

## Grey Cloud Elementary SITE Team By-Laws

I. Goals: Building goals will be developed annually (SIP action plan) that will improve student achievement for all students.

<p>Principal: Laura Loshek</p>	<p>Date Plan Completed: September 30, 2014</p>	<p>SIP Meeting Dates and Times:</p> <ul style="list-style-type: none"> <li>• <b>August 18, 2014:</b> All-day</li> <li>• <b>August 28, 2014:</b> ATPPS Day</li> <li>• <b>September 22, 2014:</b> 7:30 a.m.</li> <li>• <b>October 20, 2014:</b> 7:30 a.m.</li> <li>• <b>November 17, 2014:</b> 7:30 a.m.</li> <li>• <b>January 26, 2015:</b> 7:30 a.m.</li> <li>• <b>February 23, 2015:</b> 7:30 a.m.</li> <li>• <b>March 23, 2015:</b> 7:30 a.m.</li> <li>• <b>April 20, 2015:</b> 7:30 a.m.</li> <li>• <b>May 18, 2015:</b> 7:30 a.m.</li> <li>• <b>June 9, 2015:</b> ATPPS Day</li> </ul>
<p>School Improvement External Monitors:</p>	<p>SIP Leadership Team Members:            Laura Loshek (Principal), Sara Bebeau (ATPPS/Kindergarten), Jessica Wilds (kindergarten/ Math), Kristi Midas (First grade), Katelyn Carlson (FourthGrade/DATL), Denise Coquyt (Second Grade/ DATL), Diane Masloski (Third Grade), Christine Lisson (Fourth Grade/Science), Teresa Stevens (Fifth Grade), Shannon N'diaye (Special Ed/DSN), Pam Blaskowski (Specialists), Sabrina Morris (Reading Specialist), and _____ (SAS)</p>	

## REVIEW of 2015-2016 SCHOOL YEAR

Were the 2015-2016 goals accomplished?

1. Our initial reading goal was for 77% of our students to meet their MAP growth target. The first portion of our reading goal was not met with only 75.3 % of students making their growth target. The second portion of our reading goal was for our K-1 students to perform at a level four or higher. This goal was met with kindergarten reaching a level 7. First grade did not meet this goal and received a Level 3, however, did increase from a Level 1 from 2014.
2. When evaluating our 2014-2015 math results, our goal was for 87% of our 3-5 grade students to meet their MAP growth goal by the spring of 2015. This goal was not met as only 77.5% of the students met their growth goal.
3. During the 2014/2015 school year. All of our non-white subgroups increased proficiency on Reading MCA. We went from \_\_\_% during the 2013/2014 school year to \_\_\_% during the 2014/2015 school year. This was an increase of \_\_\_\_\_.
4. Examining our climate goal, we have noted that continued efforts need to happen to encourage respect between students. On-going efforts and training on anti-bullying strategies will be scheduled as well as using our "PBIS" strategies more consistently. We will continue implementation of TCIT in grades PreK-2<sup>nd</sup>. We made progress toward our goal, increasing by 11%.

In terms of academic strategies, all strategies were carried out and were effective. Nevertheless, the effectiveness of the strategies for closing the achievement gap and enhancing respect were not successful.

What will we do differently?

- We are going to be making recess changes that create structures that allow students to interact with more variety in a supervised fashion to enhance respect.
- We will be creating (sparkling) an R&R Room designed to better support social and emotional needs of our students with special needs.
- We will be implementing K-5 BAS testing for all students to increase our knowledge of individual learners and better customize small group instruction.
- We will have a more structured and systematic SIP meeting to provide clear communication and to determine next steps for staff development.
- We will have intentional staff meetings based on culture and energy.

2015-16 Goal #1A related to Student Achievement:

For year three of our three year plan, during the 2015-2016 school year, we will maintain a Level Five (75-84%) as measured on the District Elementary Vision Card for MCA Reading in grades 3-5.

2015-16 Goal #1B related to Student Achievement:

By the Spring of 2016, Grey Cloud Elementary School's Kindergarten through Second grade will maintain or increase their current levels for reading as measured on the District Elementary Vision Card.

