

# Form A2 – School Improvement Plan

Principal: Rob Nelson

Assistant Superintendent: Steve Flisk

School: Woodland

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):

<b>Far Below Basic Goal</b>	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)?

<b>Priority One: READING</b>		<i>Measure: Proficiency (% Low Risk on DIBELS)</i>					
<b>Column Header</b>	<b>Definition</b>						
<b>2016 and 2017 Results</b>	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.						
<b>Basic Goal</b>	Grade-level goals for 2018 and 2019: KG = 63%; Gr 1 = 62%; Gr 2 = 40%.						
<b>Transformational Goal</b>	Grade-level goals for 2018 and 2019: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.						
<b>2018 Results</b>	Percentage of students low risk in Spring 2018 (compared to new goals).						
<b>Color Coding</b>	<b>30% + from Basic Goal</b>	15 - 29% from Basic Goal	5 - 14% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met	
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18 Goals and Results</b>			<b>2018-19 Goals</b>	
<b>Group</b>	<b>2016 Results</b>	<b>2017 Results</b>	<b>2018 Basic</b>	<b>2018 Trans.</b>	<b>2018 Results</b>	<b>2019 Basic</b>	<b>2019 Trans.</b>
KG	72%	51%	63%	68%	53%	63%	68%
Grd 1	55%	62%	62%	67%	48%	62%	67%
Grd 2	41%	36%	40%	50%	30%	40%	50%

<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 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.									
<b>Group</b>	<b>Spring 2016 Results</b>	<b>Spring 2017 Results</b>	<b>Fall 2017 Cohort</b>	<b>2018 Basic Goal</b>	<b>2018 Trans. Goal</b>	<b>Spring 2018 Results</b>	<b>Fall 2018 Cohort</b>	<b>2019 Basic Goal</b>	<b>2019 Trans. Goal</b>
<b>All Students</b>	71.9	71.1	64.7	69.7	73.5	66.9	65.4	69.4	74.4
Grade 3	75.0	69.5	63.5	62.3	72.6	64.0	63.3	64.9	72.5
Grade 4	65.1	69.7	66.7	71.2	75.0	69.4	62.9	65.6	72.1
Grade 5	75.8	73.9	64.0	73.0	75.2	67.4	70.1	77.6	78.5
Amln									
Asian	63.7	66.5				67.8			
Black	69.4	61.3				56.5			
Hispanic	90.9	78.6				60.0			
White	76.9	77.0				73.0			
Multiracial		78.6				74.1			
EL	30.9	27.8				43.3			
Spec Ed	46.9	48.8				40.5			
F/R Lunch	59.3	57.1				59.6			
Female	79.1	74.4				73.1			
Male	65.3	68.0				60.8			

**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>
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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.
<b>Growth</b>	<b>All Students</b>	<b>-0.10</b>	<b>-0.19</b>	<b>0.00</b>	<b>0.10</b>	<b>-0.30</b>	<b>0.00</b>	<b>0.10</b>
Growth	Grade 4	-0.13	-0.17	0.00	0.10	-0.28	0.00	0.10
Growth	Grade 5	-0.07	-0.21	0.00	0.10	-0.31	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	-0.06	-0.07	0.05	0.10	-0.16	0.00	0.10
Gap Reduction	Black	-0.09	-0.38	0.00	0.10	-0.51	0.00	0.10
Gap Reduction	Hispanic		-0.59	0.00	0.10	-0.28	0.00	0.10
Gap Reduction	White	-0.14	-0.11	0.00	0.10	-0.23	0.00	0.10
Gap Reduction	Multiracial					-0.39	0.00	0.10
Gap Reduction	EL	-0.30	-0.32	0.00	0.10	-0.25	0.00	0.10
Gap Reduction	Spec Ed	-0.38	-0.43	0.00	0.10	-0.82	0.00	0.10
Gap Reduction	F/R Lunch	-0.20	-0.27	0.00	0.10	-0.36	0.00	0.10
Gap Reduction	Female	0.04	-0.16	0.00	0.10	-0.20	0.00	0.10
Gap Reduction	Male	-0.24	-0.22	0.00	0.10	-0.39	0.00	0.10

