

## Form A2 – School Improvement Plan

Principal: Dan Wald

Assistant Superintendent: Steve Flisk

School: Cedar Island Elementary

Date: 2017-18

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 2017-18 cohorts. Students enrolled for the 2017-18 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):

<b>Far Below Basic Goal</b>	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)?

<b>Priority One: READING</b>		<i>Measure: Proficiency (% Low Risk on DIBELS)</i>						
<b>Column Header</b>		<b>Definition</b>						
<b>2016 and 2017 Results</b>		Percentage of students low risk in Spring 2016 and Spring 2017, color coded (see table below)						
<b>Avg of 2015 &amp; 2016 and Avg of 2016 &amp; 2017</b>		This includes only students who were "at-risk" or at "some risk" based on the fall LNF, LSF or ORF screening. The value reported is the percentage of these students who were "low risk" by spring (average of consecutive years)						
<b>Basic Goal</b>		Reduce at-risk and some risk by half in four years (minimum = 40%)						
<b>Transformational Goal (Trans)</b>		Reduce at-risk and some risk by half in two years (minimum = 50%)						
<b>Color Coding</b>		30% + from Basic Goal	15 - 29% from Basic Goal	5 - 14% from Basic Goal	<5% from Basic Goal	Met Basic Goal	Met Transformational Goal	
<b>% Low Risk</b>		<b>2015-16</b>	<b>2016-17 Baseline, Goals and Results</b>			<b>2017-18 Baseline and Goals</b>		
<b>Group</b>	<b>2016 Results</b>	<b>Avg of 2015 &amp; 2016</b>	<b>2017 Basic</b>	<b>2017 Trans.</b>	<b>2017 Results</b>	<b>Avg of 2016 &amp; 2017</b>	<b>2018 Basic</b>	<b>2018 Trans.</b>
Kindergarten	68%	56%	61%	67%	57%	63%	67%	72%
Grade 1	31%	45%	52%	59%	64%	48%	54%	61%
Grade 2	48%	49%	55%	62%	30%	39%	46%	54%

<b>Priority One: READING</b>									
<i>Measure: MCA Proficiency (Index Rates)</i>									
<b>Column Header</b>									
<b>Results</b>	Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.								
<b>Fall Cohort</b>	Index rate for students tested in the previous spring and enrolled the following fall.								
<b>Basic Goal</b>	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.								
<b>Transformational (Trans.) Goal</b>	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.								
<b>Color Coding</b>	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			
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.									
<b>Group</b>	<b>2016 Results</b>	<b>Fall 2016 Cohort</b>	<b>2017 Basic Goal</b>	<b>2017 Trans. Goal</b>	<b>2017 Results</b>	<b>Fall 2017 Cohort</b>	<b>2018 Basic Goal</b>	<b>2018 Trans. Goal</b>	<b>2018 Results</b>
<b>All Students</b>	78.3	77.3	81.9	82.9	81.3	76.4	80.4	82.3	
Grade 3	79.3	77.7	76.5	83.3	78.5	69.5	69.6	77.1	
Grade 4	75.8	80.3	84.8	85.2	86.6	75.4	79.6	81.5	
Grade 5	79.7	73.4	80.1	84.6	78.1	82.9	87.2	90.4	
Amln									
Asian	84.6								
Black	60.9				58.8				
Hispanic					62.5				
White	83.1				86.0				
Multiracial					73.5				
EL									
Spec Ed	50.0				56.0				
F/R Lunch	66.1				66.7				
Female	81.2				87.2				
Male	75.9				76.8				

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

<b>Color Coding for Growth Z-Score Minus District</b>					
<b>.30 or more below Basic Goal</b>	<b>.15 to .29 below Basic Goal</b>	<b>.04 to .14 below Basic Goal</b>	<b>Within .03 of Basic Goal</b>	<b>Met Basic Goal</b>	<b>Met Transformational Goal</b>

Results reported for groups of 10 or more students. A new Multiracial group was added for 2017-18. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

<b>Goals</b>			
<i>Description</i>	<i>Result</i>	<i>Basic Goal</i>	<i>Transformational Goal</i>
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

