

Form A2 – School Improvement Plan

Principal: Aaron Krueger

Assistant Superintendent: Mr. Steven Flisk

School: Edinbrook

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)?

Priority One: READING		<i>Measure: Proficiency (% Low Risk on DIBELS)</i>					
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	58%	51%	63%	68%	52%	63%	68%
Grd 1	19%	35%	62%	67%	46%	62%	67%
Grd 2	22%	41%	40%	50%	29%	40%	50%

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	58.3	59.4	51.5	56.0	63.7	58.0	52.7	56.4	64.1	
Grade 3	45.1	58.4	43.9	42.7	57.9	45.3	50.5	52.1	62.8	
Grade 4	62.5	55.2	54.8	59.3	66.1	63.2	45.3	48.0	59.0	
Grade 5	65.4	64.0	55.8	66.8	67.0	65.4	60.7	69.1	70.5	
Amln										
Asian	61.7	53.6				54.7				
Black	48.1	55.1				55.6				
Hispanic	61.5	63.0				42.3				
White	70.5	82.1				76.4				
Multiracial		52.8				61.7				
EL	40.5	34.4				30.6				
Spec Ed	15.9	24.3				31.4				
F/R Lunch	53.7	51.7				49.5				
Female	64.1	63.2				60.7				
Male	53.3	56.1				55.7				

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

Indicator	Group	Baseline		2018 Goals		Results	2019 Goals	
		2016	2017	Basic	Trans.	2018	Basic	Trans.
Growth	All Students	0.11	-0.05	0.05	0.10	0.00	0.05	0.10
Growth	Grade 4	0.34	0.11	0.10	0.15	0.20	0.15	0.20
Growth	Grade 5	-0.10	-0.20	0.00	0.10	-0.22	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.27	-0.12	0.00	0.10	0.12	0.10	0.15
Gap Reduction	Black	-0.09	-0.11	0.00	0.10	-0.11	0.00	0.10
Gap Reduction	Hispanic	0.10	0.00	0.05	0.10	-0.15	0.00	0.10
Gap Reduction	White	0.22	0.27	0.15	0.20	0.01	0.05	0.10
Gap Reduction	Multiracial		-0.09	0.05	0.10	0.14	0.10	0.15
Gap Reduction	EL	0.32	-0.26	0.00	0.10	-0.28	0.00	0.10
Gap Reduction	Spec Ed	-0.30	-0.27	0.00	0.10	-0.25	0.00	0.10
Gap Reduction	F/R Lunch	0.06	-0.12	0.00	0.10	0.02	0.05	0.10
Gap Reduction	Female	0.21	0.05	0.05	0.10	-0.02	0.05	0.10
Gap Reduction	Male	0.02	-0.13	0.00	0.10	0.02	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:
Intervention Time (“flex”) Continued strategy and based on students individual unique needs	<ul style="list-style-type: none"> • Staff will participate in monthly PLT meetings, facilitated by an Intervention Team member focused on student growth • Use of IXL • Use of Reading A-Z • Use of Benchmark Literacy Interventions • 5 Intervention block-5 days/week 	<ul style="list-style-type: none"> • MAP Data (2-3 times per year) • Classroom Formative Assessments • ORR • MCA • Progress Monitoring 	<ul style="list-style-type: none"> • Academic specialists • Principal • Instructional Coach • Instructional Assistants • Classroom Teachers • ESP’s • School Psychologist • SDAS • I-Team
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) • Mandatory Schoology Balanced Literacy Course 	<ul style="list-style-type: none"> - Walkthrough Data (winter trimester) - Observations - Reading Indicators - Monthly PD (district level PD) -SDAS can track course completion 	<ul style="list-style-type: none"> • Academic specialists • Principal • Instructional Coach • Instructional Assistants • Classroom Teachers • ESP’s • School Psychologist • SDAS • I-Team
Tier 3 intervention	<ul style="list-style-type: none"> • Students needing additional support outside of intervention will receive individualized 	MAP Data, MCA, formative assessments -PST process	<ul style="list-style-type: none"> • Principal • Instructional Asst. • ATPPS • Academic Specialists • School Psychologist • ESP’s

