

Form A2 – School Improvement Plan

Principal: Beth Ness

Assistant Superintendent: Kim Hiel

School: Elm Creek 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	64%	64%	69%	73%	23%	44%	51%	58%
Grade 1	53%	48%	54%	61%	47%	50%	57%	63%
Grade 2	48%	37%	45%	53%	19%	33%	42%	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	67.4	66.4	71.0	74.8	66.6	66.1	70.1	74.6	
Grade 3	64.3	69.5	68.3	77.1	62.8	76.0	76.1	82.0	
Grade 4	65.3	65.3	69.8	74.0	67.3	58.4	62.6	68.8	
Grade 5	71.9	64.1	73.1	75.3	69.9	66.9	74.4	75.2	
Amln									
Asian	63.3								
Black	57.1				55.4				
Hispanic	63.3				52.6				
White	70.6				71.0				
Multiracial					68.8				
EL					35.0				
Spec Ed	58.3				38.2				
F/R Lunch	53.6				61.6				
Female	72.0				71.1				
Male	63.6				63.2				

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	-0.25	0.19	0.15	0.20	-0.03	0.05	0.10
Growth	Grade 4	-0.49	0.01	0.05	0.10	-0.17	0.00	0.10
Growth	Grade 5	0.02	0.33	0.15	0.20	0.12	0.10	0.15
Gap Reduction	Am Ind							
Gap Reduction	Asian							
Gap Reduction	Black	-0.40	0.07	0.05	0.10	0.01	0.05	0.10
Gap Reduction	Hispanic	-0.06	0.51	0.15	0.20			
Gap Reduction	White	-0.25	0.21	0.15	0.20	-0.01	0.05	0.10
Gap Reduction	Multiracial					-0.06	0.05	0.10
Gap Reduction	EL							
Gap Reduction	Spec Ed	-0.04	0.10	0.10	0.15	-0.09	0.05	0.10
Gap Reduction	F/R Lunch	-0.44	0.17	0.15	0.20	-0.07	0.05	0.10
Gap Reduction	Female	-0.16	0.18	0.15	0.20	-0.10	0.00	0.10
Gap Reduction	Male	-0.33	0.20	0.15	0.20	0.02	0.05	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:
Focus on Guided Reading	-Training classroom teachers on how to use Guided Reading Checklist that identifies student reading skills and strategies connected to particular reading levels -Guided Reading training during Staff Development and Assessment Specialist time -Principal, SDAS and Instructional Coach conduct walkthroughs with principal giving feedback to classroom teachers	-CSA Assessments -Guided Reading Checklist	-Sara Preiner -Uyen Sanders -Beth Ness -Classroom Teachers
Minnesota Reading Corps	-Internal coach to monitor and provide feedback to MN Reading Corps tutors	-Progress monitoring using phoneme blending, phoneme segmenting, letter/sound correspondence, blending words and comprehension questions. Progress monitoring is documented on TIES.	-Joan Magnuson -Stephanie Lewis -Taya Schultze
What I Need (WIN) Time	-Training of ESP's on multiple interventions. -4 rounds of data meetings to analyze progress monitoring data with grade level teams and decide next steps for students.	-Progress monitoring using CBM's	-Sarah Hergott -Alecia Ruska -Kristin Wagenmaker -Emily Davis -Jeremey Carel -classroom teachers
Professional Learning Teams	-Grade Level teams will meet monthly to discuss	-Benchmark unit assessments, progress	-Sara Preiner -Uyen Sanders

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	strategies and analyze student progress.	monitoring data and guided reading checklist form	-licensed staff -Beth Ness
Targeted Services	-After school reading class from November-March on Tuesdays and Thursdays	-Spring MAP for 2 nd -5 th -MCA Math for 3 rd -5 th	-Mary Anderson (coordinator)
Equity training	-Racial Equity tools training -CLEAR model training -Critical Literacy training	-Increase in proficiency on MAP and MCA for students of color. -Increase in attendance for students of color. -Student survey increase in engagement and connectedness for students of color	-Sharla Foster -Courtney Gulyard -Beth Ness -EC Equity Team (Kelly Deines, Katie Braton, Melissa Schooley, Mary Anderson)

