

# Form A2 – School Improvement Plan

Principal: Beth Ness

Assistant Superintendent: Patrick Smith

School: Elm Creek

Date: 2018-19

The School Improvement Plan priorities focus on three areas: **reading, mathematics, and student behavior**. The School Improvement Plan must include: (1) the utilization of MCAs as a data point for one or more goals; (2) articulated goals related to proficiency rate(s), growth, and achievement gap reduction, (3) student behavior; and, if applicable, (4) a graduation rate goal.

## Guidelines

- (1) The district will insert the baseline data prior to the scheduled site improvement meeting with the Research, Assessment and Accountability Department.
- (2) The district will insert the basic and transformational goals at the start of school using the 2018-19 cohorts. Students enrolled for the 2018-19 school year make up each cohort.
- (3) Basic goals represent reasonable student progress or improvement based on trends. Transformational goals represent the scores that are necessary to close the achievement gaps and are based on state expectations.
- (4) General Color Coding Key (most data tables include a more specific key):

<b>Far Below Basic Goal</b>	Well Below Basic Goal	Below Basic Goal	Near Basic Goal	Met Basic Goal	Met Transformational Goal
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- (5) Site team should use these **guiding questions** for discussion in development of the action plan for each area of the plan:
  - a. What did the data tell you about your current state? What were things the data did not tell you?
  - b. What adult practices might be the cause of the data?
  - c. What are the root causes of the data concerns that will be addressed in action plans?
  - d. What research-based actions, strategies, and interventions will support students in meeting the goals?
  - e. What knowledge and skills (professional learning) will adults need to support students in meeting the goal(s)?

<b>Priority One: READING</b>		<i>Measure: Proficiency (% Low Risk on DIBELS)</i>					
<b>Column Header</b>	<b>Definition</b>						
<b>2016 and 2017 Results</b>	Percent of "at risk" or "some risk" students at baseline who became "low risk" in Spring 2016 and Spring 2017 on OLD measures reported in 2017-18 SIP.						
<b>Basic Goal</b>	Grade-level goals for 2018 and 2019: KG = 63%; Gr 1 = 62%; Gr 2 = 40%.						
<b>Transformational Goal</b>	Grade-level goals for 2018 and 2019: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.						
<b>2018 Results</b>	Percentage of students low risk in Spring 2018 (compared to new goals).						
<b>Color Coding</b>	30% + from Basic Goal	15 - 29% from Basic Goal	5 - 14% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met	
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18 Goals and Results</b>			<b>2018-19 Goals</b>	
<b>Group</b>	<b>2016 Results</b>	<b>2017 Results</b>	<b>2018 Basic</b>	<b>2018 Trans.</b>	<b>2018 Results</b>	<b>2019 Basic</b>	<b>2019 Trans.</b>
KG	64%	23%	63%	68%	71%	63%	68%
Grd 1	53%	47%	62%	67%	61%	62%	67%
Grd 2	48%	19%	40%	50%	23%	40%	50%

Priority One: READING			Measure: MCA Proficiency (Index Rates)						
<b>Column Header</b>									
<b>Results</b>	Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.								
<b>Fall Cohort</b>	Index rate for students tested in the previous spring and enrolled the following fall.								
<b>Basic Goal</b>	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 25.								
<b>Transformational (Trans.) Goal</b>	The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.								
<b>Color Coding</b>	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational goal			
Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring.									
<b>Group</b>	<b>Spring 2016 Results</b>	<b>Spring 2017 Results</b>	<b>Fall 2017 Cohort</b>	<b>2018 Basic Goal</b>	<b>2018 Trans. Goal</b>	<b>Spring 2018 Results</b>	<b>Fall 2018 Cohort</b>	<b>2019 Basic Goal</b>	<b>2019 Trans. Goal</b>
<b>All Students</b>	67.4	66.6	66.7	71.3	75.1	66.9	56.7	61.7	68.1
Grade 3	64.3	62.8	79.2	78.0	84.4	73.1	49.4	51.0	62.1
Grade 4	65.3	67.3	57.9	62.4	68.4	55.0	68.7	71.4	76.5
Grade 5	71.9	69.9	67.8	75.9	79.0	78.1	54.2	62.6	65.7
Amln									
Asian	63.3					62.5			
Black	57.1	55.4				40.5			
Hispanic	63.3	52.6				62.5			
White	70.6	71.0				76.8			
Multiracial		68.8				37.9			
EL		35.0				36.4			
Spec Ed	58.3	38.2				47.1			
F/R Lunch	53.6	61.6				53.1			
Female	72.0	71.1				71.6			
Male	63.6	63.2				62.4			

