

Form A2 – School Improvement Plan

Principal: Dan Wald

Assistant Superintendent: Click to insert name

School: Cedar Island Elementary

Date: 2019-20

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 2019-2020 cohorts. Students enrolled for the 2019-2020 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
---------------------------------	--------------------------	---------------------	-----------------------	-------------------	---------------------------------

- (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						
2017 and 2018 Results	Percent of students at risk or some risk in the fall who became low risk in Spring 2017 (vs. old goals) and Spring 2018 (vs. new goals). See Progress to Fluency Reports for more info.						
Basic Goal	District-wide goals for 2018-20: KG = 63%; Gr 1 = 62%; Gr 2 = 40%.						
Transformational Goal	District-wide goals for 2018-20: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.						
2019 Results	Percentage of students low risk in Spring 2019.						
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	
	2016-17	2017-18	2018-19 Goals and Results			2019-20 Goals	
Group	2017 Results	2018 Results	2019 Basic	2019 Trans.	2019 Results	2020 Basic	2020 Trans.
KG	57%	85%	63%	68%	52%	63%	68%
Grd 1	64%	79%	62%	67%	69%	62%	67%
Grd 2	30%	50%	40%	50%	18%	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
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 2017 Results	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal	Spring 2019 Results	Fall 2019 Cohort	2020 Basic Goal	2020 Trans. Goal
All Students	81.3	76.6	77.3	81.2	85.1	72.9	68.3	71.2	76.3
Grade 3	78.5	63.5	81.8	83.4	86.3	65.2	76.2	75.8	82.1
Grade 4	86.6	75.0	71.1	73.8	81.2	71.9	63.8	68.5	72.8
Grade 5	78.1	89.2	78.4	85.4	86.8	82.8	66.4	74.8	76.2
Amln									
Asian									
Black	58.8	35.7				41.7			
Hispanic	62.5	64.3				65.4			
White	86.0	83.0				82.3			
Multiracial	73.5	80.0				41.7			
EL									
Spec Ed	56.0	50.0				50.0			
F/R Lunch	66.7	66.4				53.2			
Female	87.2	79.7				73.3			
Male	76.8	73.8				72.5			

Priority One: READING *Measure: SIP Growth and Gap-Closing (SGG)*

2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)

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

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

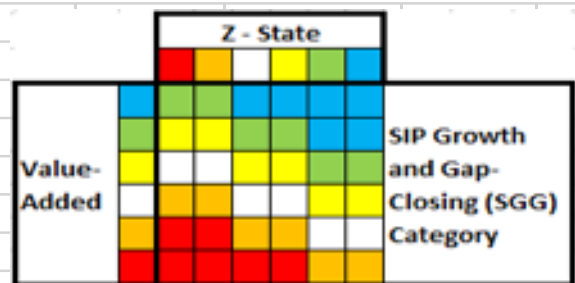
-.30 or below	-.15 to -.29	-.14 to -.01	+.01 to +.14	+.15 to +.29	+.30 and up
----------------------	--------------	--------------	--------------	--------------	-------------

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.

2019 Goals (Based on 2018 Results)			
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

2020 Goals			
Basic		Transformational	
0.15	Z-State	0.30	Z-State
or		or	
0.15	Val-Add	0.30	Val-Add
Applied to All Groups			

2019-20 SIP Growth and Gap-Closing (SGG)



Group	Baseline			2019 Goals		2019 Results			
	2016	2017	2018	Basic	Trans.	Z - Dist	Val-Add	Z - State	SGG
All Students	-0.10	0.02	-0.03	0.05	0.10	-0.01	-0.14	-0.02	
Grade 3							-0.33		
Grade 5	-0.36	-0.16	-0.04	0.05	0.10	-0.11	-0.16	-0.21	
Grade 4	0.16	0.18	-0.02	0.05	0.10	0.10	0.10	0.17	
Am Ind									
Asian									
Black	-0.53	-0.25	-0.41	0.00	0.10	0.05	0.07	0.08	
Hispanic		0.02	-0.55	0.00	0.10		0.18		
White	-0.04	-0.01	0.04	0.05	0.10	-0.08	-0.15	-0.09	
Multiracial		-0.21	0.33	0.15	0.20		-0.75		
EL									
Spec Ed	-0.50	-0.67	0.08	0.05	0.10	-0.15	-0.21	-0.16	
F/R Lunch	-0.21	-0.17	-0.33	0.00	0.10	-0.09	-0.18	-0.10	
Female	-0.01	0.07	-0.09	0.05	0.10	0.02	-0.19	0.01	
Male	-0.16	-0.02	0.02	0.05	0.10	-0.04	-0.10	-0.05	