<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>
Team meetings will occur every other week in a continuous improvement cycle. <b>Tier I Focus-</b> -Common Core/State Reading Standards -Skills and strategies to be assessed -Reading level at which skills and strategies are assessed -Ideas to differentiate/respond when students are not learning -Ideas to differentiate/respond when students already know the skills and strategies -Common Formative/Summative Assessments	Alignment between SLGs, PGP, and SIP goals and strategies. Monthly grade level / PLT meeting notes. Assigning and maintaining roles within each team. Development of Common Formative Assessments (CFAs) based on various independent levels Use of preassessments, formative assessments, and summative assessments to determine success, intervention needs, and enrichment needs.	Common Formative Assessments Student success as measured by <b>independent</b> reading levels Academic Data – MCA, MAP, ORR, etc.	Teachers, Administration, BIT/IA, SDAS Coach, ATPPS Coach
Team meetings will occur every other week in a continuous improvement cycle. <b>Tier II Focus-</b> -Determining Success of the Instruction and of Students -Reviewing Student Data: pre-determined at Tier I Mtg, and Ongoing and frequent Fluency and Comprehension Data (ORR, DRA, etc.) -Determining additional interventions, including frequency and intensity	Create Tier II Grade Level expectations and changes based on common themes or concerns Update ORR data for all students at least monthly Create additional time and intensity for interventions that are aligned to data	ORR Data Tier II Intervention Data Academic Data – Achievement and Growth	Teachers, Administration, BIT/IA, SDAS Coach, ATPPS Coach
Each team will have an Equity Team member who, during Tier I and Tier II meetings, will apply equity tools and protocols to our	E-Team will meet once per month to discuss and determine context to our conversation.	Admin/Teacher Meetings Stakeholder Surveys Academic Data Meeting Notes	Administration, Staff, District Equity Leaders,

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conversations to ensure our instruction and our expectations are culturally relevant and CLEAR.	E-Team member will be clearly identified within each team. Equity tools and protocols will be used on a regular basis.		E-Team members
Woodland will implement balanced literacy best practices in Kindergarten through 5 <sup>th</sup> grade	Administration, coaches and peers will complete fidelity walkthroughs.	Walkthrough rubrics, test scores	Teachers, Administration
Classroom teachers will implement research-based interventions for students not meeting standards in reading. Tier II	Monthly grade level/intervention team meetings focused on individuals who have not met standards yet, lagging skills, and organizing research-based interventions.	Student achievement data on universal screening and progress monitoring	Teachers, BIT/IA, Administration
Staff will participate in the NUA cohort in coordination with the CLEAR model.	Cohort will attend monthly NUA trainings.	Stakeholder surveys, test scores	NUA Cohort
Student Intervention Team (SIT) process will be used to provide reading interventions. Tier III	The SIT process will be implemented; intense individual intervention.	Data collected through the SIT process	Administration, All staff

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 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. 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	70.5	67.8	74.4	72.6	80.8	64.6	72.9	69.1	79.6
Grade 3	80.4	77.9	72.1	73.1	79.1	68.0	73.5	73.0	80.1
Grade 4	65.6	76.9	77.5	75.3	83.1	75.7	68.1	65.1	76.1
Grade 5	66.0	49.2	73.8	69.1	80.3	51.3	76.8	69.0	82.6
Amln									
Asian	67.3	61.8				61.7			
Black	57.9	56.0				56.5			
Hispanic	77.3	71.4				52.6			
White	79.2	78.4				77.9			
Multiracial		65.7				48.1			
EL	36.8	47.2				44.3			
Spec Ed	52.9	55.0				41.7			
F/R Lunch	51.8	47.1				53.0			
Female	70.3	66.5				62.9			
Male	70.7	69.1				66.3			

