

Form A2 – School Improvement Plan

Principal: Erickson, Suzette

Assistant Superintendent: Parpart, Kelli






School: Crest View Elementary

Date: 2015-16

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 and targets at the start of school using the 2015-16 cohorts. Students enrolled for the 2015-16 school year make up each cohort.
- (3) Basic targets or goals represent reasonable student progress or improvement based on trends. Transformational goals or targets represent the scores that are necessary to close the achievement gaps and are based on state expectations.
- (4) Achievement Data Key (these numbers are approximates):

 Above (top 10%)	 Meets (upper 1/3)	 Average (middle 1/3)	 Caution (lower 1/3)	 Below (lowest 10%)
--	--	---	--	---

- (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					
2014	For grades K-2, this includes students who were "at-risk" or at "some risk" based on the Fall 2013 LNF, LSF or ORF screening. The value reported is the percentage of these students who were "low risk" by Spring 2014.					
2015	For grades K-2, this includes students who were "at-risk" or at "some risk" based on the fall 2014 LNF, LSF or ORF screening. The value reported is the percentage of these students who were "low risk" by spring 2015.					
# Students	Number of students who were "at risk" or at "some risk" in Fall 2014, and also tested in Spring 2015					
Avg of 2014 & 2015	Average of 2014 and 2015 percentages					
Basic	Reduce at-risk and some risk by half in four years (minimum = 40%)					
Transformational	Reduce at-risk and some risk by half in two years (minimum = 50%)					
% Low Risk	Baseline Data		2015-16 Goals and Targets			
Group	2014	2015	# Students	Avg of 2014 & 2015	Basic	Transformational
Kindergarten	47%	48%	29	48%	54%	61%
Grade 1	17%	28%	25	22%	40%	50%
Grade 2	33%	11%	18	22%	40%	50%

Priority One: READING		<i>Measure: MCA Proficiency (Index Rates)</i>				
Column Header	Definition					
2014	2014 Index rate for students enrolled Oct 1 and tested in 2015 (proficient = 1.0, partial proficiency = .5)					
2015	2015 Index rate for students enrolled Oct 1 and tested in 2015					
# Students	Number of students tested in Spring 2015 and projected for Fall 2015					
Fall 2015 Cohort	2015 index rate for students for grade they are projected to enroll in for 2015-16					
Basic	The second highest score between the MDE index target (reduce non-proficiency by half in two years) and the district average change.					
Transformational	The higher of the MDE index target (reduce non-proficiency by half in two years) and the district average change.					
Group	2014	2015	# Students	Fall 2015 Cohort	Basic	Transformational
All Students	24.3	33.3	89	27.5	32.3	45.6
Grade 3	22.4	28.9	29	31.0	29.6	48.3
Grade 4	13.6	25.0	37	32.4	36.1	49.3
Grade 5	17.9	28.6	23	15.2	27.5	36.4
Amln						
Asian	19.0	35.7				
Black	25.0	33.1				
Hispanic	20.5	25.0		Subgroup targets addressed		
White				under gap reduction		
EL	5.6	19.4				
Spec Ed	4.3	10.9				
F/R Lunch	24.2	31.8				
Female	25.9	35.2				
Male	22.8	31.6				

Priority One: READING		<i>Measure: MCA Growth (Z-Score - District)</i>				
2016 Targets for Z-Score minus District						
<i>Description</i>	<i>Baseline</i>	<i>Basic</i>			<i>Transformational</i>	
Well above district average	+ .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						
Indicator		Baseline Data			2015-16 Goals and Targets	
Group	Group	2013	2014	2015	Basic	Transformational
Growth	All Students	-0.31	-0.10	-0.12	0.00	0.10
Growth	Grade 4	-0.33	-0.10	0.00	0.05	0.10
Growth	Grade 5	-0.24	0.07	-0.33	0.00	0.10
Gap Reduction	Am Ind					
Gap Reduction	Asian	-0.05	-0.17	0.01	0.05	0.10
Gap Reduction	Black	-0.41	0.02	-0.29	0.00	0.10
Gap Reduction	Hispanic	-0.31	-0.43	0.03	0.05	0.10
Gap Reduction	White					
Gap Reduction	EL	-0.20	-0.10	0.02	0.05	0.10
Gap Reduction	Spec Ed	-0.28	-0.11	-0.47	0.00	0.10
Gap Reduction	F/R Lunch	-0.30	-0.14	-0.11	0.00	0.10
Gap Reduction	Female	-0.26	-0.08	0.09	0.05	0.10
Gap Reduction	Male	-0.37	-0.12	-0.29	0.00	0.10

