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 2019-2020 cohorts. Students enrolled for the 2019-2020 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

*Measure: Proficiency (% Low Risk on DIBELS)*

<table>
<thead>
<tr>
<th>Column Header</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017 and 2018 Results</strong></td>
<td>Percent of students at risk or some risk in the fall who became low risk in Spring 2017 (vs. old goals) and Spring 2018 (vs. new goals). See Progress to Fluency Reports for more info.</td>
</tr>
<tr>
<td><strong>Basic Goal</strong></td>
<td>District-wide goals for 2018-20: KG = 63%; Gr 1 = 62%; Gr 2 = 40%.</td>
</tr>
<tr>
<td><strong>Transformational Goal</strong></td>
<td>District-wide goals for 2018-20: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.</td>
</tr>
<tr>
<td><strong>2019 Results</strong></td>
<td>Percentage of students low risk in Spring 2019.</td>
</tr>
<tr>
<td><strong>Color Coding</strong></td>
<td>Basic Goal 30% + from Basic Goal 15 - 29% from Basic Goal 5 - 14% &lt; Basic Goal &lt;5% from Basic Goal Basic Goal Met Transformational Goal Met</td>
</tr>
</tbody>
</table>

### 2016-17 2017-18 2018-19 Goals and Results 2019-20 Goals

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>KG</td>
<td>33%</td>
<td>50%</td>
<td>63%</td>
<td>68%</td>
<td>36%</td>
<td>63%</td>
<td>68%</td>
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<tr>
<td>Grd 1</td>
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<td>69%</td>
<td>62%</td>
<td>67%</td>
<td>58%</td>
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<td>40%</td>
<td>50%</td>
<td>47%</td>
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</table>
## Priority One: READING

### Measure: MCA Proficiency (Index Rates)

<table>
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<tr>
<th>Column Header</th>
<th>Results</th>
<th>Fall Cohort</th>
<th>Basic Goal</th>
<th>Transformational (Trans.) Goal</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.</td>
<td>Index rate for students tested in the previous spring and enrolled the following fall.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
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<td>78.9</td>
<td>84.1</td>
<td>88.6</td>
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AmIn
- Asian: 66.7, 75.0, 81.3
- Black: 58.1, 64.3, 57.4
- Hispanic: 79.4, 73.1
- White: 83.9, 82.6, 85.2
- Multiracial: 69.6, 72.6, 84.6
- EL: 25.0, 11.5
- Spec Ed: 54.3, 46.8, 35.9
- F/R Lunch: 64.3, 60.4, 62.0

Female: 80.7, 80.3, 84.4
Male: 78.3, 78.1, 79.0
### Priority One: READING

#### Measure: SIP Growth and Gap-Closing (SGG)

<table>
<thead>
<tr>
<th>2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)</th>
<th>2019 Color Coding for MCA Value-Added and Z-State Results</th>
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<tbody>
<tr>
<td>.30 or more below Basic</td>
<td>-.30 or below</td>
</tr>
<tr>
<td>.15 to .29 below Basic Goal</td>
<td>-.15 to -.29</td>
</tr>
<tr>
<td>.04 to .14 below Basic Goal</td>
<td>-.14 to -.01</td>
</tr>
<tr>
<td>Within .03 of Basic Goal</td>
<td>+.01 to +.14</td>
</tr>
<tr>
<td>Met Basic Goal</td>
<td>+.15 to +.29</td>
</tr>
<tr>
<td>Met Transformational Goal</td>
<td>+.30 and up</td>
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</table>

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.

#### 2020 Goals

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<th>Transformational</th>
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<td>0.30</td>
<td>Z-State</td>
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<tr>
<td>or</td>
<td>Val-Add</td>
</tr>
<tr>
<td>0.15</td>
<td>Val-Add</td>
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#### 2019-20 SIP Growth and Gap-Closing (SGG)

