School for the Arts

Date: 2020-21

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 2018-19 cohorts. Students enrolled for the 2020-21 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)?

School: Birch Grove

Date: 2020-21

Priority One: READING		<i>Measure: Proficiency (% Low Risk on FastBridge)</i>				
Column Header	Definition					
2018 and 2019 Results	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.					
2020 Results	Percent of students at risk or some risk in the fall who became low risk in winter.					
Basic Goal	District-wide goals for 2020-21: KG = 23%; Gr 1 = 38%; Gr 2 = 9%.					
Transformational Goal (Trans)	District-wide goals for 2018-21: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.					
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	2019-2020	2019-20 & 2020-21 Goals	
Group	2018 Results	2019 Results	2020 Results	2020-21 Basic	2020-21 Trans.
KG	39%	21%	26%	23%	68%
Grd 1	31%	33%	40%	38%	67%
Grd 2	24%	9%	11%	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	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
All Students	54.1	58.7	45.2	46.4	58.9
Grade 3	40.0	57.8	36.8	32.8	52.6
Grade 4	56.6	53.0	51.9	52.5	63.9
Grade 5	65.5	63.6	48.8	55.7	61.6
Amln/Haw					
Asian	51.3	58.3	44.4		
Black	43.2	43.1	55.0		
Hispanic	61.1	50.0	19.2		
White	76.0	85.0	44.1		
Multiracial	52.1	65.4	54.2		
EL	28.1	25.0	7.1		
Spec Ed	27.4	34.4	25.0		
F/R Lunch	44.2	47.7	43.2		
Female	59.9	65.2	48.3		
Male	47.5	50.7	40.9		
TAG			82.7		
DLA			38.8		

Priority One: READING

Measure: SIP Growth and Gap-Closing (SGG)

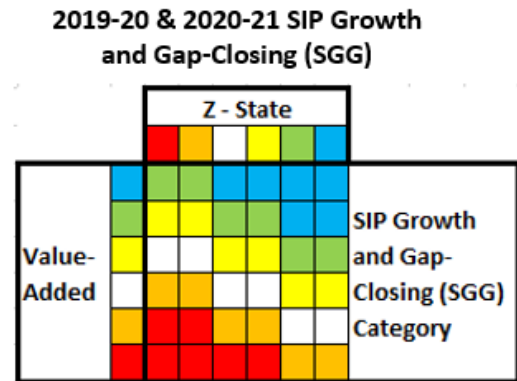
2019 Color Coding for MCA Value-Added and Z-State Results

-.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.

(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
All Students	-0.03	0.14	0.01	-0.01	
Grade 3			-0.05		
Grade 4	-0.10	0.03	0.24	0.26	
Grade 5	0.05	0.27	-0.13	-0.22	
Am Ind					
Asian	-0.03	0.35	0.23	0.35	
Black	-0.22	0.03	-0.26	-0.38	
Hispanic			-0.27	-0.25	
White	0.23	0.26	0.40	0.23	
Multiracial	-0.24	-0.03	-0.01	0.03	
EL	0.07	0.28	-0.07	0.17	
Spec Ed	-0.21	0.10	0.92	0.39	
F/R Lunch	-0.10	0.03	-0.04	-0.06	
Female	0.11	0.17	0.00	-0.07	
Male	-0.25	0.11	0.01	0.05	
TAG					
DLA					

Priority One: Reading			
Reading Continuous Improvement Action Plan: Classes will obtain 50% growth using aReading assessment data			
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:
Standards based instruction	Summer PD going deeper into MN reading standards	aReading Fastbridge	SDAS, academic coach, teachers. MN Center Academic Excellence
Standards based instruction	Staff professional development on MN reading standards	aReading	MN Center for Academic Excellence, SDAS, SDAS, Academic Coach, teachers
Small reading groups	ESPs will deliver small reading support groups virtual and in person	aReading Fastbridge PALS	Teachers, ESPs

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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 (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
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 2018 Results	Spring 2019 Results	Fall 2020 Cohort	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
All Students	51.4	58.1	65.5	51.1	70.8
Grade 3	47.1	67.6	50.0	65.5	77.1
Grade 4	54.5	59.0	67.3	48.0	68.2
Grade 5	52.1	50.0	53.8	39.9	66.9
Amln/Haw					
Asian	52.6	57.1	69.4		
Black	32.2	42.2	65.4		
Hispanic	66.7	66.7	46.2		
White	81.3	80.0	76.5		
Multiracial	52.1	59.6	70.8		
EL	35.3	41.7	26.2		
Spec Ed	27.4	15.6	34.4		
F/R Lunch	39.9	50.9	60.0		
Female	49.1	57.6	60.2		
Male	53.9	58.7	72.7		
TAG			92.3		
DLA			50.8		

