

Form A2 – School Improvement Plan

Principal: Aaron Krueger

Assistant Superintendent: Mr. Stephen Flisk

School: Edinbrook 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	58%	58%	63%	69%	51%	55%	61%	66%
Grade 1	19%	26%	40%	50%	35%	27%	40%	50%
Grade 2	22%	36%	44%	52%	41%	32%	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
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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	58.3	54.8	59.3	66.1	59.4	50.6	54.6	62.9	
Grade 3	45.1	55.9	54.7	67.0	58.4	43.9	43.9	57.9	
Grade 4	62.5	47.1	51.6	60.4	55.2	53.4	57.6	65.0	
Grade 5	65.4	61.0	70.7	72.2	64.0	54.9	62.4	66.2	
Amln									
Asian	61.7				53.6				
Black	48.1				55.1				
Hispanic	61.5				63.0				
White	70.5				82.1				
Multiracial					52.8				
EL	40.5				34.4				
Spec Ed	15.9				24.3				
Page 3 F/R Lunch	53.7				51.7				
Female	64.1				63.2				
Male	53.3				56.1				

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revised 6/23/2015

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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
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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	Trans.	2017	Basic	Trans.
Growth	All Students	0.11	0.11	0.10	0.15	-0.05	0.05	0.10
Growth	Grade 4	0.02	0.34	0.15	0.20	0.11	0.10	0.15
Growth	Grade 5	0.18	-0.10	0.00	0.10	-0.20	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.16	0.27	0.15	0.20	-0.12	0.00	0.10
Gap Reduction	Black	0.04	-0.09	0.05	0.10	-0.11	0.00	0.10
Gap Reduction	Hispanic	0.26	0.10	0.10	0.15	0.00	0.05	0.10
Gap Reduction	White	0.11	0.22	0.15	0.20	0.27	0.15	0.20
Gap Reduction	Multiracial					-0.09	0.05	0.10
Gap Reduction	EL	-0.11	0.32	0.15	0.20	-0.26	0.00	0.10
Gap Reduction	Spec Ed	-0.54	-0.30	0.00	0.10	-0.27	0.00	0.10
Gap Reduction	F/R Lunch	0.06	0.06	0.05	0.10	-0.12	0.00	0.10
Gap Reduction	Female	0.15	0.21	0.15	0.20	0.05	0.05	0.10
Gap Reduction	Male	0.08	0.02	0.05	0.10	-0.13	0.00	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:
Flex Time / Intervention (Continued) intervention time specific to student needs	- Staff will participate in monthly PLT meetings, facilitated by Intervention Team member, to discuss individual student needs and progress (or changes) toward each child’s growth goal. - Use of IXL - 30 min flex block, 5 days per week, focused on what	- Map Data (done 2 times per year) - Classroom Formative Assessments - ORR / DIBELS (ORF) - MCA -Progress Monitor in Ties - MAP DesCartes Binder	<ul style="list-style-type: none"> • Academic Specialists • Principal • Instructional Coach • IA • Classroom Teachers • ESP’s • School Psychologist • SDAS • I-Team

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	each child needs for support or enrichment in their learning		
Benchmark Literacy continued focus on quality reading instruction. – Specific focus on Guided Reading and Independent Time	<ul style="list-style-type: none"> - Continue guided reading groups while focusing on a differentiated plan for independent learning / stations. Providing feedback to students. - High level support in grades 3 and 4 - Peer observations (teacher) 	<ul style="list-style-type: none"> - Walkthrough Data (winter trimester) - Observations - Reading Indicators - Monthly PD (district level PD) 	<ul style="list-style-type: none"> • Instructional Coach • Principal • Instructional Asst. • BIT • Classroom Teachers • SDAS • ESP's
Tier 3 intervention	<ul style="list-style-type: none"> - Students needing additional support outside of intervention will receive individualized intervention after tier 2 data 	<ul style="list-style-type: none"> - MAP Data, MCA, formative assessments -PST process 	<ul style="list-style-type: none"> • Principal • Instructional Asst. • ATPPS • Academic Specialists • School Psychologist • ESP's
Refine our system for progress monitoring students in the area of reading, with data collection and examination to guide our work both inside and outside of the core reading block	<ul style="list-style-type: none"> - PLT meeting and agenda - Walkthroughs - High level support in grade 3/4/5 - Focus on development in reading in grades K-1 - Peer observations (teacher) 	<ul style="list-style-type: none"> - Ongoing observations (via Walkthroughs) - Progress monitoring Participation in Team Leader and PLT meetings 	<ul style="list-style-type: none"> • Academic Specialists • Principal • Instructional Coach • IA • Classroom Teachers • ESP's • School Psychologist • SDAS • I-Team

