

Form A2 – School Improvement Plan

Principal: Dr. Ronald Salazar

Assistant Superintendent: Dr. Steve Flisk

School: Birch Grove Elementary School for the Arts 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)?

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Priority One: READING			Measure: Proficiency (% Low Risk on DIBELS)				
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	57%	59%	63%	68%	52%	63%	68%
Grd 1	7%	43%	62%	67%	48%	62%	67%
Grd 2	50%	33%	40%	50%	27%	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	60.4	57.3	44.9	49.5	58.7	54.1	50.0	54.3	62.5	
Grade 3	50.7	50.8	37.9	36.7	53.4	40.0	56.5	58.1	67.3	
Grade 4	64.7	49.4	47.4	51.9	60.5	56.6	37.9	40.6	53.4	
Grade 5	65.2	70.4	49.3	62.0	60.5	65.5	55.8	64.2	66.9	
Amln										
Asian	52.7	51.2				51.3				
Black	55.2	47.7				43.2				
Hispanic	63.9	56.7				61.1				
White	78.1	79.8				76.0				
Multiracial		61.9				52.1				
EL	29.3	28.6				28.1				
Spec Ed	36.0	30.4				27.4				
F/R Lunch	52.5	50.0				44.2				
Female	61.5	60.9				59.9				
Male	58.9	51.3				47.5				

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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	-0.13	-0.03	0.05	0.10	0.14	0.10	0.15
Growth	Grade 4	-0.01	-0.10	0.00	0.10	0.03	0.05	0.10
Growth	Grade 5	-0.24	0.05	0.05	0.10	0.27	0.15	0.20
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.05	-0.03	0.05	0.10	0.35	0.15	0.20
Gap Reduction	Black	-0.21	-0.22	0.00	0.10	0.03	0.05	0.10
Gap Reduction	Hispanic	-0.32					0.15	0.20
Gap Reduction	White	0.04	0.23	0.15	0.20	0.26	0.15	0.20
Gap Reduction	Multiracial		-0.24	0.00	0.10	-0.03	0.05	0.10
Gap Reduction	EL	-0.26	0.07	0.05	0.10	0.28	0.15	0.20
Gap Reduction	Spec Ed	-0.03	-0.21	0.00	0.10	0.10	0.10	0.15
Gap Reduction	F/R Lunch	-0.10	-0.10	0.00	0.10	0.03	0.05	0.10
Gap Reduction	Female	-0.12	0.11	0.10	0.15	0.17	0.15	0.20
Gap Reduction	Male	-0.13	-0.25	0.00	0.10	0.11	0.10	0.15

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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:
TAG, EL, and SPED services	TAG, EL, and SPED staff will support identified students' needs as they relate to literacy achievement	PLT data, Benchmark Assessments, DIBELS, ORR, MCA, and MAP	EL, SPED, and TAG teachers
Reading Intervention and Support (2 ESPs in K&1)	Academic Resource Teachers and their ESPs will push in to designated classrooms to provide small group guided experiences in math and reading, and they will also pull out as needed to deliver small group and 1:1 intervention	PLT data, Progress Monitoring, DIBELS, ORR, MCA, and MAP	Teachers, A.R.T. and ESPs
NUA/CLEAR Cohort learning for 8 staff (K, 4 th , 1 second grade teacher, ART)	PreK- 5 Staff will learn and implement instructional strategies grounded in NUA/CLEAR high operational practices. Each staff meeting will include NUA strategies presented	PLT data, Benchmark Assessments, DIBELS, ORR, MCA, and MAP	NUA Cohort Members, NUA Trainers, Principal, Equity Teachers, PreK-5 teachers
Arts Integration K-5	BG will engage in arts integration staff development at each monthly staff meeting, and continue to deliver comprehensive, high quality arts instruction throughout the year. CIC will meet with all grade levels; teams 3 times this year minimum to deepen arts integration practice schoolwide.	PLT data, Benchmark Assessments, DIBELS, ORR, MCA, and MAP	ALL (PreK-5)
Equity Work (Adaptive)	BG will keep race at the center of PLT conversations, original E-Team has moved	Student Stakeholder Data	E-Team, Equity Teacher and