	intervention after tier 2 data		
Tier 2 Support at Each Grade Level	<ul style="list-style-type: none"> Academic Specialist will full focus on primary grades K-2 Walkthroughs PLT Meeting and Agenda 	<ul style="list-style-type: none"> Progress monitoring Participation in I-Team, PLT, and Team Leader Meetings 	<ul style="list-style-type: none"> Academic Specialists Principal Instructional Coach IA Classroom Teachers ESP's School Psychologist SDAS I-Team
Use of the System Tools from our Foundational Equity Training (EFT)	<ul style="list-style-type: none"> E-Team will have time allocated to meet throughout the year with representation from every grade level on team New Protocols and tools out and visible at every staff / team meeting 	<ul style="list-style-type: none"> Observations by leadership team and team leaders "Added" items to meeting protocols Student Survey(focus on sense of belonging and trust) Student equity specialist and teacher conversations about academic progress, updates, etc 	<ul style="list-style-type: none"> Principal Instructional Assistants BIT BIT ESP's Equity Teacher and Equity Specialist
Specific focus on our Hispanic students as well as all students in Special Education and those receiving EL services	<ul style="list-style-type: none"> Meeting minimum once per month on these 3 sub groups as an Academic Leadership Team Specific and Targeted culturally relevant strategies aimed at gap closing in these 3 sub groups (use of EFT tools) 	<ul style="list-style-type: none"> Equity Teacher conversations about academics and use of the CLEAR model as it relates to students of color represented in this data 	<ul style="list-style-type: none"> Principal Instructional Assistants BIT BIT ESP's Equity Teacher and Equity Specialist
Teachers at Edinbrook Elementary will incorporate the four foundational components of AVID Elementary: Student Success Skills, Organizational Skills, WICOR strategies, and Partnerships.	<ul style="list-style-type: none"> Ensuring instruction is emphasized around WICOR to promote rigor, equity and engagement in all learners. 	<ul style="list-style-type: none"> Teachers will progress monitor each trimester, determining a baseline, areas for improvement and areas for 	<ul style="list-style-type: none"> Principal Instructional Asst. BIT BIT ESP's Equity Teacher Equity Specialist SDAS

<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 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>	<ul style="list-style-type: none"> • 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 for all students. • 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 grade levels so students are 	<p>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.</p> <ul style="list-style-type: none"> • Teachers will utilize the assessment tools AVID has provided in the Elementary Implementation Resource. • Teachers will assess in the following areas: Agenda/Planner, Organizational Tool, Inquiry and Note-taking. • Teachers will utilize AVID Elementary Weekly lessons to teach components of WICOR 	<ul style="list-style-type: none"> • Classroom Teachers • ESP’s • Academic Specialist • AVID Building Coordinator
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	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	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	66.0	70.2	66.8	65.0	75.1	65.1	69.9	66.2	77.5
Grade 3	63.6	77.2	58.0	59.0	68.5	64.6	72.9	72.4	79.7
Grade 4	73.2	68.3	72.0	69.8	79.0	69.0	67.9	65.0	75.9
Grade 5	61.3	65.8	70.0	65.4	77.5	61.4	69.1	61.3	76.8
Amln									
Asian	74.8	75.0				69.4			
Black	53.9	57.5				56.0			
Hispanic	63.5	64.8				42.6			
White	76.0	86.8				81.1			
Multiracial		76.4				76.7			
EL	54.0	61.5				46.4			
Spec Ed	17.9	36.1				35.7			
F/R Lunch	59.3	62.2				58.0			
Female	68.4	71.6				62.9			
Male	63.9	69.0				67.0			

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:
System Professional Development	<ul style="list-style-type: none"> • Monthly training for whole staff • PLT meeting focus (in addition to reading) • All system training time on professional development days throughout the year with a focus on Bridges Math 	<ul style="list-style-type: none"> • MAP Data (2-3 times per year) • MCA • Ongoing formative assessments • Walkthroughs (both formal – number corner, and informal) 	<ul style="list-style-type: none"> • Academic specialists • Principal • Instructional Coach • Instructional Assistants • Classroom Teachers • ESP's • School Psychologist • SDAS • I-Team
Bridges Math Intervention used for Tier 2 intervention	<ul style="list-style-type: none"> • ESP's will work with students lacking math concepts (facilitated work through both classroom teacher and IA's) 	<ul style="list-style-type: none"> • MAP Data (2-3 times per year) • MCA • Ongoing formative assessments • Walkthroughs (both formal – number corner, and informal) 	<ul style="list-style-type: none"> • Academic specialists • Principal • Instructional Coach • Instructional Assistants • Classroom Teachers • ESP's

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			<ul style="list-style-type: none"> • School Psychologist • SDAS • I-Team
Specific focus on our Hispanic students as well as all students in Special Education and those receiving EL services	<ul style="list-style-type: none"> • Meeting minimum once per month on these 3 sub groups as an Academic Leadership Team • Specific and Targeted culturally relevant strategies aimed at gap closing in these 3 sub groups (use of EFT tools) 	Equity Teacher conversations about academics and use of the CLEAR model as it relates to students of color represented in this data	<ul style="list-style-type: none"> • Principal • Instructional Assistants • BIT • BIT ESP's • Equity Teacher and Equity Specialist
Use of the system Tools from our Foundational Equity Training (EFT)	<ul style="list-style-type: none"> • E-Team will have time allocated to meet throughout the year with representation from every grade level • New Protocols and tools out and visible at every staff / team meeting 	<ul style="list-style-type: none"> • Observations by leadership team and team leaders • Added items to meeting protocols • Student Survey(focus on sense of belonging and trusted) • Student equity specialist and teacher conversations about academic progress, updates, etc 	<ul style="list-style-type: none"> • Principal • Instructional Assistants • BIT • BIT ESP's • Equity Teacher and Equity Specialist
Students will practice focused note strategies (5 phases of note taking outlined in AVID) Students will use collaborative structures to deepen mathematical discussions (connected to Bridges curriculum)	<ul style="list-style-type: none"> • Teachers will meet as a collaborative team, joined by our AVID Academic Specialist to discuss implementation (both successes and areas needing additional 	<ul style="list-style-type: none"> • Teachers will use a formative assessment structure to monitor students progress as it relates to collaborative math discussions 	<ul style="list-style-type: none"> • Principal • Instructional Asst. • BIT • BIT ESP's • Equity Teacher • Equity Specialist • SDAS • Classroom Teachers • ESP's