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<p>Courageous conversations about how race intersects with student academic performance data.</p> <p>Engage, sustain, and deepen in courageous conversations about the intersectionality of race and academic performance data</p>	<p>- E-Team will have time allocated at every staff meeting (one per month) to address issues, stay engaged, and further the learning of all staff</p> <p>- Equity team will learn and apply CCAR protocol to have courageous conversations about race</p>	<p>- Anecdotal (monitoring the agreements and conditions – through observation in all meetings</p> <p>- Added to our yearly, ongoing meeting protocols</p> <p>- Student survey (focused on student voice, classroom community, school climate, sense of belonging)</p> <p>- Student/Equity specialist conversations about academic progress, updates, concerns, etc.</p>	<ul style="list-style-type: none"> • Principal • Instructional Asst. • BIT • BIT ESP's • Equity Teacher • Equity Specialist
<p>Continued development of instructional resources needed to meet students individual needs</p> <p>Develop culturally relevant and responsive teaching practices</p>	<p>- All staff will identify students needing support with accuracy and have options as to resources for intervention</p> <p>- Learn, apply, begin to integrate the CLEAR approach into lesson planning</p>	<p>- Data Team / I-Team look at student progress</p> <p>- Walkthroughs, discussion, around what interventions are being used and where additional resources are needed.</p> <p>- Resources in CIES website (Instructional resources)</p>	<ul style="list-style-type: none"> • Principal • Instructional Asst. • BIT • BIT ESP's • Equity Teacher • Equity Specialist • SDAS • Classroom Teachers • ESP's

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		<ul style="list-style-type: none"> - Goal setting and check ins for students of color – Equity Specialist groups - Attendance rates and academic check ins for students of color - Student/Equity specialist conversations about academic progress, updates, concerns, etc. 	
<p>Teachers at Edinbrook Elementary will incorporate the four foundational components of AVID Elementary: Student Success Skills, Organizational Skills, WICOR strategies, and Partnerships.</p> <p>Student Success Skills: encompassing communication skills (e.g. listening, speaking, and writing), self-advocacy skills, note-taking strategies, critical thinking, and study skills.</p> <p>Organizational Skills – both mental and physical; students</p>	<ul style="list-style-type: none"> • Ensuring instruction is emphasized around WICOR to promote rigor, equity and engagement in all learners. • Embedding AVID WICOR strategies in core, district-mandated curriculum. • Utilizing the AVID Elementary Implementation Resource provided at Summer Institute to plan engaging and rigorous lessons 	<ul style="list-style-type: none"> • Teachers will progress monitor each trimester, determining a baseline, areas for improvement and areas for growth. Teachers will then determine if individualized, small-group, or whole-group instruction needs to take place in any of the four areas of assessment. • Teachers will utilize 	<ul style="list-style-type: none"> • Principal • Instructional Asst. • BIT • BIT ESP’s • Equity Teacher • Equity Specialist • SDAS • Classroom Teachers • ESP’s • Academic Specialist • AVID Building Coordinator

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<p>learn to use organizational tools, as well as learn and practice skills around time management and goal-setting.</p> <p>Organizational Tools: Agenda/Planners, note-taking frameworks (e.g. 2-and 3-column notes), graphic organizers; age-appropriate organizational tool (e.g. binder, accordion file, folders, etc.)</p> <p>WICOR Lessons – emphasize instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas.</p> <p>Partnerships – among students, classrooms, grade levels, schools, feeder patterns, families, and communities.</p>	<p>for all students.</p> <ul style="list-style-type: none"> • Utilizing the online tools AVID has provided such as, but not limited to, AVID Elementary Weekly where engaging lessons are created based on the WICOR framework. • Planning meaningful, real-world applicable lessons where students can see how WICOR crosses over in to all content areas. • Meeting monthly as an elementary site team to share ideas for moving forward, and to continue building upon the successes of our student population. • Ensuring that discussions are happening across 	<p>the assessment tools AVID has provided in the Elementary Implementation Resource.</p> <ul style="list-style-type: none"> • Teachers will assess in the following areas: Agenda/Planner, Organizational Tool, Inquiry and Note-taking. 	
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	grade levels so students are building upon each of these skills.		
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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	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	66.0	71.0	69.2	78.3	70.2	67.2	63.9	75.4	
Grade 3	63.6	77.7	78.7	83.3	77.2	61.0	58.2	70.7	
Grade 4	73.2	64.9	62.7	73.7	68.3	71.1	70.1	78.3	
Grade 5	61.3	70.6	66.0	78.0	65.8	69.6	63.6	77.2	
Amln									
Asian	74.8				75.0				
Black	53.9				57.5				
Hispanic	63.5				64.8				
White	76.0				86.8				
Multiracial					76.4				
EL	54.0				61.5				
Page 12 Spec Ed	17.9				36.1				
F/R Lunch	59.3				62.2				
Female	68.4				71.6				
Male	63.9				69.0				