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<td>.23</td>
<td>.21</td>
<td>.31</td>
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<td>.01</td>
<td>.05</td>
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<td>.21</td>
<td>.14</td>
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<td>.00</td>
<td>.10</td>
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<td>.00</td>
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<td>-.11</td>
<td></td>
</tr>
<tr>
<td>Spec Ed</td>
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<td>-.03</td>
<td>.05</td>
<td>.10</td>
<td>.03</td>
<td>.07</td>
<td>.02</td>
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<tr>
<td>F/R Lunch</td>
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<td>-.06</td>
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<td>.10</td>
<td>.13</td>
<td>.16</td>
<td>.11</td>
<td></td>
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<tr>
<td>Female</td>
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<td>.08</td>
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<td>.10</td>
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<td>.27</td>
<td>.23</td>
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<tr>
<td>Male</td>
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<td>.12</td>
<td>.06</td>
<td>.05</td>
<td>.10</td>
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</tr>
</tbody>
</table>
### Priority One: Reading

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

<table>
<thead>
<tr>
<th>Strategies:</th>
<th>Adult actions:</th>
<th>Measure student progress:</th>
<th>Person(s) Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What specific strategies will be implemented?</strong></td>
<td><strong>What adult actions will ensure the strategies are successful?</strong></td>
<td><strong>What student data will be collected?</strong></td>
<td><strong>J. Zastrow; K. LeClaire; ILT members; Instructional support staff; SPED staff; MN Reading Corps staff; Classroom teachers</strong></td>
</tr>
<tr>
<td>Academic interventions provided for students performing below grade level expectations, with focus on our data indicated most underperforming groups MLL and Black students</td>
<td>Scheduled student intervention times; Professional Learning Team discussions and planning; accurate and timely identification of students needing intervention support; create data system in interventions to account for MLL and Black student progress</td>
<td>Referrals to Student Intervention Team (SIT); continuous progress monitoring; IA conduct meetings with intervention support staff to review student data and monitor implementation; all data disaggregated by race (attention to MLL and Black students)</td>
<td>ELM Coach Heather Bruun; Jeff Zastrow</td>
</tr>
<tr>
<td>ELM Project: ELM Coach will lead ELM cohort teachers monthly in learning and applying high impact instructional strategies that accelerate student achievement for EL students and their classmates</td>
<td>ELM Coach will facilitate and lead monthly after school PD sessions sharing and learning instructional strategies from each other and from ELLevation</td>
<td>Formative and summative student data on reading proficiency and growth at each grade level for all EL students in service or 1 to 2 years out of service</td>
<td>ELM Coach Heather Bruun; Jeff Zastrow</td>
</tr>
<tr>
<td>MLL Professional Development: ELM Teacher/ELM Coach and EL Lead Teacher will provide workshop week and ongoing MLL PD to all staff</td>
<td>PD will be delivered related to MLL learner profiles, mindsets around MLL students, etc</td>
<td>Formative and summative student data on reading proficiency and growth at each grade level for all EL/MLL students in service or 1 to 4 years out of service</td>
<td>ELM Coach/EL Teacher Heather Bruun and MLL Lead Teacher Kiersten Nicholson</td>
</tr>
<tr>
<td>Targeted attendance interventions for EL/EL+ students not meeting ESSA attendance standards</td>
<td>FB will de-center standard county attendance letter systems in favor of relationship building with families</td>
<td>Attendance rates</td>
<td>Heather Bruun and Amy Fouquette</td>
</tr>
<tr>
<td>Continue problem solving to identify problems related to student academic issues and provide potential strategies and solutions</td>
<td>Weekly meetings of the Student Intervention Team and Child Study Team; meetings of Professional Learning Teams to share instructional practices and</td>
<td>Referrals to Student Intervention Team (SIT); student progress toward academic goals; students accurately identified for Child Study Team referrals</td>
<td>SIT members; CST members; ILT members; Equity Team; Grade level PLTs;</td>
</tr>
<tr>
<td><strong>Equity Foundational Training:</strong> Principal and E-Team will partner to deliver EFT 1.5 to all staff</td>
<td><strong>The Fernbrook family will engage in activity and conversation that deepens and broadens our understandings of ourselves in order to better understand and provide for others</strong></td>
<td><strong>Formative and summative student data on reading proficiency and growth at each grade level for all students disaggregated by race</strong></td>
<td><strong>ALL</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
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</tr>
<tr>
<td><strong>The Resource team will implement multimodal approaches to increase student achievement in all areas of reading, including fluency, decoding, and comprehension.</strong></td>
<td><strong>Curriculum:</strong> Benchmark Reading, Reading A-Z, read-alouds (using culturally-diverse texts based on CLEAR Model), Benchmark Phonics, Fry Sight Word Lessons, Read Naturally, and Research-Based Orton Gillingham Framework</td>
<td><strong>Members of the Resource team will utilize formative and summative student data on grade level reading proficiency. In addition, special education teachers will conduct frequent progress monitoring on IEP goals and objectives.</strong></td>
<td><strong>Resource Team, classroom teachers, other service providers</strong></td>
</tr>
</tbody>
</table>
### Priority Two: MATHEMATICS

