Form A2 – Aaron Krueger

Principal: Aaron Krueger

Assistant Superintendent: Kim Hiel

School: Edinbrook

Date: 10/20/16

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)?

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School: Edinbrook Elementary Date: 10-20-16

Priority One: READING							*Measure: Proficiency (% Low Risk on DIBELS)*
Column Header	**Definition**						
Avg of 2014 & 2015	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 Spring 2014 and Spring 2015)						
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%)						
2016 Actual	Percentage of students low risk in Spring 2016						
Avg of 2015 & 2016	Average percentage of students low risk - Spring 2015 and Spring 2016						
Color Coding	**30% + from Goal**	15 - 29% from Goal	5 - 14% from Goal	<5% from Goal	Met Basic Goal	Met Transformational Goal	

% Low Risk	2015-16 Baseline, Goals and Results				2016-17 Baseline and Goals		
Group	***Avg of 2014 & 2015***	***2016 Basic***	***2016 Trans***	***2016 Actual***	***Avg of 2015 & 2016***	***2017 Basic***	***2017 Trans***
Kindergarten	54%	60%	65%	58%	58%	63%	69%
Grade 1	42%	49%	56%	**19%**	26%	40%	50%
Grade 2	45%	52%	59%	**22%**	36%	44%	52%

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School: Edinbrook Elementary Date: 10-20-16

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 transform-ational

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	2015 Results	Fall 2015 Cohort	2016 Basic Goal	2016 Trans. Goal	2016 Results	Fall 2016 Cohort	2017 Basic Goal	2017 Trans. Goal	2017 Results
All Students	**64.3**	**48.7**	**53.4**	**61.5**	**58.3**	**54.8**	**59.7**	**66.1**	
Grade 3	45.2	47.1	45.7	60.3	45.1	57.7	56.5	68.3	
Grade 4	54.0	45.1	48.7	58.8	62.5	45.0	49.5	58.8	
Grade 5	74.8	53.3	64.9	65.3	65.4	61.1	70.8	72.3	
AmIn									
Asian	60.8				61.7				
Black	58.8				48.1				
Hispanic	51.8				61.5				
White	79.0				70.5				
EL	32.9				40.5				
Spec Ed	23.5				15.9				
F/R Lunch	56.0				53.7				
Female	68.7				64.1				
Male	60.8				53.3				

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School: Edinbrook Elementary Date: 10-20-16

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

2016 Targets for Z-Score minus District

Description	*Baseline*	*Basic*	*Transformational*
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**	**0.17**	**0.03**	**0.11**	**0.10**	**0.15**
Growth	Grade 4	0.26	0.38	0.02	0.05	0.10
Growth	Grade 5	0.40	0.01	0.18	0.15	0.20
Gap Reduction	Am Ind					
Gap Reduction	Asian	0.21	-0.03	0.16	0.15	0.20
Gap Reduction	Black	0.01	-0.06	0.04	0.05	0.10
Gap Reduction	Hispanic	-0.04	-0.05	0.26	0.15	0.20
Gap Reduction	White	0.35	0.21	0.11	0.10	0.15
Gap Reduction	EL	0.36	-0.04	-0.11	0.00	0.10
Gap Reduction	Spec Ed	0.16	0.23	**-0.54**	0.00	0.10
Gap Reduction	F/R Lunch	0.09	-0.10	0.06	0.05	0.10
Gap Reduction	Female	0.04	0.02	0.15	0.15	0.20
Gap Reduction	Male	0.30	0.03	0.08	0.05	0.10

Priority One: Reading

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

Strategies: *What specific strategies will be implemented?*	**Adult actions:** *What adult actions will ensure the strategies are successful?*	**Measure student progress:** *What student data will be collected?*	**Person(s) Responsible:**
Flex Time (Continued) intervention time specific to student needs	- Staff will participate in monthly PLT meetings, facilitated by Intervention Team member, to discuss individual student needs and progress (or changes) toward each child's growth goal.	- Map Data (done three times per year) - Classroom Formative Assessments - DRA / DIBELS (ORF) - MCA	- All staff -Facilitated by I-Team - Principal - IA