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

**Color Coding for 2016 Results for Growth Z-Score Minus District**

<b>.30 or more below Basic Goal</b>	<b>.15 to .29 below Basic Goal</b>	<b>.04 to .14 below Basic Goal</b>	<b>Within .03 of Basic Goal</b>	<b>Met Basic Goal</b>	<b>Met Transformational Goal</b>
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

**Goals**

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

Growth Z - District		Baseline		2018 Goals		Results	2019 Goals	
Indicator	Group	2016	2017	Basic	Trans.	2018	Basic	Trans.
<b>Growth</b>	<b>All Students</b>	<b>0.19</b>	<b>-0.03</b>	<b>0.05</b>	<b>0.10</b>	<b>-0.10</b>	<b>0.00</b>	<b>0.10</b>
Growth	Grade 4	0.01	-0.17	0.00	0.10	-0.31	0.00	0.10
Growth	Grade 5	0.33	0.12	0.10	0.15	0.17	0.15	0.20
Gap Reduction	Am Ind							
Gap Reduction	Asian							
Gap Reduction	Black	0.07	0.01	0.05	0.10	-0.34	0.00	0.10
Gap Reduction	Hispanic	0.51				0.28	0.15	0.20
Gap Reduction	White	0.21	-0.01	0.05	0.10	0.00	0.05	0.10
Gap Reduction	Multiracial		-0.06	0.05	0.10	-0.81	0.00	0.10
Gap Reduction	EL							
Gap Reduction	Spec Ed	0.10	-0.09	0.05	0.10	-0.34	0.00	0.10
Gap Reduction	F/R Lunch	0.17	-0.07	0.05	0.10	-0.32	0.00	0.10
Gap Reduction	Female	0.18	-0.10	0.00	0.10	0.05	0.05	0.10
Gap Reduction	Male	0.20	0.02	0.05	0.10	-0.23	0.00	0.10

<b>Priority One: Reading</b>			
<b>Reading Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Focus on Guided Reading	-Training classroom teachers on how to use Guided Reading Checklist that identifies student reading skills and strategies connected to reading levels -Guided Reading training during Staff Development and Assessment Specialist time, or Instructional Coach time	-CSA Assessments -Guided Reading Checklist	-Lynn Schulte -Uyen Sanders -Beth Ness -Classroom Teachers
Minnesota Reading Corps	-Internal coach to monitor and provide feedback to MN Reading Corps tutors	-Progress monitoring using phoneme blending, phoneme segmenting, letter/sound correspondence, blending words and comprehension questions. Progress monitoring is documented on TIES.	-Joan Magnuson -Taya Schultze
What I Need (WIN) Time	-Training of ESP's on multiple interventions. -4 rounds of data meetings to analyze progress monitoring data with grade level teams and decide next steps for students.	-Progress monitoring using CBM's	-Sarah Hergott -Alecia Ruska -Kristin Wagenmaker -Emily Davis -classroom teachers
Professional Learning Teams (PLT)	-Grade Level teams will meet monthly to discuss strategies and analyze student progress	-Benchmark unit assessments, progress monitoring data and guided reading checklist form	-Lynn Schulte -Uyen Sanders -Licensed staff -Beth Ness
Equity Training	-Equity Foundational Training for all staff -NUA Cohort participation	-Increase in proficiency on MAP and MCA for students of color.	-Sharla Foster -Hannah Storm -Beth Ness