Priority Two: MATHEMATICS				Measure: MCA Growth (Z-Score - District)				
<b>Color Coding for 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 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.								
<b>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>2018 Goals</b>		<b>Results</b>	<b>2019 Goals</b>	
<b>Indicator</b>	<b>Group</b>	<b>2016</b>	<b>2017</b>	<b>Basic</b>	<b>Transform.</b>	<b>2018</b>	<b>Basic</b>	<b>Transform.</b>
<b>Growth</b>	<b>All Students</b>	<b>-0.22</b>	<b>-0.29</b>	<b>0.00</b>	<b>0.10</b>	<b>-0.31</b>	<b>0.00</b>	<b>0.10</b>
Growth	Grade 4	-0.35	-0.02	0.05	0.10	0.16	0.15	0.20
Growth	Grade 5	-0.10	-0.55	0.00	0.10	-0.75	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	-0.14	-0.10	0.00	0.10	-0.19	0.00	0.10
Gap Reduction	Black	-0.24	-0.34	0.00	0.10	-0.43	0.00	0.10
Gap Reduction	Hispanic		-0.18	0.00	0.10	-0.73	0.00	0.10
Gap Reduction	White	-0.27	-0.31	0.00	0.10	-0.22	0.00	0.10
Gap Reduction	Multiracial		-0.52	0.00	0.10	-0.41	0.00	0.10
Gap Reduction	EL	-0.47	-0.03	0.05	0.10	-0.31	0.00	0.10
Gap Reduction	Spec Ed	-0.29	-0.54	0.00	0.10	-0.68	0.00	0.10
Gap Reduction	F/R Lunch	-0.36	-0.41	0.00	0.10	-0.43	0.00	0.10
Gap Reduction	Female	-0.20	-0.15	0.00	0.10	-0.29	0.00	0.10
Gap Reduction	Male	-0.25	-0.41	0.00	0.10	-0.33	0.00	0.10

Priority Two: Mathematics			
<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>



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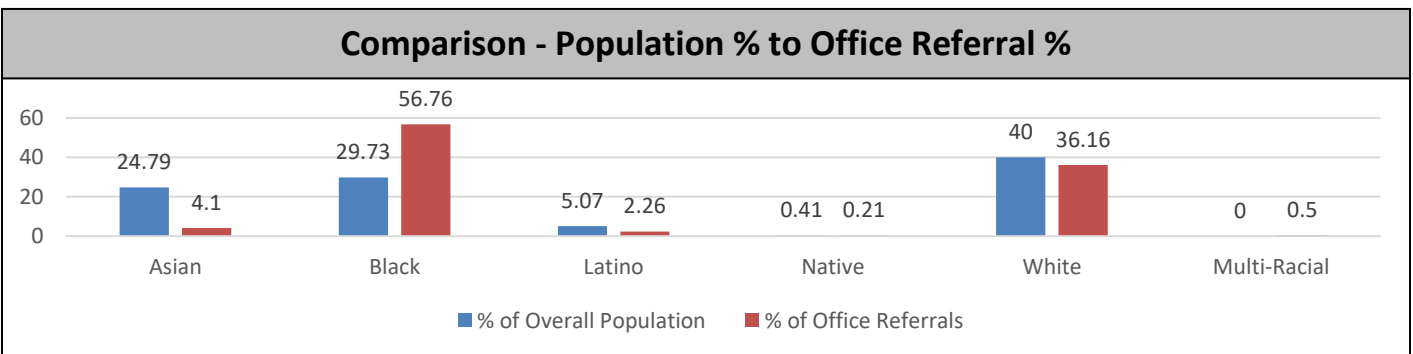
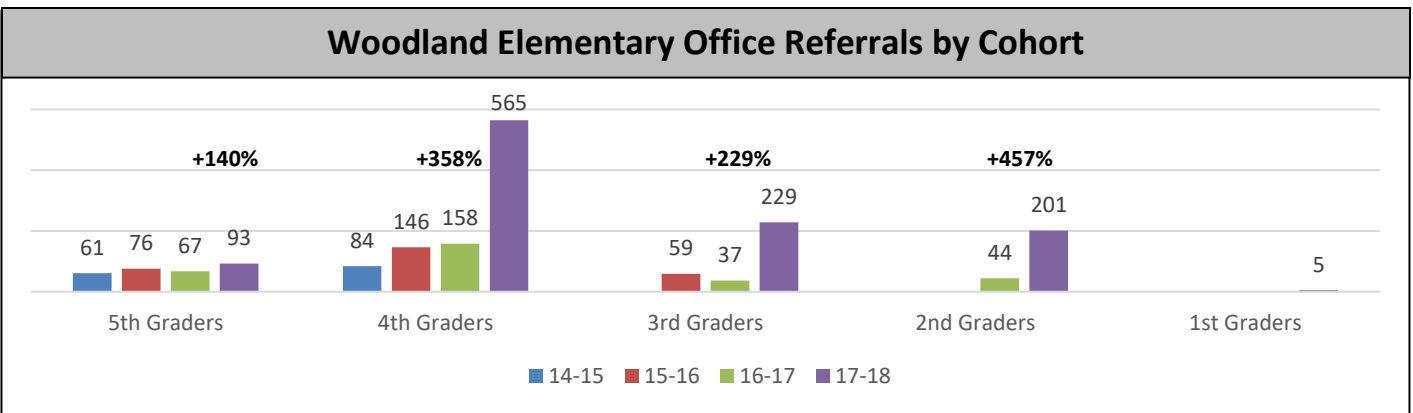
