

Form A2 – School Improvement Plan

Principal: Steven Schwartz

Assistant Superintendent: Kelli Parpart

School: Basswood

Date: 2018-19

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 2018-19 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)?

Priority One: READING		<i>Measure: Proficiency (% Low Risk on DIBELS)</i>					
Column Header	Definition						
2016 and 2017 Results	Percent of "at risk" or "some risk" students at baseline who became "low risk" in Spring 2016 and Spring 2017 on OLD measures reported in 2017-18 SIP.						
Basic Goal	Grade-level goals for 2018 and 2019: KG = 63%; Gr 1 = 62%; Gr 2 = 40%.						
Transformational Goal	Grade-level goals for 2018 and 2019: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.						
2018 Results	Percentage of students low risk in Spring 2018 (compared to new goals).						
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	
	2015-16	2016-17	2017-18 Goals and Results			2018-19 Goals	
Group	2016 Results	2017 Results	2018 Basic	2018 Trans.	2018 Results	2019 Basic	2019 Trans.
KG	52%	55%	63%	68%	65%	63%	68%
Grd 1	26%	50%	62%	67%	77%	62%	67%
Grd 2	40%	47%	40%	50%	38%	40%	50%

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 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 2016 Results	Spring 2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal
All Students	79.8	79.4	75.2	79.8	81.4	80.1	78.0	81.4	84.3
Grade 3	73.6	74.8	72.9	71.7	79.6	77.7	79.7	81.3	84.7
Grade 4	77.9	79.1	74.3	78.8	80.7	75.7	78.4	81.1	83.8
Grade 5	88.0	85.3	78.9	84.2	90.1	87.3	75.9	81.9	84.3
Amln									
Asian	81.4	76.5				77.9			
Black	54.9	45.5				55.7			
Hispanic	90.0	83.3				81.8			
White	82.1	82.6				82.3			
Multiracial		81.7				82.4			
EL		35.0				40.9			
Spec Ed	62.0	62.5				54.5			
F/R Lunch	53.2	57.9				65.9			
Female	82.9	83.3				83.8			
Male	76.4	75.3				76.9			

Priority One: READING *Measure: MCA Growth (Z-Score - District)*

Color Coding for 2016 Results for Growth Z-Score Minus District





.30 or more below Basic Goal	.15 to .29 below Basic Goal	.04 to .14 below Basic Goal	Within .03 of Basic Goal	Met Basic Goal	Met Transformational Goal
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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.

Goals



Description	Result	Basic Goal	Transformational Goal
Well above district avg.	+ .15 and up	0.15	0.2
Above district average	+ .10 to +.14	0.1	0.15
Near district average	- .09 to +.09	0.05	0.1
Below district average	- .10 and below	0	0.1

Growth Z - District		Baseline		2018 Goals		Results	2019 Goals	
Indicator	Group	2016	2017	Basic	Trans.	2018	Basic	Trans.
Growth	All Students	0.17	0.16	0.15	0.20	0.21	0.15	0.20
Growth	Grade 4	0.05	0.12	0.10	0.15	0.14	0.10	0.15
Growth	Grade 5	0.29	0.20	0.15	0.20	0.29	0.15	0.20
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.15	-0.14	0.00	0.10	0.51	0.15	0.20
Gap Reduction	Black	-0.25	0.14	0.10	0.15	-0.19	0.00	0.10
Gap Reduction	Hispanic		0.20	0.15	0.20			
Gap Reduction	White	0.23	0.16	0.15	0.20	0.23	0.15	0.20
Gap Reduction	Multiracial		-0.31	0.00	0.10	0.17	0.15	0.20
Gap Reduction	EL							
Gap Reduction	Spec Ed	0.08	0.23	0.15	0.20	0.12	0.10	0.15
Gap Reduction	F/R Lunch	-0.31	0.15	0.15	0.20	0.02	0.05	0.10
Gap Reduction	Female	0.19	0.19	0.15	0.20	0.26	0.15	0.20
Gap Reduction	Male	0.15	0.12	0.10	0.15	0.17	0.15	0.20

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:
Continue the implementation of Balanced Literacy (Benchmark) 	Classroom walk throughs Team leader reports System Support Staff Meeting Time	Benchmark Formative & Summative Assessments PLT data analysis Building wide walk through data	Principal Team Leader Reading Teachers
Continue Implementing School-Wide System of Intervention & Support (WIN) in order to provide Tier II and III interventions as well as enrichment to all students 	Collect Feedback from Stakeholders & Discuss With Team Leaders & PLTs Conduct Meetings with Intervention Support Staff to Review Data & Implementation Scheduled Student Intervention Times Active Participation in Collaboration Around Instruction Provided During WIN	Benchmark Formative & Summative Assessments PLT data analysis Fidelity Checks	Principal Instructional Assistant Teachers WIN ESPs
Tier II and III interventions for students scoring in the bottom 10% and/or lower third of district assessment data 	Identify specific students needing interventions through the PLT process Increase staff awareness of strategies beneficial to all students. (NUA)	MCA MAP Dibels (LNF, LSF, ORF)	Principal/AP Instructional Assistant PLT Members

