

Form A2 – School Improvement Plan

Principal: Lena Christiansen

Assistant Superintendent: Stephen Flisk

School: Weaver Lake STEM

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
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- (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		<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	64%	91%	20%	0%	23%	68%
Grd 1	50%	75%	60%	32%	38%	67%
Grd 2	40%	33%	17%	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	81.4	80.7	73.5	74.3	80.1	71.9	67.7	71.9	75.8
Grade 3	73.1	77.6	72.6	73.2	79.4	69.4	70.5	71.0	77.9
Grade 4	80.5	74.1	69.7	71.1	77.3	64.8	67.1	69.8	75.3
Grade 5	89.8	89.9	78.2	78.7	83.7	81.4	65.0	73.4	73.8
Amln/Haw									
Asian	76.4	77.0					55.8		
Black	71.4	70.6					66.0		
Hispanic	78.1	88.5					81.8		
White	88.6	85.7					75.5		
Multiracial	90.0	92.5					61.1		
EL	37.5	33.3					42.3		
Spec Ed	55.4	43.8							
F/R Lunch	71.1	67.2					61.5		
Female	82.5	84.0					73.4		
Male	80.3	76.9					63.9		
TAG							84.2		
DLA							70.8		

Priority One: READING

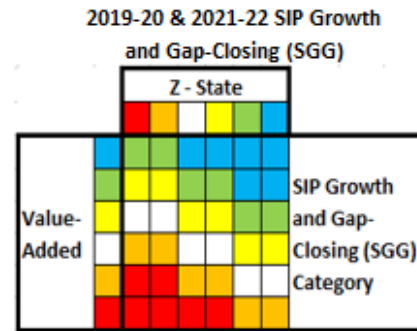
Measure: SIP Growth and Gap-Closing (SGG)

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
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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. 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	0.09	0.07	-0.03	-0.03		-0.08
Grade 3			-0.03			-0.32
Grade 4	0.05	-0.02	-0.18	-0.06		-0.15
Grade 5	0.13	0.15	0.12	0.01		0.18
Am Ind						
Asian	0.00	-0.06	-0.01	-0.04		-0.42
Black	-0.12	-0.07	-0.01	-0.05		0.09
Hispanic		-0.37	0.27	0.20		
White	0.27	0.22	-0.05	0.00		-0.14
Multiracial		0.40	-0.19	-0.31		0.05
EL	0.10	-0.57	-0.02	-0.03		-0.25
Spec Ed	0.13	-0.40	-0.13	-0.19		-0.08
F/R Lunch	-0.08	-0.14	-0.02	-0.08		-0.06
Female	0.06	0.15	0.03	-0.03		-0.02
Male	0.11	0.00	-0.09	-0.02		-0.13
TAG						-0.07
DLA						

Priority One: Reading			
Reading Continuous Improvement Action Plan: Stem Integration and Cultural Responsiveness			
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:
PD will be provided around use of culturally responsive strategies and teaching to the brain	Collaboration and discussion monthly using chapter 5 – 9 of Zaretta Hammond’s “Culturally Responsive Teaching and the Brain”	Student engagement Survey	Teachers, STEM Leadership Team, Equity Coordinator and Teacher SDA, Instructional Coach
Reading standards will be integrated in new Value Added Projects	Collaboration and discussion for full day and ½ day plannings	Value added projects will have a performance based assessment or rubric component	CIC, Teachers
Implementation of instruction and CFAs around prioritized standards	Pre and post data collected, strategy and progress monitoring, reflection in PLT cycle or team meetings	Pre and Post Data	Teachers, PLT Facilitators

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
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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 (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	83.5	78.8	72.6	74.6	79.5	73.8	77.8	74.0	83.4
Grade 3	86.7	85.6	77.8	79.9	83.3	82.5	81.4	80.9	86.1
Grade 4	81.6	76.4	74.3	77.3	80.7	74.3	76.9	74.0	82.7
Grade 5	82.5	75.2	66.9	68.1	75.2	66.2	74.4	66.7	80.8
Amln/Haw									
Asian	81.9	77.8				69.2	78.8		
Black	66.9	68.8				60.0	65.1		
Hispanic	81.3	53.6					86.4		
White	92.4	86.8				82.6	89.6		
Multiracial	93.5	87.5				86.4	75.0		
EL	53.6	32.0				46.9	59.6		
Spec Ed	58.9	43.9				52.3	65.6		
F/R Lunch	72.7	66.0				57.7	67.2		
Female	84.8	76.8				77.5	75.7		
Male	82.2	81.2				70.5	79.3		
TAG						93.3	92.5		
DLA							80.5		