	- Use of IXL - 30 min flex block, 5 days per week, focused on what each child needs for support or enrichment in their learning	-Progress Monitor in Ties - Use MAP DesCartes	
Benchmark Literacy continued focus on quality reading instruction. – Specific focus on Guided Reading and Independent Time	- Continue guided reading groups while focusing on a differentiated plan for independent learning / stations. Providing feedback to students. - High level support in grade 4/5 - Peer observations (teacher)	- Walkthrough Data (each trimester) - Observations	- Principal - IA - I-Team - Teachers - SDAS
Tier 3 intervention	- Students needing additional support outside of flex and core will individualized intervention	- MAP Data, MCA, formative assessments	- Academic Specialist - IA
Courageous conversions about how race intersects with student academic performance data. Engage, sustain, and deepen in courageous conversations about the intersectionality of race and academic performance data	- E-Team will have time allocated at every staff meeting (one per month) to address issues, stay engaged, and further the learning of all staff - Equity team will learn and apply CCAR protocol to have courageous conversations about race	- Anecdotal (monitoring the agreements and conditions – through observation in all meetings - Added to our yearly, ongoing meeting protocols - Student survey (focused on student voice, classroom community, school climate, sense of belonging) - Student/Equity specialist conversations about academic progress, updates, concerns, etc.	- All staff (lead by our E-Team)
Continued development of instructional resources needed to	- All staff will identify students needing support	- Data Team / I-Team look at student progress	- Principal - BIT's

meet students individual needs Develop culturally relevant and responsive teaching practices	with accuracy and have options as to resources for intervention - Learn, apply, begin to integrate the CLEAR approach into lesson planning	- Walkthroughs, discussion, around what interventions are being used and where additional resources are needed. - Resources in CIES website (Instructional resources) - Goal setting and check ins for students of color – Equity Specialist groups - Attendance rates and academic check ins for students of color - Student/Equity specialist conversations about academic progress, updates, concerns, etc.	- IA - SDAS - ATPPS Coach - Classroom teachers - Equity team
Teachers at Edinbrook Elementary will incorporate the four foundational components of AVID Elementary: Student Success Skills, Organizational Skills, WICOR strategies, and Partnerships. **Student Success Skills:** encompassing communication skills (e.g. listening, speaking, writing), self-advocacy skills, note-taking strategies, critical thinking, and study skills. **Organizational Skills** – both mental and physical; students learn to use organizational tools, as well as learn and practice skills around time management and goal-setting.	• Ensuring instruction is emphasized around WICOR to promote rigor, equity and engagement in all learners. • Embedding AVID WICOR strategies in core, district-mandated curriculum. • Utilizing the AVID Elementary Implementation Resource provided at Summer Institute to plan engaging and rigorous lessons for all students. • Utilizing the online tools AVID has provided such as,	• Teachers will progress monitor each trimester, determining a baseline, areas for improvement and areas for growth. Teachers will then determine if individualized, small-group, or whole-group instruction needs to take place in any of the four areas of assessment. • Teachers will utilize the assessment tools AVID has provided in the Elementary Implementation	- 2nd-5th grade classroom teachers - Resource/support teachers - Principal - Instructional coach

Organizational Tools: Agenda/Planners, note-taking frameworks (e.g. 2-and 3-column notes), graphic organizers; age-appropriate organizational tool (e.g. binder, accordion file, folders, etc.) **WICOR Lessons** – emphasize instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas. **Partnerships** – among students, classrooms, grade levels, schools, feeder patterns, families, and communities.	but not limited to, AVID Elementary Weekly where engaging lessons are created based on the WICOR framework. • Planning meaningful, real-world applicable lessons where students can see how WICOR crosses over in to all content areas. • Meeting monthly as an elementary site team to share ideas for moving forward, and to continue building upon the successes of our student population. • Ensuring that discussions are happening across grade levels so students are building upon each of these skills.	Resource. • Teachers will assess in the following areas: Agenda/Planner, Organizational Tool, Inquiry and Note-taking.	