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<p>Continue to utilize What I Need (WIN) time to meet the needs of all student K-5</p> 	<p>PLTs will meet with IA or IC monthly to review data and plan instruction</p>	<p>Communication system to relay student progress between intervention providers and classroom teachers</p>	<p>Instructional Assistant Instructional Coach</p>
<p>Enrichment for students in top 10%</p> 	<p>Provide resources for staff focused on enrichment and increasing student's knowledge without accelerating content.</p> <p>Ensure differentiation of core areas such as literacy.</p>	<p>MCA MAP</p>	<p>Teachers GE Staff</p>

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 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
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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. The minimum basic goal is 25.

Group	Spring 2016 Results	Spring 2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal
All Students	84.9	83.8	83.4	81.6	87.6	83.3	86.7	82.9	90.0
Grade 3	86.5	83.5	84.8	85.8	88.6	85.9	88.1	87.5	91.1
Grade 4	85.1	81.8	83.5	81.3	87.6	84.4	86.8	83.8	90.1
Grade 5	83.0	86.8	81.9	77.2	86.4	79.4	85.1	77.4	88.8
Amln									
Asian	87.2	85.3				82.4			
Black	64.0	40.9				54.4			
Hispanic	90.0	83.3				81.8			
White	87.1	87.6				86.6			
Multiracial		86.7				77.0			
EL		45.0				45.5			
Spec Ed	69.1	70.8				58.9			
F/R Lunch	63.5	59.5				64.4			
Female	84.5	82.8				85.3			
Male	85.3	84.9				81.7			

Priority Two: MATHEMATICS *Measure: MCA Growth (Z-Score - District)*

Color Coding for Results for Growth Z-Score Minus District

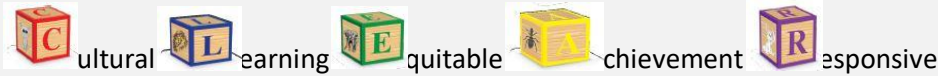


.30 or more below Basic Goal	.15 to .29 below Basic Goal	.04 to .14 below Basic Goal	Within .03 of Basic Goal	Met Basic Goal	Met Transformational Goal
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Goals

Description	Result	Basic Goal	Transformational Goal
Well above district avg.	+.15 and up	0.15	0.2
Above district average	+.10 to +.14	0.1	0.15
Near district average	-.09 to +.09	0.05	0.1
Below district average	-.10 and below	0	0.1

Growth Z - District		Baseline		2018 Goals		Results	2019 Goals	
Indicator	Group	2016	2017	Basic	Transform.	2018	Basic	Transform.
Growth	All Students	0.33	0.19	0.15	0.20	0.37	0.15	0.20
Growth	Grade 4	0.23	0.08	0.05	0.10	0.31	0.15	0.20
Growth	Grade 5	0.42	0.33	0.15	0.20	0.44	0.15	0.20
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.84	0.49	0.15	0.20	0.61	0.15	0.20
Gap Reduction	Black	-0.04	-0.20	0.00	0.10	0.18	0.15	0.20
Gap Reduction	Hispanic		0.29	0.15	0.20			
Gap Reduction	White	0.33	0.21	0.15	0.20	0.39	0.15	0.20
Gap Reduction	Multiracial		-0.01	0.05	0.10	0.13	0.10	0.15
Gap Reduction	EL							
Gap Reduction	Spec Ed	0.16	0.17	0.15	0.20	0.22	0.15	0.20
Gap Reduction	F/R Lunch	-0.15	-0.02	0.05	0.10	0.16	0.15	0.20
Gap Reduction	Female	0.32	0.15	0.15	0.20	0.42	0.15	0.20
Gap Reduction	Male	0.34	0.24	0.15	0.20	0.33	0.15	0.20




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:
<p>Continue implementation of the Bridges curriculum to the deepen mathematical thinking and skills of our K-5 students.</p> 	<p>Classroom walk throughs</p> <p>Team leader reports</p> <p>System Support</p> <p>Staff Meeting Time</p>	<p>Formative and anecdotal data from student use of number corner, problems & investigations, and work places.</p> <p>Bridges formative and summative assessments.</p> <p>PLT data analysis</p>	<p>Principal</p> <p>Instructional Assistant</p> <p>Instructional Coaches</p> <p>SDAS</p> <p>Teachers</p>
<p>System staff development (Mathematical framework: math talk, number sense, growth mindset...)</p> 	<p>Engage in monthly staff development time</p>	<p>Student use of number corner, problems & investigations, and work places.</p> <p>Teacher observations/survey</p>	<p>Principal</p> <p>SDAS</p> <p>IA</p> <p>IC</p> <p>Teachers</p>