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:
Expand students' access and completion of various genres during independent reading	<p>3rd thru 5th grade teachers will assist students in setting individual reading goals of various genres based upon previous year MAP/MCA</p> <p>Each Grade will develop a plan to assess student progress (Examples: flip grid, iMovie, student conferring, anecdotal notes)</p> <p>Each teacher will develop a plan to confer with each of her/his students in support of their independent reading.</p>	<p>3rd grade - use anecdotal notes during reading conferences with students, and/or informal assessment through student reading response journals</p> <p>4th and 5th grade - conferring with students weekly & setting goals for the genre study. Data collected through conferring and student graphing.</p>	Reading Teachers
Develop strategies to enhance poetry instruction.	<p>Appropriate staff will Identify standards in reading and writing that correspond to poetry and are not addressed in curriculum.</p> <p>Staff members will research and collaborate with their team to develop culturally relevant strategies for teaching poetry.</p> <p>A staff meeting will be developed so that grade levels will share their poetry strategies</p>	<p>MAP and MCA data</p> <p>Formal and Informal Assessment</p>	<p>Reading Teachers</p> <p>Principal</p>
Develop strategies to enhance vocabulary instruction.	Teachers will develop a grade level plan to explicitly teach vocabulary through	MAP and MCA data	Reading Teachers

Form A2 – School Improvement Plan

School: Cedar Island Elementary

Date: 2019-20

	Flocabulary, content area instruction or small group reading instruction.	Formal and Informal Assessment	
All students will Independently Read each day	Teachers will ensure that their daily schedules allow each child to spend some time to read independently daily.	Lesson Plans will demonstrate time for student independent reading.	Reading teachers
A Family Reading Program will be developed	<p>A plan will be developed for a family reading program by staff that will include reading goals.</p> <p>During Fall Conferences: Teachers will ask: “What would you like for me to know that I may not already to know about ___?”</p> <p>What do you believe would be a good independent reading goal for your child this school year?</p>	Parent Survey Results	Staff

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 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. The minimum basic goal is 25.									
Group	Spring 2017 Results	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal	Spring 2019 Results	Fall 2019 Cohort	2020 Basic Goal	2020 Trans. Goal
All Students	82.6	77.1	83.1	79.4	88.6	80.3	77.5	74.3	83.1
Grade 3	82.3	71.0	86.4	85.8	89.7	80.3	83.8	84.9	87.9
Grade 4	88.7	87.7	73.7	70.7	82.4	76.3	78.1	76.0	83.6
Grade 5	76.2	73.0	88.6	80.8	93.0	84.2	71.2	63.8	78.4
Amln									
Asian									
Black	44.7	28.6				44.4			
Hispanic	62.5	67.9				76.9			
White	88.3	85.6				88.8			
Multiracial	82.4	63.3				58.3			
EL									
Spec Ed	67.3	60.0				61.5			
F/R Lunch	63.6	58.5				59.8			
Female	82.2	75.3				73.6			
Male	82.9	78.8				86.8			

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

2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)

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

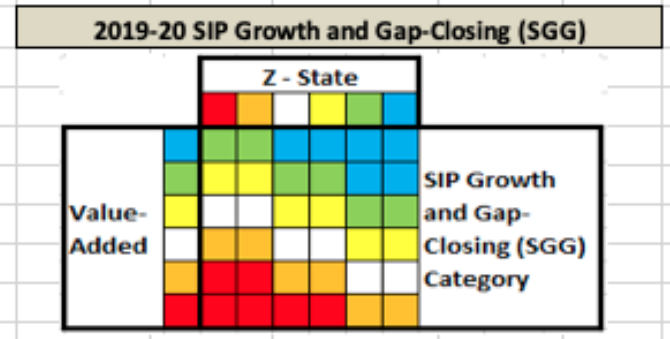
2019 Color Coding for MCA Value-Added and Z-State Results

-.30 or below	-.15 to -.29	-.14 to -.01	+.01 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.

2019 Goals (Based on 2018 Results)			
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

2020 Goals			
Basic		Transformational	
0.15	Z-State	0.30	Z-State
or		or	
0.15	Val-Add	0.30	Val-Add
Applied to All Groups			



Group	Baseline			2019 Goals		2019 Results			
	2016	2017	2018	Basic	Transform.	Z - Dist	Val-Add	Z - State	SGG
All Students	-0.02	0.33	0.06	0.05	0.10	0.10	-0.09	0.02	
Grade 3							-0.38		
Grade 5	-0.60	0.09	-0.19	0.00	0.10	0.15	0.15	-0.11	
Grade 4	0.54	0.54	0.34	0.15	0.20	0.06	0.00	0.15	
Am Ind									
Asian									
Black	-0.07	-0.14	-0.49	0.00	0.10	-0.32	-0.10	-0.33	
Hispanic		0.48	-0.21	0.00	0.10		0.01		
White	-0.05	0.30	0.18	0.15	0.20	0.17	-0.05	0.08	
EL									
Multiracial		0.56	-0.26	0.00	0.10		-0.55		
Spec Ed	-0.12	0.14	-0.09	0.05	0.10	0.02	-0.06	-0.08	
F/R Lunch	-0.07	0.19	-0.35	0.00	0.10	-0.10	-0.02	-0.17	
Female	0.07	0.35	-0.04	0.05	0.10	0.03	-0.13	-0.05	
Male	-0.09	0.31	0.14	0.10	0.15	0.18	-0.06	0.09	

