

Form A2 – School Improvement Plan

Principal: Ronald Salazar

Assistant Superintendent:

School: Birch Grove

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

School: Birch Grove

Date: 2021-2022

| 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 | 59% | 52% | 26% | 0% | 23% | 68% |
| Grd 1 | 43% | 48% | 40% | 23% | 38% | 67% |
| Grd 2 | 33% | 27% | 11% | 8% | 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 | 54.1 | 58.7 | 57.0 | 57.8 | 67.7 | 54.7 | 48.6 | 52.8 | 61.5 |
| Grade 3 | 40.0 | 57.8 | 51.3 | 51.9 | 63.5 | 52.6 | 46.6 | 47.1 | 59.9 |
| Grade 4 | 56.6 | 53.0 | 55.4 | 56.7 | 66.5 | 57.1 | 46.9 | 49.6 | 60.2 |
| Grade 5 | 65.5 | 63.6 | 64.3 | 64.8 | 73.2 | 54.3 | 53.7 | 62.1 | 65.2 |
| Amln/Haw | | | | | | | | | |
| Asian | 51.3 | 58.3 | | | | | 41.1 | | |
| Black | 43.2 | 43.1 | | | | | 51.0 | | |
| Hispanic | 61.1 | 50.0 | | | | | 46.2 | | |
| White | 76.0 | 85.0 | | | | | 52.4 | | |
| Multiracial | 52.1 | 65.4 | | | | | 50.0 | | |
| EL | 28.1 | 25.0 | | | | | 36.0 | | |
| Spec Ed | 27.4 | 34.4 | | | | | | | |
| F/R Lunch | 44.2 | 47.7 | | | | | 45.5 | | |
| Female | 59.9 | 65.2 | | | | | 56.0 | | |
| Male | 47.5 | 50.7 | | | | | 41.1 | | |
| TAG | | | | | | | 82.6 | | |
| DLA | | | | | | | 40.0 | | |

Priority One: READING

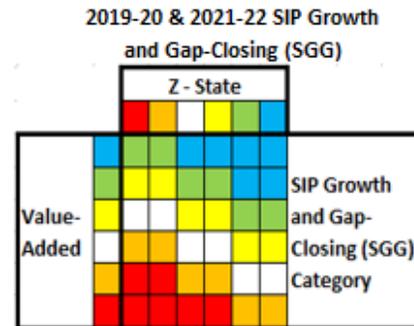
Measure: SIP Growth and Gap-Closing (SGG)

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 |



| Group | Baseline | | 2019 Results | | | 2021 Results |
|---------------------|----------|-------|--------------|-----------|-----|--------------|
| | 2017 | 2018 | Val-Add | Z - State | SGG | Val-Add |
| All Students | -0.03 | 0.14 | 0.01 | -0.01 | | -0.10 |
| Grade 3 | | | -0.05 | | | 0.17 |
| Grade 4 | -0.10 | 0.03 | 0.24 | 0.26 | | -0.03 |
| Grade 5 | 0.05 | 0.27 | -0.13 | -0.22 | | -0.46 |
| Am Ind | | | | | | |
| Asian | -0.03 | 0.35 | 0.23 | 0.35 | | -0.15 |
| Black | -0.22 | 0.03 | -0.26 | -0.38 | | 0.05 |
| Hispanic | | | -0.27 | -0.25 | | 0.16 |
| White | 0.23 | 0.26 | 0.40 | 0.23 | | -0.51 |
| Multiracial | -0.24 | -0.03 | -0.01 | 0.03 | | -0.20 |
| EL | 0.07 | 0.28 | -0.07 | 0.17 | | 0.63 |
| Spec Ed | -0.21 | 0.10 | 0.92 | 0.39 | | 0.25 |
| F/R Lunch | -0.10 | 0.03 | -0.04 | -0.06 | | 0.18 |
| Female | 0.11 | 0.17 | 0.00 | -0.07 | | -0.07 |
| Male | -0.25 | 0.11 | 0.01 | 0.05 | | -0.15 |
| TAG | | | | | | -0.19 |
| DLA | | | | | | |