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Teachers will implement Bridges mathematics curriculum.	All staff members will implement Bridges with fidelity.	Planning Documents, Walkthrough Rubrics, Test Scores	Teachers, Administration, CIES
Teachers will participate in monthly professional development (provided by CIES) to ensure fidelity to Bridges and to grow as a mathematics instructor.	Fully prepared and engaged throughout the month and during the professional development.	Planning Documents, Walkthrough Rubrics, Test Scores	Teachers, Administration, CIES
Building Professional Development sessions will provide additional training and planning time to examine mathematics instruction and data.	Monthly meetings focusing on Bridges with fidelity, common assessments, and common instructional strategies.	Planning Documents, Walkthrough Rubrics, Test Scores	Teachers, Administration, Staff
Staff will use the CLEAR model in our instructional practices.	Staff will work collaboratively to plan mathematics lessons through our CLEAR model	Planning Documents, Stakeholder surveys, test scores	E-Team, Staff, CIES
Staff will participate in the NUA cohort in coordination with the CLEAR model.	Cohort will attend monthly NUA trainings.	Stakeholder surveys, test scores	NUA Cohort
Students will be motivated to do their best on the MCA tests.	Staff will teach growth mindset, use mindfulness strategies, and school wide motivation to set the 'can do' tone before testing.	Test scores	Staff

