

## Form A2 – School Improvement Plan

Principal: Beth Ness

Assistant Superintendent: Kim Hiel

School: Elm Creek Elementary

Date: 2016-17

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 2015-16 cohorts. Students enrolled for the 2015-16 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>Avg of 2014 &amp; 2015</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 Spring 2014 and Spring 2015)						
<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>2016 Results</b>	Percentage of students low risk in Spring 2016						
<b>Avg of 2015 &amp; 2016</b>	Average percentage of students low risk - Spring 2015 and Spring 2016						
<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 Baseline, Goals and Results</b>				<b>2016-17 Baseline and Goals</b>		
<b>Group</b>	<b>Avg of 2014 &amp; 2015</b>	<b>2016 Basic</b>	<b>2016 Trans.</b>	<b>2016 Results</b>	<b>Avg of 2015 &amp; 2016</b>	<b>2017 Basic</b>	<b>2017 Trans.</b>
Kindergarten	54%	60%	65%	64%	64%	69%	73%
Grade 1	57%	63%	68%	53%	48%	54%	61%
Grade 2	33%	42%	50%	48%	37%	45%	53%

<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>2015 Results</b>	<b>Fall 2015 Cohort</b>	<b>2016 Basic Goal</b>	<b>2016 Trans. Goal</b>	<b>2016 Results</b>	<b>Fall 2016 Cohort</b>	<b>2017 Basic Goal</b>	<b>2017 Trans. Goal</b>	<b>2017 Results</b>
All Students	63.5	59.2	64.0	69.4	67.4	65.2	69.9	73.9	
Grade 3	53.8	70.1	68.7	77.6	64.3	68.5	67.3	76.4	
Grade 4	54.4	56.3	59.9	67.2	65.3	63.3	67.8	72.5	
Grade 5	74.2	52.2	63.9	64.2	71.9	63.5	72.6	74.7	
Amln									
Asian	55.0				63.3				
Black	51.4				57.1				
Hispanic	61.8				63.3				
White	66.1				70.6				
EL									
Spec Ed	43.1				58.3				
F/R Lunch	52.6				53.6				
Female	72.0				72.0				
Male	56.7				63.6				

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

**Color Coding for 2016 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 are only reported if there are 10 or more students in the group.

**2017 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		2016 Goals		Results	2017 Goals	
Indicator	Group	2014	2015	Basic	Trans.	2016	Basic	Trans.
<b>Growth</b>	<b>All Students</b>	<b>0.07</b>	<b>-0.25</b>	<b>0.00</b>	<b>0.10</b>	<b>0.19</b>	<b>0.15</b>	<b>0.20</b>
Growth	Grade 4	0.10	-0.49	0.00	0.10	0.01	0.05	0.10
Growth	Grade 5	0.03	0.02	0.05	0.10	0.33	0.15	0.20
Gap Reduction	Am Ind							
Gap Reduction	Asian							
Gap Reduction	Black	-0.06	-0.40	0.00	0.10	0.07	0.05	0.10
Gap Reduction	Hispanic	0.01	-0.06	0.05	0.10	0.51	0.15	0.20
Gap Reduction	White	0.09	-0.25	0.00	0.10	0.21	0.15	0.20
Gap Reduction	EL							
Gap Reduction	Spec Ed	0.01	-0.04	0.05	0.10	0.10	0.10	0.15
Gap Reduction	F/R Lunch	-0.10	-0.44	0.00	0.10	0.17	0.15	0.20
Gap Reduction	Female	-0.05	-0.16	0.00	0.10	0.18	0.15	0.20
Gap Reduction	Male	0.17	-0.33	0.00	0.10	0.20	0.15	0.20

