

Form A2 – School Improvement Plan

Principal: Lena Christiansen

Assistant Superintendent: Flik

School: Weaver Lake 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):

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) 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.*

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%	20%	23%	68%
Grd 1	31%	33%	60%	38%	67%
Grd 2	24%	9%	17%	9%	50%

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).						
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	81.4	80.7	62.2	63.4	71.6
Grade 3	73.1	77.6	37.5	33.5	53.1
Grade 4	80.5	74.1	71.8	72.4	78.8
Grade 5	89.8	89.9	74.6	81.5	80.9
Amin/Haw					
Asian	76.4	77.0	54.6		
Black	71.4	70.6	60.0		
Hispanic	78.1	88.5	63.6		
White	88.6	85.7	66.8		
Multiracial	90.0	92.5	62.5		
EL	37.5	33.3	18.0		
Spec Ed	55.4	43.8	34.2		
F/R Lunch	71.1	67.2	50.5		
Female	82.5	84.0	67.1		
Male	80.3	76.9	57.5		
TAG			94.6		
DLA			62.9		

Priority One: READING

Measure: SIP Growth and Gap-Closing (SGG)

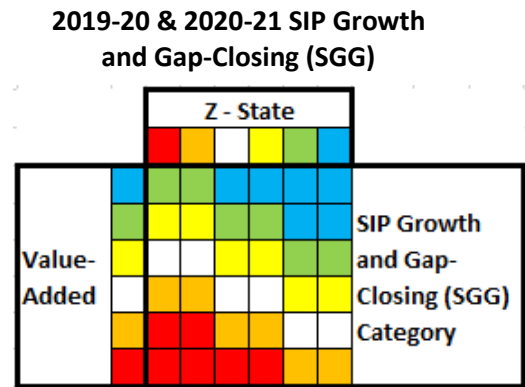
2019 Color Coding for MCA Value-Added and Z-State Results

-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
All Students	0.09	0.07	-0.03	-0.03	
Grade 3			-0.03		
Grade 4	0.05	-0.02	-0.18	-0.06	
Grade 5	0.13	0.15	0.12	0.01	
Am Ind					
Asian	0.00	-0.06	-0.01	-0.04	
Black	-0.12	-0.07	-0.01	-0.05	
Hispanic		-0.37	0.27	0.20	
White	0.27	0.22	-0.05	0.00	
Multiracial		0.40	-0.19	-0.31	
EL	0.10	-0.57	-0.02	-0.03	
Spec Ed	0.13	-0.40	-0.13	-0.19	
F/R Lunch	-0.08	-0.14	-0.02	-0.08	
Female	0.06	0.15	0.03	-0.03	
Male	0.11	0.00	-0.09	-0.02	
TAG					
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:
Use of Thinking Maps with EL students	All Licensed Staff will receive materials and PD around “Pathway to Proficiency – EL students.”	Fastbridge Benchmark Data, ORR	Classroom Teachers, support staff, CIC, Principal
Unwrapping, Prioritizing, and Vertical Alignment of ELA Common Core Standards	Grade level teams will be unwrapping all ELA CCSS standards using the DOK. Teams will prioritize and vertically align standards.	Fastbridge, CFAs for 2021 - 22	Classroom Teachers, support staff, CIC, Principal
Focus on Culturally Responsive Teaching	Staff will use Zaretta Hammond’s book, “Culturally Responsive Teaching and the Brain,” to build common language around CRT and use of strategies		Classroom Teachers, support staff, CIC, Principal

Priority Two: MATHEMATICS		<i>Measure: MCA Proficiency (Index Rates)</i>
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. 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.	
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 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	83.5	78.8	86.1	76.2
Grade 3	86.7	85.6	79.6	75.6	84.7
Grade 4	81.6	76.4	88.0	78.4	91.0
Grade 5	82.5	75.2	84.9	68.9	88.7
Amln/Haw					
Asian	81.9	77.8	86.0		
Black	66.9	68.8	83.1		
Hispanic	81.3	53.6			
White	92.4	86.8	88.4		
Multiracial	93.5	87.5	84.6		
EL	53.6	32.0	50.0		
Spec Ed	58.9	43.9	61.6		
F/R Lunch	72.7	66.0	77.8		
TAG			98.9		
Female	84.8	76.8	89.1		
Male	82.2	81.2	83.6		
DLA			86.3		