PRIORITY ONE: READING

Reading Continuous Improvement Action Plan: (add steps as needed by using tab key)

What research-based actions, strategies, and interventions will support students in meeting the goal? What knowledge and skills (professional learning) will adults need to support students in meeting the goal(s)?

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:
NWEA-MAP	NWEA-MAP: Assessment results are analyzed by classroom teachers using “Descartes” and “RIT” score analysis.	NWEA-MAP = 2 x a year (Fall & Spr),	Principal, Asst. Principal, Instructional Coach, Teacher leaders, Title I Lead Teacher
Frequent Assessments: Common Formative Assessments, TIES Progress Monitoring	Formative Assessment: -SSOS directed LIT will implement effective formative assessment process using “Practice Profile” tools to inform teacher instruction. -Progress Monitoring: teachers will use TIES system to monitor progress in reading interventions. -Benchmark ORR: flexible/fluid assessment tool for teachers to monitor student performance during guided reading groups.	Common Formative Assessments: -Student performance via pre/post assessment on targeted skills as identified by district led “pacing guides” and grade level standards. Frequency = TBD -Weekly progress monitoring for students. Students below grade level will receive interventions. -ORR done as a part of guided reading.	Principal, A.P., LIT Team, Classroom Teachers, Title I, Sped Ed.
Curriculum Fidelity Checks	Based on observation, district balanced literacy rubrics are used to support teachers with implementation of guided reading/small group instruction.	Once a month (Guided Reading Walk-Throughs Jan 2016 roll-out)	Principal, A.P., Skills Teacher, Title I teacher, Staff Development Assessment Specialist
Collaborative Team(CT): Teams (horizontal) will meet based on grade level and will demonstrate proficiency on elements of effective CT process	Observation data via template to support team effectiveness in implementing team meeting process.	Collaborative Teams will share meeting notes after each meeting w/ other teams via google docs.	Principal, Asst. Principal, Instructional Coach, Other teams
MN Reading Corp for students in grades 1-3	Pull-outs with targeted students	Weekly Progress Monitoring	Reading Corps Members and Title I teacher (C.L.)
Research based reading	Implement interventions with fidelity. Use formative assessment	Weekly TIES Progress Monitoring and weekly	Title I teachers

interventions for Title I Students: LLI. Early Success, Soar to Success, Focus Reading	to inform teaching.	running records and Quick Checks within interventions.	
---	---------------------	--	--

Priority Two: MATHEMATICS			<i>Measure: MCA Proficiency (Index Rates)</i>			
Column Header	Definition					
2014	2014 Index rate for students enrolled Oct 1 and tested in 2015 (proficient = 1.0, partial proficiency = .5)					
2015	2015 Index rate for students enrolled Oct 1 and tested in 2015					
# Students	Number of students tested in Spring 2015 and projected for Fall 2015					
Fall 2015 Cohort	2015 index rate for students for grade they are projected to enroll in for 2015-16					
Basic	The second highest score between the MDE index target (reduce non-proficiency by half in two years) and the district average change.					
Transformational	The higher of the MDE index target (reduce non-proficiency by half in two years) and the district average change.					
Group	2014	2015	# Students	Fall 2015 Cohort	Basic	Transformational
All Students	35.8	35.3	90	42.8	42.1	57.1
Grade 3	43.4	50.0	29	53.4	54.9	65.1
Grade 4	30.4	26.1	38	48.7	47.4	61.5
Grade 5	19.6	21.4	23	19.6	17.2	39.7
Amln						
Asian	33.3	33.3				
Black	35.8	34.3				
Hispanic	29.5	31.8		Subgroup targets addressed under gap reduction		
White						
EL	19.2	19.2				
Spec Ed	10.4	16.7				
F/R Lunch	34.6	34.1				
Female	38.4	38.4				
Male	33.3	32.5				