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	68.2	75.6	73.8	81.7	77.4	76.4	73.1	82.3	
Grade 3	75.0	86.0	87.0	89.5	86.0	78.1	75.3	83.6	
Grade 4	66.7	76.0	73.8	82.0	72.7	79.4	78.4	84.6	
Grade 5	63.5	64.3	59.6	73.2	72.7	70.8	64.7	78.1	
Amln									
Asian	56.7								
Black	52.9				69.6				
Hispanic	56.7				76.3				
White	73.1				80.8				
Multiracial					70.8				
EL					60.0				
Spec Ed	56.9				53.9				
F/R Lunch	54.2				70.0				
Female	65.9				80.2				
Male	70.2				75.2				

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

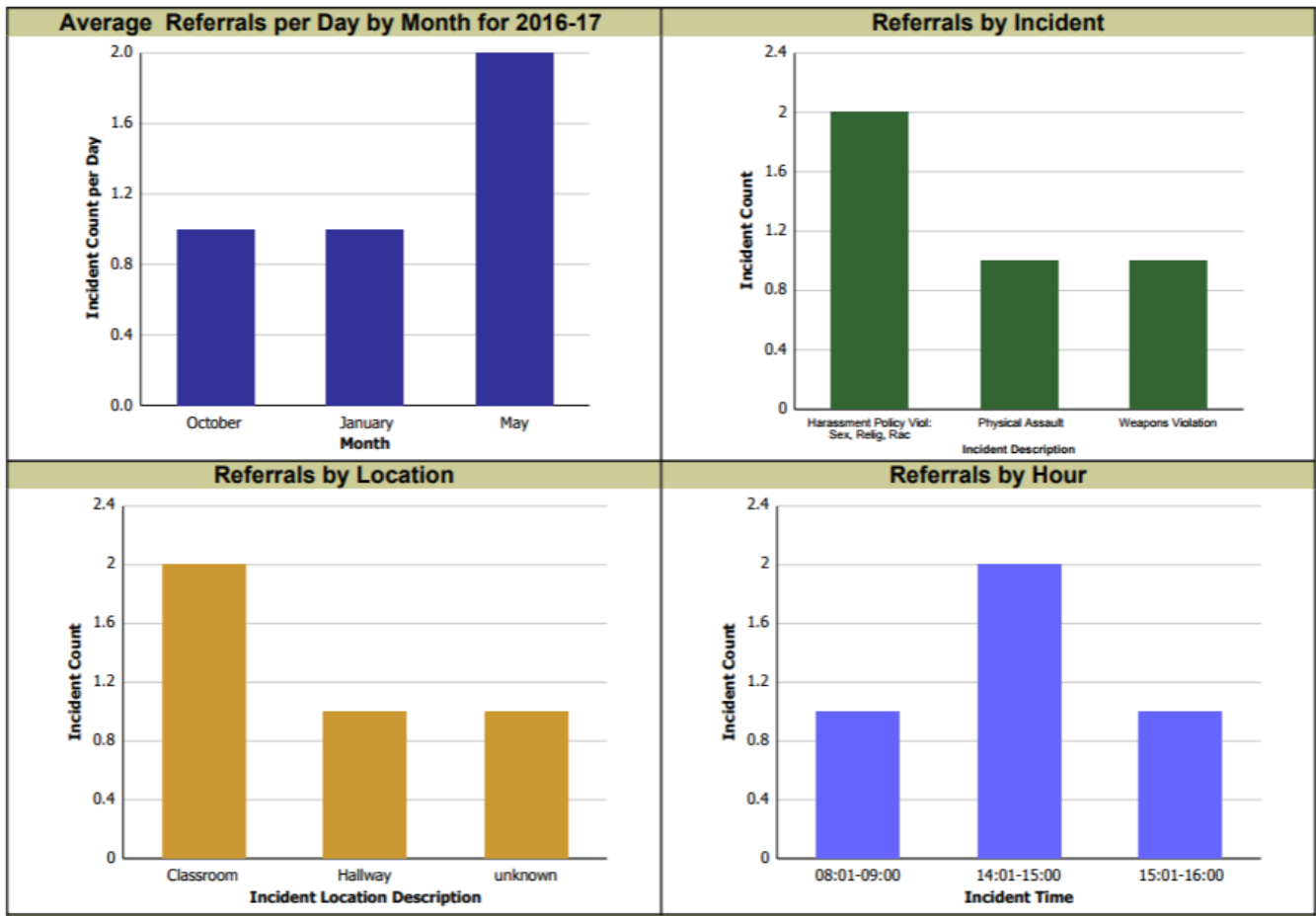
Growth Z - District		Baseline		2017 Goals		Results	2018 Goals	
Indicator	Group	2015	2016	Basic	Transform.	2017	Basic	Transform.
Growth	All Students	-0.11	0.10	0.10	0.15	0.19	0.15	0.20
Growth	Grade 4	-0.22	-0.35	0.00	0.10	-0.28	0.00	0.10
Growth	Grade 5	0.34	0.45	0.15	0.20	0.69	0.15	0.20
Gap Reduction	Am Ind							
Gap Reduction	Asian							
Gap Reduction	Black	-0.24	-0.08	0.05	0.10	0.01	0.05	0.10
Gap Reduction	Hispanic	-0.39	-0.12	0.00	0.10			
Gap Reduction	White	-0.07	0.16	0.15	0.20	0.24	0.15	0.20
Gap Reduction	Multiracial					0.18	0.15	0.20
Gap Reduction	EL							
Gap Reduction	Spec Ed	-0.12	-0.07	0.05	0.10	0.09	0.05	0.10
Gap Reduction	F/R Lunch	-0.17	0.09	0.05	0.10	0.08	0.05	0.10
Gap Reduction	Female	-0.19	0.15	0.15	0.20	0.11	0.10	0.15
Gap Reduction	Male	-0.03	0.05	0.05	0.10	0.25	0.15	0.20