<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>
Implementation of Benchmark Literacy by all general education classrooms, K-5. Focus on mini-lesson, interactive read alouds, guided reading, independent reading and closing. Walkthroughs during literacy block with specific feedback given.	Professional development provided during district professional development days. Principal, SDAS and instructional coach conduct walkthroughs with principal giving feedback to classroom teachers	Benchmark unit assessments, Dibels, DRA, Letter Name and Sound fluency, Spring MAP for 2 <sup>nd</sup> -5 <sup>th</sup> , MCA Reading for 3 <sup>rd</sup> -5 <sup>th</sup> .	-Classroom Teachers -Uyen Sanders -Sara Preiner -Beth Ness
Minnesota Reading Corps for K-3 students who are close, but not meeting, reading benchmarks	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 -Maureen Ward
Leveled Literacy Intervention	Purchase additional LLI kit	Progress monitoring using CBM's	-Sarah Hergott -Sue Olson -Sue Schwartz -Kristin Wagenmaker
What I Need time-Each grade has a 30 minute block of time daily to provide interventions to students.	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	-Sue Olson -Sue Schwartz -Kristin Wagenmaker -Emily Davis -Jeremey Carel -classroom teachers
PLT meetings	Grade Level teams will meet monthly to discuss strategies and analyze student progress.	Benchmark unit assessments and progress monitoring data	-licensed staff -Beth Ness
Equity training	CLEAR model training	Spring MAP for 2 <sup>nd</sup> -5 <sup>th</sup> ,	Sharla Foster

Form A2 – School Improvement Plan

School: Elm Creek Elementary

Date: 2016-17

	Critical Literacy training CCAR book study on Schoolology Parent Groups	MCA Reading for 3 <sup>rd</sup> -5 <sup>th</sup> .	Hannah Storm Beth Ness Melissa Schooley Katie Braton Cheryl Reiners Kelly Deines Liz Miller Joy Fredrickson Uyen Sanders
--	--	--	---

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 score between the MDE index target (reduce non-proficiency by half in two years) and the district average change, with a minimum of 25.									
<b>Transformational (Trans.) Goal</b>									
The higher of the MDE index target (reduce non-proficiency by half in two years) and the district average change.									
<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 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	66.7	69.5	68.7	77.1	68.2	73.8	72.0	80.4	
Grade 3	72.0	71.2	72.6	78.4	75.0	83.5	84.5	87.7	
Grade 4	65.4	75.7	74.4	81.8	66.7	74.0	71.8	80.5	
Grade 5	68.8	62.9	60.6	72.2	63.5	62.8	58.2	72.1	
Amln									
Asian	70.0				56.7				
Black	45.8				52.9				
Hispanic	55.6				56.7				
White	71.0				73.1				
EL									
Spec Ed	51.7				56.9				
F/R Lunch	54.6				54.2				
Female	63.5				65.9				
Male	69.3				70.2				

Priority Two: MATHEMATICS				Measure: MCA Growth (Z-Score - District)				
<b>Color Coding for 2016 Results 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 are only reported if there are 10 or more students in the group.								
<b>2017 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>2016 Goals</b>		<b>Results</b>	<b>2017 Goals</b>	
<b>Indicator</b>	<b>Group</b>	<b>2014</b>	<b>2015</b>	<b>Basic</b>	<b>Transform.</b>	<b>2016</b>	<b>Basic</b>	<b>Transform.</b>
<b>Growth</b>	<b>All Students</b>	<b>-0.02</b>	<b>-0.11</b>	<b>0.00</b>	<b>0.10</b>	<b>0.10</b>	<b>0.10</b>	<b>0.15</b>
Growth	Grade 4	-0.24	-0.22	0.00	0.10	-0.35	0.00	0.10
Growth	Grade 5	0.24	0.34	0.15	0.20	0.45	0.15	0.20
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.34						
Gap Reduction	Black	-0.11	-0.24	0.00	0.10	-0.08	0.05	0.10
Gap Reduction	Hispanic	-0.20	-0.39	0.00	0.10	-0.12	0.00	0.10
Gap Reduction	White	-0.01	-0.07	0.05	0.10	0.16	0.15	0.20
Gap Reduction	EL							
Gap Reduction	Spec Ed	-0.10	-0.12	0.00	0.10	-0.07	0.05	0.10
Gap Reduction	F/R Lunch	-0.30	-0.17	0.00	0.10	0.09	0.05	0.10
Gap Reduction	Female	-0.02	-0.19	0.00	0.10	0.15	0.15	0.20
Gap Reduction	Male	-0.03	-0.03	0.05	0.10	0.05	0.05	0.10