Priority One: Reading

Reading Continuous Improvement Action Plan: The percentage of students at risk or some risk in the fall who will become low risk in spring will be
 K: 23% 1: 38% 2: 9%
 Percentage of students at least meeting expectations for the MCA
 3: 47.1% 4: 46.6% 5: 62.1%

| 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: |
|---|---|---|--|
| Reading standards will be part of the PLT data analysis | Review of standards during workshop week | aReading data will be analyzed during PLT meetings | Teachers Academic Coach SDAS |
| Full implementation of balanced literacy | Teaches will include all the components of balanced literacy during the literacy block | aReading and formative assessments | Teachers Academic Coach SDAS Principals |
| ESPs will support interventions, EL and special education will have a 30-minute block to work with their students | ESPs will rotate during intervention time to support each grade level with its academic interventions/acceleration activities | aReading and formative assessments | ESPs EL, special ed teachers |
| Art integrated lessons | Teachers will work with arts integration team and CIC to create art integrated lessons | Arts integrated learning walks | Teachers CIC |
| | | | |

Form A2 – School Improvement Plan

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Date: 2021-2022

| 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 |
|---------------------|-----------------------------|-----------------------------|------------------------------------|------------------------------------|----------------|---------------------------|

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 | 51.4 | 58.1 | 49.0 | 50.3 | 61.7 | 52.0 | 45.9 | 42.1 | 59.4 |
| Grade 3 | 47.1 | 67.6 | 56.6 | 58.7 | 67.4 | 65.8 | 36.8 | 36.3 | 52.6 |
| Grade 4 | 54.5 | 59.0 | 40.7 | 43.8 | 55.6 | 59.3 | 54.1 | 51.1 | 65.6 |
| Grade 5 | 52.1 | 50.0 | 47.1 | 48.3 | 60.3 | 30.9 | 48.7 | 41.0 | 61.5 |
| Amln/Haw | | | | | | | | | |
| Asian | 52.6 | 57.1 | | | | 67.6 | 48.1 | | |
| Black | 32.2 | 42.2 | | | | 48.6 | 45.8 | | |
| Hispanic | 66.7 | 66.7 | | | | 43.3 | 32.0 | | |
| White | 81.3 | 80.0 | | | | 52.8 | 66.7 | | |
| Multiracial | 52.1 | 59.6 | | | | 50.0 | 40.0 | | |
| EL | 35.3 | 41.7 | | | | 45.5 | 33.3 | | |
| Spec Ed | 27.4 | 15.6 | | | | 29.2 | 41.3 | | |
| F/R Lunch | 39.9 | 50.9 | | | | 50.0 | 41.0 | | |
| Female | 49.1 | 57.6 | | | | 50.9 | 45.3 | | |
| Male | 53.9 | 58.7 | | | | 53.5 | 46.4 | | |
| TAG | | | | | | 86.8 | 84.8 | | |
| DLA | | | | | | | 36.2 | | |

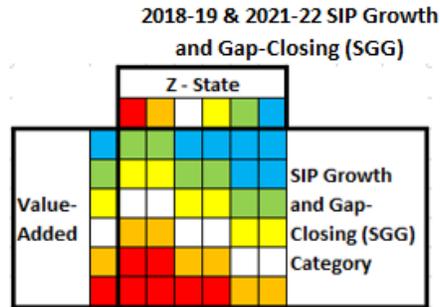
Priority Two: MATHEMATICS *Measure: SIP Growth and Gap-Closing (SGG)*

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 |



| Group | Baseline | | 2019 Results | | | 2021 Results |
|---------------------|-------------|--------------|--------------|--------------|-----|--------------|
| | 2017 | 2018 | Val-Add | Z - State | SGG | Val-Add |
| All Students | 0.23 | -0.16 | 0.13 | -0.10 | | -0.09 |
| Grade 3 | | | 0.25 | | | 0.20 |
| Grade 4 | 0.36 | -0.12 | 0.37 | 0.29 | | 0.28 |
| Grade 5 | 0.10 | -0.20 | -0.14 | -0.39 | | -0.71 |
| Am Ind | | | | | | |
| Asian | 0.37 | -0.11 | 0.27 | 0.26 | | 0.25 |
| Black | -0.01 | -0.39 | 0.07 | -0.25 | | 0.05 |
| Hispanic | | | -0.12 | -0.52 | | 0.27 |
| White | 0.61 | 0.01 | 0.10 | -0.16 | | -0.70 |
| Multiracial | 0.15 | -0.13 | 0.16 | 0.08 | | -0.44 |
| EL | 0.08 | -0.40 | 0.24 | 0.14 | | 0.83 |
| Spec Ed | -0.26 | 0.05 | 0.33 | -0.14 | | -0.14 |
| F/R Lunch | 0.08 | -0.30 | 0.17 | -0.10 | | 0.03 |
| Female | 0.28 | -0.19 | 0.09 | -0.20 | | -0.05 |
| Male | 0.16 | -0.11 | 0.18 | 0.03 | | -0.15 |
| TAG | | | | | | -0.01 |
| DLA | | | | | | |

