

Form A2 – School Improvement Plan

Principal: Todd Tischer

Assistant Superintendent: Dr. Kim Hiel

School: Fernbrook

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):

Far Below Basic Goal	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)?

Priority One: READING		<i>Measure: Proficiency (% Low Risk on DIBELS)</i>					
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 Results	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 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 Baseline, Goals and Results				2016-17 Baseline and Goals		
Group	Avg of 2014 & 2015	2016 Basic	2016 Trans.	2016 Results	Avg of 2015 & 2016	2017 Basic	2017 Trans.
Kindergarten	46%	52%	59%	55%	54%	59%	65%
Grade 1	59%	64%	69%	63%	61%	65%	70%
Grade 2	49%	55%	62%	55%	56%	62%	67%

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	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	79.7	69.1	73.9	76.8	77.0	74.3	79.1	80.8	
Grade 3	73.2	60.9	59.5	70.7	66.8	72.5	71.3	79.4	
Grade 4	81.2	72.2	75.9	79.2	82.1	68.4	73.0	76.3	
Grade 5	84.5	74.6	80.6	80.9	82.5	82.0	86.5	93.2	
Amln									
Asian	82.8				80.4				
Black	56.4				50.0				
Hispanic	84.1				78.6				
White	82.2				81.0				
EL					25.0				
Spec Ed	39.4				53.3				
F/R Lunch	63.4				58.9				
Female	83.5				78.1				
Male	76.1				75.9				

Priority One: READING				Measure: MCA Growth (Z-Score - District)				
Color Coding for 2016 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			
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.
Growth	All Students	-0.03	0.02	0.05	0.10	0.16	0.15	0.20
Growth	Grade 4	0.01	0.02	0.05	0.10	0.28	0.15	0.20
Growth	Grade 5	-0.12	0.04	0.05	0.10	0.04	0.05	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.20	-0.02	0.05	0.10	0.18	0.15	0.20
Gap Reduction	Black	-0.36	0.11	0.10	0.15	-0.19	0.00	0.10
Gap Reduction	Hispanic	-0.20	-0.05	0.05	0.10	0.17	0.15	0.20
Gap Reduction	White	-0.01	0.01	0.05	0.10	0.24	0.15	0.20
Gap Reduction	EL							
Gap Reduction	Spec Ed	-0.28	-0.13	0.00	0.10	0.01	0.05	0.10
Gap Reduction	F/R Lunch	-0.27	-0.11	0.00	0.10	-0.09	0.05	0.10
Gap Reduction	Female	-0.07	0.11	0.10	0.15	0.28	0.15	0.20
Gap Reduction	Male	0.00	-0.07	0.05	0.10	0.05	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:
Flyer Time embedded in school day	Scheduled student intervention times; refinement of an intervention and enrichment database; active participation in collaboration focused on instruction provided during Flyer Time	Collect feedback from stakeholders and discuss with ILT and Professional Learning Teams; conduct meetings with intervention support staff to review student data and monitor implementation	T. Tischer U. Sanders K. LeClaire ILT members
Academic interventions provided for students performing below grade level expectations, with a particular focus on black students	Scheduled student intervention times; Professional Learning Team discussions and planning; accurate and timely identification of students needing intervention support	Referrals to Student Intervention Team (SIT); continuous progress monitoring;	T. Tischer K. LeClaire ILT members MN Reading Corps All Fernbrook staff
Staff development on equitable instructional practices (National Urban Alliance) and the CLEAR model	Equity training for licensed and non-licensed staff; implementation of High Operational Teaching Strategies	Formative and summative student data on reading proficiency and growth at each grade level	Equity Team ILT members
Continue problem solving to identify problems related to student academic issues and provide potential strategies and solutions, with a particular focus on black students	Weekly meetings of the Student Intervention Team and Child Study Team; meetings of Professional Learning Teams to share instructional practices and analyze student performance data	Referrals to Student Intervention Team (SIT); student progress toward academic goals, students accurately identified for Child Study Team referrals meet eligibility criteria for IEP development	SIT members CST members ILT members PLTs MN Reading Corps

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 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	80.7	79.5	78.8	84.6	77.2	87.1	85.2	90.3	
Grade 3	86.8	75.8	77.2	81.8	84.2	86.0	87.0	89.5	
Grade 4	80.4	84.9	83.6	88.7	88.5	85.2	83.1	88.9	
Grade 5	75.9	77.7	75.4	83.3	57.6	90.0	85.4	92.5	
Amln									
Asian	91.4				87.0				
Black	51.0				40.6				
Hispanic	75.0				83.3				
White	84.2				81.8				
EL									
Spec Ed	50.0				54.1				
F/R Lunch	60.9				53.9				
Female	82.2				76.2				
Male	79.3				78.1				

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

Color Coding for 2016 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

Results are only reported if there are 10 or more students in the group.