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

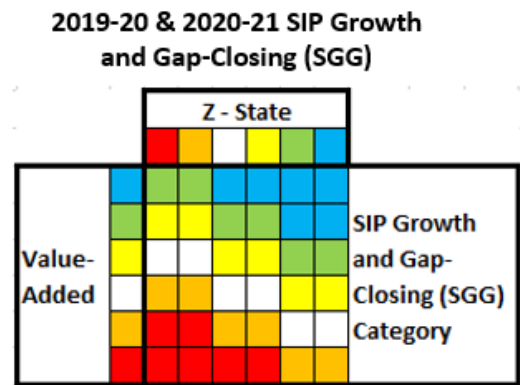
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

(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
All Students	0.23	-0.16	0.13	-0.10	
Grade 3			0.25		
Grade 4	0.36	-0.12	0.37	0.29	
Grade 5	0.10	-0.20	-0.14	-0.39	
Am Ind					
Asian	0.37	-0.11	0.27	0.26	
Black	-0.01	-0.39	0.07	-0.25	
Hispanic			-0.12	-0.52	
White	0.61	0.01	0.10	-0.16	
Multiracial	0.15	-0.13	0.16	0.08	
EL	0.08	-0.40	0.24	0.14	
Spec Ed	-0.26	0.05	0.33	-0.14	
F/R Lunch	0.08	-0.30	0.17	-0.10	
Female	0.28	-0.19	0.09	-0.20	
Male	0.16	-0.11	0.18	0.03	
TAG					
DLA					

Priority Two: Mathematics			
Mathematics Continuous Improvement Action Plan: Classes will obtain 50% growth using aMath assessment data			
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:
Follow updated Bridges pacing for hybrid model	Use updated Bridges pacing guide for planning	aMath	Teachers
Standards based instruction	During PLT meeting teachers will go deep into MN math standards	aMath	Teachers, academic coach, Center for Academic Excellence, SDAS

Priority Three: Student Behavior

Evidence of Need:	<p>Last year we reduced our racial disparity of suspensions assigned to black males compared to other groups of students by 9% but we still have a gap between black males and the other groups.</p> <p>Goal to reduce suspensions to black males by 10% to 59% as compared to previous year.</p>
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Suspensions	69% suspensions assigned to black males	Reduced suspensions to black males by 10%

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:
Restorative practices	Restorative conversations Restorative circles Restorative Forms	Keep track of suspension per month	BG CARES (PBIS team), BIT ESPs, all staff
Standards based instruction	Staff professional development on MN reading standards Weekly and unit plans	aReading engagement (seesaw)	Teachers
Pushing into Classrooms for Support	When support is needed and when it is not needed, Scholars Support Team will go into classrooms	More positive relationships scholar to scholar, staff to scholar, scholar to staff. ODR data	BIT ESPs, Admin
BG CARES Website link	This link will be updated with BG CARES and check in activities	Visits to site, ODR data	BIT ESPs, Resource Manager

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:	Provide training to families/parents assessing technology being used by their students

Family Engagement 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 progress: <i>What data will be collected?</i>	Person(s) Responsible:
Technology Support Events for parents and ESP.	Technology Sessions for parents – Work sessions for ESP/parents around devices (iPads) and platforms (Google Meet and Seesaw) 2- Events – Parent Sessions <ul style="list-style-type: none"> ✓ Basic iPad Intro ✓ Navigating Seesaw and Google Meet 	Parent Attendance at each event Student Academic Engagement (Feedback from teachers- Attendance/Assignments Turned In, Class Participation), Survey/Feedback from parents	Equity Staff (DeShield) Equity Teacher (Ramirez) Bilingual (BA) Teachers Resource Manager (Joan Lunceford) LMS (Mary McCann)
Peek of the week	Teachers will send home a newsletter including their contact information	Parents initiated contacts per 6-week cycle	Building Leadership Team

School: Birch Grove

Date: 2020-21

Site Improvement Team

Name	Position	Name	Position
1. Ronald Salazar	Principal	5. Mr. Nick Novak, Mr. Wyatt McMullen, Ms. Kenyata Norful, Mr. Jan Radder, Ms. Leah Irmiter, Ms. Rhea Garcia	Classroom teachers
2. Keisha Davis	Assistant Principal	6. Ms. Laurie Cox, Ms. Jennifer Bauer	Special education teachers
3. Brittany Robinson	BIT ESP	7. Ms. Brandice Kelzenberg	EL teacher
4. Stephanie Vleck	CIC	8. Mr. Ben Pogasthnik	Music teacher

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: _____