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>Implement Bridges with fidelity</p>	<p>Use assessment to drive instruction and use assessment data to re-teach mastered skills.</p> <p>At the beginning of each unit teachers will read unit introduction and use that information to guide instruction.</p> <p>All math teachers will participate on a team of teachers to observe colleagues teaching a component of bridges and use a corresponding rubric to guide conversation and observation.</p>	<p>Unit Assessments (Formal and Informal Assessments)</p> <p>3rd-5th grade will use Unit Scoring Guides</p> <p>MCA/MAP scores</p> <p>Rubric data from team walk-throughs will be examined</p>	<p>Math Teachers Principal</p>

Priority Three: Student Behavior

Evidence of Need:	<p>Based on data from the 2018-2019 school year, there were large disparities in office discipline referrals for white and black students across all locations and with problem behaviors of physical aggression/fighting, disrespect/insubordination and disruption.</p> <p>Additionally, data from the 2018-2019 Cedar Island Student Survey reported that the percentage of positive student responses are decreasing to the questions, “Adults at school act on my concerns when possible” and “I have at least one adult I can turn to if there is a problem.”</p>
--------------------------	---

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Office Discipline Referrals	When looking at Risk Ratios: For overall major discipline referrals, black students have a risk ratio of 3.22 while white students have a risk ratio of 0.59	The risk ratio of black students will not exceed 2.5 for major office discipline referrals in comparison to white students.
Student Survey	When examining the question “Adults at school act on my concerns when possible” Students in 3 rd grade answered 86% positively in spring 2018 to 75% positively in spring 2019. 85% of Fourth grade students answered positively to that question in spring of 2018 compared to 75% in spring of 2019. Additionally 81% of black students answered positively to that question in 2018 while only 67% of students answered positively in 2019.	At least 80% of students will positively answer that “adults at my school act on my concerns when possible”.

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:
Students will feel a sense of connection to adults at Cedar Island	In the fall, all teachers will send postcards to each student. Develop a Voluntary mentoring program for Tier 2/3 students.	ODR data Student Survey Data Parent Survey Data	BIT

Form A2 – School Improvement Plan

School: Cedar Island Elementary

Date: 2019-20

	<p>Staff will share strategies with each other on ways to build relationships with students.</p>		
<p>Students will feel a sense of community at Cedar Island</p>	<p>A variety of community building activities will occur throughout the school year such as:</p> <p>At least 2 all school Service Projects</p> <p>Organize At least 3 Assemblies that focus on building a sense of community</p> <p>Each classroom will have a Buddy Classroom that matches older students and younger students to engage in reading, service projects and community building projects</p>	<p>Student survey Data</p> <p>Parent Survey Data</p> <p>ODR data</p>	

Priority Four: Family Engagement	
Evidence of Need:	The 2018 Parent Stakeholder Survey report for CI indicated that Cedar Island was .2 scale points below the district average in Strategic Outcomes, Teaching and Learning and Adult Trust.
Goal:	On the 2020 Parent Stakeholder Survey report for CI, Cedar Island will be at or above the district average in all areas of the surveys.

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 develop stronger relationships with parents and a Family Reading Program will be developed	A plan will be developed for a family reading program by staff that will include reading goals. During Fall Conferences: Teachers will ask: “What would you like for me to know that I may not already to know about ___? What do you believe would be a good independent reading goal for your child this school year?	Parent Survey Results	Staff
Gather community involvement to plan 50 th birthday celebration for fall of 2020	A committee of staff, parents (PTO), community members and administration will plan	Parent Survey Results	Principal and committee
Parent representatives will serve on District Advisory Council and Special Education Advisory Council	Parents will be recruited	Parent Survey Results	Principal
PTO will organize the Fun Run independently	A Fun Run chair will form a committee to organize this fundraiser	Fund raising results	Parent Fundraising Chair

School: Cedar Island Elementary

Date: 2019-20

Site Improvement Team

Name	Position	Name	Position
1. <i>Sheryl Deuel</i>	5 th	5. <i>Laura Hauger</i>	3 rd
2. <i>Karen Bliss</i>	4 th	6. <i>Debbi Anderson</i>	1 st
3. <i>Lauren Louche</i>	K	7. <i>Vicki Curtis</i>	2 nd
4. <i>Amy Solbey</i>	Specialists	8. <i>Sam Kollkepp</i>	Spills/LEP

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: _____