

Form A2 – School Improvement Plan

Principal: Mike Savage

Assistant Superintendent: Kim Hiel

School: Zanewood Elementary

Date: 2017-18

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 2017-18 cohorts. Students enrolled for the 2017-18 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		Percentage of students low risk in Spring 2016 and Spring 2017, color coded (see table below)						
Avg of 2015 & 2016 and Avg of 2016 & 2017		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 consecutive years)						
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%)						
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	2016-17 Baseline, Goals and Results			2017-18 Baseline and Goals		
Group	2016 Results	Avg of 2015 & 2016	2017 Basic	2017 Trans.	2017 Results	Avg of 2016 & 2017	2018 Basic	2018 Trans.
Kindergarten	73%	57%	63%	68%	31%	52%	58%	64%
Grade 1	38%	40%	48%	55%	10%	24%	40%	50%
Grade 2	31%	33%	42%	50%	16%	24%	40%	50%

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	2016 Results	Fall 2016 Cohort	2017 Basic Goal	2017 Trans. Goal	2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	2018 Results
All Students	43.1	36.6	41.6	52.5	44.1	34.9	38.9	51.2	
Grade 3	42.7	31.0	29.8	48.2	38.9	33.6	33.6	50.2	
Grade 4	37.2	42.9	47.4	57.1	42.0	33.8	38.0	50.3	
Grade 5	48.0	36.9	48.1	52.7	54.8	37.5	45.0	53.1	
Amln									
Asian	56.8				75.0				
Black	38.0				37.7				
Hispanic	30.6				30.7				
White									
Multiracial									
EL	25.5				12.5				
Spec Ed	6.5				15.2				
F/R Lunch	41.7				42.0				
Female	44.7				44.1				
Male	41.6				44.1				

Priority One: READING *Measure: MCA Growth (Z-Score - District)*

Color Coding 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. A new Multiracial group was added for 2017-18. 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		2017 Goals		Results	2018 Goals	
Indicator	Group	2015	2016	Basic	Trans.	2017	Basic	Trans.
Growth	All Students	-0.16	-0.07	0.05	0.10	-0.08	0.05	0.10
Growth	Grade 4	-0.20	-0.07	0.05	0.10	-0.27	0.00	0.10
Growth	Grade 5	0.03	-0.07	0.05	0.10	0.17	0.15	0.20
Gap Reduction	Am Ind							
Gap Reduction	Asian	-0.11	0.17	0.15	0.20	-0.24	0.00	0.10
Gap Reduction	Black	-0.21	-0.10	0.00	0.10	-0.03	0.05	0.10
Gap Reduction	Hispanic	-0.20	-0.31	0.00	0.10	-0.09	0.05	0.10
Gap Reduction	White							
Gap Reduction	Multiracial							
Gap Reduction	EL	-0.17	-0.20	0.00	0.10	-0.48	0.00	0.10
Gap Reduction	Spec Ed	-0.32	-0.72	0.00	0.10	-0.57	0.00	0.10
Gap Reduction	F/R Lunch	-0.16	-0.07	0.05	0.10	-0.09	0.05	0.10
Gap Reduction	Female	-0.25	-0.01	0.05	0.10	-0.20	0.00	0.10
Gap Reduction	Male	-0.07	-0.11	0.00	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:
PLTs will include the use of the CLEAR model.	Equity team will support teachers during PLT meetings. Classroom teachers will connect individually with students to provide an engaging 20 min reading rotation based on student choice.	MCA and district fluency benchmarks PLT form	Mike Savage Classroom teachers Sherron Taylor Bob Ritchie
NUA Instructional Strategies	Members of cohort 2 will meet 6 times with an NUA trainer. Members of cohort 1 will meet 8 times with an NUA trainer NUA strategies that are learned will be implemented in classroom settings and share out at staff meetings.	MCA District fluency benchmarks Reading formative assessments Reading summative assessments NWEA MAP	Mike Savage NUA Cohort 1 NUA Cohort 2
Teacher Talks	All licensed teachers will participate in two Teacher Talks to discuss students' identities, academic needs and social needs. Expand our data driven decision making process for students	MCA District fluency benchmarks Formative assessments Summative assessments NWEA MAP	Mike Savage Jamie Boyle Ryan Bisson Patti Farmakes Sherron Taylor Bob Ritchie Emily James Kathryn Clingan Classroom Teachers

Form A2 – School Improvement Plan

School: Zanewood Elementary

Date: 2017-18

<p>Direct phonics instruction K-2 (Benchmark Phonics)...</p> <p>Word study K-5 (Words Their Way)...</p>	<p>Implement program with fidelity adhering to the district pacing guide</p> <p>Teacher lesson Plans</p> <p>Phonics walk-throughs</p> <p>Teacher Talks</p>	<p>Nonsense word fluency screener grade 1</p> <p>Winter ORF fluency screener K-5</p> <p>WTW screener Fall, Winter, Spring</p>	<p>Mike Savage</p> <p>Patti Farmakes</p> <p>Emily James</p> <p>Ryan Bisson</p> <p>Classroom Teachers</p>
<p>SPED & EL students</p>	<p>5th Grade Focus Group</p> <p>Goal setting with students</p>	<p>MCA & MAP Reading Data</p>	<p>SPED & EL Teachers</p>
<p>Teachers will integrate STEAM instructional strategies in reading</p>	<p>Teachers will receive instructional professional development to integrate authentic experiences in reading</p>	<p>Fall & Spring NWEA & MCA Reading test scores</p> <p>Ongoing informal/formal assessments</p>	<p>Kathryn Clingan</p> <p>Mike Savage</p>