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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 score between the MDE index target (reduce non-proficiency by half in two years) and the district average change, with a minimum of 25.
Transformational (Trans.) Goal	The higher of the MDE index target (reduce non-proficiency by half in two years) and the district average change.

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 transform-ational

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 2015 Results	Fall 2015 Cohort	2016 Basic Goal	2016 Trans. Goal	Spring 2016 Results	Fall 2016 Cohort	2017 Basic Goal	2017 Trans. Goal	Spring 2017 Results
All Students	**72.6**	**68.7**	**67.9**	**76.5**	**66.0**	**69.4**	**67.4**	**77.0**	
Grade 3	67.6	67.0	68.4	75.2	63.6	74.5	75.5	80.9	
Grade 4	71.8	69.6	68.3	77.2	73.2	63.5	61.3	72.6	
Grade 5	71.4	69.2	66.8	76.9	61.3	69.9	65.3	77.4	
AmIn									
Asian	78.9				74.8				
Black	62.6				53.9				
Hispanic	58.9				63.5				
White	81.3				76.0				
EL	60.0				54.0				
Spec Ed	28.0				17.9				
F/R Lunch	65.9				59.3				
Female	73.2				68.4				
Male	72.1				63.9				

Form A2 – Aaron Krueger

School: Edinbrook Elementary Date: 10-20-16

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

2016 Targets for Z-Score minus District

Description	*Baseline*	*Basic*	*Transformational*
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**	**0.12**	**0.17**	**0.36**	**0.15**	**0.20**
Growth	Grade 4	0.55	0.54	0.62	0.15	0.20
Growth	Grade 5	0.44	0.37	0.38	0.15	0.20
Gap Reduction	Am Ind					
Gap Reduction	Asian	0.34	0.33	0.35	0.15	0.20
Gap Reduction	Black	-0.16	0.04	0.26	0.15	0.20
Gap Reduction	Hispanic	-0.21	-0.07	0.41	0.15	0.20
Gap Reduction	White	0.25	0.20	0.49	0.15	0.20
Gap Reduction	EL	0.50	0.00	0.32	0.15	0.20
Gap Reduction	Spec Ed	0.03	0.04	**-0.48**	0.00	0.10
Gap Reduction	F/R Lunch	0.07	0.03	0.29	0.15	0.20
Gap Reduction	Female	0.01	0.31	0.38	0.15	0.20
Gap Reduction	Male	0.22	0.07	0.34	0.15	0.20

Priority Two: Mathematics

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

Strategies *What specific strategies will be implemented?*	**Adult actions:** *What adult actions will ensure the strategies are successful?*	**Measure student progress:** *What student data will be collected?*	**Person(s) Responsible:**
Flex Time (Continued) intervention time specific to student needs	- Staff will participate in monthly PLT meetings, facilitated by Intervention Team member, to discuss individual student needs and progress (or changes) toward each child's growth goal. - Use of IXL	- Map Data (done three times per year) - Classroom Formative Assessments - DRA / DIBELS (ORF) - MCA -Progress Monitor in Ties	- All staff -Facilitated by I-Team - Principal - IA