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:
Continued Focus on Number Talks	-Uyen Sanders and Sara Preiner modeling in classrooms -Weekly use in classrooms -Staff development will focus on learning more in depth about NCTM’s Principles to Action, Mathematical Teaching strategies	-Spring MAP for 2 nd -5 th -MCA Math for 3 rd -5 th	-Sara Preiner -Uyen Sanders -Classroom teachers
Fifth Grade Algebrafication	-train 5 th grade teachers -5 th grade teachers will implement Algebrafication	-Spring MAP for 2 nd -5 th -MCA Math for 3 rd -5 th	-Randi Holtz -Lynn Maki -Alayna Kirk
Rational Number Project	-train 3 rd grade teachers -3 rd grade teachers will implement Rational Number Project	-Spring MAP for 2 nd -5 th -MCA Math for 3 rd -5 th	-Sara Preiner -Tony Dylong -John Ockuly -Carolyn Olson
Minnesota Math Corps	-Internal coach to monitor and provide feedback to MN Math Corps tutors.	-Students are placed in MN Math Corps based on the STAR math assessment and MN Math Corps placement tests. - Unit Mastery Assessments are administered at the end of each unit and used to determine if students are ready to move on to the next unit. -MAP -MCA	-Jeremey Carel -Michael Sajatovic
Targeted Services	-After school math class from November-March on Tuesdays and Thursdays	-Math Expressions unit assessments -Spring MAP for 2 nd -5 th -MCA Math for 3 rd -5 th	-Mary Anderson (coordinator)

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Equity training	<ul style="list-style-type: none"> -Racial Equity tools training -CLEAR model training -Critical Literacy training 	<ul style="list-style-type: none"> -Increase in proficiency on MAP and MCA for students of color. -Increase in attendance for students of color. -Student survey increase in engagement and connectedness for students of color 	<ul style="list-style-type: none"> -Sharla Foster -Courtney Gulyard -Beth Ness -EC Equity Team (Kelly Deines, Katie Braton, Melissa Schooley, Mary Anderson)
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Priority Three: Student Behavior