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	<p>out to other committees to bring their trained equity lenses to our building systems, and a second iteration of the E-Team will be trained in year 1 fashion to continue broadening and deepening the consciousness of staff. Equity Teacher and Specialist provide direct support and mentoring to teams, teachers, and students.</p>		Equity Specialist
Deepen Focus on Balanced Literacy Components	All K-5 teachers will implement the components of balanced literacy with fidelity	Phonics assessments, Words Their Way, DIBELS, ORRs, MAP, MCA, Walk-throughs (teacher driven)	ALL
PLT conversation and collaboration	PLTs will collaborate around reading instructional practice and support, calling out race in formative and summative assessment results. All SLG's will be literacy focused	PLT data, Benchmark Assessments, DIBELS, ORR, MCA, and MAP, PLT IRL Form	ALL (PreK-5), led by PLT facilitators: Admin, SDAS, ATPPS Coach, Equity Teacher, CIC, Lead ART
Family Book Club	Multi-Cultural Connection for families to their school via literacy	PLT data, benchmark Assessments, DIBELS, ORR, MCA, and MAP	Assistant Principal and volunteers

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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	63.7	62.7	57.8	56.0	68.3	51.4	54.1	50.6	65.7
Grade 3	63.2	69.5	52.9	53.9	64.6	47.1	62.9	62.4	72.2
Grade 4	68.6	58.3	59.6	57.4	69.7	54.5	43.6	40.6	57.7
Grade 5	59.5	61.8	60.6	55.9	70.4	52.1	56.5	48.7	67.4
Amln									
Asian	62.2	62.5				52.6			
Black	54.2	50.6				32.2			
Hispanic	66.7	66.7				66.7			
White	84.2	84.0				81.3			
Multiracial		66.7				52.1			
EL	46.6	45.7				35.3			
Spec Ed	30.0	30.4				27.4			
F/R Lunch	55.0	55.4				39.9			
Female	64.6	63.9				49.1			
Male	62.5	60.6				53.9			

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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	-0.04	0.23	0.15	0.20	-0.16	0.00	0.10
Growth	Grade 4	0.08	0.36	0.15	0.20	-0.12	0.00	0.10
Growth	Grade 5	-0.16	0.10	0.10	0.15	-0.20	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.17	0.37	0.15	0.20	-0.11	0.00	0.10
Gap Reduction	Black	-0.13	-0.01	0.05	0.10	-0.39	0.00	0.10
Gap Reduction	Hispanic	-0.31					0.15	0.20
Gap Reduction	White	0.12	0.61	0.15	0.20	0.01	0.05	0.10
Gap Reduction	Multiracial		0.15	0.15	0.20	-0.13	0.00	0.10
Gap Reduction	EL	-0.23	0.08	0.05	0.10	-0.40	0.00	0.10
Gap Reduction	Spec Ed	-0.23	-0.26	0.00	0.10	0.05	0.05	0.10
Gap Reduction	F/R Lunch	-0.15	0.08	0.05	0.10	-0.30	0.00	0.10
Gap Reduction	Female	-0.01	0.28	0.15	0.20	-0.19	0.00	0.10
Gap Reduction	Male	-0.10	0.16	0.15	0.20	-0.11	0.00	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:

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TAG, EL, and SPED	TAG, EL, and SPED staff will support identified students’ needs as they relate to math achievement	PLT data, Formative Assessment, MCA, and MAP	PreK-5 classroom, EL, SPED, A.R.T., and GE teachers
Math Intervention and Support	Academic Resource Teachers and their ESPs will push in to designated classrooms to provide small group guided experiences in math and reading, and they will also pull out as needed to deliver small group and 1:1 intervention	PLT data, Formative assessment, MCA, and MAP	Teachers, A.R.T. and ESPs
NUA/CLEAR learning for 8 staff (K, 4 th , 1 second grade teacher, A.R.T.)	Staff will learn and implement instructional strategies grounded in NUA/CLEAR high operational practices	PLT data, Formative Assessment, MCA, and MAP	NUA Cohort Members, NUA Trainers, Principal, Prek-5 teachers
Arts Integration K-5	BG will engage in arts integration staff development at each monthly staff meeting, and continue to deliver comprehensive, high quality arts instruction throughout the year. CIC will meet with all grade level; teams 3 times this year minimum to deepen arts integration practice schoolwide.	PLT data, Formative Assessment, MCA, and MAP	ALL (Prek-5)
Equity Work (Adaptive)	BG will keep race at the center of PLT conversations, original ETeam has moved out to other committees to bring their trained equity lenses to our building systems, and a second iteration of the E-Team will be trained in year 1 fashion to continue broadening and deepening the consciousness of staff. Equity Teacher and Specialist provide direct	Student Stakeholder Data, Equity Foundational Training (EFT)	E-Team and Equity Teacher and Equity Specialist. All Staff (PreK-5) will take part in the EFT