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		<p>-Increase in attendance for students of color.                  -Student survey increase in engagement and connectedness for students of color</p>	<p>-EC Equity Team (Kelly Deines, Katie Braton, Melissa Schooley, Mary Anderson, Joelle Tegland and Tanya Cully)                  -NUA Cohort participants (Heidi Jo Servaty, Melissa Schooley, Moneque Downs, Kathy Ward, Beth Ruud, Melissa Meier, Cami Tran, Tony Dylong, Dan Baker, Chantelle Wimer, Lynn Maki, Randi Holtz, Rachael Bushy and Mary Anderson)</p>
<p>Special Education Reading Training</p>	<p>-Attend Wilson Reading training                  -Implement Wilson Reading</p>	<p>Increase in proficiency on MAP and MCA for students receiving special education services for reading.</p>	<p>-Joy Fredrickson                  -Tess Evens                  -Rachael Bushy                  -Mona Svercl</p>

<b>Priority Two: MATHEMATICS</b>						<i>Measure: MCA Proficiency (Index Rates)</i>			
<b>Column Header</b>									
<b>Results</b>	Index rate for students who had a score from the previous year, were enrolled on October 1 of the next year, and tested the next spring.								
<b>Fall Cohort</b>	Index rate for students tested in the previous year and enrolled in the fall of the next year.								
<b>Basic Goal</b>	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 25.								
<b>Transformational (Trans.) Goal</b>	The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.								
<b>Color Coding</b>	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational			
Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring. The minimum basic goal is 25.									
<b>Group</b>	<b>Spring 2016 Results</b>	<b>Spring 2017 Results</b>	<b>Fall 2017 Cohort</b>	<b>2018 Basic Goal</b>	<b>2018 Trans. Goal</b>	<b>Spring 2018 Results</b>	<b>Fall 2018 Cohort</b>	<b>2019 Basic Goal</b>	<b>2019 Trans. Goal</b>
All Students	68.2	77.4	75.7	73.9	81.8	71.0	66.0	62.6	74.8
Grade 3	75.0	86.0	75.8	76.8	81.8	77.3	60.5	59.9	70.3
Grade 4	66.7	72.7	77.9	75.7	83.5	66.2	73.0	70.1	79.8
Grade 5	63.5	72.7	72.6	68.0	79.5	71.9	65.6	57.8	74.2
Amln									
Asian	56.7					58.3			
Black	52.9	69.6				59.1			
Hispanic	56.7	76.3				67.5			
White	73.1	80.8				79.7			
Multiracial		70.8				39.7			
EL		60.0				58.3			
Spec Ed	56.9	53.9				52.9			
F/R Lunch	54.2	70.0				59.1			
Female	65.9	80.2				69.1			
Male	70.2	75.2				72.8			

**Priority Two: MATHEMATICS** *Measure: MCA Growth (Z-Score - District)*

<b>Color Coding for Results for Growth Z-Score Minus District</b>					
<b>.30 or more below Basic Goal</b>	<b>.15 to .29 below Basic Goal</b>	<b>.04 to .14 below Basic Goal</b>	<b>Within .03 of Basic Goal</b>	<b>Met Basic Goal</b>	<b>Met Transformational Goal</b>

Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

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

<b>Growth Z - District</b>		<b>Baseline</b>		<b>2018 Goals</b>		<b>Results</b>	<b>2019 Goals</b>	
<b>Indicator</b>	<b>Group</b>	<b>2016</b>	<b>2017</b>	<b>Basic</b>	<b>Transform.</b>	<b>2018</b>	<b>Basic</b>	<b>Transform.</b>
<b>Growth</b>	<b>All Students</b>	<b>0.10</b>	<b>0.19</b>	<b>0.15</b>	<b>0.20</b>	<b>-0.01</b>	<b>0.05</b>	<b>0.10</b>
Growth	Grade 4	-0.35	-0.28	0.00	0.10	-0.48	0.00	0.10
Growth	Grade 5	0.45	0.69	0.15	0.20	0.62	0.15	0.20
Gap Reduction	Am Ind							
Gap Reduction	Asian							
Gap Reduction	Black	-0.08	0.01	0.05	0.10	0.02	0.05	0.10
Gap Reduction	Hispanic	-0.12				-0.13	0.00	0.10
Gap Reduction	White	0.16	0.24	0.15	0.20	0.11	0.10	0.15
Gap Reduction	Multiracial		0.18	0.15	0.20	-0.75	0.00	0.10
Gap Reduction	EL							
Gap Reduction	Spec Ed	-0.07	0.09	0.05	0.10	-0.48	0.00	0.10
Gap Reduction	F/R Lunch	0.09	0.08	0.05	0.10	-0.21	0.00	0.10
Gap Reduction	Female	0.15	0.11	0.10	0.15	0.09	0.05	0.10
Gap Reduction	Male	0.05	0.25	0.15	0.20	-0.10	0.00	0.10