| Priority Two: Mathematics | | | |
|---|--|---|-------------------------------|
| Mathematics Continuous Improvement Action Plan: Percentage of students meeting MCA 3: 36.3% 4: 51.1% 5: 41.0% | | | |
| 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: |
| Build and implement formative assessments according to our prioritized align standards | Collaboration and planning during PLT and Team meetings | Formative assessments and aMath IXL for skills | Teachers ATPPS SDAS |
| Full implementation of Bridges curriculum including number corner | Teachers will implement the curriculum in their classes. SDAS and ATPPS will support teachers | Formative assessments and aMath | Teachers ATPPS SDAS |
| Arts integrated lessons | Teachers will work with arts integration team and CIC to create art integrated lessons | Art integrated learning walks | CIC Teachers |
| | | | |

Priority Three: Student Behavior

| | |
|--------------------------|--|
| Evidence of Need: | <p>According to the TFI 2.1 Inventory, we have a need to improve on the following:</p> <p>Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.</p> <p>Last year we had very positive results eliminating the disparity between white students and students of color. We aim to continue this trend.</p> |
|--------------------------|--|

| Student Behavior (Example: office referrals, suspensions, etc.) | Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.) | Goal |
|---|---|---|
| Informal data from ESPs and teachers around lunch and recess community issues | Last year there was not a gap between black males and white males in the number of suspensions | Continue with our restorative practices approach for at least 60% of conversations |
| Teachers will assess their students social emotional needs and meet with SAT team to plan interventions | Every class has at least one student which the survey shows needs additional social emotional support | All students identified with the social emotional survey given by classroom teachers will have a contact person who will support the student during the second part of the school year. |
| | | |

Student Behavior Continuous Improvement Action Plan: There will not be a gap in the number of suspensions between black males and white males.

| 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 such as community building circles | All grade levels will have community building circles at least once per day | Number of suspensions | AP Teachers ESPs BIT ESP |

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| | | | |
|---|---|--|--|
| Restorative conversations | Teacher-student 1:1 restorative conversation in/outside classroom | Reduce student out of the classroom time | Teacher |
| All students identified with the social emotional survey given by classroom teachers will have a contact person who will support the student during the second part of the school year. | Teachers will give the survey to their students SAT team will meet with teachers Each student who needs support will have an individualized social emotional support plan | Reduce number of referrals | Teacher Social worked Counselor ESPs Psychologists AP |
| | | | |

| 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: | Send at least one positive note to each scholar’s home per month for classroom teaches. Specialists will send one positive message to every student per semester. |

| 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: |
| Teachers will have access to Talking Points | EL SDAS provided training during workshop week Teachers will sign into Talking Points | Number of teachers with access to talking points | Teachers |

| | | | |
|--|---|-------------------------------------|---|
| | Classroom teachers will send one positive note per month to each student (individualized message and/or as best it fits the class) Specialists as a team will send one positive note per semester per student (individualized message) | | |
| Talking points | Classroom teachers will send one positive note per month to each student (individualized message and/or as best it fits the class) Specialists as a team will send one positive note per semester per student (individualized message) | Number of teachers sending messages | Teachers |
| Connecting with families using video, written materials, and Talking Points to increase the number of free -reduced forms submitted this year. | Task force will lead this effort with the support of FACE department | Number of forms completed | Task Force FACE Teachers |
| Support PTO’s work | Use school’s communication tools to reach out to families regarding events organized by PTO including not limited to family events, fundraises, meetings | Parents attending meetings | Office staff Teachers |
| Social emotional support group for parents | School counselor, psychologist and St. Davis will facilitate a support group for parents | Creation of the group | School counselor, psychologist, and therapist |

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Site Improvement Team

| Name | Position | Name | Position |
|--|-----------------------------|------|----------|
| 1.Lauren Hoof, Anne Jarrett, Jan Radder, Mikayla Olson, Nick Novak, Kevin Wege, Wyatt McMullen, Brandice Kelzenberg, Ben Pogatshnik, Laurie Cox, Laurie Johnson, Stephanie Vleck | Building Leadership Team | 5. | |
| 2.Stephanie Vleck | CIC | 6. | |
| 3.Dimitri Russell | AP | 7. | |
| 4.Ronald Salazar | Principal | 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: Dr. Ronald Salazar _____ Date: _____ 21-22 school year _____

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Date: 2021-2022

Assistant Superintendent: _____ Date: _____