Priority Two: MATHEMATICS		<i>Measure: MCA Growth (Z-Score - District)</i>				
2016 Targets for Z-Score minus District						
<i>Description</i>	<i>Baseline</i>	<i>Basic</i>			<i>Transformational</i>	
Well above district average	+.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 Data			2015-16 Goals and Targets	
Indicator	Group	2013	2014	2015	Basic	Transformational
Growth	All Students	-0.55	-0.41	-0.37	0.00	0.10
Growth	Grade 4	-0.65	-0.64	-0.65	0.00	0.10
Growth	Grade 5	-0.76	-0.03	-0.35	0.00	0.10
Gap Reduction	Am Ind					
Gap Reduction	Asian	-0.58	-0.08	-0.50	0.00	0.10
Gap Reduction	Black	-0.62	-0.44	-0.46	0.00	0.10
Gap Reduction	Hispanic	-0.31	-0.53	-0.09	0.05	0.10
Gap Reduction	White					
Gap Reduction	EL	-0.44	-0.32	-0.25	0.00	0.10
Gap Reduction	Spec Ed	-0.37	-0.58	-0.63	0.00	0.10
Gap Reduction	F/R Lunch	-0.55	-0.46	-0.35	0.00	0.10
Gap Reduction	Female	-0.48	-0.16	-0.31	0.00	0.10
Gap Reduction	Male	-0.60	-0.64	-0.42	0.00	0.10

PRIORITY TWO: MATHEMATICS

Mathematics Continuous Improvement Action Plan: (add steps as needed by using tab key)

What research-based actions, strategies, and interventions will support students in meeting the goal? What knowledge and skills (professional learning) will adults need to support students in meeting the goal(s)?

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:
Frequent Assessments: NWEA-MAP, Common Formative Assessments	NWEA-MAP: Assessment results are analyzed by classroom teachers using “Descartes” and “RIT” score analysis. Formative Assessment: SOSS directed LIT will implement effective formative assessment process using “Success Criteria”, “Practice Profile” tools to inform teacher instruction.	NWEA-MAP = 3 x a year (Fall, Wtn & Spr), Common Formative Assessments: Student performance on targeted skills as identified by district led “pacing guides” and grade level standards. Frequency = TBD by Collaborative Team	Principal (S. Erickson), Asst. Principal (D. Russell), Skills Teacher (J. Boyle), Teacher leaders (LIT), Title I Lead Teacher (C. Liegakos), Classroom Teachers
Curriculum Fidelity	-Based on observation, checklist will be created to identify evidence that teachers are implementing the curricular elements with fidelity. -Teams will look at pacing guides, standards and identify key vocabulary.	3 x per year	Principal (S. Erickson), Skills Teacher (J. Boyle), Title I Lead (C. Liegakos)
Collaborative Team (CT): Teams (horizontal) will meet based on grade level and will demonstrate elements of effective CT process as presented on 8-30 & 9-21-15)	Observation data will be collected to identify team effectiveness in implementation in order to more effectively make team instructional decisions.	1 scheduled time a month; announced/unannounced.	Principal (S. Erickson), Asst. Principal (D. Russell),
Math by Topic Intervention for Title I students (grades 2-5)	Formative Assessments, Title I team will implement the intervention with fidelity.	Daily formative assessments. Unit pre and post tests	Title I teachers
WIN (What I Need)	Formative/Summative Assessments, To differentiate instruction based on student needs.	Daily	Classroom Teachers, Title I and Sped