<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>
Implementation of Math Expressions by all general education classrooms, K-5.	Monthly professional development provided by Uyen Sanders, Staff Development and Assessment Specialist (SDAS).	Math Expressions unit assessments, Spring MAP for 2 <sup>nd</sup> -5 <sup>th</sup> , MCA Math for 3 <sup>rd</sup> -5 <sup>th</sup> .	-Classroom Teachers -Uyen Sanders
Minnesota Math Corps for 4 <sup>th</sup> /5 <sup>th</sup> grade students who are close, but not meeting math benchmarks	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. Progress monitoring using Stop and Check, a MN Reading Corps assessment tool. 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.	-Jeremey Carel -Michael Sajatovic
Math Foundations for 4 <sup>th</sup> and 5 <sup>th</sup> grade students who are far from math benchmarks	-Professional development provided by Uyen Sanders, Staff Development and Assessment Specialist (SDAS).	-progress monitoring within foundations curriculum using daily review and posttests, and also using CBM's.	-Sue Olson -Sue Schwartz -Kristin Wagenmaker -Uyen Sanders
What I Need time-Each grade has a 30 minute block of time daily to provide interventions to students who need them.	Training of ESP's on multiple math 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.	-Sue Olson -Sue Schwartz -Kristin Wagenmaker -Emily Davis -Jeremey Carel -classroom teachers
PLT meetings	Grade Level teams will meet monthly to discuss	Benchmark unit assessments and progress	-licensed staff -Beth Ness

Form A2 – School Improvement Plan

School: Elm Creek Elementary

Date: 2016-17

	strategies and analyze student progress.	monitoring data	
Targeted Services for 4 <sup>th</sup> and 5 <sup>th</sup> grade	After school math class from November 1 <sup>st</sup> -March 23 <sup>rd</sup> on Tuesdays, Wednesdays and Thursdays	Math Expressions unit assessments, Spring MAP for 2 <sup>nd</sup> -5 <sup>th</sup> , MCA Math for 3 <sup>rd</sup> -5 <sup>th</sup> .	-Jeremey Carel -Kelly Deines -Randi Holtz -Lynn Maki -Beth Ruud
Equity training	CLEAR model training Critical Literacy training CCAR book study on Schoology Parent Groups	Spring MAP for 2 <sup>nd</sup> -5 <sup>th</sup> , MCA Math for 3 <sup>rd</sup> -5 <sup>th</sup> .	Sharla Foster Hannah Storm Beth Ness Melissa Schooley Katie Braton Cheryl Reiners Kelly Deines Liz Miller Joy Fredrickson Uyen Sanders

**Priority Three: Student Behavior**

<b>Evidence of Need:</b>	The percent of all students who receive referrals will decrease from 24.9% in 2015-16 to 19.9% in 2016-17.
--------------------------	--

