

Form A2 – School Improvement Plan

Principal: Jeff Zastrow

Assistant Superintendent: Patrick Smith

School: Fernbrook

Date: 2018-19

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 2018-19 cohorts. Students enrolled for the 2018-19 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	Percent of "at risk" or "some risk" students at baseline who became "low risk" in Spring 2016 and Spring 2017 on OLD measures reported in 2017-18 SIP.						
Basic Goal	Grade-level goals for 2018 and 2019: KG = 63%; Gr 1 = 62%; Gr 2 = 40%.						
Transformational Goal	Grade-level goals for 2018 and 2019: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.						
2018 Results	Percentage of students low risk in Spring 2018 (compared to new goals).						
Color Coding	30% + from Basic Goal	15 - 29% from Basic Goal	5 - 14% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met	
	2015-16	2016-17	2017-18 Goals and Results			2018-19 Goals	
Group	2016 Results	2017 Results	2018 Basic	2018 Trans.	2018 Results	2019 Basic	2019 Trans.
KG	55%	33%	63%	68%	50%	63%	68%
Grd 1	63%	36%	62%	67%	69%	62%	67%
Grd 2	55%	50%	40%	50%	53%	40%	50%

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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 transformational goal			
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	Spring 2016 Results	Spring 2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal
All Students	77.0	79.5	76.7	81.5	82.5	79.3	75.6	78.4	82.9
Grade 3	66.8	73.6	75.9	74.7	81.9	73.0	72.0	73.6	79.0
Grade 4	82.1	79.3	75.4	79.9	81.5	80.6	72.4	75.1	79.3
Grade 5	82.5	85.7	79.2	84.4	90.4	85.4	81.9	86.4	90.3
Amln									
Asian	80.4	66.7				75.0			
Black	50.0	58.1				64.3			
Hispanic	78.6	79.4				73.1			
White	81.0	83.9				82.6			
Multiracial		69.6				72.6			
EL	25.0					25.0			
Spec Ed	53.3	54.3				46.8			
F/R Lunch	58.9	64.3				60.4			
Female	78.1	80.7				80.3			
Male	75.9	78.3				78.1			

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
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Results reported for groups of 10 or more students. 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		2018 Goals		Results	2019 Goals	
Indicator	Group	2016	2017	Basic	Trans.	2018	Basic	Trans.
Growth	All Students	0.16	0.10	0.10	0.15	0.10	0.10	0.15
Growth	Grade 4	0.28	0.28	0.15	0.20	0.17	0.15	0.20
Growth	Grade 5	0.04	-0.07	0.05	0.10	0.01	0.05	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.18	-0.31	0.00	0.10			
Gap Reduction	Black	-0.19	-0.19	0.00	0.10	-0.03	0.05	0.10
Gap Reduction	Hispanic	0.17				-0.19	0.00	0.10
Gap Reduction	White	0.24	0.15	0.15	0.20	0.18	0.15	0.20
Gap Reduction	Multiracial		-0.02	0.05	0.10	-0.34	0.00	0.10
Gap Reduction	EL							
Gap Reduction	Spec Ed	0.01	0.05	0.05	0.10	-0.03	0.05	0.10
Gap Reduction	F/R Lunch	-0.09	-0.10	0.00	0.10	-0.06	0.05	0.10
Gap Reduction	Female	0.28	0.08	0.05	0.10	0.13	0.10	0.15
Gap Reduction	Male	0.05	0.12	0.10	0.15	0.06	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:
Academic interventions provided for students performing below grade level expectations, with special attention to Black students and EL 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; conduct meetings with intervention support staff to review student data and monitor implementation; all data disaggregated by race	J. Zastrow; K. LeClaire; ILT members; Instructional support staff; SPED staff; MN Reading Corps staff; Classroom teachers
Staff development on equitable instructional practices (National Urban Alliance), The ELM Project for our clustered EL classroom teachers and the CLEAR model	Equity training for licensed and non-licensed staff; implementation of High Operational Teaching Strategies; additional training and application of CLEAR model, ELM Cohort	Formative and summative student data on reading proficiency and growth at each grade level, disaggregated by race	Equity Team; ILT members; All licensed staff, ELM Cohort
Continue problem solving to identify problems related to student academic issues and provide potential strategies and solutions	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; all data disaggregated by race	SIT members; CST members; ILT members; Equity Team; Grade level PLTs; MN Reading Corps staff