Evidence of Need:	The percent of all students who receive referrals will decrease from 25.6% in 2016-17 to 20.6% in 2017-18
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal		
Administrative Dismissals	6-white, 1-black, 2-Hispanic, 3-FSSE	Reduce by 10%.		
Out of school suspensions	3-white, 1-black, 3-FSSE	Reduce by 10%		
Total Referrals	638 referrals, 134 students	Reduce by 5%		
Referrals by Race	Ethnicity	% of student enrollment	Reduce referrals by 5%	
		% of referrals		
	Native American	0		0
	Asian	5		1
	Black	11		27
	Hispanic	7		6
	White	67		64
Multiracial	10	0		

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:
Positive Behavior Interventions and Supports (PBIS)	-EC PBIS team will attend MDE PBIS cohort 12 training in August, November and February.	-Decrease in referrals	-Jeremey Carel -Emily Davis -Heidi Jo Servaty -Melissa Uecker -Beth Ruud -Tony Dylong

	<ul style="list-style-type: none"> -Reteaching of expectations after winter break and spring break -Implementation of SOAR tickets with Outstanding Eagles recognized biweekly -Implementation of Golden lunch tray, vacuum and plunger -Kindness in Chalk Day and Great Kindness Challenge week 		<ul style="list-style-type: none"> -Chantelle Wimer -Lynn Maki -Lynn Pattison -licensed teachers
What I Need (WIN) time-SOAR Tier II	<ul style="list-style-type: none"> - Training on multiple social emotional interventions. -4 rounds of data meetings to analyze progress monitoring data with grade level teams and decide next steps for students. -Social Emotional Booster Groups and Intervention Groups 	<ul style="list-style-type: none"> -Progress monitoring using identified tools determined during Tier II student meetings -Decrease in referrals 	<ul style="list-style-type: none"> -Jeremey Carel -Lynn Pattison -Emily Davis -Sara Pederson -Kat Johnson -Courtney Decowski -Kelly Deines -Tess Hamre
Restorative Practices	<ul style="list-style-type: none"> -Training in Restorative Practices -Implementation of Restorative Practices 	<ul style="list-style-type: none"> -Decrease in referrals 	<ul style="list-style-type: none"> -Randi Holtz -Lynn Maki -Alayna Kirk -Carolyn Olson -Mary Anderson -Jeremey Carel -Lynn Pattison -Beth Ness
Student and Parent Engagement	<ul style="list-style-type: none"> -Listening Conferences at 4th grade -Fall Parent Night for 4th and 5th grade -APEX Character Lessons -Student Council -Student Recycling Team -Student Wellness Team -Student Newspaper -Great Kindness Challenge Week 	<ul style="list-style-type: none"> -Increase in attendance -Decrease in referrals -Spring MAP for 2nd-5th -MCA Math for 3rd-5th 	<ul style="list-style-type: none"> -classroom teachers -Staci Jones -Beth Ness -Sharla Foster -Lee Carlson Staff -Elm Creek PTO

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	<ul style="list-style-type: none">-Students Connecting Through International Service-National Walk to School Day-National Bike to School Day-Lee Carlson Parent Training-PTO Events		
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Site Improvement Team

Name	Position	Name	Position
1. Dan Baker	Fourth Grade Teacher	8. Kat Johnson	Speech Teacher
2. Tony Dylong	Third Grade Teacher	9. Staci Jones	Secretary
3. Melissa Elias	Physical Education Teacher	10. Angie Paige	Second Grade Teacher
4. Sharla Foster	Equity Specialist	11. Sara Preiner	Instructional Coach
5. Courtney Gulyard	Equity Teacher	12. Uyen Sanders	Staff Development and Assessment Specialist
6. Carol Hammer	Special Education Educational Support Professional	13. Shari Swanson	Kindergarten Teacher
7. Randi Holtz	Fifth Grade Teacher	14. Kathy Ward	First Grade 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: _____

Assistant Superintendent: _____ Date: _____