

Form A2 – School Improvement Plan

Principal: Shawn Stibbins

Assistant Superintendent: Kim Hiel

School: Crestview 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):

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	Percentage of students low risk in Spring 2016 and Spring 2017, color coded (see table below)							
Avg of 2015 & 2016 and Avg of 2016 & 2017	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)							
Basic Goal	Reduce at-risk and some risk by half in four years (minimum = 40%)							
Transformational Goal (Trans)	Reduce at-risk and some risk by half in two years (minimum = 50%)							
Color Coding	30% + from Basic Goal	15 - 29% from Basic Goal	5 - 14% from Basic Goal	<5% from Basic Goal	Met Basic Goal	Met Transformational Goal		
% Low Risk	2015-16	2016-17 Baseline, Goals and Results				2017-18 Baseline and Goals		
Group	2016 Results	Avg of 2015 & 2016	2017 Basic	2017 Trans.	2017 Results	Avg of 2016 & 2017	2018 Basic	2018 Trans.
Kindergarten	36%	42%	49%	56%	28%	32%	40%	50%
Grade 1	30%	29%	40%	50%	63%	46%	53%	60%
Grade 2	8%	9%	40%	50%	23%	15%	40%	50%

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 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			
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	2016 Results	Fall 2016 Cohort	2017 Basic Goal	2017 Trans. Goal	2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	2018 Results
All Students	28.3	28.4	33.0	46.3	36.5	31.9	35.9	49.0	
Grade 3	33.8	24.3	23.0	43.2	35.7	27.6	27.7	45.7	
Grade 4	21.4	30.9	35.4	48.2	32.4	27.6	31.8	45.7	
Grade 5	30.0	30.0	41.2	47.5	41.4	42.2	49.7	56.6	
Amln									
Asian	16.7				37.5				
Black	30.3				33.6				
Hispanic	28.6				40.0				
White									
Multiracial									
EL	17.2				14.0				
Spec Ed	20.3				20.8				
F/R Lunch	26.7				33.5				
Female	28.6				34.5				
Male	28.0				39.1				

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

Color Coding 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

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			
<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

Growth Z - District		Baseline		2017 Goals		Results	2018 Goals	
Indicator	Group	2015	2016	Basic	Trans.	2017	Basic	Trans.
Growth	All Students	-0.12	-0.58	0.00	0.10	-0.28	0.00	0.10
Growth	Grade 4	0.00	-0.69	0.00	0.10	-0.36	0.00	0.10
Growth	Grade 5	-0.33	-0.45	0.00	0.10	-0.20	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.01	-0.63	0.00	0.10	-0.07	0.05	0.10
Gap Reduction	Black	-0.29	-0.59	0.00	0.10	-0.39	0.00	0.10
Gap Reduction	Hispanic	0.03	-0.56	0.00	0.10			
Gap Reduction	White							
Gap Reduction	Multiracial					-0.13	0.00	0.10
Gap Reduction	EL	0.02	-0.67	0.00	0.10	-0.26	0.00	0.10
Gap Reduction	Spec Ed	-0.47	-0.73	0.00	0.10	-0.40	0.00	0.10
Gap Reduction	F/R Lunch	-0.11	-0.57	0.00	0.10	-0.28	0.00	0.10
Gap Reduction	Female	0.09	-0.51	0.00	0.10	-0.28	0.00	0.10
Gap Reduction	Male	-0.29	-0.64	0.00	0.10	-0.28	0.00	0.10

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:
Curriculum mapping (matching grade level standards to guided reading texts)	Unwrap the standards and identify the high priority benchmarks to see where the skills are taught in the curriculum throughout the literacy block (reading, writing, phonics).	Monitor text level growth at the end of each trimester.	Classroom Teachers, Support Staff, Curriculum and Instruction support staff
Progress Monitoring	Running Records, ORR, DRA Communication with parents/guardians about progress that is being made. Use the reading behaviors form to keep track of student progress and to inform instruction on what reading behaviors need to be taught.	Running Record and ORR data. Monitor text level growth at the end of each trimester.	Classroom Teachers, Support staff,
Implementation of Balanced Literacy w/fidelity	Using rubrics and walkthroughs to observe teaching. Debriefing w/feedback	PLT reading level Data Reading Behaviors Form	Classroom teachers, Curriculum and Instruction staff, principal, support staff.
Sharing strategies during staff PLT meetings.	Coming prepared with a strategy to share.	Student text level data will be shared and discussed. Monitor text level growth at the end of each trimester.	Classroom teachers, principal

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
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	30.7	39.8	38.0	54.9	36.4	41.8	38.5	56.4	
Grade 3	43.1	45.7	46.7	59.3	44.3	39.5	36.7	54.6	
Grade 4	27.1	43.8	41.6	57.8	37.5	41.0	40.0	55.8	
Grade 5	20.0	30.6	25.9	47.9	27.8	45.5	39.4	59.1	
Amln									
Asian	31.0				34.4				
Black	30.2				33.6				
Hispanic	28.6				39.3				
White									
Multiracial									
EL	22.6				23.1				
Spec Ed	18.8				20.0				
F/R Lunch	30.6				33.9				
Female	27.0				31.9				
Male	34.3				42.2				

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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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.