<b>Growth Z - District</b>		<b>Baseline</b>		<b>2017 Goals</b>		<b>Results</b>	<b>2018 Goals</b>	
<b>Indicator</b>	<b>Group</b>	<b>2015</b>	<b>2016</b>	<b>Basic</b>	<b>Trans.</b>	<b>2017</b>	<b>Basic</b>	<b>Trans.</b>
<b>Growth</b>	<b>All Students</b>	<b>0.34</b>	<b>-0.10</b>	<b>0.00</b>	<b>0.10</b>	<b>0.02</b>	<b>0.05</b>	<b>0.10</b>
Growth	Grade 4	0.34	0.16	0.15	0.20	0.18	0.15	0.20
Growth	Grade 5		-0.36	0.00	0.10	-0.16	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian							
Gap Reduction	Black		-0.53	0.00	0.10	-0.25	0.00	0.10
Gap Reduction	Hispanic					0.02	0.05	0.10
Gap Reduction	White	0.43	-0.04	0.05	0.10	-0.01	0.05	0.10
Gap Reduction	Multiracial					-0.21	0.00	0.10
Gap Reduction	EL							
Gap Reduction	Spec Ed		-0.50	0.00	0.10	-0.67	0.00	0.10
Gap Reduction	F/R Lunch	0.27	-0.21	0.00	0.10	-0.17	0.00	0.10
Gap Reduction	Female	0.36	-0.01	0.05	0.10	0.07	0.05	0.10
Gap Reduction	Male	0.33	-0.16	0.00	0.10	-0.02	0.05	0.10

<b>Priority One: Reading</b>			
<b>Reading Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
PLT's will focus on new strategies in how they use their guided reading time to ensure all students are growing successfully.	PLT Meetings, action research, SMART goals that meet standards.	Fluency scores, DRA, MAP and MCA's	SDAS training, All licensed staff
Teachers will use a new PLT data form that automatically disaggregates for teachers so they can more easily address underperforming groups of students.	Learn how to use the new form and study the data on the form when making decisions in their PLT's.	Fluency scores, DRA, MAP and MCA's	Sara Preiner, Dan Wald and All licensed staff
At least 3 staff meetings will be used to teach NUA strategies to teachers.	Staff will learn the strategies, try them and then reflect on their usage during the next staff meeting.	Fluency scores, DRA, MAP and MCA's	Sara Preiner and Dan Wald
Staff will utilize at least 3 new culturally Responsive instructional strategies during the year.	Attend NUA training. Attend staff meetings and try new strategies.	Fluency scores, DRA, MAP and MCA's	All licensed staff
Staff will receive training on the CLEAR model and apply it to at least one lesson during the year.	Training provided by our Equity Teacher (Dimitri Russell)	Fluency scores, DRA, MAP and MCA's	Dimitri Russell and Dan Wald
Continue to implement and maintain the use of Thinking Maps as a school-wide tool.	Staff will continue to focus on using Thinking Maps in their classroom	Fluency scores, DRA, MAP and MCA's	Dan Wald, Sara Preiner and all licensed staff

Form A2 – School Improvement Plan

School: Cedar Island Elementary School

Date: 2017-18

Find resources and enrich poetry instruction in grades 3-5 in order to better meet standards.	Grade 3-5 teachers will research materials and implement with students	Fluency scores, DRA, MAP and MCA's	Grade 3-5 teachers
Staff will research Special Education Curricular materials for possible implementation.	Special Education Resource Teachers will look for materials to enhance instruction of math and reading	Fluency scores, DRA, MAP and MCA's	Special Education Resource Teachers

Priority Two: MATHEMATICS					Measure: MCA Proficiency (Index Rates)				
Column Header									
<b>Results</b>									
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.									
<b>Fall Cohort</b>									
Index rate for students tested in the previous year and enrolled in the fall of the next year.									
<b>Basic Goal</b>									
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.									
<b>Transformational (Trans.) Goal</b>									
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.									
<b>Color Coding</b>									
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
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	Fall 2016 Cohort	2017 Basic Goal	2017 Trans. Goal	Spring 2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	Spring 2018 Results
All Students	75.2	81.1	79.3	85.8	82.6	83.3	80.0	87.5	
Grade 3	80.3	85.4	86.4	89.0	82.3	82.8	80.0	87.1	
Grade 4	79.5	81.7	79.5	86.3	88.7	79.6	78.6	84.7	
Grade 5	64.8	76.2	71.5	82.1	76.2	87.2	81.1	90.4	
Amln									
Asian	96.2								
Black	54.7				44.7				
Hispanic					62.5				
White	79.2				88.3				
Multiracial					82.4				
EL									
Spec Ed	54.2				67.3				
F/R Lunch	64.9				63.6				
Female	72.3				82.2				
Male	77.7				82.9				