	attention) on a Bi-Monthly basis		<ul style="list-style-type: none"> Academic Specialist AVID Building Coordinator

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			
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	Transform.	2018	Basic	Transform.
Growth	All Students	0.15	0.14	0.10	0.15	-0.02	0.05	0.10
Growth	Grade 4	0.55	0.30	0.15	0.20	0.07	0.05	0.10
Growth	Grade 5	-0.21	0.00	0.05	0.10	-0.11	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.38	0.22	0.15	0.20	0.14	0.10	0.15
Gap Reduction	Black	-0.08	-0.07	0.05	0.10	-0.02	0.05	0.10
Gap Reduction	Hispanic	0.27	-0.03	0.05	0.10	-0.59	0.00	0.10
Gap Reduction	White	0.14	0.52	0.15	0.20	0.03	0.05	0.10
Gap Reduction	Multiracial		0.26	0.15	0.20	-0.01	0.05	0.10
Gap Reduction	EL	0.21	0.07	0.05	0.10	-0.42	0.00	0.10
Gap Reduction	Spec Ed	-0.42	-0.25	0.00	0.10	-0.29	0.00	0.10
Gap Reduction	F/R Lunch	0.02	-0.02	0.05	0.10	-0.07	0.05	0.10
Gap Reduction	Female	0.27	0.26	0.15	0.20	-0.01	0.05	0.10
Gap Reduction	Male	0.05	0.04	0.05	0.10	-0.02	0.05	0.10

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 PBIS framework and equity systems to decrease the number of Office Discipline Referrals for our 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 student body population. Based on our SWIS data we as a school need to decrease the number of suspensions for ALL students, due to the increase of suspensions from the 2016-2017 to the 2017-2018 school year
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Office Referrals- Black male students	Male - African American Students Current Reality: 67% of total referrals from 2017-2018 school year	In the 2018-2019 academic school year we will utilize our new PBIS framework and equity systems to decrease the number of Office Discipline Referrals (ODR's) given to our male African American students by 12%. By decreasing the amount of Office Discipline Referrals (ODR's) for our male African American students, the racial gap in our referral data will show less discrepancy.
Total Suspensions	2017-2018 Out of School Suspensions Current Reality – Out of school suspension events increased 57 % from previous school year.	Our current reality is that during the 2017-2108 school year our “Out of School Suspensions” increased from 35 to 61 events. In the 2018-2019 academic school year our goal is to decrease the out of school suspension events by 30 percent. This will result in 18 less out of school events this school year.

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:
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<p>Staff will be trained in new PBIS framework during Fall Workshop. Positive Behavior Support and Intervention</p>	<p>-PBIS Materials introduced and implemented by staff (behavior flowchart, major/minor grid, etc.)</p> <p>-PBIS team members will continue Cohort training</p> <p>-Cool Tool Tuesday</p> <p>-Clear expectations taught and re-taught throughout the school year (common area expectation posters, Boot Camp, Scavenger Hunt)</p> <p>-Revamped recess structure and supervision development</p> <p>-Data discussions with Administration, PBIS Team, and all school staff</p>	<p>-SWIS</p> <p>-Check In/Check Out</p> <p>-Observations (FBA Lite)</p> <p>-Office Discipline Referrals</p> <p>-Suspension/Detention Data</p> <p>-PBIS Leaders will have ethnicity data readily available to teams monthly</p> <p>-Common Area's Scavenger Hunt to be done and turned in within the first two weeks of school</p>	<ul style="list-style-type: none"> • Principal • Instructional Assistants • BIT • BIT ESP's • Equity Teacher • Equity Specialist • SDAS • Classroom Teachers • ESP's

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Site Improvement Team

Name	Position	Name	Position
1. Alia Sutor and Mike Harvey	Instructional Assistants	7. Deb Schave	Resource Teacher / TL / Union
2. Kelly Varley and Gary Bowman	Instructional Coaches	8. Peg Wright	EL Teacher
3. Steve Folkerds	BIT	9. Jesus Ramirez	Equity Teacher
4. Laura Wagenman	SDAS	10. Kevin Wilson	Equity Specialist and AVID District Rep
5. Ben Waldhauser	BIT ESP	11.	
6. Deanna Hernandez and Kristen Pengra-Anderson	Academic Specialists	12.	

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: _____