**Measure: MCA Proficiency (Index Rates)**

<table>
<thead>
<tr>
<th>Column Header</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Fall Cohort</strong></td>
<td>Index rate for students tested in the previous year and enrolled in the fall of the next year.</td>
</tr>
<tr>
<td><strong>Basic Goal</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Transformational (Trans.) Goal</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

#### Color Coding

<table>
<thead>
<tr>
<th>Points Below Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10+ points below basic goal</td>
<td></td>
</tr>
<tr>
<td>6-9 points below basic goal</td>
<td></td>
</tr>
<tr>
<td>1.1 to 5.9 points below basic goal</td>
<td></td>
</tr>
<tr>
<td>Within 1 index point of basic goal</td>
<td></td>
</tr>
<tr>
<td>Met basic goal</td>
<td></td>
</tr>
<tr>
<td>Met transformational goal</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Group</th>
<th>Spring 2017 Results</th>
<th>Spring 2018 Results</th>
<th>Fall 2018 Cohort Basic Goal</th>
<th>2019 Trans. Goal</th>
<th>Spring 2019 Results</th>
<th>Fall 2019 Cohort Basic Goal</th>
<th>2020 Trans. Goal</th>
</tr>
</thead>
</table>

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Page 7

Revised 6.12.2019
<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>82.0</th>
<th>80.2</th>
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<td></td>
<td>82.6</td>
</tr>
</tbody>
</table>
Form A2 – School Improvement Plan

School: Fernbrook Elementary  Date: 2019-20

Priority Two: MATHEMATICS  Measure: SIP Growth and Gap-Closing (SGG)

2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)
- .30 or more below Basic
- .15 to .29 below Basic Goal
- .04 to .14 below Basic Goal
- Within .03 of Basic Goal
- Met Basic Goal
- Met Transformational Goal

2019 Color Coding for MCA Value-Added and Z-State Results
- -.30 or below
- -.15 to -.29
- -.14 to -.01
- +.01 to +.14
- +.15 to +.29
- +.30 and up

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.

2019 Goals (Based on 2018 Results)

<table>
<thead>
<tr>
<th>Description</th>
<th>Result</th>
<th>Basic</th>
<th>Transformational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well above district avg.</td>
<td>+.15 and up</td>
<td>0.15</td>
<td>0.2</td>
</tr>
<tr>
<td>Above district average</td>
<td>+.10 to +.14</td>
<td>0.1</td>
<td>0.15</td>
</tr>
<tr>
<td>Near district average</td>
<td>-.09 to +.09</td>
<td>0.05</td>
<td>0.1</td>
</tr>
<tr>
<td>Below district average</td>
<td>-.10 and below</td>
<td>0</td>
<td>0.1</td>
</tr>
</tbody>
</table>