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	Fall 2016 Cohort	2017 Basic Goal	2017 Trans. Goal	Spring 2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	Spring 2018 Results
All Students	52.6	55.9	54.1	66.9	55.0	47.0	43.6	60.2	
Grade 3	59.5	59.5	60.5	69.6	51.6	40.7	37.9	55.5	
Grade 4	43.8	58.9	56.7	69.2	58.9	46.1	45.1	59.6	
Grade 5	51.0	46.4	41.8	59.8	54.8	54.4	48.4	65.8	
Amln									
Asian	73.0				77.9				
Black	43.4				43.2				
Hispanic	42.4				56.8				
White									
Multiracial									
EL	41.2				40.6				
Spec Ed	19.6				19.6				
F/R Lunch	50.4				53.1				
Female	51.3				50.6				
Male	53.8				59.9				

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
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Results reported for groups of 10 or more students. A new Multiracial group was added for 2017-18. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

Goals

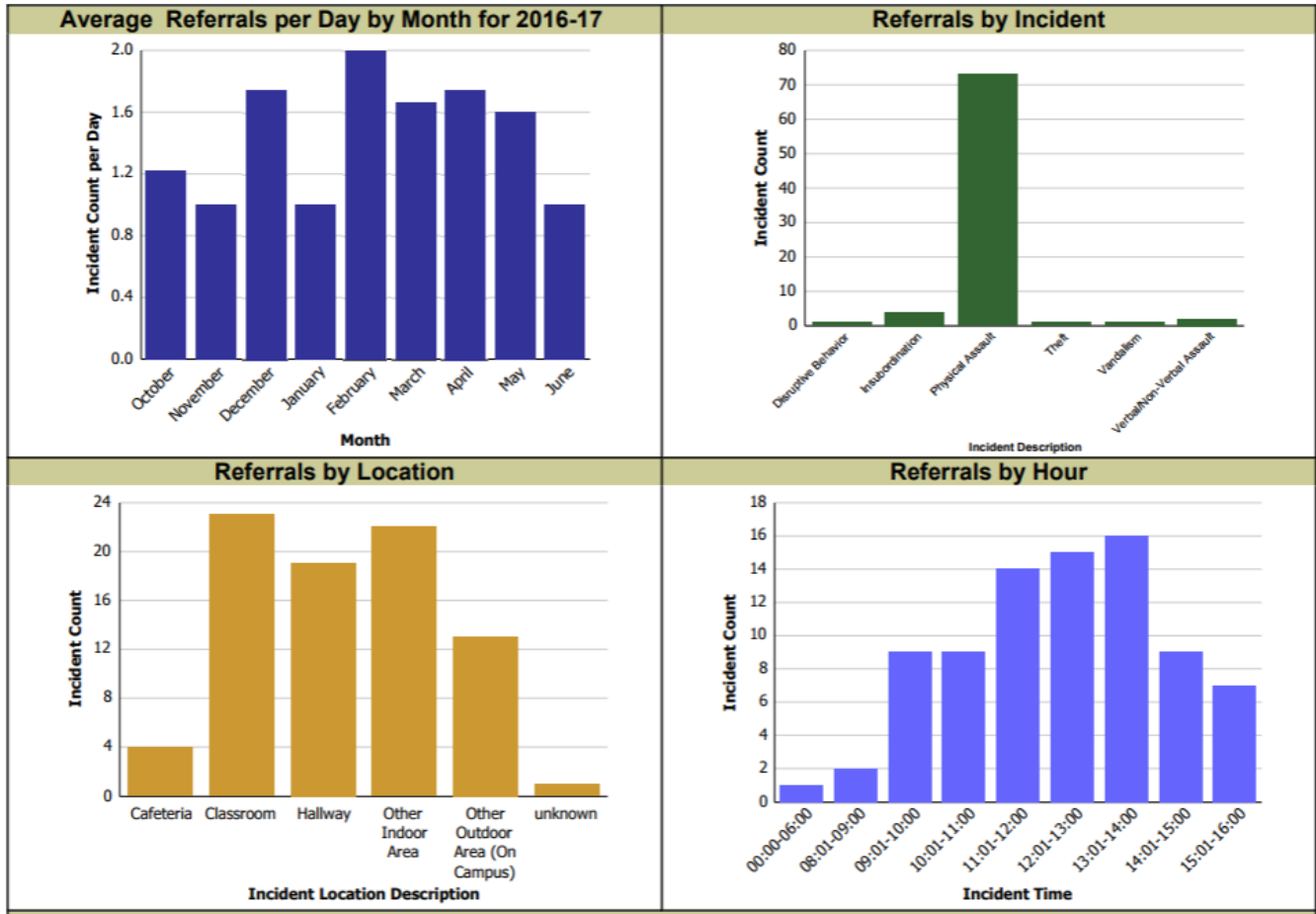
Description	Result	Basic Goal	Transformational Goal
Well above district avg.	+ .15 and up	0.15	0.2
Above district average	+ .10 to +.14	0.1	0.15
Near district average	- .09 to +.09	0.05	0.1
Below district average	- .10 and below	0	0.1