Priority Two: MATHEMATICS

Measure: SIP Growth and Gap-Closing (SGG)

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

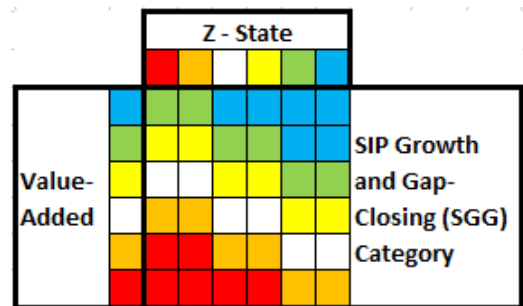
-0.30 or below	-0.15 to -0.29	-0.14 to -0.01	+0.01 to +0.14	+0.15 to +0.29	+0.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational 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
All Students	-0.02	0.08	-0.16	-0.25	
Grade 3			-0.04		
Grade 4	-0.18	-0.25	-0.53	-0.32	
Grade 5	0.15	0.42	0.08	-0.18	
Am Ind					
Asian	0.05	0.14	-0.27	-0.21	
Black	-0.22	-0.17	0.01	-0.21	
Hispanic		-0.45	-0.25	-0.55	
White	0.07	0.23	-0.20	-0.24	
Multiracial	-0.03	0.36	-0.13	-0.36	
EL	-0.01	-0.03	-0.46	-0.64	
Spec Ed	-0.16	-0.43	-0.39	-0.64	
F/R Lunch	-0.12	-0.09	-0.17	-0.39	
Female	-0.02	0.15	-0.17	-0.34	
Male	-0.01	0.03	-0.15	-0.16	
TAG					
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:
Unwrapping, Prioritizing, and Vertical Alignment of State Math Standards using Bridges Prioritized Units	Grade level teams will be unwrapping Math standards by unit. Teams will prioritize and vertically align standards. .	MCA's	Classroom Teachers, support staff, CIC, Principal, SDA, Instructional Coach
Focus on Culturally Responsive Teaching	Staff will use Zaretta Hammond's book, "Culturally Responsive Teaching and the Brain," to build common language around CRT and use of strategies	CFA, MCA's	Classroom Teachers, support staff, CIC, Principal
Integration of standards for STEM	Alignment of new science and the math standards will be used in value added project integration		

Priority Three: Student Behavior	
Evidence of Need:	No common Tier 1 social emotional learning or common language.

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
ODRs	16 referrals for minor – disruption, defiance and disrespect	Decreased referrals in the minor category by 10 percent.

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:
Schoolwide use of Zones of Regulation	PD, implementation with students	SWIS	IAs, Staff, Principal, Equity Team
Use of the Compass schoolwide	PD, implementation with students	SWIS	IAs, Staff, Principal, Equity Team

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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.

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:
Improve communication about STEM with our parents	Grade Level Reports at PTA and in Newsletter	Notes at PTA meetings, Feedback from parents	Staff, Parents, Principal
Have STEM events in hybrid and/or in person	Provide STEM in Action and showcase value added projects three times a year	Numbers of people visiting STEM in Action Site and projects	Staff, Parents, Principal, Students

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Site Improvement Team

Name	Position	Name	Position
1. Jen Gaab	CIC	5. Patti Farmakes	IA
2. Drew Dittmann	TIS	6. Nichole Butler	IA
3. Carol Fischer	4 th Grade Teacher	7. Lena Christiansen	Principal
4. Nicole Lawson	3 rd Grade Teacher	8.	

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: _____ Lena Christiansen _____ Date: _11/30/20

Assistant Superintendent: _____ Date: _____