2020 Goals

<table>
<thead>
<tr>
<th>Group</th>
<th>Basic</th>
<th>Transformational</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Z-State</td>
<td>Z-State</td>
</tr>
<tr>
<td>or</td>
<td>Val-Add</td>
<td>Val-Add</td>
</tr>
<tr>
<td>or</td>
<td>0.15</td>
<td>0.30</td>
</tr>
<tr>
<td>Applied to All Groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>0.07</td>
<td>-0.02</td>
<td>0.00</td>
<td>0.05</td>
<td>0.10</td>
<td>0.11</td>
<td>-0.02</td>
<td>0.03</td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>0.49</td>
<td>0.33</td>
<td>0.44</td>
<td>0.15</td>
<td>0.20</td>
<td>0.40</td>
<td>0.30</td>
<td>0.49</td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>-0.39</td>
<td>-0.35</td>
<td>-0.52</td>
<td>0.00</td>
<td>0.10</td>
<td>-0.20</td>
<td>-0.30</td>
<td>-0.46</td>
<td></td>
</tr>
<tr>
<td>Am Ind</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>0.31</td>
<td>0.37</td>
<td></td>
<td>0.16</td>
<td></td>
<td>-0.05</td>
<td>0.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>-0.45</td>
<td>-0.33</td>
<td>-0.24</td>
<td>0.00</td>
<td>0.10</td>
<td>-0.46</td>
<td>-0.18</td>
<td>-0.56</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.32</td>
<td></td>
<td>-0.16</td>
<td>0.00</td>
<td>0.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>0.12</td>
<td>0.00</td>
<td>0.06</td>
<td>0.05</td>
<td>0.10</td>
<td>0.23</td>
<td>0.02</td>
<td>0.15</td>
<td></td>
</tr>
<tr>
<td>EL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-0.07</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiracial</td>
<td>-0.01</td>
<td>-0.17</td>
<td>0.00</td>
<td>0.10</td>
<td>-0.23</td>
<td>-0.08</td>
<td>-0.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spec Ed</td>
<td>-0.40</td>
<td>-0.19</td>
<td>-0.20</td>
<td>0.00</td>
<td>0.10</td>
<td>-0.46</td>
<td>-0.43</td>
<td>-0.52</td>
<td></td>
</tr>
<tr>
<td>F/R Lunch</td>
<td>-0.37</td>
<td>-0.04</td>
<td>-0.34</td>
<td>0.00</td>
<td>0.10</td>
<td>-0.26</td>
<td>-0.15</td>
<td>-0.38</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>0.05</td>
<td>-0.04</td>
<td>0.03</td>
<td>0.05</td>
<td>0.10</td>
<td>0.09</td>
<td>0.00</td>
<td>0.01</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>0.08</td>
<td>-0.01</td>
<td>-0.04</td>
<td>0.05</td>
<td>0.10</td>
<td>0.13</td>
<td>-0.03</td>
<td>0.05</td>
<td></td>
</tr>
</tbody>
</table>
# Priority Two: Mathematics

## Mathematics Continuous Improvement Action Plan:

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Adult actions: What adult actions will ensure the strategies are successful?</th>
<th>Measure student progress: What student data will be collected?</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic interventions provided for students performing below grade level expectations, with focus on our data indicated most underperforming groups MLL and Black students</td>
<td>Scheduled student intervention times; Professional Learning Team discussions and planning; accurate and timely identification of students needing intervention support; create data system in interventions to account for MLL and Black student progress</td>
<td>Referrals to Student Intervention Team (SIT); continuous progress monitoring; IA conduct meetings with intervention support staff to review student data and monitor implementation; all data disaggregated by race (attention to MLL and Black students)</td>
<td>J. Zastrow; K. LeClaire; ILT members; Instructional support staff; SPED staff; MN Math Corps staff; Classroom teachers</td>
</tr>
<tr>
<td>ELM Project: ELM Coach will lead ELM cohort teachers monthly in learning and applying high impact instructional strategies that accelerate student achievement for EL students and their classmates</td>
<td>ELM Coach will facilitate and lead monthly after school PD sessions sharing and learning instructional strategies from each other and from ELLevation</td>
<td>Formative and summative student data on math proficiency and growth at each grade level for all MLL students in service or 1 to 2 years out of service</td>
<td>ELM Coach Heather Bruun; Jeff Zastrow</td>
</tr>
<tr>
<td>MLL Professional Development: ELM Teacher/ELM Coach and MLL Lead Teacher will provide workshop week and ongoing MLL PD to all staff</td>
<td>PD will be delivered related to MLL learner profiles, mindsets around MLL students, etc</td>
<td>Formative and summative student data on math proficiency and growth at each grade level for all EL students in service or 1 to 4 years out of service</td>
<td>ELM Coach/EL Teacher Heather Bruun and EL Lead Teacher Kiersten Nicholson</td>
</tr>
<tr>
<td>Targeted attendance interventions for EL/EL+ students not meeting ESSA attendance standards</td>
<td>FB will de-center standard county attendance letter systems in favor of relationship building with families</td>
<td>Attendance rates</td>
<td>Heather Bruun and Amy Fouquette</td>
</tr>
<tr>
<td>Continue problem solving to identify problems related to student academic issues and provide potential strategies and solutions</td>
<td>Weekly meetings of the Student Intervention Team and Child Study Team; meetings of Professional Learning Teams to share instructional practices and</td>
<td>Referrals to Student Intervention Team (SIT); student progress toward academic goals; students accurately identified for Child Study Team referrals</td>
<td>SIT members; CST members; ILT members; Equity Team; Grade level PLTs;</td>
</tr>
</tbody>
</table>
### Equity Foundational Training:

| **Principal and E-Team** | **The Fernbrook family will engage in activity and conversation that deepens and broadens our understandings of ourselves in order to better understand and provide for others** | **Formative and summative student data on reading proficiency and growth at each grade level for all students disaggregated by race** | **ALL** |

