

Form A2 – School Improvement Plan

Principal: Adrain Pendelton

Assistant Superintendent: Flink

School: Zanewood 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
---------------------------------	--------------------------------------	---------------------------------	--------------------------------	---------------------------	--

- (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

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%	22%	23%	68%
Grd 1	31%	33%	36%	38%	67%
Grd 2	24%	9%	5%	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	42.9	41.3	19.7	20.9	39.8
Grade 3	41.4	30.3	12.1	20.0	34.1
Grade 4	34.7	34.5	16.7	20.0	37.5
Grade 5	55.1	55.4	35.0	41.9	51.3
Amin/Haw					
Asian	58.1	54.8	18.9		
Black	32.5	39.0	22.9		
Hispanic	42.3	32.0	5.6		
White					
Multiracial					
EL	25.5	17.6	9.5		
Spec Ed	17.4	25.0	13.5		
F/R Lunch	41.7	39.5	18.1		
Female	49.4	50.0	27.8		
Male	36.1	31.6	12.5		
TAG			60.6		
DLA			20.8		

Priority One: READING

Measure: SIP Growth and Gap-Closing (SGG)

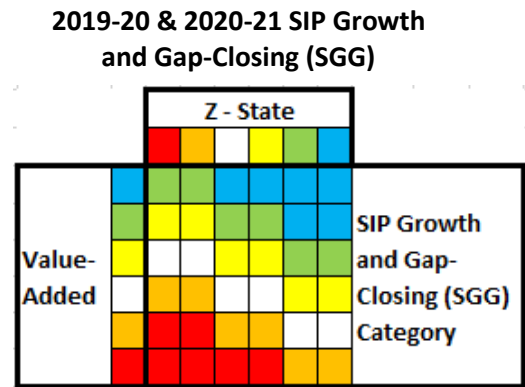
2019 Color Coding for MCA Value-Added and Z-State Results

-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
----------------	----------------	----------------	----------------	----------------	--------------

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	-0.08	-0.11	-0.14	-0.26	
Grade 3			-0.07		
Grade 4	-0.27	-0.24	-0.52	-0.45	
Grade 5	0.17	0.06	0.15	-0.09	
Am Ind					
Asian	-0.24	-0.24	-0.18	-0.10	
Black	-0.03	-0.16	-0.06	-0.24	
Hispanic	-0.09	0.09	-0.18	-0.34	
White					
Multiracial					
EL	-0.48	-0.05	-0.07	-0.23	
Spec Ed	-0.57	-0.55	-0.07	-0.42	
F/R Lunch	-0.09	-0.14	-0.12	-0.25	
Female	-0.20	-0.11	-0.10	-0.18	
Male	0.05	-0.11	-0.19	-0.34	
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:
Monitor balanced literacy implementation	<ol style="list-style-type: none"> 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 	<p>Access and opportunity in core instruction by tracking time in class</p> <p>Anecdotal Notes For Reading Levels Monthly</p> <p>A Reading A Math Assessments</p>	Administrators Sp. Ed, BIT, EL, Title One, Counselor, Support partners
Teacher Collaboration PLT	<ol style="list-style-type: none"> 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 	<p>Monitor student growth on Instruction Independent Reading form</p> <p>Collaboration with teachers in identifying best practices (thinking maps, co teaching, PBL etc)</p>	<p>All Classroom teachers</p> <p>Intervention Teachers</p> <p>Sp. Ed, BIT, EL, Title One, Counselor, Support partners</p>
Collaboration with W.I.N (What I Need)	<ol style="list-style-type: none"> 1. PLT will help determine skill based groups 2. Identify key instructional strategies to support student engagement 3. Data discussions 4. Collaboration with classroom teachers and ESP to build capacity with interventions 	<p>Progress Monitoring - Fast Bridge</p> <p>Data from PLT, Classroom observations, CBM</p>	<p>All Classroom teachers</p> <p>Intervention Teachers</p> <p>Sp. Ed, BIT, EL, Title One, Counselor, Support partners</p>

School: Zanewood Elementary

Date: 2020-2021

<p>Promoting a school culture of reading</p>	<p>1.Increased activities that support reading (I love to read month, Read alouds, ZW- TV) Trimester Book projects (Book promotions) Reading Buddies</p> <p>2. Continuous Staff Development in reading strategies and work in SEESAW platform</p> <p>3. Culturally Relevant texts to support reading interests</p>	<p>Student surveys</p>	<p>All Classroom teachers Intervention Teachers Sp. Ed, BIT, EL, Title One, Counselor, Support partners</p>

<p>Priority Two: MATHEMATICS</p>		<p><i>Measure: MCA Proficiency (Index Rates)</i></p>
<p>Column Header</p>		
<p>Results</p>	<p>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.</p>	

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
---------------------	-----------------------------	-----------------------------	------------------------------------	------------------------------------	----------------	---------------------------