Rationale with measures and outcome:

At Grey Cloud our focus is on moving all students. With this mission in mind, we set two goals that would be inclusive of all students in grades K-5. The first goal is based on results for grades 3-5 as measured on the Vision Card. Grades 3-5 just made a Level 5 by achieving 75% proficiency. Kindergarten achieved a level 7 at 94% as measured by Letter Sound Fluency. Grade 1 achieved a level 3 at 70% as measured by Oral Reading Fluency. Second grade received a Level 1 (59%) as measured by the MAP Reading assessment.

Supporting the statewide emphasis of Read Well by Third Grade, we have developed a K-2 goal that echoes the importance of early literacy and intervention. We will focus instructional energy and efforts on maintaining and improving K-2 vision score levels. Kindergarten and First Grade will be assessed by Spring BAS scores. Second Grade will still be measured based on MAP scores.

To achieve these goals, efforts will be made to ensure students all achieve at the prescribed proficiency level. These efforts include, but are not limited to, focused bi-monthly Professional

Learning Committee Meetings that include the use of data boards to track student progress. Targeted interventions including the following: Reading Recovery, Leveled Literacy Groups (LLI), Minnesota Reading Corp. tutoring, and increased support for our kindergarten students during the first six weeks of school by our reading support teachers. In grades 3-5, there will be opportunities for professional growth in the area of BAS testing and analyzing student reading levels and fluency. Our Reading Specialist/ Intervention Teachers will be facilitating professional development around the BAS resources. These programs will be utilized systematically to advance students' literacy skills. We will focus our School-wide Consultation Team and Student Support Team meetings to problem solve and intervene strategically with our students who have the most significant literacy growth opportunities.

Supporting DATA – Goal #1 Identify standardized assessment to be used: AIMS probes, MAP Reading Test (SAS PLEASE COMPLETE!)												
X Reading / Literacy  2 <sup>nd</sup> -5 <sup>th</sup> grade MAP growth data is highlighted in yellow.	Identify Assessed Grades: K - 5								District Trend Data for Grades 2 <sup>nd</sup> -10 <sup>th</sup> *Some secondary sites did not test Fall and Spring MAP for all students			
	School Trend Data				District Trend Data							
	10-11	11-12	12-13	13-14	10-11	11-12	12-13	13-14	10-11	11-12	12-13	13-14
	N/A	N/A	N/A	74.6%	N/A	N/A	N/A	66.7%	N/A	N/A	N/A	62.0%
Measure of student achievement (e.g., percent proficient, index rate, etc.):  The data for grades K-2 is represented in green.	Kindergarten Level 1 44.4%	Kindergarten Level 6 85%	Kindergarten Level 5 80%	Kindergarten Level 2 67%	Kindergarten Level 1 63%	Kindergarten Level 3 71%	Kindergarten Level 4 75%	Kindergarten Level 1 55%	N/A	N/A	N/A	N/A
	1 <sup>st</sup> grade Level 1 45%	1 <sup>st</sup> grade Level 1 56%	1 <sup>st</sup> grade Level 1 56%	1 <sup>st</sup> grade Level 1 46%	1 <sup>st</sup> grade Level 1 48%	1 <sup>st</sup> grade Level 1 51%	1 <sup>st</sup> grade Level 1 46%	1 <sup>st</sup> grade Level 1 51%				
	2 <sup>nd</sup> Grade Level 1 55%	2 <sup>nd</sup> Grade Level 1 55%	2 <sup>nd</sup> Grade Level 2 67%	2 <sup>nd</sup> grade Level 2 66%	2 <sup>nd</sup> Grade Level 1 56%	2 <sup>nd</sup> Grade Level 1 59%	2 <sup>nd</sup> Grade Level 1 60%	2 <sup>nd</sup> Grade Level 1 58%				
Number of students tested: (2 <sup>nd</sup> -5 <sup>th</sup> Grade MAP)	N/A	N/A	N/A	433	N/A	N/A	N/A	5,124	N/A	N/A	N/A	*9,152