### Priority Three: Student Behavior

**Evidence of Need:** Woodland had 1413 documented office referrals in 2017-2018. These Tier II and Tier III students were out of the classroom too much and our achievement and growth scores reflect this. The percentage increase of office referrals with the same cohorts of kids from the 16-17 SY to the 17-18 SY was dramatic. The determination of Tier II and Tier III behavior was inconsistent and lacked supportive and foundational data. There was no consistent process in place to address and plan for concerning Tier II behaviors. In addition, there is a disproportionate percentage of office referrals for our black students in comparison with our building population.

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Office Referrals	Schoolwide - 1413	Reduce Office Referrals by 40%.
Office Referrals	By Cohorts of Students (See Chart Below)	Reduce Cohort Referrals by 40% 5 <sup>th</sup> – 96      4 <sup>th</sup> – 339      3 <sup>rd</sup> – 138      2 <sup>nd</sup> – 121
Office Referrals	By Subgroup (See Chart Below)	Reduce Overall Referral % of Black Students by 10%



<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>
Teams will identify a collective mindset of how they view students, themselves, and other school community stakeholders. They will also commit to- -specific identifiable action steps they will take to live their mindset, -specific behaviors that challenge their mindset, and -specific ways in which they will react when these challenges arise.	Mindsets, Actions, and Reactions will be used with team norms to drive Tier I and Tier II meetings.	Admin/Teacher Meetings Stakeholder Surveys Behavior Data	Administration, Staff
Team meetings include academic and behavior components to strengthen core instruction, create consistently high expectations, and empower teachers to purposefully intercede with Tier II interventions. These interventions will be aligned with school expectations and Tier III (SIT) processes.	Staff will meet every other week to continuously discuss, design, and measure academic and behavior instruction, including pre-determined assessment and effectiveness information.	Team Meetings Behavior Screening Info <i>(Modified SRSS Screener)</i> Behavior Data	Administration, Staff
Each team will have an Equity Team member who, during Tier I and Tier II meetings, will apply equity tools and protocols to our conversations to ensure our instruction and our expectations are culturally relevant and CLEAR.	E-Team will meet once per month to discuss and determine context to our conversation. E-Team member will be clearly identified within each team. Equity tools and protocols will be used on a regular basis.	Admin/Teacher Meetings Stakeholder Surveys Behavior Data Meeting Notes	Administration, Staff, District Equity Leaders, E-Team members
Incorporate a Modified SRSS Behavioral Screener that is aligned to- -Identified External and Internal Behavior, -our Addressing Behavior Concerns (ABC) Process, -our Functional Behavioral Assessment (FBA) light process, -the allocation of staff, and -related interventions.	SRSS will be administered once per trimester. Teams will incorporate results into their Tier I and Tier II meetings.	Team Meetings Behavior Screening Info <i>(Modified SRSS Screener)</i> ABC Worksheets FBA Lite (if applicable) Behavior Data	Administration, Staff

Team Planning Expectation to address concerning, or outlying, behaviors (Tier II).	Fill out grade level plan for addressing outlying behavior at the beginning of the year. Ongoing conversations regarding overall trends that need to be addressed as a team. Specific ongoing conversations for TIER II student concerns.	Team Meetings ABC Worksheets FBA Lite (if applicable) Behavior Data	Administration, Staff
Office Discipline Referral Process and Protocols	Create Office Discipline Referral report form. Create Expectations for when it is appropriate to request assistance, send students to the office, etc.	Office Discipline Referrals SWIS Data	Administration, Staff, BITs
Developing a process for Addressing Student Behavior (ABC) that includes- -Targeted Behavior -Conditions When Behavior Occurs -Function of the Behavior (Why) -Lagging Social Skills -Proactive Strategies -Reactive Strategies	Teams will utilize the ABC process with their teammates, administration, and behavior intervention teachers.	Team Meetings ABC Worksheets FBA Lite (if applicable) Behavior Data	Administration, Staff, BITs
Standardize the use of data in all areas to drive decision-making and interventions (both GenEd and SpEd).	Teams will regularly use data during Tier I and Tier II meetings. The selection of interventions will be based on identified behavior and will utilize data to determine effectiveness.	Team Meetings ABC Worksheets FBA Lite (if applicable) Behavior Data SIT Data	Administration, Staff, BITs
PBIS matrix of common expectations, catch phrase, tiered interventions, and positive incentives will be used throughout the school	All steps are taught in classrooms before the students can be given the SOAR reminder of a bracelet. We will monitor that progress.	Behavior data Admin/Teacher Meetings	SOAR Committee, Classroom teachers, Administration
Teachers will spend the first six weeks building relationships with parents and students.	Stakeholder Student and Parent Survey data will increase to meet or exceed district data.	Stakeholder surveys, Behavior data	Teachers, District
Woodland will focus on using Restorative Practices school-wide.	Our staff will build strong communities, use restorative language, focus on having with	Behavior data	SOAR Committee, Teachers, Administration

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	conversations, and complete work in circles. Administration will complete restorative chats and circles to repair harm in response to behavior.		
Expectation of morning meeting, universal hand signal, take a break, name tags, and classroom expectations.	Teachers will build community daily with their classrooms using RC philosophy and strategies.	Behavior data	Teachers, Administration
Student Intervention Team (SIT) process will be used to provide behavior interventions. Tier II/III	The SIT process will be implemented; grade level small group/ intense individual intervention.	Data collected through the SIT process	Administration, All staff

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Site Improvement Team

Name	Position	Name	Position
1. Rob Nelson	Principal	8. Ann Lien	Fourth Grade
2. Amy Goodrich	IA/BIT	9. Lisa McNiesh	Fifth Grade
3. Brenda Tollas	IA/BIT	10. Dani Baumgartner	Support Staff
4. Courtney Bedford	Kindergarten	11. Anne Fricke	EL
5. Melissa Halvorson	First Grade	12. Ann Bordonaro	Specialist
6. Amber Dehn	Second Grade	13. Susan Samaha	Equity Teacher
7. Donna Knutson	Third Grade	14. Sharla Foster	Equity Specialist

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: \_\_\_\_\_