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	support and mentoring to teams, teachers, and students.		
PLT conversation and collaboration	PLTs will collaborate around math instructional practice and support, set SLG goals around math, calling out race in formative and summative assessment results	PLT data, Formative Assessment, MCA, and MAP, Number Corner Baseline Assessment, Number Corner Walk-throughs (Asst. Sup and Admin)	ALL (PreK-5), Led by PLT Facilitators: Admin, SDAS, ATPPS Coach, CIC, Lead ART
Organize a DOEE Equity Walkthrough	Engage the Department of Equity in Education to conduct an Equity walkthrough to assess our building systems and processes for equity and access for each and all		Admin, Equity Teacher and Specialist
Monthly SDAS Staff Development Meetings	SDAS will lead monthly staff development meetings focused on math instructional practice and mindset	PLT data, Formative Assessment, MCA, and MAP	SDAS

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Priority Three: Student Behavior	
Evidence of Need:	While Birch Grove suspensions continue to remain relatively low (considering that over half of our suspensions last year were between 2 students), our ODRs remain at high levels, particularly for our black students, more specifically our black males. Black students comprise approximately 45% of our school population, yet they comprise more than 75% of all ODRs for the year 17-18. We also know that boys receive ODRs 4 times more often than girls at BG, leading to the conclusion that the majority of our annual ODRs are black males.

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
ODRs	Black Students receive more than 75% of all ODRS while comprising only 45% of the building population.	Birch Grove will reduce ODRs for black students such that they represent 65% or fewer of BG’s total ODRs in 18-19, a 10% or greater reduction.

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:
Organize a DOEE Equity Walkthrough	Engage the Department of Equity in Education to conduct an Equity walkthrough to assess our building systems and processes for equity and access for each and all	ODRs	Admin, Equity Teacher and Specialist
Restorative Practices	Staff will receive staff development from a certified RP trainer during	ODRs	ALL (PreK-5)

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	workshop week and BG teacher experts throughout the 18-19 school year.		
Equity Work (Adaptive)	BG’s E-Team will continue to engage staff in formal and informal activities and courageous conversations around race to deepen consciousness. Equity Teach and Specialist provide direct support and mentoring to teams, teachers, and students	ODRs, percentage of minority students participating in school groups such as troupes	E-Team and Equity Teacher and Equity Specialist
BG CARES(PBIS) ongoing work and MindUp curriculum implementation	Whole school will maintain BG CARES implementation, focusing on our 5 themes, and positive reinforcement, as well as using the MindUp curriculum once a week to address self-regulation	ODRs, classrooms (students) participating in MindUp curriculum	ALL (PreK-5)
Seek parent and community leader partnership and fellowship (move to Student Engagement)	Engage parent and community leaders in building systems to provide absent narratives to inform our practice. BG and Woodland will collaborate around building community within and between buildings in our EL family populations.	PLT data, benchmark Assessments, DIBELS, ORR, MCA, and MAP	ALL (PreK-5)
Grade level community building activities prior to school breaks such as winter break, spring break	Grade level will lead the competitions/community building activities	ODRs, paw prints before breaks	All (PreK-5)
All students will receive do passport activity after each break September, January, April	Reteach designated area expectations	Passport collection after each event	All (PreK-5)

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Site Improvement Team

Name	Position	Name	Position
1. Ronald Salazar	Lead Principal	5. Victoria O’Toole	Academic Coach
2. Keisha Davis	Asst. Principal	6. Anne Jarrett	1 st Grade Teacher
3. Kori Brown	Arts Teacher	7. Grace Wariebi	3 rd Grade Teacher
4. Ryan Bisson	SDAS/Staff Development	8. Sherron Taylor	Equity 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: _____