<p><b>2015-2016 Goal #2 related to Student Achievement:</b></p> <p>For year three of our three year plan, during the 2015-2016 school year, we will maintain a Level Five (75-84%) as measured on the District Elementary Vision Card for MCA Math in grades 3-5.</p>	<p><b>Rationale with measures and outcome:</b></p> <p>Again, focused on helping all students advance, we have established a proficiency goal that aligns with the District Vision Card, using the Math MCA to measure student proficiency in the Spring of 2016. Our rationale behind maintaining a level 5 is based on the performance of our 3rd -5th Grade students on the 2015 Spring MCA, when 77.1% of students were able to meet proficiency. 77.1 % is on the lower end of a Level 5 on the Vision Card so we feel maintaining that level, which goes up to 84% proficiency, is a reasonable goal.</p> <p>These efforts include, but are not limited to, needs based in-building staff development sessions offered for staff each trimester called Grey Cloud College. Beyond the Math Pathways classes,</p>
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	<p>grades 3-4 will have heterogeneously grouped classes to allow for higher-level math conversations and more small-group instruction. Posted objectives/listening targets will promote more targeted learning and alignment with the state standards. Our K-2 teachers are piloting an assessment program entitled AMC (Assessing Math Concepts). Teachers at various grade levels have implemented Guided Math for small group instruction and independent practice.</p>
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<b>Supporting DATA – Goal #2 Identify standardized assessment to be used: MAP Math test</b>												
X Mathematics	Identify Assessed Grades: 2 - 5								District Trend Data for Grades 2 <sup>nd</sup> -10 <sup>th</sup>			
	School Trend Data				District Trend Data				*Some secondary sites did not test Fall and Spring MAP for all students			
	10--11	11-12	12-13	13-14	10-11	11-12	12-13	13-14				
Measure of student achievement (e.g., percent proficient, index rate, etc.):				84% Level 6				79.8% Level 6				74.8% Level 4
Number of students tested:				432				5,119				*7,890

<p><b>2015-2016 Goal #3 specific to closing the achievement gap:</b></p> <p>Noting the achievement gap between white and non-white sub groups in reading, for the Spring 2015 Reading MCAs all non-white subgroups would achieve no lower than a level 4 on the 2016 vision card.</p>	<p><b>Rationale with measures and outcome:</b></p> <p>Looking at our district and school data, there are gaps in our reading scores when examining the Reading MCA results. There are some groups in which there is less of a gap, but charged with the mission of growing everyone, we established an inclusive goal that included all groups signifying that we strive to provide all ethnicity of students with the attitudes and skills to reach proficiency.</p> <p>As a building we just met a Level 5 status for all students. Therefore, we feel it's unacceptable to accept lower than a level 4 for any of our students regardless of their ethnicity.</p>
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Supporting DATA – Goal #3 Identify measures to be used: MCAIII Reading <b>(SAS PLEASE COMPLETE!)</b>												
<input type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Other (GAP in MCAIII Reading)												
	Identify Assessed Grades: 3-5								District Trend Data for All Grades 3-8, 10			
	School Trend Data Grades 3-5				District Trend Data Grades 3-5							
	10--11	11-12	12-13	13-14	10-11	11-12	12-13	13-14	10-11	11-12	12-13	13-14
Measure of student achievement: Percent At or Above Proficient All	79.1 (257/ 325)	82.7 (268/ 324)	60.2 (197/ 327)	67.1 (224/ 334)	85.0 (3241/ 3813)	85.2 (3305/ 3879)	65.3 (2551/ 3905)	67.0 (2688/ 4010)	82.7 (8998)	83.6 (9170)	66.6 (9243)	67.4 (6284/ 9325)
White	80.1 (213/ 266)	87.2 (231/ 265)	63.8 (164/ 257)	72 (193/ 268) Level 3	87.2 (2469/ 2830)	87.2 (2460/ 2820)	68.0 (1909/ 2809)	70.2 (2030/ 2891)	84.8 (6842)	85.9 (6850)	69.5 (6771)	70.5 (4777/ 6778)
Asian/Pacific Islander (GAP 13-14=29.1%)	79.2 (19/ 24)	70.0 (14/ 20)	46.2 (12/ 26)	42.9 (9/21) Level 1	81.3 (327/ 402)	85.9 (373/ 434)	69.1 (328/ 475)	69.0 (327/ 474)	80.8 (845)	82.5 (899)	69.7 (963)	69.7 (707/ 1015)
Hispanic (GAP 13-14=25.8%)	76.5* (13/ 17)	72.7 (16/ 22)	46.2 (12/ 26)	46.2 (12/ 26) Level 1	77.0 (167/ 217)	77.9 (180/ 231)	51.0 (126/ 247)	53.8 (134/ 249)	72.5 (513)	73.9 (556)	51.9 (603)	53.9 (328/ 608)
American Indian (GAP 13-14=n/a)	50.0* (3/6)	50.0* (3/6)	25.0* (1/4)	n/a	63.6 (14/22)	66.7 (18/27)	43.5 (10/23)	35.0 (7/20)	72.3 (47)	71.7 (60)	58.3 (60)	50.0 (25/50)
Black (GAP 13-14=12.0%)	66.7* (8/ 12)	36.4* (4/ 11)	57.1* (8/ 14)	60* (9/15) Level 1	77.2 (264/ 342)	74.7 (274/ 367)	50.6 (177/ 350)	50.5 (190/ 376)	73.1 (750)	72.7 (805)	51.2 (843)	51.2 (447/ 873)