<p>Continue implementing School-Wide System of Intervention & Support (WIN) in order to provide Tier II and III interventions as well as enrichment to all students</p> 	<p>Collect Feedback from Stakeholders & Discuss With Team Leaders & PLTs</p> <p>Conduct Meetings With Intervention Support Staff to Review Data & Implementation</p> <p>Scheduled Student Intervention Times</p> <p>Active Participation in Collaboration Around Instruction Provided During WIN</p>	<p>Benchmark Formative & Summative Assessments</p> <p>PLT data analysis</p> <p>Fidelity Checks</p>	<p>Principal</p> <p>Instructional Assistant</p> <p>Teachers</p> <p>WIN ESPs</p>
<p>Continue implementation of What I Need (WIN) time to meet the needs of all student K-5</p> 	<p>PLTs will meet with IA or IC monthly to review data and plan instruction</p>	<p>Communication system to relay student progress between intervention providers and classroom teachers</p>	<p>Instructional Assistant</p> <p>Instructional Coach</p>

Priority Three: Student Behavior

Evidence of Need:	<p>A review of the Office Discipline Referral (ODR) data from 2018-19 demonstrates an evidence of need. When including minor ODRs, the total number of all behavioral referrals was 283 (229 minor ODRs). In comparing major ODR's to student enrollment, the following data points can be reviewed:</p> <ul style="list-style-type: none"> 1 – American Indian Students = 0% of all major ODR's 2 – Asian Students = 0.0% of all major ODR's (0 of 1,016 students) 3 – Hispanic Students = 3.03% of all major ODR's (1 of 1,074 students) 4 – Black Students = 14.1% of all major ODR's (11 of 1,074 students) 5 – Pacific Islanders = 0.0% of all major ODR's (0 of 1,074 students) 6 – White Students = 3.47% of all major ODR's (28 of 1,074 students)
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Major Office Referrals	54 major referrals were received by 41 students 2017-18. This accounts for 3.8% of the total student population.	The percent of students receiving major Office Discipline Referrals at Basswood Elementary for all students will be maintained from the 2017-18 to 2018-2019 school year.

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:
<p>Continue the implementation of School-Wide Positive Behavior Intervention Framework (PBIS)</p> 	<p>Discuss Data with PBIS Team</p> <p>Monthly staff meetings</p> <p>Engage staff in discussions of office versus classroom managed behaviors</p> <p>Implement the teaching matrix</p> <p>Deliver lessons on school-wide expectations</p> <p>Continue implementation of school-wide and grade level recognition systems (PBIS Rewards)</p>	<p>Tiered Fidelity Inventory (TFI)</p> <p>Team Implementation Checklist (TIC)</p>	<p>PBIS Team</p> <p>SIT Team</p> <p>Principal / AP</p> <p>All Staff</p>
<p>Continued Second Step Implementation</p> 	<p>Classroom teachers teach one lesson/week, following pacing calendar.</p>	<p>Year-end survey of teacher implementation.</p>	<p>School Counselor</p> <p>Classroom Teachers</p>
<p>Implement use of Anti-bullying Curriculum by Second Step</p> 	<p>Classroom teachers to align instruction with Anti-bullying month school-wide focus in October.</p>	<p>Formative data from school counselor visits</p> <p>Year end survey of teacher implementation.</p>	<p>School Counselor</p> <p>Classroom Teachers</p>

<p>Continued implementation of tier II and III interventions</p> 	<p>Conduct social/emotional Screeners</p> <p>SST data review</p> <p>PLT meeting discussions</p>	<p> Screener data</p> <p> CICO data</p> <p> Pre/Post data of tier II groups</p> <p> Linking student achievement data to students receiving behavior interventions</p>	<p>SST Team</p> <p>Teachers</p>
<p>Deliver Equity Foundational Trainings (EFT) to all Basswood Staff members</p> 	<p>Staff engagement in EFT training.</p> <p>Collaboration with Department of Equity</p>	<p>Aggregated Teacher perception data.</p> <p>Anecdotal data from staff sessions.</p>	<p>Principal / AP</p> <p>Equity Team</p> <p>Equity Teacher</p> <p>Equity Specialist</p>

School: Basswood Elementary

Date: 2018-19

Site Improvement Team

Name	Position	Name	Position
1. Steven Schwartz	Principal	5. Jennifer Vierstraete	Teacher
2. Dimitri Russell	Asst. Principal	6. Alan Anderson	Teacher
3. Deb Amelse	Instructional Asst.	7. Melissa Buckley	ATTPS
4. Barb Erickson	SDAS	8. Vicki O'Toole	ATTPS

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: _____