<b>Priority Two: Mathematics</b>			
<b>Mathematics Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Implementation of Bridges Math Curriculum	-K through 5 <sup>th</sup> grade teachers will implement Bridges Math Curriculum, including Number Corner, Math lesson and Work places -Uyen Sanders and Lynn Schulte modeling in classrooms -Staff development will focus on ongoing implementation of Bridges Math Curriculum	-Spring MAP for 2nd -5 <sup>th</sup> grade -MCA Math for 3rd -5 <sup>th</sup> grade	-Lynn Schulte -Uyen Sanders -Classroom teachers
Minnesota Math Corps	-Internal coach to monitor and provide feedback to MN Math Corps tutors.	-Students are placed in MN Math Corps based on the STAR math assessment and MN Math Corps placement tests. - Unit Mastery Assessments are administered at the end of each unit and used to determine if students are ready to move on to the next unit. -Spring MAP for 4 <sup>th</sup> and 5 <sup>th</sup> -MCA Math for 4 <sup>th</sup> and 5 <sup>th</sup> grade	-Tess Evens -Michael Sajatovic
Equity Training	-Equity Foundational Training for all staff -NUA Cohort participation	-Increase in proficiency on MAP and MCA for students of color. -Increase in attendance for students of color. -Student survey increase in engagement and connectedness for students of color	-Sharla Foster -Hannah Storm -Beth Ness -EC Equity Team (Kelly Deines, Katie Braton, Melissa Schooley, Mary Anderson, Joelle Tegland and Tanya Cully)

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			-NUA Cohort participants (Heidi Jo Servaty, Melissa Schooley, Moneque Downs, Kathy Ward, Beth Ruud, Melissa Meier, Cami Tran, Tony Dylong, Dan Baker, Chantelle Wimer, Lynn Maki, Randi Holtz, Rachael Bushy and Mary Anderson)
Bridges Intervention Math Training	-Attend Bridges Intervention math training -Implement Bridges Intervention math program	-Increase in proficiency on MAP and MCA for students receiving special education services for math	-Joy Fredrickson -Tess Evens -Rachael Bushy -Courtney Decowski

**Priority Three: Student Behavior**

<b>Evidence of Need:</b>	The % of students receiving major <b>Office Discipline Referrals</b> at Elm Creek Elementary for all students will be maintained from the 2017-18 to 2018-2019 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																					
Out of school suspensions	6-white, 2-black, 2-Latino, 8-biracial, 13-FSSE (18 total suspensions)	Reduce by 5%																					
Referrals by Race	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Race</th> <th style="width: 25%;">% of student enrollment</th> <th style="width: 25%;">% of referrals</th> </tr> </thead> <tbody> <tr> <td>Native American</td> <td>2.5%</td> <td>0</td> </tr> <tr> <td>Asian</td> <td>5%</td> <td>0</td> </tr> <tr> <td>Black</td> <td>10%</td> <td>16%</td> </tr> <tr> <td>Latino</td> <td>7%</td> <td>20%</td> </tr> <tr> <td>White</td> <td>64%</td> <td>64%</td> </tr> <tr> <td>Multiracial</td> <td>11%</td> <td>0</td> </tr> </tbody> </table>	Race	% of student enrollment	% of referrals	Native American	2.5%	0	Asian	5%	0	Black	10%	16%	Latino	7%	20%	White	64%	64%	Multiracial	11%	0	Reduce by 5%
Race	% of student enrollment	% of referrals																					
Native American	2.5%	0																					
Asian	5%	0																					
Black	10%	16%																					
Latino	7%	20%																					
White	64%	64%																					
Multiracial	11%	0																					