\* Subgroup contains less than 20 students.

**2015-2016 Goal #4 specific to school climate:**

Based on the annual district survey of fourth grade students, by the Spring of 2016 the percentage of Grey Cloud fourth graders who believe the following statement, “Students at my school treat other students with respect,” will increase from 56.4% to 75%.

**Rationale with measures and outcome:**

Examining the survey results, we were pleased that students felt respected by the staff. The results of the survey also showed that 29.1% of students responded Not Sure to the question regarding students respecting each other. The parents who responded to the survey, which numbered about half of the population, agreed 66% to the same question. Nevertheless, we have a continued concern that the mutual respect between students is still too low. According to Maslow’s Hierarchy of Needs, safety and security are vital to allow for learning and development. Through this goal and our action steps, we want to make certain our students are treated with respect so they can thrive academically, emotionally, and socially.

Supporting DATA – Goal #4 Identify measures to be used: <b>(SAS PLEASE COMPLETE!)</b>												
<input type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Other (Fourth Grade Survey)	Identify Assessed Grades: Grade Four								District Trend Data for All Grades			
	School Trend Data				District Trend Data							
	10-11	11-12	12-13	13-14	09-10	11-12	12-13	13-14	09-10	10-11	11-12	12-13
Measure of school climate (e.g., results from school climate survey):		36.5%	45.3%	40%		36.5%	44%					
Number of responses:		38	34	104		1700.5	1795.6					





<p>Literacy Intervention (LLI) and Minnesota Reading Corp. Tutoring</p> <ul style="list-style-type: none"> <li><b>Third –Fifth Grade:</b> Literacy Intervention (LLI) We will be using the blue, red, and gold series provided.</li> <li><b>Third-Fifth Grades:</b> In addition to flex grouping and the use of math pathways, we will be using the envision Intervention Kit for third-fifth grade math students who are on the bubble or who are close to proficiency to provide them with an additional boost. We will service fourth and fifth grade students first and support third grade when slots become available.</li> <li>All licensed teachers will participate in monthly session of “Grey Cloud College”</li> </ul>	<p>Corp. Member)</p> <p>3<sup>rd</sup> Grade Teachers, Michelle Wright (Intervention Teacher), and Angie Stanfield(Reading Corp.</p> <p>Sarah Cauthron (Intervention Paraprofessional), Jessica Wilds (Math Lead), Laura Loshek, and the 3<sup>rd</sup>-5<sup>th</sup> grade teachers.</p> <p>All staff (bullying) and all licensed staff for the other.</p> <p>K-2 Teachers</p> <p>All licensed staff</p>	<p>August training – May</p> <p>October-May</p> <p>October-May</p> <p>September-May</p>				<p>X</p> <p>X</p>	<p>X</p> <p>X</p>
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<p>focused on our four SIP Goals. (The first one will focus on student climate/bullying.)</p> <ul style="list-style-type: none"> <li>• K-2 Teachers will be using the AMC program for math and reading for benchmarking and progress monitoring.</li> <li>• All licensed staff will post their lesson objective/learning target for their lessons to promote targeted instruction and increased focus for the learners.</li> <li>• All licensed staff will develop summarizing strategies/formative assessments to focus on what was learned.</li> <li>• The EL and cluster teachers will collaborate at least twice a month for 30 minutes to plan and monitor student</li> </ul>	<p>All licensed staff</p> <p>Cluster teachers and EL teacher</p>						
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progress.								
<p><b>Professional Learning Communities are Continually Refined Focusing on:</b></p> <ul style="list-style-type: none"> <li>• Establish Norms and Shared Mission</li> <li>• Collective Inquiry</li> <li>• Interventions (Class-wide, group, or individual)</li> <li>• Groupings</li> <li>• Active Learning</li> <li>• Action Orientation and Experimentation</li> <li>• Continuous Improvement</li> <li>• Focus on Results</li> <li>• Data Boards</li> <li>• Progress Monitoring</li> </ul> <p>PreK-5 Teachers will be focused on Literacy and Math</p> <p>We will focus on the Plan, Do, Study, and Action model</p>	All licensed staff	September –May	BAS scores, Letter Sound scores, MAP Reading and Math scores in second grade, Winter OLPA scores, BAS scores, MCA III Math scores, and/or MCA III Reading Assessment scores	BAS scores, Letter Sound scores, MAP Reading and Math scores in second grade, Winter OLPA scores, BAS scores, MCA III Math scores, and/or MCA III Reading Assessment scores				<b>X</b>
AMC Assessment	K-2 Teachers	Sep-May	We are piloting the program, and work collaboratively with teams.					