Growth Z - District		Baseline		2017 Goals		Results	2018 Goals	
Indicator	Group	2015	2016	Basic	Transform.	2017	Basic	Transform.
Growth	All Students	-0.33	-0.06	0.05	0.10	0.07	0.05	0.10
Growth	Grade 4	-0.28	-0.20	0.00	0.10	-0.14	0.00	0.10
Growth	Grade 5	-0.08	0.05	0.05	0.10	0.35	0.15	0.20
Gap Reduction	Am Ind							
Gap Reduction	Asian	-0.21	0.32	0.15	0.20	0.27	0.15	0.20
Gap Reduction	Black	-0.38	-0.17	0.00	0.10	-0.02	0.05	0.10
Gap Reduction	Hispanic	-0.46	-0.33	0.00	0.10	0.23	0.15	0.20
Gap Reduction	White							
Gap Reduction	Multiracial							
Gap Reduction	EL	-0.48	-0.06	0.05	0.10	0.12	0.10	0.15
Gap Reduction	Spec Ed	-0.52	-0.40	0.00	0.10	-0.45	0.00	0.10
Gap Reduction	F/R Lunch	-0.32	-0.09	0.05	0.10	0.05	0.05	0.10
Gap Reduction	Female	-0.33	-0.06	0.05	0.10	-0.09	0.05	0.10
Gap Reduction	Male	-0.33	-0.05	0.05	0.10	0.26	0.15	0.20

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:
Continued support for SPED - Student should not be pulled during core instruction	Teachers will collaborate to make sure SPED students are not pulled out of Core Instruction	Fall & Spring NWEA & MCA test scores Ongoing informal/formal assessments	Classroom Teachers SPED Teachers
Teachers will integrate STEAM instructional strategies in math	Teachers will receive instructional professional development to integrate authentic experiences in math	Fall & Spring NWEA & MCA test scores Ongoing informal/formal assessments	Kathryn Clingan Mike Savage
Teachers will plan and teach using the CLEAR model lesson template.	Teachers will receive an introduction and ongoing professional development in * CLEAR lesson planning * CLEAR solutions framework * Culturally responsive instruction	Fall & Spring NWEA & MCA test scores Ongoing informal/formal assessments	Sherron Taylor Bob Ritchie Mike Savage SIP Planning Team (Data Leadership Team)
Teachers integrate previous system staff development in math to differentiate instruction	Teachers will receive professional development and implement the system math instructional framework. Teachers will deliver research-based interventions	Fall & Spring NWEA & MCA test scores Ongoing informal/formal assessments Progress monitoring	Ryan Bisson Jamie Boyle Mike Savage Teachers Title I Team

School: Zanewood Elementary

Date: 2017-18



Priority Three: Student Behavior

Evidence of Need:	<p>In grades K-2, 60% of the students reported that students behave the way the teacher wants them to and 60% reported that students behavior in class makes it easy to learn.</p> <p>In grades 3-5, 47% of the students reported that students behave the way the teacher wants them to and 47% reported that students behavior in class makes it easy to learn.</p>
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Reduce assistance calls to R&R	All students in Pre K- grade 5	Reduce R&R assistance calls by 10%
Reduce black male suspension	Black male suspensions	Reduce the number of OSS suspensions of black males by 10%

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:
<i>Implement Culturally Relevant Practices to resolve conflicts and repair harm using Restorative Chats, Conferences, and Circles.</i>	Staff will attend training offered at site and/or district level (Staff and ESP meetings and district staff development) Classroom coaching will be provided based on data.	SWISS	Mike Savage Kathy Petruzzi Tara Johnson Kelly Booth
PBIS team will be combined with Equity Team	PBIS & Equity Team will meet 2 times per month to deepen understanding of Critical Race Theory and analyze operational procedures through the lens of equity.	PBIS Measures? SWISS	PBIS/Equity Team

Form A2 – School Improvement Plan

School: Zanewood Elementary

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Attend Beyond Diversity (all licensed staff)	Licensed staff who have not taken BD 1 will take the seminar.	PBIS Data SWIS	Licensed staff who have not been trained in BD1

School: Zanewood Elementary

Date: 2017-18

Site Improvement Team

Name	Position	Name	Position
1.Mike Savage	Principal	5.Kathryn Clingan	Science Specialist
2.Emily James	Title I Teacher	6.Ryan Bisson	SDAS
3.Patti Farmakes	Literacy Coach	7.Jamie Boyle	Instructional Coach
4.Kathy Petruzzi	BIT	8.Sherron Taylor 9.Bob Ritchie	Equity Specialist 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: _____