	- 30 min flex block, 5 days per week, focused on what each child needs for support or enrichment in their learning	- Use MAP DesCartes	
Tier 3 intervention	- Students needing additional support outside of flex and core will individualized intervention	- MAP Data, MCA, formative assessments	- Academic Specialist - IA
Refine our system for progress monitoring students in the area of math, with data collection and examination to guide our work both inside and outside of the core math block	- PLT meeting and agenda - Walkthroughs - High level support in grade 4/5 - Peer observations (teacher)	- Ongoing observations (via Walkthroughs) - Progress monitoring Participation in Team Leader and PLT meetings	- Principal - IA - BIT's - SDAS - ATPPS Coach
Problem Solving to identify issues tied to student academic and behavior successes and offer solutions / suggestions / strategies	- Staff will monitor progress of students in math on an ongoing basis and identify (if continued interventions, including flex time) are not successful in meeting a child's individual needs regarding their learning - Staff will meet on a bi-monthly basis to discuss students that continue to struggle and where we can better support their needs.	- Teacher understanding and use of the PST team and the process for intervention and support - Students are aware of goals and make growth toward those goals - Students that make it to the Child Study table are more likely eligible for service through the Special Education Department	- Principal - IA -BIT'S - SDAS - ATPPS Coach - I-Team, - Team Leaders - All staff - PST Team - PBIS Team
Teachers at Edinbrook Elementary will incorporate the four foundational components of AVID Elementary: Student Success Skills, Organizational Skills, WICOR strategies, and Partnerships. **Student Success Skills:** encompassing communication skills (e.g. listening, speaking, writing), self-advocacy skills,	• Ensuring instruction is emphasized around WICOR to promote rigor, equity and engagement in all learners. • Embedding AVID WICOR strategies in core, district-mandated curriculum.	• Teachers will progress monitor each trimester, determining a baseline, areas for improvement and areas for growth. Teachers will then determine if individualized, small-group, or whole-group	- 2nd-5th grade classroom teachers - Resource/support teachers - Principal - Instructional coach

note-taking strategies, critical thinking, and study skills. **Organizational Skills** – both mental and physical; students learn to use organizational tools, as well as learn and practice skills around time management and goal-setting. Organizational Tools: Agenda/Planners, note-taking frameworks (e.g. 2-and 3-column notes), graphic organizers; age-appropriate organizational tool (e.g. binder, accordion file, folders, etc.) **WICOR Lessons** – emphasize instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas. **Partnerships** – among students, classrooms, grade levels, schools, feeder patterns, families, and communities.	• Utilizing the AVID Elementary Implementation Resource provided at Summer Institute to plan engaging and rigorous lessons for all students. • Utilizing the online tools AVID has provided such as, but not limited to, AVID Elementary Weekly where engaging lessons are created based on the WICOR framework. • Planning meaningful, real-world applicable lessons where students can see how WICOR crosses over in to all content areas. • Meeting monthly as an elementary site team to share ideas for moving forward, and to continue building upon the successes of our student population. • Ensuring that discussions are happening across grade levels so students are	instruction needs to take place in any of the four areas of assessment. • Teachers will utilize the assessment tools AVID has provided in the Elementary Implementation Resource. • Teachers will assess in the following areas: Agenda/Planner, Organizational Tool, Inquiry and Note-taking.	

	building upon each of these skills.		
Develop culturally relevant and responsive teaching practices	- Learn, apply, begin to integrate the CLEAR approach into lesson planning	- Goal setting and check ins for students of color – Equity Specialist groups - Attendance rates and academic check ins for students of color - Student/Equity specialist conversations about academic progress, updates, concerns, etc.	- Principal - Classroom Teachers - Equity team

Priority Three: Student Behavior

Evidence of Need:	Based on ODRs and Suspension data, as a school we need to decrease office discipline reports and suspensions of our black and brown students, due to the major discrepancy between the students enrolled and number or referrals.

Student Behavior (Example: office referrals, suspensions, etc.)	**Baseline data by target group** (Example: ethnicity, socioeconomic, grade level, etc.)	**Goal**
Office Referrals - Student Risk Index	2015-2016 African American Students Current Risk Index - 33%	In the 2016-2017 academic school year we will decrease the office discipline risk index for African American students by 5 percent. (By decreasing the risk index for African American students the discrepancy between the percent of African American students

		enrolled in our building compared to the number of African American students with referrals will show less discrepancy)
Total Suspensions	2015-2016 Out of School Suspensions Current Reality - 24 Events	In the 2016-2017 academic school year we will decrease the out of school suspension events by 25 percent. Resulting in 6 less out of school events this school year.
Office Referrals	2015-16 African American students accounted for 65% or total referrals	In the 2016-2017 academic school years we will decrease the total percentage of office referrals for African American students by 15%.