<b>Student Behavior Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Positive Behavior Interventions and Supports (PBIS)	<ul style="list-style-type: none"> <li>-EC PBIS team will meet monthly to support implementation of PBIS</li> <li>-Apply for Exemplary PBIS school recognition</li> <li>-Training for all staff with Curt Slater</li> </ul>	-Decrease in referrals	PBIS team (Jessica Ellingson, Heidi Jo Servaty, Melissa Uecker, Beth Ruud, Tony Dylong, Chantelle Wimer, Lynn Maki, Dyan Becker, Rachael Bushy, Beth Ness and Alayna Kirk)

			-licensed and non-licensed staff
What I Need (WIN) time-SOAR Tier II	<ul style="list-style-type: none"> <li>- Training on multiple social emotional interventions.</li> <li>-4 rounds of data meetings to analyze progress monitoring data with grade level teams and decide next steps for students.</li> <li>-Social Emotional Booster Groups and Intervention Groups</li> </ul>	<ul style="list-style-type: none"> <li>-Progress monitoring using identified tools determined during Tier II student meetings</li> <li>-Decrease in referrals</li> </ul>	<ul style="list-style-type: none"> <li>-Jessica Ellingson</li> <li>-Kelly Funfar</li> <li>-Johnnie Gilbert</li> <li>-Nicole Robertson</li> <li>-Emily Davis</li> <li>-Sara Pederson</li> <li>-Kat Johnson</li> <li>-Courtney Decowski</li> <li>-Tess Hamre</li> <li>-Rachael Bushy</li> <li>-Kelly Deines</li> <li>-Tina Czech</li> </ul>
Restorative Practices	<ul style="list-style-type: none"> <li>-Training in Restorative Practices</li> <li>-Implementation of Restorative Practices</li> </ul>	<ul style="list-style-type: none"> <li>-Decrease in referrals</li> </ul>	<ul style="list-style-type: none"> <li>-Randi Holtz</li> <li>-Lynn Maki</li> <li>-Alayna Kirk</li> <li>-Carolyn Olson</li> <li>-Mary Anderson</li> <li>-Jessica Ellingson</li> <li>-Rachael Bushy</li> <li>-Beth Ness</li> </ul>
Equity Training	<ul style="list-style-type: none"> <li>-Equity Foundational Training for all staff</li> <li>-NUA Cohort participation</li> </ul>	<ul style="list-style-type: none"> <li>-Decrease in disproportionality of referrals by students of color</li> <li>-Increase in attendance for students of color.</li> <li>-Student survey increase in engagement and connectedness for students of color</li> </ul>	<ul style="list-style-type: none"> <li>-Sharla Foster</li> <li>-Hannah Storm</li> <li>-Beth Ness</li> <li>-EC Equity Team (Kelly Deines, Katie Braton, Melissa Schooley, Mary Anderson, Joelle Tegland and Tanya Cully)</li> <li>-NUA Cohort participants (Heidi Jo Servaty, Melissa Schooley, Moneque Downs, Kathy Ward, Beth Ruud, Melissa Meier, Cami Tran, Tony Dylong, Dan Baker, Chantelle Wimer, Lynn</li> </ul>

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			Maki, Randi Holtz, Rachael Bushy and Mary Anderson)
Second Step and Bully Prevention	-Purchase an additional Second Step and Bullying Prevention Curriculum -Develop monthly implementation calendar -Teach Second Step and Bullying Prevention Curriculum, K-5	-Decrease in referrals	-Beth Ness -Classroom teachers

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Site Improvement Team

Name	Position	Name	Position
1. Katie Braton	Fourth Grade Teacher	9. Angie Paige	Second Grade Teacher
2. Moneque Downs	First Grade Teacher	10. Uyen Sanders	Staff Development and Assessment Specialist
2. Tony Dylong	Third Grade Teacher	11. Lynn Schulte	Instructional Coach
4. Melissa Elias	Physical Education Teacher	12. Hannah Storm	Equity Teacher
5. Sharla Foster	Equity Specialist	13. Mona Svercl	Skills Special Education Teacher
6. Staci Jones	Secretary	14. Shari Swanson	Kindergarten Teacher
7. Lynn Maki	Fifth Grade Teacher	15. Lorie Tix	Special Education Educational Support Professional
8. Beth Ness	Principal		

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: \_\_\_\_\_