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal																		
Administrative Dismissals	4-white, 3-black, 0-Hispanic, 2-FSSE	Reduce by 10%.																		
In school suspensions	15-white, 3-black, 0-Asian, 6-FSSE	Reduce by 10%																		
Out of school suspensions	3-black, 1 – Native American 0-FSSE	Reduce by 10%																		
Total Referrals	540 referrals, 133 students	Reduce by 5%																		
Referrals by Race	<table border="1" style="width: 100%;"> <thead> <tr> <th>Ethnicity</th> <th>% of student enrollment</th> <th>% of referrals</th> </tr> </thead> <tbody> <tr> <td>Native American</td> <td>2</td> <td>1</td> </tr> <tr> <td>Asian</td> <td>6</td> <td>1</td> </tr> <tr> <td>Black</td> <td>12</td> <td>20</td> </tr> <tr> <td>Hispanic</td> <td>7</td> <td>4</td> </tr> <tr> <td>White</td> <td>74</td> <td>74</td> </tr> </tbody> </table>	Ethnicity	% of student enrollment	% of referrals	Native American	2	1	Asian	6	1	Black	12	20	Hispanic	7	4	White	74	74	Reduce referrals by 5%
	Ethnicity	% of student enrollment	% of referrals																	
	Native American	2	1																	
	Asian	6	1																	
	Black	12	20																	
	Hispanic	7	4																	
White	74	74																		

<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 school-wide Positive Behavior Interventions and Supports including Matrix of Expectations with specific teaching of expectations as well as reteaching of expectations after breaks, monthly	EC PBIS Team will attend MDE PBIS cohort 12 training in August, November, and February. BIT will attend monthly PBIS training, oversee the	Decrease in referrals	-Jeremey Carel -Emily Davis -Heidi Jo Servaty -Melissa Uecker -Beth Ruud -Lynn Maki

Form A2 – School Improvement Plan

School: Elm Creek Elementary

Date: 2016-17

recognition of Students of the Month, use of FastPasses and tickets for positive reinforcement. Kindness in Chalk Day and Kindness in Post-its Day.	PBIS implementation in the building and review monthly referral data with Focus Room ESP and principal.		-Lynn Pattison -licensed teachers
Bullying Prevention	Professional development training during October. Kindness in Chalk Day and Kindness in Post-its Day. Student Council activities in October with students giving messages on ECTV	Decrease in referrals	Beth Ness Melissa Elias Melissa Uecker Parent-Erin McCurdy Donner
Equity training	CLEAR model training Critical Literacy training CCAR book study on Schoology Parent Groups	Decrease in % of referrals for students of color. Increase in attendance for students of color. Student survey increase in engagement and connectedness for students of color	Sharla Foster Hannah Storm Beth Ness Melissa Schooley Katie Braton Cheryl Reiners Kelly Deines Liz Miller Joy Fredrickson Uyen Sanders
Self-regulation skill building	Calming Room Motor room brain boost ideas Self-regulation toolkit	Decrease in referrals	Beth Ness Kelly Deines Sara Pederson
Targeted Services for 4 <sup>th</sup> and 5 <sup>th</sup> grade	After school mindfulness class from November 1 <sup>st</sup> - March 23 <sup>rd</sup> on Tuesdays, Wednesdays and Thursdays	Decrease in referrals	-Jeremey Carel -Kelly Deines -Randi Holtz -Lynn Maki -Beth Ruud

School: Elm Creek Elementary

Date: 2016-17

Site Improvement Team

Name	Position	Name	Position
1. Dan Baker	4 <sup>th</sup> Grade Teacher	9. Carolyn Olson	3 <sup>rd</sup> Grade Teacher
2. Jeremy Carel	Behavior Intervention Teacher	10. Cassie Popehn	Special Education Skills Teacher
3. Gloria Collova	1 <sup>st</sup> Grade Teacher	11. Uyen Sanders	SDAS
4. Sharla Foster	Equity Specialist	12. Hannah Storm	Equity Teacher
5. Carol Hammer	Special Education ESP	13. Shari Swanson	Kindergarten Teacher
6. Randi Holtz	5 <sup>th</sup> Grade Teacher	14. Melissa Uecker	2 <sup>nd</sup> Grade Teacher
7. Liz Miller	Music Teacher	15. Kathy Ward	1 <sup>st</sup> Grade Teacher
8. Beth Ness	Principal		

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: \_\_\_\_\_