Student Behavior Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies: *What specific strategies will be implemented?*	**Adult actions:** *What adult actions will ensure the strategies are successful?*	**Measure student progress:** *What student data will be collected?*	**Person(s) Responsible:**
Refine PBIS system. Positive Behavior Support and intervention	- PBIS Materials reviewed and revisited by staff - PBIS Boot Camp (first two weeks of school) - Cool Tool Tuesday - Teaching of the correct behavior(clear expectations) using the morning meeting time - Posting common expectations - Increase supervision in high frequency behavior locations - Data Discussions with PBIS Team and administration	-SWIS - Observations - Office Discipline Referrals - Suspension / Detention Data - PBIS Teacher Leaders will share out monthly ethnicity and office discipline reports - Phy Ed teachers will teach a Recess Unit for the first few weeks of school and assess student understanding - Teachers will use hallways signs to teach, reteach, and assess student progress on	- Principal - BIT's - IA - Team Leaders - PBIS Team - Sped Team - E-Team

		school wide expectations	
Develop system of recognition for good student behavior	- Grade level coin reward - Lunch with the Principal - Collaboration with teams in building for feedback - School Store (use paws as currency to purchase items)	- Review notes - Observation - # Paws of Praise given - Coin data and results	- Principal - BIT's - IA - Team Leaders - PBIS Team - Sped Team - E-Team
Continue work around equity and behavior Engage, sustain, and deepen conversations about the iceberg (events, patterns, systems, and mental models	- Courageous Conversations about Race - Leadership Modeling Equity work (specifically the sharing of "my" truth) - E-Team work at each staff meeting - Equity team practicing protocol during equity team meetings when discussing the iceberg - Courageous conversations focused on race and system patterns, practices - Equity team members modeling protocol outside of equity team meetings (i.e. interrupting an event seen)	- Examine disproportionality - Examine ODR patterns, interventions, practices - Academic Achievement / Progress monitoring - Achievement gap data **- Way to measure staff:** Creating a system to measure and acknowledge "small wins" - Student survey (focused on student voice, classroom community, school climate, sense of belonging)	- Principal - BIT's - IA - Team Leaders - PBIS Team - Sped Team - E-Team
Engage in ongoing Staff development around SWIS (ODR's)	- Monthly PBIS team meetings - Alternatives to suspensions/teach behavior / train staff around how to work with students to keep them engaged in learning	-SWIS - Data Discussions with PBIS Team and administration - Reflection on data gathered (ODR) - Agendas	- Principal - BIT's - IA - Team Leaders - PBIS Team - Sped Team - E-Team Team, - Sped Team

School: Edinbrook Elementary Date: 10-20-16

		- Meeting notes	
Black Male Affinity Group	- black male students will be identified and offered time to work with our black male group leader - Empowering students through their cultural and racial identities as it relates to academics/behavior, daily life, and human purpose - Collaborate with teachers to foster positive growth both academically and behaviorally	- Monitor student attendance and time in class (for some of our most at risk students) - Monitor academic progress in both reading and math of the students working within this group - Student survey (focused on student voice, classroom community, school climate, sense of belonging)	- Principal - Director Equity - IA - BIT - Equity Specialist

Site Improvement Team

Name	Position	Name	Position
1. Alia Arellano	Instructional Assistant	7. Deanna Hernandez	Academic Specialist
2. Kris Dodds	Instructional Coach	8. Kristin Bertschinger	Academic Specialist
3. Steve Folkerds	BIT	9. Deb Schave	Resource Teacher / TL / Union
4. Michelle Thyren	Academic Specialist	10. Yvette Scanlon	EL Teacher
5. Laura Wagenman	SDAS	11. Michael Fowler	Parent / ESP
6. LeAnn Karl	Academic Specialist	12. Kevin Wilson	Equity Specialist
		13. Hannah Storm	Equity Teacher

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: _____

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School: Edinbrook Elementary Date: 10-20-16

Assistant Superintendent: _____Date: _____