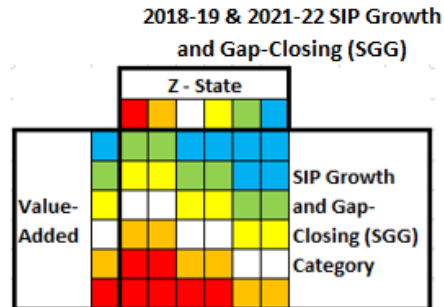
Priority Two: MATHEMATICS *Measure: SIP Growth and Gap-Closing (SGG)*

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
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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	-0.02	0.08	-0.16	-0.25		0.08
Grade 3			-0.04			0.31
Grade 4	-0.18	-0.25	-0.53	-0.32		0.03
Grade 5	0.15	0.42	0.08	-0.18		-0.07
Am Ind						
Asian	0.05	0.14	-0.27	-0.21		-0.04
Black	-0.22	-0.17	0.01	-0.21		0.13
Hispanic		-0.45	-0.25	-0.55		
White	0.07	0.23	-0.20	-0.24		0.00
Multiracial	-0.03	0.36	-0.13	-0.36		0.21
EL	-0.01	-0.03	-0.46	-0.64		-0.09
Spec Ed	-0.16	-0.43	-0.39	-0.64		0.00
F/R Lunch	-0.12	-0.09	-0.17	-0.39		0.14
Female	-0.02	0.15	-0.17	-0.34		0.17
Male	-0.01	0.03	-0.15	-0.16		0.00
TAG						0.10
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:
Build and implement formative assessments according to our prioritized align standards	Collaboration and planning during PLT and Team meetings	Right now we will continue to use unit tests. Once assessments are created specifically for the prioritized standards, they will be implemented. This could be in 2022 - 23	CIC, PLT Facilitators
Math Standards will be integrated into new Value Added Projects	Collaboration and discussion for full day and ½ day plannings	Value added projects will have a performance based assessment or rubric component	CIC, Teachers
PD will be provided around use of cultural responsive strategies and teaching to the brain	Collaboration and discussion monthly using chapter 5 – 9 of Zaretta Hammond’s “Culturally Responsive Teaching and the Brain”	Student engagement Survey	Teachers, STEM Leadership Team, Equity Coordinator and Teacher SDA, Instructional Coach

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>

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		Provide restorative justice training and introduce restorative practices to ESPs and staff

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:

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Restorative circles and discussions to identify and resolve issues	Participate in PD including circles and book study using “The Little Book of Restorative Justice and Black History.”	Student Engagement Survey Informal data such as fix it sheets, lunch/recess sips	Becky McCammon, RP Consultant, Teacher and ESPs
Implementing Restorative Practices in classrooms	Staff will participate in PD during opening week and system staff development days on restorative practices.	Surveys on use in classroom and to guide future PD.	Becky McCammon, RP Consultant, Teacher

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. Our Parent Stakeholder Survey indicates that “My son/daughter’s teacher regularly informs me of what is happening in the class.” Has gone from 77% - 65%. Our MSA evaluation shows that we need to implement “Scream the Theme” of STEM throughout our school and with our families.
Goal:	Working collaboratively with PTO, we will increase STEM awareness among our families.

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:
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During PTO meetings, STEM, support staff, and/or grade levels will provide updates Updates will be available on the PTO website for those who missed the meeting	Updates from team leaders, CIC, TIS and other support staff	Parent Engagement Stake Holder Survey	Teachers, Support Staff, Principal, PTO
PTO will “sponsor” guest speakers to promote STEM	CIC, TIS, district support staff, consultants, NWSISD will be invited to meetings to provide information on STEM. Students will share work.	Parent Engagement Stake Holder Survey	Teachers, consultants, PTO,

Site Improvement Team

Name	Position	Name	Position
1. Bryan Bjorlin	1 st Grade Teacher	5. Jen Gaab	CIC
2. Francine Parling	ELL Teacher	6. Patti Farmakes	IA
3. Brenda Tollas	4 th Grade Teacher	7. Nichole Butler	IA

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4. Drew Dittmann	TIS	8.Lena Chrisitansen	Principal

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: 10/18/21 _____

Assistant Superintendent: _____ Date: _____