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

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

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

Results reported for groups of 10 or more students. A new Multiracial group was added for 2017-18. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

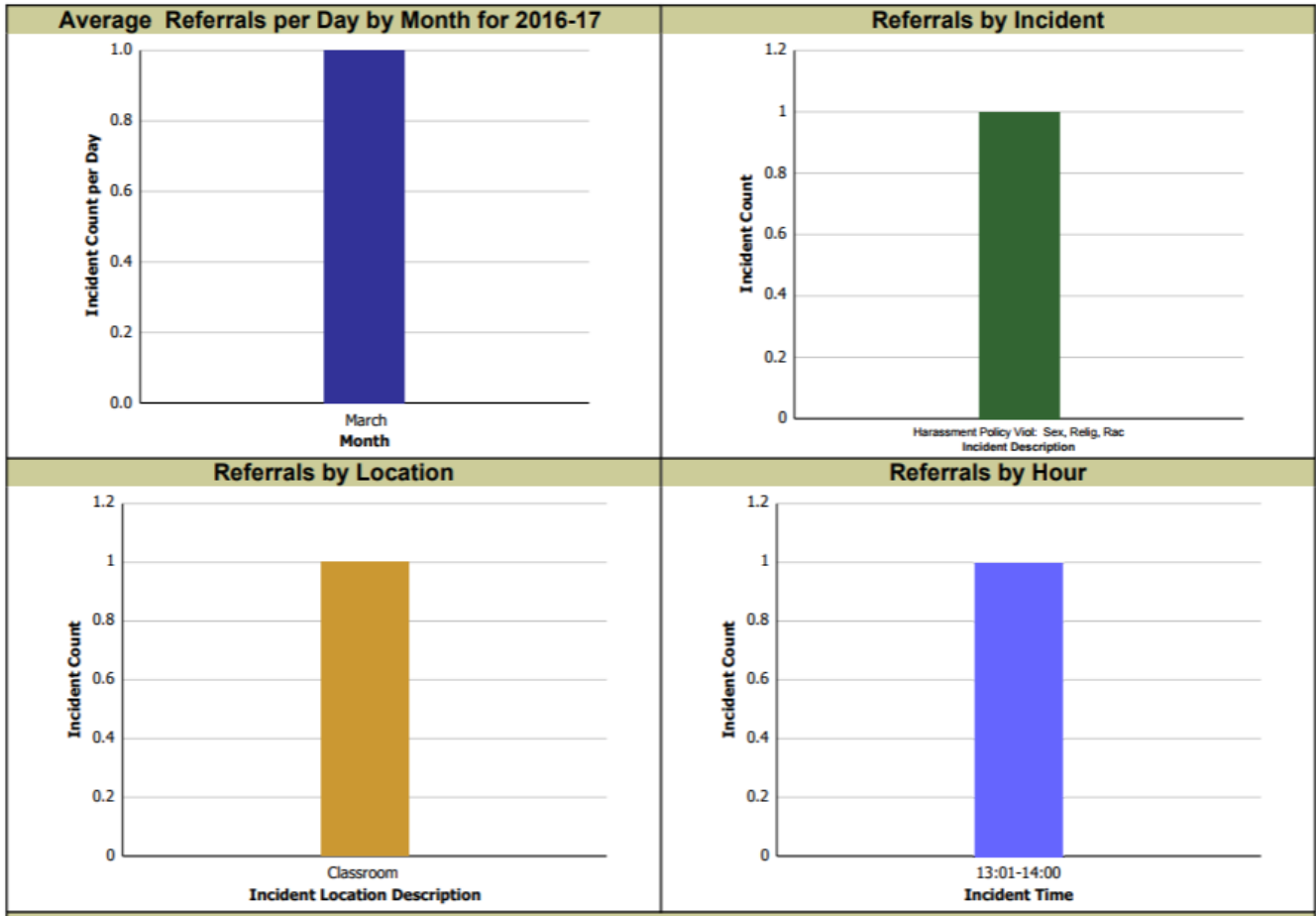
**Goals**

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		2017 Goals		Results	2018 Goals	
Indicator	Group	2015	2016	Basic	Transform.	2017	Basic	Transform.
<b>Growth</b>	<b>All Students</b>	<b>0.08</b>	<b>-0.02</b>	<b>0.05</b>	<b>0.10</b>	<b>0.33</b>	<b>0.15</b>	<b>0.20</b>
Growth	Grade 4	0.08	0.54	0.15	0.20	0.54	0.15	0.20
Growth	Grade 5	0.08	-0.60	0.00	0.10	0.09	0.05	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian							
Gap Reduction	Black		-0.07	0.05	0.10	-0.14	0.00	0.10
Gap Reduction	Hispanic					0.48	0.15	0.20
Gap Reduction	White	0.08	-0.05	0.05	0.10	0.30	0.15	0.20
Gap Reduction	Multiracial					0.56	0.15	0.20
Gap Reduction	EL							
Gap Reduction	Spec Ed		-0.12	0.00	0.10	0.14	0.10	0.15
Gap Reduction	F/R Lunch	-0.14	-0.07	0.05	0.10	0.19	0.15	0.20
Gap Reduction	Female	0.10	0.07	0.05	0.10	0.35	0.15	0.20
Gap Reduction	Male	0.06	-0.09	0.05	0.10	0.31	0.15	0.20



<b>Priority Two: Mathematics</b>			
<b>Mathematics Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
At least 3 staff meetings will be used to teach NUA strategies to teachers.	Staff will learn the strategies, try them and then reflect on their usage during the next staff meeting.	MAP and MCA's	Sara Preiner and Dan Wald
Staff will utilize at least 3 new culturally Responsive instructional strategies during the year.	Attend NUA training. Attend staff meetings and try new strategies.	MAP and MCA's	All licensed staff
Staff will receive training on the CLEAR model and apply it to at least one lesson during the year.	Training provided by our Equity Teacher (Dimitri Russell)	MAP and MCA's	Dimitri Russell and Dan Wald
Continue to focus on implementing number talks as way to help children think more deeply about math	SDAS training and staff implementation on a regular basis	MAP and MCA's	SDAS, all licensed staff
Continue to implement and maintain the use of Thinking Maps as a school-wide tool.	Staff will continue to focus on using Thinking Maps in their classroom	MAP and MCA's	Dan Wald, Sara Preiner and all licensed staff