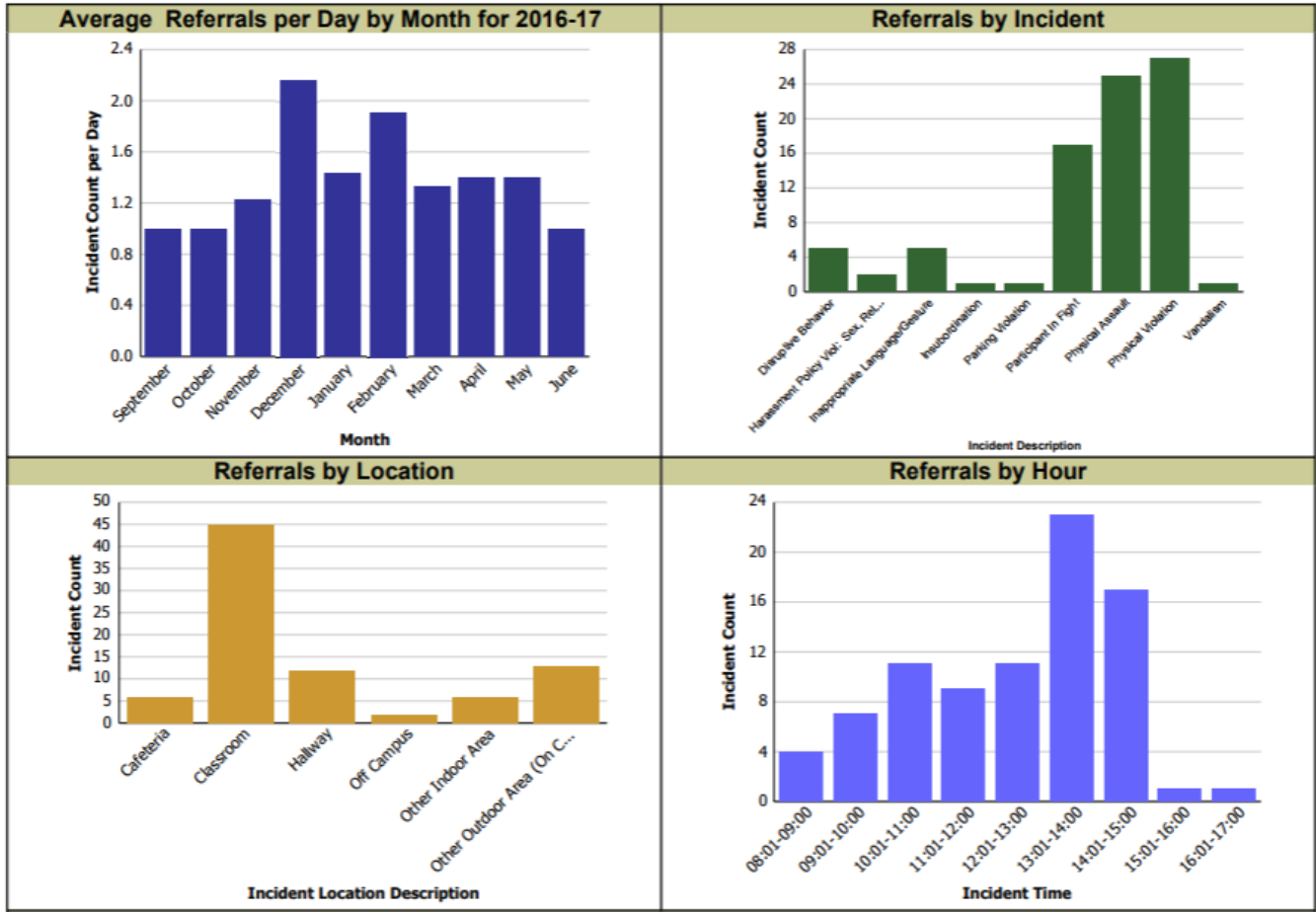
Goals

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.
Growth	All Students	-0.37	-0.84	0.00	0.10	-0.42	0.00	0.10
Growth	Grade 4	-0.65	-0.94	0.00	0.10	-0.36	0.00	0.10
Growth	Grade 5	-0.35	-0.70	0.00	0.10	-0.46	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	-0.50	-0.87	0.00	0.10	-0.23	0.00	0.10
Gap Reduction	Black	-0.46	-0.87	0.00	0.10	-0.45	0.00	0.10
Gap Reduction	Hispanic	-0.09						
Gap Reduction	White							
Gap Reduction	Multiracial							
Gap Reduction	EL	-0.25	-0.86	0.00	0.10	-0.74	0.00	0.10
Gap Reduction	Spec Ed	-0.63	-1.03	0.00	0.10	-0.18	0.00	0.10
Gap Reduction	F/R Lunch	-0.35	-0.87	0.00	0.10	-0.39	0.00	0.10
Gap Reduction	Female	-0.31	-0.80	0.00	0.10	-0.46	0.00	0.10
Gap Reduction	Male	-0.42	-0.86	0.00	0.10	-0.34	0.00	0.10

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:
Basic math concepts and prerequisite skills in morning meeting or in the morning message. High priority standards.	Identify foundational grade level skills and prerequisite skills. Work on skills in morning meeting.	Pre- & Post Assessments and Common Formative Assessments	Classroom teachers
Accountable Talk. Vocabulary and using complete sentences with the math vocabulary.	Provide students opportunities to speak in class. Develop and teach rubrics for expected talk/conversations (use of vocabulary, complete sentences, using details, etc.) Each classroom will have a word wall of vocabulary that will be used during the unit that is being taught.	Observation of students speaking in class. Observation will be done by teachers and walkthroughs. Evidence of students using speaking rubrics.	C. Liegakos will provide staff with MAP and MCA math vocabulary. Classroom Teachers
Curriculum mapping (matching grade level standards to curriculum and supplemental materials)	Unwrap the standards and identify the high priority benchmarks to see where the skills are taught in the curriculum. Align curriculum and high priority standards.	Pre-and Post-assessments. Common Formative Assessments throughout the unit.	Classroom Teachers, Support Staff, Curriculum and Instruction support staff
Guided Math/Small Group math work. One independent group using technology.	Create schedule for small math group instruction. Groups should be identified based off of current skills and concepts. Develop independent activities for groups that are not working with the	Data will be collected from walkthroughs. Implementation of small group math instruction will evident. Observation of student engagement when working independently.	Classroom teachers, Support Staff, Curriculum and Instruction Staff

	<p>teacher based off of student need (stations, tasks, and technology should be one of the options).</p>		
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Priority Three: Student Behavior

