

Form A2 – School Improvement Plan

Principal: Ann Mock

Assistant Superintendent: Kim Hiel

School: Oak View 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%	51%	57%	63%	54%	56%	62%	67%
Grade 1	50%	39%	47%	54%	41%	46%	53%	59%
Grade 2	32%	22%	40%	50%	20%	26%	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			
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	63.5	59.0	63.8	69.3	67.7	52.1	56.1	64.1	
Grade 3	50.0	50.0	48.8	62.5	51.9	43.4	43.4	57.5	
Grade 4	72.0	53.4	57.9	65.1	64.7	55.4	59.6	66.5	
Grade 5	68.2	72.5	79.4	83.7	85.0	60.5	68.0	70.4	
Amin									
Asian	71.4				64.3				
Black	29.4				38.7				
Hispanic	48.1				50.0				
White	78.5				85.7				
Multiracial					61.1				
EL	30.4				22.7				
Spec Ed	32.3				40.4				
F/R Lunch	47.7				46.9				
Female	65.0				71.7				
Male	61.7				63.4				

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			
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	-0.07	0.51	0.15	0.20	0.16	0.15	0.20
Growth	Grade 4	-0.29	0.52	0.15	0.20	0.10	0.10	0.15
Growth	Grade 5	-0.12	0.49	0.15	0.20	0.21	0.15	0.20
Gap Reduction	Am Ind							
Gap Reduction	Asian	-0.04	0.66	0.15	0.20			
Gap Reduction	Black	-0.35	0.50	0.15	0.20	-0.02	0.05	0.10
Gap Reduction	Hispanic	-0.21	0.43	0.15	0.20	0.10	0.10	0.15
Gap Reduction	White	0.12	0.51	0.15	0.20	0.16	0.15	0.20
Gap Reduction	Multiracial					0.10	0.10	0.15
Gap Reduction	EL	-0.27	0.60	0.15	0.20			
Gap Reduction	Spec Ed	-0.36	0.02	0.05	0.10	-0.81	0.00	0.10
Gap Reduction	F/R Lunch	-0.16	0.45	0.15	0.20	0.00	0.05	0.10
Gap Reduction	Female	0.10	0.55	0.15	0.20	0.20	0.15	0.20
Gap Reduction	Male	-0.25	0.45	0.15	0.20	0.11	0.10	0.15

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:
Reading Intervention and Support: Tier II and III interventions for students scoring in the bottom 10% and/or lower third of our district assessment data, especially our SPED and EL students	Analyze data (MAP, DIBELS, MAZE) Identify specific students in each grade level needing additional support Progress monitoring every other week of all identified EL and SPED students. Professional Learning Teams will identify key culturally responsive instructional strategies. SPED PLT focused on reading instruction and including culturally responsive instructional strategies SPED and EL teams will engage in grade level PLT’s to engage in conversations and build instructional practices	Increase in pre/post assessment DIBELS oral reading fluency MAZE comprehension checks Informal assessments in classrooms	Ann Evenson, Ann Mock, Stephanie Webster, K-5 teachers, Equity Teacher, SPED and EL staff
Flexible, Tier One groupings that meet the specific reading needs of students.	Progress Monitoring Reorganizing groups based on data	TIES fluency data every other week Benchmark ORR checks MAZE assessments	Licensed staff, Academic Coach, Administration
CLEAR/NUA implementation	Ongoing staff trainings Professional Learning Teams will identify different	Pre and post data DIBELS/MAZE progress monitoring	Licensed staff, Equity Teacher, Administration, Coaches,

	<p>culturally responsive instructional strategies, such as Dancing Definitions.</p> <p>CLEAR model will be deliberately planned into lessons</p>	<p>Lesson plans</p>	<p>System Staff Development Specialist (SDAS)</p>
Adaptive Equity Focus	<p>BLT team will engage staff in formal and informal activities that build consciousness of race and the impact race has in our achievement data</p>	<p>Student and Staff Stakeholder data</p> <p>MAP</p> <p>MCAIII</p>	<p>BLT/Equity Team, Equity Teacher, Equity Specialist, District level staff</p>
Focused implementation of Thinking Maps online and off line	<p>Complete online modules</p> <p>Teach one map/week for 8 weeks</p> <p>PD provided for new staff and differentiated for existing staff</p> <p>Integrate Thinking Maps into reading/writing</p>	<p>Thinking Maps share during PLT meetings</p> <p>Student reading notebooks</p> <p>MAP/MCAIII data</p>	<p>All Staff Coaches</p> <p>BLT</p> <p>Trained staff in Thinking Maps</p>
Sustained ENVoY Implementation	<p>Implementation building wide</p> <p>Three coaching sessions</p>	<p>Student Engagement survey</p> <p>Increase in student on - task time and engagement in instruction as measured by reduction in ODR out of classroom</p> <p>Walk through student engagement evidence</p> <p>Google sign up for each coaching session</p>	<p>Administration Consultant and trainer from ENVoY</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	71.1	72.8	71.0	79.6	70.2	64.8	61.4	73.6	
Grade 3	72.5	75.9	76.9	81.9	63.0	63.3	60.5	72.4	
Grade 4	76.9	66.1	63.9	74.6	72.9	61.5	60.5	71.2	
Grade 5	62.7	76.7	72.1	82.5	74.1	70.2	64.1	77.6	
Amln									
Asian	69.0				75.0				
Black	48.5				46.8				
Hispanic	51.9				52.0				
White	86.2				88.0				
Multiracial					50.0				
EL	37.5				30.4				
Spec Ed	36.7				48.1				
F/R Lunch	55.9				53.8				
Female	69.5				70.6				
Male	73.1				69.8				