<b>Priority Three: Student Behavior</b>	
<b>Evidence of Need:</b>	During the 2016-17 school year, CI averaged 2.9 ODR's for major disciplinary incidents. This compares to .8 average ODR's per day nationally.

<b>Student Behavior</b> (Example: office referrals, suspensions, etc.)	<b>Baseline data by target group</b> (Example: ethnicity, socioeconomic, grade level, etc.)	<b>Goal</b>
ODR's	During the 2016 – 17 school year, CI averaged 2.19 major ODR's per day.	During the 2017-18 school year, CI will average no more than 2 ODR's per day.

<b>Student Behavior Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Implement Restorative Circles weekly in 4th and 5th grade	4 <sup>th</sup> and 5 <sup>th</sup> grade teachers will receive training and implement restorative circles on a weekly basis to build community	ODR data will be collected	Leona Santillan, 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers
Utilize restorative justice conversations to resolve conflicts between students	Leona Santillan, BIT, and classroom teachers will utilize this strategy when intervening in student conflicts	ODR data will be collected	Leona Santillan, BIT
Continue to Implement and refine CI/CO	Leona Santillan, BIT, and classroom teachers	ODR data will be collected	Leona Santillan and staff
Implement a school-wide service program for students.	Organize and implement a plan that will include all students providing service	ODR data will be collected	Dan Wald and teacher committee
Staff will learn and implement new strategies in successfully working with students who have suffered from trauma.	Dan will set-up training opportunities for staff	ODR data will be collected	Dan Wald and Leona Santillan
Staff will attend Mindfulness training and use strategies to support students (e.g. GoNoodle Yoga)	Training with Jenn Niedzielski.	ODR data will be collected	Dan Wald
Implement Yoga Calm as an optional tool to help children learn self-	School Psychologist (Katie Lail).	ODR data will be collected	Katie Lail

Form A2 – School Improvement Plan

School: Cedar Island Elementary School

Date: 2017-18

calming as a trauma informed strategy.			
--	--	--	--

Site Improvement Team

Name	Position	Name	Position
1.		5.	
2.		6.	
3.		7.	
4.		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: \_\_\_\_\_ Date: \_\_\_\_\_

Assistant Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_