Student Behavior (Example: Office Referrals, Suspensions, etc.)	Baseline Data by Subgroup (Example: Ethnicity, Socioeconomic, Grade Level, etc.)	Goal	Actual Outcomes
Referral Incidences	231 <u>Goal Met</u>	We expect to reduce the number of African-American students who receive referrals by 15% annually from 1079 in 2014 to 917 in 2015.	CV experienced 231 referrals of African American Students (major and minor).
Aspirational Goal:			

Priority Three: Student Behavior	
Evidence of Need:	<p>For the 2014-15 school year, CV realized a 77% reduction in referrals (major and minor), from 1079 to 249.</p> <p>CV needs to continue to decrease the frequency of referrals, and disproportional representation of African American students in disciplinary actions, and students with disabilities.</p>

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
<p>REFERRALS: African-American Students. (For 2014-15, of the 249 referrals, 231, or 93%, were associated with African-American Students)</p>	<p>Based on 2014-15 SWIS data, 93% of referrals were of African-American student whereas they make up 62% of school enrollment.</p> <p>Based on 2013-14 SWIS data, 93% of referrals were of African-American student whereas they make up 64% of school enrollment.</p>	<p>For SCY 2014 & 2015, African American students represented 93% of discipline referrals. In order to keep pace with the growth rate of reducing the number of referrals of African American students on par with their population size, over two years (31% /2 = 15.5%), discipline rates need to decrease by 15.5% for 2015-16.</p> <p>15.5% decrease of 231 referrals = 36 referrals (or 35.80) (I.E. 231 – 36 = 195 referrals by “End-of-Year”)</p> <p>CV will realize an “end-of-year” referral rate of equal to/or less than 195.</p>
<p>REFERRALS: Students with disabilities. (For 2014-15, of the 249 referrals, 74 or 30%, were associated with students w/disabilities.)</p>	<p>Based on 2014-15 SWIS data, 30% of referrals were of students w/disabilities whereas they make up 13% of school enrollment.</p>	<p>For SCY 2015, students w/ disabilities represented 30% of discipline referrals. In order to keep pace with the growth rate of reducing the number of referrals of students with disabilities on par with their population size, over two years (17% /2 = 8.5%), discipline rates need to decrease by 8.5% for 2015-16.</p> <p>8.5% decrease of 74 referrals = 6 referrals (or 6.29) (I.E. 74 – 6 = 68 referrals by “End-of-Year”)</p> <p>CV will realize an “end-of-year” referral rate of equal to/or less than 68.</p>

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:
Student Mentoring Opportunities (One 2 One Mentoring Services)	Targeted Students (focusing on African-American Students) will have mentors to provide weekly services to students to support their success in school.	Quarterly, student performance indicators (academic and discipline) are reviewed to learn student progress.	Principal, Asst. Principal, Principal, School Counselor.
ATS (Alternative To Suspension)	Moratorium on suspension of African-American students for first time offenses including those considered acts of physical aggression.	Monthly at PBIS meetings, African-American discipline (including suspension rates) are reviewed to ensure interventions are progressing.	PBIS Coach, Asst. Principal, Principal.
PBIS (focus on African-American students)	Will focus on recognizing African-American students to ensure they have equal access to PBIS systems on par with their student population size in the building.	Monthly results are reviewed in PBIS meetings to ensure African-American students are realizing increased levels of recognition under building systems.	PBIS Coach, Asst. Principal.

Site Improvement Team

Name	Position	Name	Position
1. Suzette Erickson	Principal	5. Don Pascoe	Dir. RAA
2. Dimitri Russell	A.P.	6. Jeremy Willey	Dir. CIES
3. Jamie Boyle	Skills/Behavioral Intervention Teacher	7.	
4. Colleen Liegakos	Title I Lead	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: _____