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	Spring 2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal
All Students	77.2	82.0	85.4	78.8	84.6	80.2	86.1	82.5	89.7
Grade 3	84.2	84.8	86.5	77.2	81.8	83.7	87.9	87.4	90.9
Grade 4	88.5	87.5	84.0	83.6	88.7	87.3	83.1	80.1	87.3
Grade 5	57.6	74.2	85.8	75.4	83.3	67.3	87.7	79.9	90.8
Amln									
Asian	87.0	83.3				86.1			
Black	40.6	51.4				57.1			
Hispanic	83.3	73.5				65.4			
White	81.8	87.3				84.2			
Multiracial		73.2				75.8			
EL						32.1			
Spec Ed	54.1	51.8				51.6			
F/R Lunch	53.9	65.1				53.7			
Female	76.2	80.5				79.8			
Male	78.1	83.5				80.5			

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

Results reported for groups of 10 or more students. 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		2018 Goals		Results	2019 Goals	
Indicator	Group	2016	2017	Basic	Transform.	2018	Basic	Transform.
Growth	All Students	0.07	-0.02	0.05	0.10	0.00	0.05	0.10
Growth	Grade 4	0.49	0.33	0.15	0.20	0.44	0.15	0.20
Growth	Grade 5	-0.39	-0.35	0.00	0.10	-0.52	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.31	0.37	0.15	0.20			
Gap Reduction	Black	-0.45	-0.33	0.00	0.10	-0.24	0.00	0.10
Gap Reduction	Hispanic	0.32				-0.16	0.00	0.10
Gap Reduction	White	0.12	0.00	0.05	0.10	0.06	0.05	0.10
Gap Reduction	Multiracial		-0.01	0.05	0.10	-0.17	0.00	0.10
Gap Reduction	EL							
Gap Reduction	Spec Ed	-0.40	-0.19	0.00	0.10	-0.20	0.00	0.10
Gap Reduction	F/R Lunch	-0.37	-0.04	0.05	0.10	-0.34	0.00	0.10
Gap Reduction	Female	0.05	-0.04	0.05	0.10	0.03	0.05	0.10
Gap Reduction	Male	0.08	-0.01	0.05	0.10	-0.04	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:
Academic interventions provided for students performing below grade	Scheduled student intervention times;	Referrals to Student Intervention Team (SIT);	J. Zastrow; K. LeClaire;

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level expectations, with special attention to Black students, EL Students, and Special Education students	Professional Learning Team discussions and planning; accurate and timely identification of students needing intervention support	continuous progress monitoring; conduct meetings with intervention support staff to review student data and monitor implementation; all data disaggregated by race	ILT members; Instructional support staff; SPED staff; MN Math Corps staff; Classroom teachers
Staff development on equitable instructional practices (National Urban Alliance), The ELM Project, and the CLEAR model	Equity training for licensed and non-licensed staff; implementation of High Operational Teaching Strategies; additional training and application of CLEAR model, ELM Cohort professional development	Formative and summative student data on math proficiency and growth at each grade level, disaggregated by race	Equity Team; ILT members; All licensed staff, ELM Cohort
Continue problem solving to identify problems related to student academic issues and provide potential strategies and solutions, with special attention to Black students and Special Education 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; all data disaggregated by race	SIT members; CST members; ILT members; Equity Team; Grade level PLTs; MN Math Corps staff
Staff development around Bridges implementation	Participation in monthly staff development of the components and implementation of Bridges, monthly ILT dialogue	Formative and summative data on math units; ongoing collection of students achievement of Professional Learning Teams' SMART goals, disaggregated by race	J. Zastrow; K. LeClaire; U. Sanders; ILT members; Classroom teachers