Evidence of Need:	Black students are not more aggressive than other student groups. Professional development on how we label behavior and working on eliminating the subjectivity of the behaviors we see.
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Physical Aggression	95% of referrals that led to suspensions were black students. While our black students make up 68% of the student body.	Referrals will be proportionated to the racial desegregation of our student body.
Physical Aggression	218 ODR's (Physical Aggression) 93% of the referrals were black students	Referrals will be proportionated to the racial desegregation of our student body.

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:
ENVoY – with a focus on 2 of the 7 Gems.	Teachers will receive Professional Development and coaching sessions, with a focus on the implementation of the 2 gems, throughout the school year.	Observational data of time on task and time spent outside of the classroom will be collected.	Building ENVoY coach, Building administration, teachers and support staff.
Culturally Relevant Teaching with a focus on High Operational Practices	Adults will build relationships, Situate the learning in the lives of students, amplify student voice, and activate	Observational data of time on task and time spent outside of the classroom will be collected. Student engagement	Building administration, teachers, support staff, equity teacher and specialist.

Form A2 – School Improvement Plan

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Date: 2017-18

	student strengths in lessons.		
Social Skills groups to teach replacement behaviors.	Teachers will group students according to skills that need to be developed. Teachers will plan lessons to address the skills that students need.	A decrease in student referrals and observational data of social skills being implemented in real time.	Counselor, Social worker, Behavior Intervention Teacher, Building Administration
Trauma informed practices & Restorative Practices	Staff will participate in Professional Development on trauma informed practices and make a plan on how they can implement the practices.		School Linked Mental Health Therapist, teachers, building administration, school support staff, district administration

School: Crestview Elementary

Date: 2017-18

Site Improvement Team

Name	Position	Name	Position
1. Shawn Stibbins	Principal	6. Rachel Lindberg	3 rd Grade
2. Colleen Liegakos	Title Lead Teacher	7. Leigh Conner	4 th Grade
3. Lisa Scott	Kindergarten	8. Kaitlyn Leininger	5 th Grade
4. Shayna Kallor	1 st Grade	9. Brenda Mielke	ELL Representative
5. Benjamin Roub	2 nd Grade	10. Nancy Anderson	Special Education Representative

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: _____