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	-0.13	0.44	0.15	0.20	0.25	0.15	0.20
Growth	Grade 4	-0.63	0.34	0.15	0.20	0.33	0.15	0.20
Growth	Grade 5	-0.12	0.56	0.15	0.20	0.17	0.15	0.20
Gap Reduction	Am Ind							
Gap Reduction	Asian	-0.15	0.57	0.15	0.20			
Gap Reduction	Black	-0.36	0.16	0.15	0.20	-0.11	0.00	0.10
Gap Reduction	Hispanic	-0.27	0.14	0.10	0.15	-0.32	0.00	0.10
Gap Reduction	White	0.06	0.64	0.15	0.20	0.40	0.15	0.20
Gap Reduction	Multiracial					0.13	0.10	0.15
Gap Reduction	EL	-0.43	0.30	0.15	0.20	-0.53	0.00	0.10
Gap Reduction	Spec Ed	-0.53	0.09	0.05	0.10	-0.68	0.00	0.10
Gap Reduction	F/R Lunch	-0.33	0.29	0.15	0.20	-0.13	0.00	0.10
Gap Reduction	Female	-0.10	0.37	0.15	0.20	0.12	0.10	0.15
Gap Reduction	Male	-0.16	0.54	0.15	0.20	0.42	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:
Sustained ENVoY Implementation	Implementation building wide Three coaching sessions	Student Engagement survey Increase in student on - task time and engagement in instruction as measured by reduction in ODR out of classroom Walk through student engagement evidence Google sign up for each coaching session	Administration Consultant and trainer from ENVoY
CLEAR/NUA implementation	Ongoing staff trainings Professional Learning Teams will identify targeted culturally responsive instructional strategies, such as Dancing Definitions.	Pre and post data PLT notetaking template	Licensed staff, Equity teacher, Administration, Coaches, System Staff Development Specialist (SDAS)
Adaptive Equity Focus	BLT team will engage staff in formal and informal activities that build consciousness of race and the impact race has in our achievement data	Student engagement surveys Staff Stakeholder data MAP MCAIII	Equity Team, Equity Teacher, Equity Specialist, District level staff
System Staff Development (Mathematical mindsets, math talks, number sense,...)	Engage in monthly professional development opportunities	Student use of strategies Informal classroom walk-throughs, and PLT discussions	Administration SDAS Coaches Staff
Math Intervention and Support: Tier II and III interventions for students scoring in the lower 10% and/or lower third of our district assessment data	Analyze data (MAP, MCAIII) and identify specific students in each grade level needing additional support	Increase in pre/post assessment Informal and formal assessments in classrooms	Administration, Coaches, K-5 teachers, SPED and EL, and Equity teacher

	<p>Professional Learning Teams will identify different culturally responsive strategies instructional strategies</p> <p>SPED PLT focused on reading instruction and including culturally responsive instructional strategies</p> <p>SPED and EL teams will engage in grade level PLT's to engage in conversations and build instructional practices</p>		<p>Math Corps tutor</p>
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Priority Three: Student Behavior

Evidence of Need:	<ol style="list-style-type: none"> Office Discipline Referrals: During the 2016-2017 school year, 40% of referrals were for physical aggression. 48% were for physical contact. These offenses counted for almost half of all ODRs. In previous years, insubordination, defiance, and disrespect had a high number of referrals. These types of referrals have decreased as we’ve implemented strategies within the classroom and building wide but physical aggression and contact have not. These incidents occur primarily in the classroom, playground and hallways. The disproportion of ODRs for black students decreased by two percentage points from the previous year. In 2016-2017, black students received 70% of referrals and comprised 20% of the student population. White students receive 16% of referrals and comprise 48% of the student population. Hispanic students receive 5% of referrals and comprise 14% of the student population.
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Reduce the percentage of physical aggression and physical contact	40% ODR physical aggression 48% ODR physical contact	In 2017-2018, Oak View will reduce the number of referrals for physical aggression and physical contact by 10% as reported by our data reported in SWIS.
ODR disproportionality	Percent ODR/Enrollment Black: 70%/20% White: 16%/48% Hispanic: 5%/14%	In 2017-2018, Oak View will reduce the over representation of black students in ODR data by 10% as measured by our data reported in SWIS.

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:
Sustained PBIS	TFI evaluation 2x per year	Building Leadership Team: will meet regularly, conduct self-assessments, and monitor sustainability	Administration, School Counselor, Building Leadership Team
Through a MTSS model, formal interventions will be put in place for students needing increased behavior support. Tier 2 and Tier 3 interventions will be used.	SWIS data will be reviewed weekly to identify students that may require increased support and intervention. Focus Room implementation	Formal interventions will be tracked by classroom teachers, support staff, administration, and PST team. PST increased to meeting weekly with wider representation of staff.	Administration, PST, School Social Worker, School Psychologist, School Counselor
Restorative Practices	Professional Development Exploration Year Explore use of community building circles, restorative chats and conferences.	Examination of SWIS data monthly. PLT/BLT check-ins for classroom exploration. Documentation of staff participation in professional development opportunities.	Administration, PLT, BLT

Site Improvement Team

Name	Position	Name	Position
Ann Mock Stephanie Webster	Principal Asst. Principal	Jody Eungard Pam Wegscheid	Second grade Tchr. Third Grade Tchr.
Susan Sumaha Rolanda Deschild	Equity Teacher Equity Specialist	Jason Scherber Nicole Penn	Fourth Grade Tchr. Fifth Grade Tchr.
Sadie Spanton Cindy Kjeldahl	Kindergarten Tchr. First Grade Tchr.	Natalie Krueger Stacia Oyer	SPED Tchr. EL Tchr.
Tammi Provart Stacy Harvey	SDAS ATPPS Coach	Dave Warner Ann Evenson	Counselor Academic Coach