Revised 7.18.2017
revised 6/23/2015

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	0.36	0.15	0.15	0.20	0.14	0.10	0.15
Growth	Grade 4	0.62	0.55	0.15	0.20	0.30	0.15	0.20
Growth	Grade 5	0.38	-0.21	0.00	0.10	0.00	0.05	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.35	0.38	0.15	0.20	0.22	0.15	0.20
Gap Reduction	Black	0.26	-0.08	0.05	0.10	-0.07	0.05	0.10
Gap Reduction	Hispanic	0.41	0.27	0.15	0.20	-0.03	0.05	0.10
Gap Reduction	White	0.49	0.14	0.10	0.15	0.52	0.15	0.20
Gap Reduction	Multiracial					0.26	0.15	0.20
Gap Reduction	EL	0.32	0.21	0.15	0.20	0.07	0.05	0.10
Gap Reduction	Spec Ed	-0.48	-0.42	0.00	0.10	-0.25	0.00	0.10
Gap Reduction	F/R Lunch	0.29	0.02	0.05	0.10	-0.02	0.05	0.10
Gap Reduction	Female	0.38	0.27	0.15	0.20	0.26	0.15	0.20
Gap Reduction	Male	0.34	0.05	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:
Sped Ed Push in to math block (last 30 minutes)	<ul style="list-style-type: none"> - Special Education staff will push into classrooms to support math learning in all grades K-5 during the last 30 minutes of the math block. This will be where tiered 	<ul style="list-style-type: none"> - Map Data (done two times per year) - Classroom Formative Assessments - MCA - MAP DesCartes Binder 	<ul style="list-style-type: none"> • Academic Specialists • Principal • Instructional Coach • IA • Classroom Teachers • ESP's • School Psychologist • SDAS • I-Team

	<p>intervention will happen for all students in the area of math. We will also have support in terms of ESP small groups during this time.</p>		
Tier 3 intervention	<p>- Students needing additional support outside of intervention will receive individualized intervention after tier 2 data</p>	<p>- MAP Data, MCA, formative assessments</p>	<ul style="list-style-type: none"> • Principal • Instructional Asst. • ATPPS • Academic Specialists • ESP's
Refine our system for progress monitoring students in the area of math, with data collection and examination to guide our work both inside and outside of the core math block	<p>- PLT meeting and agenda</p> <p>- Walkthroughs</p> <p>- High level support in grade 3/4/5</p> <p>- Peer observations (teacher)</p>	<p>- Ongoing observations (via Walkthroughs)</p> <p>- Progress monitoring Participation in Team Leader and PLT meetings</p>	<ul style="list-style-type: none"> • Academic Specialists • Principal • Instructional Coach • IA • Classroom Teachers • ESP's • School Psychologist • SDAS • I-Team
Problem Solving to identify issues tied to student academic and behavior successes and offer solutions / suggestions / strategies	<p>- Staff will monitor progress of students in math on an ongoing basis and identify (if continued interventions, including flex time) are not successful in meeting</p>	<p>- Teacher understanding and use of the PST team and the process for intervention and support</p> <p>- Students are aware of</p>	<ul style="list-style-type: none"> • Principal • Instructional Asst. • BIT • BIT ESP's • Equity Teacher • Equity Specialist