Priority Three: Student Behavior

<p>Evidence of Need:</p>	
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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" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 2px;">Group</th> <th style="padding: 2px;">2016</th> <th style="padding: 2px;">2017</th> <th style="padding: 2px;">2018</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">All FB</td> <td style="padding: 2px;">554</td> <td style="padding: 2px;">246</td> <td style="padding: 2px;">371</td> </tr> <tr> <td style="padding: 2px;">K</td> <td style="padding: 2px;">165 - 29</td> <td style="padding: 2px;">67 - 27</td> <td style="padding: 2px;">87</td> </tr> <tr> <td style="padding: 2px;">1st</td> <td style="padding: 2px;">96 - 17</td> <td style="padding: 2px;">103 - 42</td> <td style="padding: 2px;">38</td> </tr> <tr> <td style="padding: 2px;">2nd</td> <td style="padding: 2px;">33 - 6</td> <td style="padding: 2px;">17 - 7</td> <td style="padding: 2px;">120</td> </tr> <tr> <td style="padding: 2px;">3rd</td> <td style="padding: 2px;">105 - 19</td> <td style="padding: 2px;">34 - 14</td> <td style="padding: 2px;">27</td> </tr> <tr> <td style="padding: 2px;">4th</td> <td style="padding: 2px;">31 - 6</td> <td style="padding: 2px;">15 - 6</td> <td style="padding: 2px;">32</td> </tr> <tr> <td style="padding: 2px;">5th</td> <td style="padding: 2px;">126 - 23</td> <td style="padding: 2px;">10 - 4</td> <td style="padding: 2px;">67</td> </tr> <tr><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td><td style="padding: 2px;"> </td></tr> </tbody> </table>	Group	2016	2017	2018	All FB	554	246	371	K	165 - 29	67 - 27	87	1 st	96 - 17	103 - 42	38	2 nd	33 - 6	17 - 7	120	3 rd	105 - 19	34 - 14	27	4 th	31 - 6	15 - 6	32	5 th	126 - 23	10 - 4	67																									<p>The total number of Office Discipline Referrals at Fernbrook Elementary School for all students will decrease by 5% from 2018 to 2019, from 371 to 352.</p>
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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 of the Principal, BIT, and Counselor	Weekly meetings to discuss student progress on behavioral issues; problem solving and development of Tier II and III plans; parent meetings with targeted students	Incident referrals; success rate of implemented plans; referrals to Student Intervention Team for behavior concerns, all disaggregated by race	J. Zastrow J. Oelke A. Fouquette Additional staff as requested

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Equity Team and PBIS Team analysis of student behavior data	Monthly review of student behavior referral data; problem solving to address issues, additional staff development in equity work and mindfulness	Incident referrals; success rate of implemented plans; referrals to Student Intervention Team for behavioral concerns, all disaggregated by race	Equity Team PBIS Team J. Oelke
Implementation of Check in/Check out support plans	Develop individualized check in/check out and refocusing break plans for students	Incident referrals; success rate of implemented plans; referrals to Student Intervention Team for behavior concerns, all disaggregated by race	J. Oelke A. Fouquette Resource staff
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 (e.g. GoNoodle, Me Moves) to support physical activity	Incident referrals; success rate of implemented plans; referrals to Student Intervention Team for behavioral concerns, all disaggregated by race	ILT members; All Fernbrook staff

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Site Improvement Team

Name	Position	Name	Position
1. Jeff Zastrow	Principal	5. Camey Kania	ATPPS
2. Kim LeClaire	IA/TAG	6. Uyen Sanders	SDAS
3. Peter Pearson	4 th Grade	7.	
4. Stacy Harvey	ATPPS	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: _____