2017 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		2016 Goals		Results	2017 Goals	
Indicator	Group	2014	2015	Basic	Transform.	2016	Basic	Transform.
Growth	All Students	0.03	-0.12	0.00	0.10	0.07	0.05	0.10
Growth	Grade 4	-0.24	-0.34	0.00	0.10	0.49	0.15	0.20
Growth	Grade 5	0.03	-0.15	0.00	0.10	-0.39	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.46	-0.09	0.05	0.10	0.31	0.15	0.20
Gap Reduction	Black	-0.29	-0.52	0.00	0.10	-0.45	0.00	0.10
Gap Reduction	Hispanic	-0.10	-0.01	0.05	0.10	0.32	0.15	0.20
Gap Reduction	White	0.04	-0.07	0.05	0.10	0.12	0.10	0.15
Gap Reduction	EL							
Gap Reduction	Spec Ed	-0.10	-0.28	0.00	0.10	-0.40	0.00	0.10
Gap Reduction	F/R Lunch	-0.18	-0.35	0.00	0.10	-0.37	0.00	0.10
Gap Reduction	Female	-0.02	-0.08	0.05	0.10	0.05	0.05	0.10
Gap Reduction	Male	0.07	-0.16	0.00	0.10	0.08	0.05	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:
Flyer Time embedded in school day	Scheduled student intervention times; refinement of an intervention and enrichment database;	Collect feedback from stakeholders and discuss with ILT and Professional Learning Teams; conduct meetings with	T. Tischer U. Sanders K. LeClaire ILT members

School: Fernbrook

Date: 2016-17

	active participation in collaboration focused on instruction provided during Flyer Time	intervention support staff to review data and monitor implementation	
Academic interventions provided for students performing below grade level expectations, with a particular focus on black, special education, and free/reduced price lunch students	Scheduled student intervention times; Professional Learning Team discussions and planning; accurate and timely identification of students needing intervention support	Referrals to Student Intervention Team (SIT); continuous progress monitoring;	T. Tischer K. LeClaire ILT members MN Math Corps All Fernbrook staff
Staff development on equitable instructional practices (National Urban Alliance) and the CLEAR model	Equity training for licensed and non-licensed staff; implementation of High Operational Teaching Strategies	Formative and summative student data on reading proficiency and growth at each grade level	Equity Team ILT members
Continue problem solving to identify problems related to student academic issues and provide potential strategies and solutions, with a particular focus on black, special education, and free/reduced price lunch students	Weekly meetings of the Student Intervention Team and Child Study Team; meetings of Professional Learning Teams to share instructional practices and analyze student performance data	Referrals to Student Intervention Team (SIT); student progress toward academic goals, students accurately identified for Child Study Team referrals meet eligibility criteria for IEP development	SIT members CST members ILT members PLTs MN Math Corps
Staff development on Number Talk	Participation in monthly staff development on the components and implementation of Number Talk	Formative and summative data on math units; ongoing collection of student achievement of Professional Learning Teams' SMART goals	T. Tischer U. Sanders K. LeClaire ILT members All Fernbrook staff

Priority Three: Student Behavior

Evidence of Need:	<p>Total Office Discipline Referrals – 554 ODRs were documented for all students in K-5 in the 2015-16 school year, an increase of 2% from the previous year.</p> <p>Total Suspensions – There were no out-of-school suspensions during the 2015-16 school year. There were 11 in-school suspensions involving a total of 7 students the same year.</p> <p>We need to focus on reducing the number of ODRs for Black students, as the number is disproportionate to our total population. This past year, Black students accounted for 41.88% of our referrals while making up 12% of our school population. Twenty-two Black students (out of a total enrollment of 96 Black students) received 232 referrals. That is 24.18% of Black students receiving referrals.</p>
--------------------------	---