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	<p>a child’s individual needs regarding their learning - Staff will meet on a bi-monthly basis to discuss students that continue to struggle and where we can better support their needs.</p>	<p>goals and make growth toward those goals - Students that make it to the Child Study table are more likely eligible for service through the Special Education Department</p>	<ul style="list-style-type: none"> • SDAS • Classroom Teachers • ESP’s • PST Team • PBIS Team • Academic Specialist
<p>Teachers at Edinbrook Elementary will incorporate the four foundational components of AVID Elementary: Student Success Skills, Organizational Skills, WICOR strategies, and Partnerships.</p> <p>Student Success Skills: encompassing communication skills (e.g. listening, speaking, and writing), self-advocacy skills, note-taking strategies, critical thinking, and study skills.</p> <p>Organizational Skills – both mental and physical; students learn to use organizational tools, as well as learn and practice skills around time management</p>	<ul style="list-style-type: none"> • Ensuring instruction is emphasized around WICOR to promote rigor, equity and engagement in all learners. • Embedding AVID WICOR strategies in core, district-mandated curriculum. • Utilizing the AVID Elementary Implementation Resource provided at Summer Institute to plan engaging and 	<ul style="list-style-type: none"> • Teachers will progress monitor each trimester, determining a baseline, areas for improvement and areas for growth. Teachers will then determine if individualized, small-group, or whole-group instruction needs to take place in any of the four areas of assessment. • Teachers will utilize the assessment 	<ul style="list-style-type: none"> • Principal • Instructional Asst. • BIT • BIT ESP’s • Equity Teacher • Equity Specialist • SDAS • Classroom Teachers • ESP’s • Academic Specialist