### The Resource team will implement Bridges Math Intervention materials to increase student achievement in all areas of math including math problem-solving, calculation, number-sense, and fact-fluency.

| **Curriculum:** Bridges Math Intervention  
**Environment:** Flexible seating options, small group instruction, social-emotional learning strategies (SEL), access to additional math manipulatives to support learning  
**Method of Delivery:** student collaborative learning strategies, direct instruction, reteaching, differentiation of grade level materials, accommodations designed to give students access to grade level curriculum/instruction | **Members of the Resource team will utilize formative and summative student data on grade level math proficiency. In addition, special education teachers will conduct frequent progress monitoring on IEP goals and objectives.** | **Resource Team, classroom teachers, other service providers** |
Priority Three: Student Behavior

Evidence of Need:

Fernbrook ODRs dropped 34% from 17-18 to 18-19. White students comprised 73.98% of the student population, and 73.66% of all ODRs last year. Black students comprised 10.72% of the student population, and 19.3% of all ODRs last year. For black students, that gap between percentage of population and percentage of ODRs dropped almost 7% from 17-18 to 18-19.

<table>
<thead>
<tr>
<th>Student Behavior (Example: office referrals, suspensions, etc.)</th>
<th>Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODRs</td>
<td>243 ODRs in 18-19</td>
<td>The total number of Office Discipline Referrals at Fernbrook Elementary School for all students will decrease by 5% from 2019 to 2020, from 243 to 230.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Strategies: What specific strategies will be implemented?</th>
<th>Adult actions: What adult actions will ensure the strategies are successful?</th>
<th>Measure student progress: What student data will be collected?</th>
<th>Person(s) Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of IM4</td>
<td>SIT will use IM4 for the SIT process regarding our most chronic students</td>
<td>ODRs</td>
<td>SIT</td>
</tr>
</tbody>
</table>
### Priority Four: Family Engagement

**Evidence of Need:**
In the spring of 2019, Osseo Area Schools’ School Board set a district wide expectation that all sites/departments would develop and implement a family engagement goal.

**Goal:**
Examples: Strengthen existing PTO work, develop a PTO group, design parent involvement groups, REAL Talks, etc.

**Family Engagement Continuous Improvement Action Plan:**
(add steps as needed by using tab key)
<table>
<thead>
<tr>
<th>Strategies: What specific strategies will be implemented?</th>
<th>Adult actions: What adult actions will ensure the strategies are successful?</th>
<th>Measure progress: What data will be collected?</th>
<th>Person(s) Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing PTO Work</td>
<td>PTO will continue to engage in community building and fund-raising efforts</td>
<td>Attendance at events, fund raising totals</td>
<td>PTO</td>
</tr>
<tr>
<td>Student of the Trimester Celebrations</td>
<td>SOAR Team will continue to schedule and execute Student of the Tri assemblies</td>
<td>Schedule of assemblies</td>
<td>SOAR Team</td>
</tr>
<tr>
<td>EL Parent Outreach</td>
<td>EL Staff organizing opportunities at Open House and Conferences to assist families with attendance issues, conferences signups, ParentVue signups, etc</td>
<td>Anecdotal from parents and EL staff</td>
<td>EL Staff</td>
</tr>
<tr>
<td>School Messenger Communication</td>
<td>Regular parent communications to keep parents reminded of annual needs/activities, upcoming events, school happenings, etc</td>
<td>Stakeholder Survey</td>
<td>Principal</td>
</tr>
<tr>
<td>Conferences</td>
<td>Twice yearly conference opportunities for all families to discuss student achievement and developmental progress</td>
<td>Student achievement</td>
<td>ALL</td>
</tr>
</tbody>
</table>
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: ________________________