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal																																																								
<p>Total Office Discipline Referrals (All Students) *ODRs represented by Total Number in each group by the Percentage that total number represents relative to all incidents</p>	<table border="1"> <thead> <tr> <th>Group</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>All FB</td> <td>944</td> <td>544</td> <td>554</td> </tr> <tr> <td>K</td> <td>150 – 16</td> <td>111 - 20</td> <td>165 - 29</td> </tr> <tr> <td>1st</td> <td>300 – 32</td> <td>103 - 19</td> <td>96 - 17</td> </tr> <tr> <td>2nd</td> <td>160 – 17</td> <td>89 - 16</td> <td>33 - 6</td> </tr> <tr> <td>3rd</td> <td>104 – 11</td> <td>50 - 9</td> <td>105 - 19</td> </tr> <tr> <td>4th</td> <td>60 – 6</td> <td>54 - 10</td> <td>31 - 6</td> </tr> <tr> <td>5th</td> <td>120 – 13</td> <td>99 - 18</td> <td>126 - 23</td> </tr> <tr> <td>6th</td> <td>50 – 5</td> <td>38 - 7</td> <td>-----</td> </tr> <tr> <td>Am Ind</td> <td>1 – 0</td> <td>0 - 0</td> <td>0 - 0</td> </tr> <tr> <td>Asian</td> <td>15 – 2</td> <td>8 - 1</td> <td>2 - 0</td> </tr> <tr> <td>Hisp</td> <td>4 – 0</td> <td>4 - 0</td> <td>10 - 2</td> </tr> <tr> <td>Black</td> <td>456 – 48</td> <td>207 - 38</td> <td>232 - 42</td> </tr> <tr> <td>White</td> <td>468 – 50</td> <td>325 - 60</td> <td>310 - 56</td> </tr> </tbody> </table>	Group	2014	2015	2016	All FB	944	544	554	K	150 – 16	111 - 20	165 - 29	1 st	300 – 32	103 - 19	96 - 17	2 nd	160 – 17	89 - 16	33 - 6	3 rd	104 – 11	50 - 9	105 - 19	4 th	60 – 6	54 - 10	31 - 6	5 th	120 – 13	99 - 18	126 - 23	6 th	50 – 5	38 - 7	-----	Am Ind	1 – 0	0 - 0	0 - 0	Asian	15 – 2	8 - 1	2 - 0	Hisp	4 – 0	4 - 0	10 - 2	Black	456 – 48	207 - 38	232 - 42	White	468 – 50	325 - 60	310 - 56	<p>The total number of Office Discipline Referrals at Fernbrook Elementary School for all students will decrease by 10% from 2016 to 2017, from 554 to 499.</p>
	Group	2014	2015	2016																																																						
	All FB	944	544	554																																																						
	K	150 – 16	111 - 20	165 - 29																																																						
	1 st	300 – 32	103 - 19	96 - 17																																																						
	2 nd	160 – 17	89 - 16	33 - 6																																																						
	3 rd	104 – 11	50 - 9	105 - 19																																																						
	4 th	60 – 6	54 - 10	31 - 6																																																						
	5 th	120 – 13	99 - 18	126 - 23																																																						
	6 th	50 – 5	38 - 7	-----																																																						
	Am Ind	1 – 0	0 - 0	0 - 0																																																						
	Asian	15 – 2	8 - 1	2 - 0																																																						
	Hisp	4 – 0	4 - 0	10 - 2																																																						
Black	456 – 48	207 - 38	232 - 42																																																							
White	468 – 50	325 - 60	310 - 56																																																							
<p>Total Office Discipline Referrals (Black Students) *ODRs represented by Total Number in each group by the Percentage that total number represents relative to all incidents</p>	<table border="1"> <thead> <tr> <th>Group</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>456 – 48</td> <td>207 - 38</td> <td>232 - 42</td> </tr> <tr> <td>White</td> <td>468 – 50</td> <td>325 - 60</td> <td>310 - 56</td> </tr> </tbody> </table>	Group	2014	2015	2016	Black	456 – 48	207 - 38	232 - 42	White	468 – 50	325 - 60	310 - 56	<p>The total number of Office Discipline Referrals at Fernbrook Elementary School for Black students will decrease by 25% from 2016 to 2017, from 232 to 174.</p>																																												
	Group	2014	2015	2016																																																						
	Black	456 – 48	207 - 38	232 - 42																																																						
White	468 – 50	325 - 60	310 - 56																																																							

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:
Weekly problem solving meetings by the principal, BIT, and counselor	Weekly meetings to discuss students having behavioral issues in the past week; problem solving and Tier II and III plan development	Incident referrals; success rate of implemented plans; referrals to Student Intervention Team for behavior concerns	T. Tischer J. Oelke A. Fouquette
Implementation of Check in/Check Out	Development of check in/check out plans for individual students	Incident referrals; success rate of implemented plans; referrals to Student Intervention Team for behavior concerns	T. Tischer J. Oelke A. Fouquette Resource staff
Engage the Equity Team in analysis of student behavior data	Monthly review of student behavior referral data; problem solving to address issues	Incident referrals; success rate of implemented plans; referrals to Student Intervention Team for behavior concerns, all disaggregated by race	Equity Team J. Oelke
Implementation of scheduled physical activity throughout the learning day	Provide multiple opportunities for students to engage in physical activity outside of recess and physical education during the school day; use of technology (GoNoodle, etc.) to support physical activity	Incident referrals; success rate of implemented plans; referrals to Student Intervention Team for behavior concerns	ILT members All Fernbrook staff

School: Fernbrook

Date: 2016-17

Site Improvement Team

Name	Position	Name	Position
1. Todd Tischer	Principal	7. Lynda Krieger	4 th Grade Teacher
2. Kim LeClaire	Gifted Education/ Instructional Asst.	8. Cathy Seeman	5 th Grade Teacher
3. Jessica Carr	Kindergarten Teacher	9. James Oelke	Behavior Intervention Teacher
4. Ann Swanson	1 st Grade Teacher	10. Cindy Huseby	Special Education Teacher
5. Andrea Micek	2 nd Grade Teacher	11. Kris Huber	Physical Education Teacher
6. Kelli Varley	3 rd 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: _____