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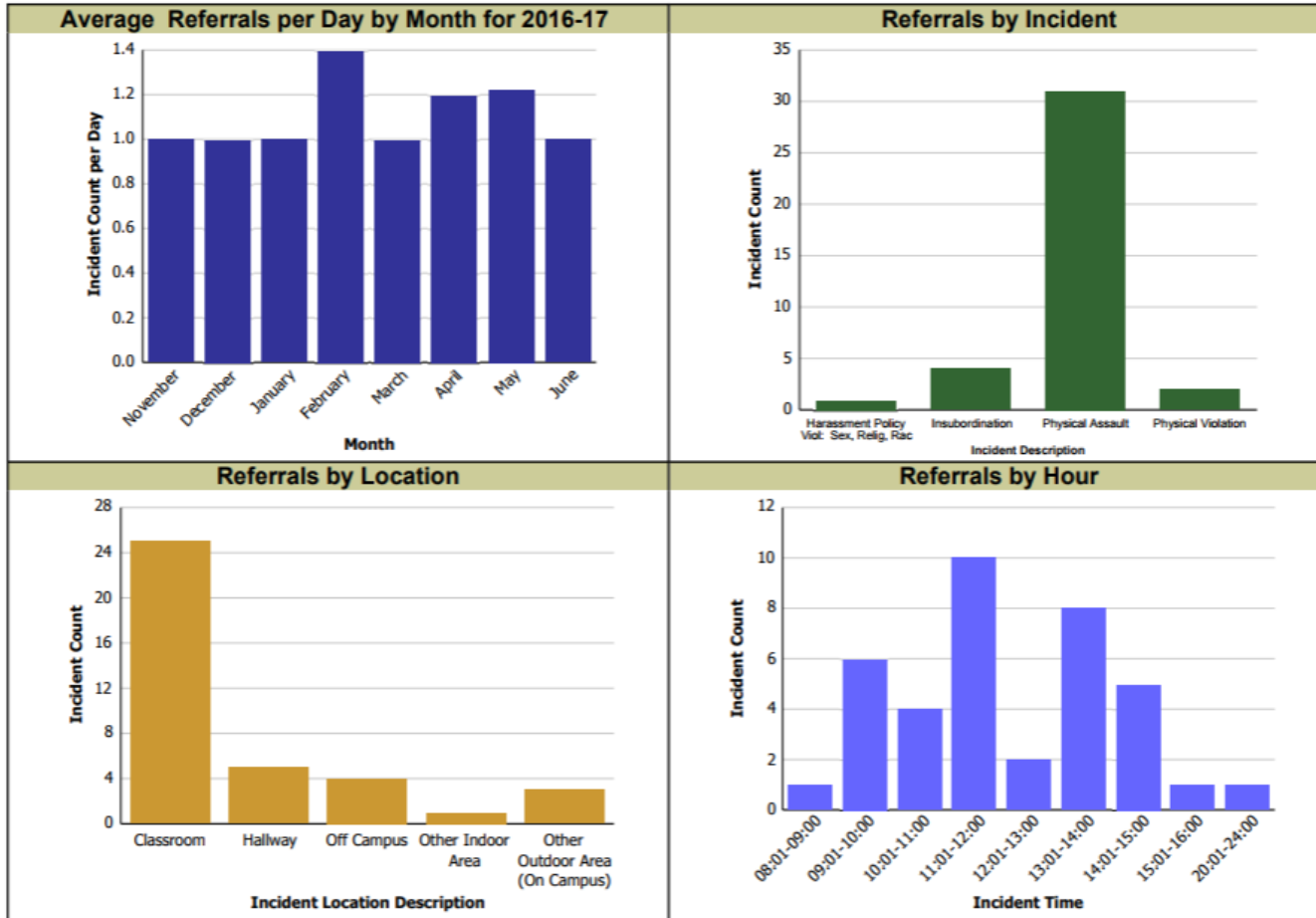
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<p>and goal-setting.</p> <p>Organizational Tools: Agenda/Planners, note-taking frameworks (e.g. 2-and 3-column notes), graphic organizers; age-appropriate organizational tool (e.g. binder, accordion file, folders, etc.)</p> <p>WICOR Lessons – emphasize instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas.</p> <p>Partnerships – among students, classrooms, grade levels, schools, feeder patterns, families, and communities.</p>	<p>rigorous lessons for all students.</p> <ul style="list-style-type: none"> • Utilizing the online tools AVID has provided such as, but not limited to, AVID Elementary Weekly where engaging lessons are created based on the WICOR framework. • Planning meaningful, real-world applicable lessons where students can see how WICOR crosses over in to all content areas. • Meeting monthly as an elementary site team to share ideas for moving forward, and to continue building upon 	<p>tools AVID has provided in the Elementary Implementation Resource.</p> <ul style="list-style-type: none"> • Teachers will assess in the following areas: Agenda/Planner, Organizational Tool, Inquiry and Note-taking. 	
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	<p>the successes of our student population.</p> <ul style="list-style-type: none"> • Ensuring that discussions are happening across grade levels so students are building upon each of these skills. 		
<p>Develop culturally relevant and responsive teaching practices</p>	<ul style="list-style-type: none"> - Learn, apply, and integrate the CLEAR approach into lesson planning - Develop the three C's (Consciousness, Convictions, and Commitments) 	<ul style="list-style-type: none"> - Goal setting and check ins for students of color – Equity Specialist groups - Attendance rates and academic check ins for students of color - Student/Equity specialist conversations about academic progress, updates, concerns, etc. 	<ul style="list-style-type: none"> • Principal • All Teachers • Equity team • Instructional Asst. • BIT • BIT ESP's • Equity Teacher • Equity Specialist • SDAS • ESP's

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Priority Three: Student Behavior	
Evidence of Need:	<ul style="list-style-type: none"> Based on our SWIS data we as a school need to utilize our Check In/Check Out system to decrease the number of “Red Tier” (6+ referrals) black and brown students due to the major discrepancy between the students enrolled and the number of black and brown students that make up our “Red Tier”. Based on our SWIS data we as a school need to decrease the number of suspensions for our black and brown students, due to the major discrepancy between the students enrolled and number of suspensions

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Office Referrals- “Red Tier” Students *Use of Check In/Check Out program	2016-2017 African American Students Current Red Tier Students- 22 of our 29 Red Tier Students	In the 2017-2018 academic school year we will utilize our Check In/Check Out system to decrease the number of African American students in our “Red Tier” by 25%. (By decreasing the amount of African American students in our “Red Tier” the discrepancy between the number of African American students in our “Red Tier” compared to the rest of our student body will show less discrepancy.
Total Suspensions – Special Education	2016-2017 Out of School Suspensions for Special Education Students – 25 Events	In the 2017-2018 academic school year we will decrease the number of out of school suspension events for our Special Education Students by 25%. This would be a total of 7 fewer Special Education suspension events.