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	42.8	40.9	38.0	28.1	53.5
Grade 3	42.2	50.0	25.7	21.7	44.2
Grade 4	36.7	31.0	30.6	21.0	47.9
Grade 5	51.0	43.5	47.6	31.6	60.7
Amln/Haw					
Asian	51.4	48.4	48.1		
Black	32.9	35.6	32.7		
Hispanic	46.1	40.0			
White					
Multiracial					
EL	20.6	26.5	23.8		
Spec Ed	17.4	21.9	8.8		
F/R Lunch	41.6	39.5	40.5		
TAG			79.0		
Female	40.7	43.8	40.2		
Male	45.1	37.7	35.6		
DLA			48.1		

Priority Two: MATHEMATICS

Measure: SIP Growth and Gap-Closing (SGG)

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

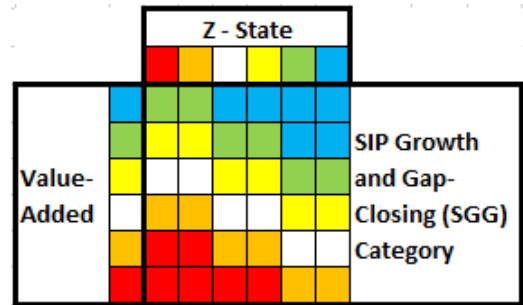
-0.30 or below	-0.15 to -0.29	-0.14 to -0.01	+0.01 to +0.14	+0.15 to +0.29	+0.30 and up
----------------	----------------	----------------	----------------	----------------	--------------

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	0.07	-0.21	0.18	-0.16	
Grade 3			0.36		
Grade 4	-0.14	-0.48	-0.41	-0.51	
Grade 5	0.35	0.11	0.59	0.16	
Am Ind					
Asian	0.27	-0.09	0.03	0.04	
Black	-0.02	-0.22	0.35	-0.18	
Hispanic	0.23	-0.26	0.09	-0.31	
White					
Multiracial					
EL	0.12	-0.61	0.20	-0.10	
Spec Ed	-0.45	-0.79	0.43	-0.39	
F/R Lunch	0.05	-0.22	0.15	-0.20	
Female	-0.09	-0.18	0.22	-0.15	
Male	0.26	-0.25	0.13	-0.17	
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:
Number Corner Walkthroughs	Walkthroughs will be done in Trimester 2 and Trimester 3	Number corner implementation checklist	Assistant Superintendents Principals and Site Based Leadership Team
Student and Teacher Discourse Moves	Staff will Implement Doing and Talking Strategies for Math and Science Apply strategies given in Monthly PD Teachers will utilize guidance documents in Bridges for reengagement	Fall winter spring math data point Focus on Number Sense	Classroom Teachers
Bridges implementation with Fidelity	Ongoing PD on Assessment	Data analysis on Bridges assessments in grade level and PLT Use of the data spreadsheet to track progress to make informed decisions	All Classroom teachers

Priority Three: Student Behavior

Evidence of Need:	Based on the latest student survey, student satisfaction was in the lower 25% in all categories - Classroom Learning, Classroom Respect, Teaching, Belonging, Help, Trusting Adults, and Digital Learning.
--------------------------	--

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Student dissatisfaction (lower 25%) based on student survey	Fourth and Fifth Grade Students	Improve student survey results to middle or upper range

Student Behavior Continuous Improvement Action Plan: (add steps as needed by using tab key)

School: Zanewood Elementary

Date: 2020-2021

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:
Capturing Kids Hearts PBIS program	fidelity checks for basic implementation - first ten minutes, social contracts, behave in/behave out	Student survey will be conducted in the fall and again in the spring	Zanewood school community

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:
ZW will host virtual exhibitions and virtual walks through events	Reach out to families by phone, email	Attendance will be taken to track attendance.	Administration Classroom Teachers

Form A2 – School Improvement Plan

School: Zanewood Elementary

Date: 2020-2021

		Parents will fill out a survey or feedback form	
ZW will continue to support STEAM Family Committee	Continue to recruit members of the team Hold monthly meetings	Collect data on parent feedback	Classroom Teachers
Collaboration with families regarding intervention support	Home-based Intervention plan will be developed collaboratively with families, teachers, and supporting staff	FastBridge Progress Monitoring	Title I Lead Intervention teacher Classroom Teachers
Establish A ZW PTO	Identify key stakeholders to engage in establishing a PTO	Quarterly Meetings Stakeholders attendance, participation, and contribution to problem solving and family engagement	Mrs. Ghizoni Ms. Deshield Ms. Crushshon

Site Improvement Team

Name	Position	Name	Position
1.Ms. Pendelton 2..Ms. Gulyard	Principal Assistant Principal	6.Ms. Beidleman	Skills Teacher
3.Ms. Ghizoni	Title One Lead	7. Ms. Loken	Staff Development Specialist

Form A2 – School Improvement Plan

School: Zanewood Elementary

Date: 2020-2021

4.Ms. Blue	Curriculum Integration Coordinator	8.Ms. Deshield 9. Mrs. Petruzzi	Equity Specialist Behavior Intervention Teacher
5.Ms. Warren	Instructional Coach	10.Ms. Crushshon	PTO Leader

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: _____