<p><b>Climate</b></p> <ul style="list-style-type: none"> <li>Additional staff working with students in grades PreK-2 will be trained and/ or monitored using TCIT strategies</li> <li>We will continue our SOAR Program with an emphasis on RESPECT throughout the year.</li> </ul> <p>We will have our College and Career Month to emphasize the importance of higher education.</p> <ul style="list-style-type: none"> <li>We will implement systems and trainings (all-staff, students, and families) to decrease bullying and increase respect.</li> <li>We will have an Embracing Everyone month.</li> </ul>	<p>Lynda Meek (District Trainer), Danielle Thomson (School Pschy.), and the Pre K-2 teachers</p>	<p>September - May</p>	<p>Data collection observations</p>	<p>Trained staff will reach mastery</p>				
	<p>The behavior committee and all staff and students</p>	<p>September -May</p>	<p>We will increase the use of SOAR tickets to help students and staff members recognize positive behaviors and maintain that culture.</p>	<p>We will keep track of the number of SOAR tickets, behavior intervention forms, and suspensions</p>			X	X
	<p>The College and Career Readiness Committee</p>	<p>February-April</p>	<p>We will increase the conversations and expectations for higher education in our entire Grey Cloud community.</p>	<p>The fourth grade district climate survey and AVID rubrics</p>				X
	<p>All staff, students, families, and district mental health leaders</p>	<p>October-May</p>	<p>Bullying Reports and fourth grade survey</p>					
	<p>All staff, students and families</p>	<p>April-May</p>						

\* Indicates if this is a new strategy or one implemented in previous years. Sites should focus on quality implementation, minimizing the adoption of too many new strategies in any given

year

- II. Provision for Modification: The by-laws of the team may be amended by 3/5 vote provided that a quorum is present.
- III. Budget Review: The final decisions regarding staff development, capital outlay, compensatory funds, and schedule D funds will be approved by the SITE team.
- IV. Training for Site Team Members: New members will attend the May meeting with the team member they are replacing.
- V. Meeting Dates: Meetings shall be held approximately once a month as determined by the team. Occasional meetings during the school year may be called by the principal or the site team facilitator. For the 2014-2015 school year the following dates have been determined to be scheduled meetings:

- September 29, 2015
- October 20, 2015
- November 17, 2015
- January 19, 2015
- February 16, 2015
- March 22, 2015
- April 19, 2015
- May 17, 2015

- VI. Relationship to Other Committees: The team will serve as an umbrella to cover the building committees.
- VII. Communication Process with Stakeholders: The agenda will be distributed to stakeholders approximately one week prior to each meeting. Minutes will be distributed to the stakeholders in a timely manner. All members will report back to their representatives. The communicator will review the previous meeting minutes and share site team actions at a staff meeting.
- VIII. Develop and review norms of behavior annually.
- IX. SITE Team Rotation:
  - Year 1: Grade 3-5 and Special Education/Autism
  - Year 2: Grade 3-5 and Specialist
  - Year 3: Grades K-2 and Grade K-2 and At-large member
  - Parent: Every other year

- X. Compensation: SITE team members who belong to the teacher's bargaining unit will be compensated as stipulated in their contract. They will be able to voucher up to 22.5 hours at \$25 per hour for time spent on activities related to their job as SITE members. All SITE members should keep a log of their time and submit it along with their voucher to the Grey Cloud Office Coordinator