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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:
Refine PBIS system. Positive Behavior Support and Intervention	<ul style="list-style-type: none"> - PBIS Materials reviewed and revisited by staff -PBIS team members will begin Cohort training. - PBIS Boot Camp (first two weeks of school) - Cool Tool Tuesday - Teaching of the correct behavior (clear expectations) using the morning meeting time - Posting common expectations - Increase supervision in high frequency behavior locations 	<ul style="list-style-type: none"> -SWIS -Check In/Check Out - Observations - Office Discipline Referrals - Suspension / Detention Data - PBIS Teacher Leaders will share out monthly ethnicity and office discipline reports - Physical Education teachers will teach a Recess Unit for the first few weeks of school and assess student understanding 	<ul style="list-style-type: none"> • Principal • Instructional Asst. • BIT • BIT ESP's • Equity Teacher • Equity Specialist • SDAS • Classroom Teachers • ESP's

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	- Data Discussions with PBIS Team, whole staff, and administration	- Teachers will use hallways signs to teach, reteach, and assess student progress on school wide expectations	
Develop system of recognition for good student behavior	- Grade level coin reward - Lunch with the Principal - Collaboration with teams in building for feedback - School Store (use paws as currency to purchase items) -Check In/Check Out System	- Review notes - Observation - # Paws of Praise given - Coin data and results -Check In/Check Out data tracking with a reward after meeting their goal 4 times	<ul style="list-style-type: none"> • Principal • Instructional Asst. • BIT • BIT ESP's • Equity Teacher • Equity Specialist • SDAS • Classroom Teachers • ESP's
Continue work around equity and behavior Engage, sustain, and deepen conversations about the iceberg (events, patterns, systems, and mental models)	- Courageous Conversations about Race - Leadership Modeling Equity work (specifically the sharing of "my" truth) - E-Team work at each	- Examine disproportionality - Examine ODR patterns, interventions, practices - Academic Achievement / Progress monitoring - Achievement gap data	<ul style="list-style-type: none"> • Principal • Instructional Asst. • BIT • BIT ESP's • Equity Teacher • Equity Specialist • SDAS • Classroom Teachers

	<p>staff meeting</p> <ul style="list-style-type: none"> - Equity team practicing protocol during equity team meetings when discussing the iceberg - Courageous conversations focused on race and system patterns, practices - Equity team members modeling protocol outside of equity team meetings (i.e. interrupting an event seen) 	<p>- Way to measure staff: Creating a system to measure and acknowledge “small wins”</p> <ul style="list-style-type: none"> - Student survey (focused on student voice, classroom community, school climate, sense of belonging) 	<ul style="list-style-type: none"> • ESP’s • PBIS Team • Sped Team • E-Team
<p>Engage in ongoing Staff development around SWIS (ODR’s)</p>	<ul style="list-style-type: none"> - Monthly PBIS team meetings - Alternatives to suspensions/teach behavior / train staff around how to work with students to keep them engaged in learning 	<ul style="list-style-type: none"> -SWIS - Data Discussions with PBIS Team and administration - Reflection on data gathered (ODR) - Agendas - Meeting notes 	<ul style="list-style-type: none"> • Principal • Instructional Asst. • BIT • BIT ESP’s • Equity Teacher • Equity Specialist • SDAS • Classroom Teachers • ESP’s • PBIS Team • Sped Team <p>E-Team</p>

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<p>Black Male Affinity Group</p>	<ul style="list-style-type: none"> - black male students will be identified and offered time to work with our black male group leader - Empowering students through their cultural and racial identities as it relates to academics/behavior, daily life, and human purpose - Collaborate with teachers to foster positive growth both academically and behaviorally 	<ul style="list-style-type: none"> - Monitor student attendance and time in class (for some of our most at risk students) - Monitor academic progress in both reading and math of the students working within this group - Student survey (focused on student voice, classroom community, school climate, sense of belonging) 	<ul style="list-style-type: none"> • Principal • Director Equity • IA • BIT • Equity Specialist
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Site Improvement Team

Name	Position	Name	Position
1. Alia Arellano	Instructional Assistant	7. Deanna Hernandez	Academic Specialist
2. Kelli Varley	Instructional Coach	8. LeAnn Karl	Academic Specialist
3. Steve Folkerds	BIT	9. Deb Schave	Resource Teacher / TL / Union
4. Michael Harvey	Instructional Coach	10. Yvette Scanlon	EL Teacher
5. Laura Wagenman	SDAS	11. Dimitri Russel	Equity Teacher
6. Ben Waldhauser	BIT ESP	12. Kevin Wilson	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: _____