

Form A2 – School Improvement Plan

Principal: Diana Bledsoe

Assistant Superintendent: Steven Flisk

School: North View Middle School

Date: 2019-20

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 2019-2020 cohorts. Students enrolled for the 2019-2020 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			
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 Team			
Tiered Reading Labs	A tiered Reading lab intervention will be created for students scoring two or more grade levels behind.	<ul style="list-style-type: none"> • MAP • MCA 	Reading teachers
English Language Arts Teachers (ELA)			
A Focus on Writing	Students will engage in writing for a variety of purposes and audiences.	<ul style="list-style-type: none"> • MAP • MCA • Student Engagement Levels • Notebook Checks 	ELA Teachers
Independent Reading	Students will self-select texts for personal enjoyment, interest and academic tasks, and read widely to understand multiple perspectives and pluralistic viewpoints to build up reading stamina, and engage in reflection about what they are reading.	<ul style="list-style-type: none"> • MAP • MCA • Student Engagement Levels 	ELA Teachers
Collaborative Planning	Core teachers will design and implement units that require high levels of thinking, reading and writing in collaboration with the Differentiation Staff Development and Assessment Specialist (DSDAS) and/or Teacher on Special Assignment (TOSA)	<ul style="list-style-type: none"> • MAP • MCA • Student Engagement Levels 	Core Teachers, DSDAS and TOSA
Special Education Teachers			
Collaboration	Special education teachers will work collaboratively with the ELA teachers to provide grade level instruction and support to our special education students.	<ul style="list-style-type: none"> • MAP • MCA • Individualized Education Program (IEP) goal attainment 	Special Education Teachers

		<ul style="list-style-type: none"> • Formative and Summative assessment data • Student Grades 	
Monitoring	Special Education Teachers will monitor assessment data to identify a student’s reading level, accuracy, fluency, and comprehension levels. This information will be used to create appropriate IEP goals associated with reading levels.	<ul style="list-style-type: none"> • MAP • MCA • IEP goal attainment • Formative and Summative assessment data • Student Grades 	Special Education Teachers
AVID			
AVID Support Class	Students will be provided with intensive support to learn skills and behaviors needed for academic success.	<ul style="list-style-type: none"> • Grades • Student Engagement Levels • MAP • MCA 	AVID Teacher
All Content Classes			
Professional Learning Team (PLT) Process	Interdisciplinary teams will work with TOSA and DSDAS as part of the PLT process to ensure that literacy, and differentiation strategies are implemented in all content area classrooms.	<ul style="list-style-type: none"> • MAP • MCA • Engagement levels • Formative and Summative assessment data • Student Engagement levels 	All teachers with the support of the TOSA and DSDAS
Unit Design Process	Teachers will design and implement culturally responsive units of instruction based on the Understanding by Design framework that require high levels of thinking, reading and writing.	<ul style="list-style-type: none"> • MAP • MCA • Student Engagement levels • Formative and Summative assessment data • Student Engagement levels 	All teachers with the support of the TOSA and DSDAS
Wilson’s Reading Instruction	Students will be paced through a curriculum based on mastery of skills, understanding of language concepts, and the ability to apply skills and concepts to connected text with accuracy, fluency, and understanding.	<ul style="list-style-type: none"> • MAP • MCA • Engagement levels • Curriculum Based Assessments • Student Engagement levels 	Special Education Teachers

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Resource Classes	Special education teachers will work collaboratively with the ELA teachers to provide grade level instruction, when appropriate, and specialized support to our special education students in a smaller classroom environment.	<ul style="list-style-type: none"> • MAP • MCA • IEP goal attainment • Formative and Summative assessment data • Student Grades 	Special Education Teachers
Structured Instructional Coaching	Coaching opportunities will provide personalized support that is based on the goals and identified needs of the individual teacher.	<ul style="list-style-type: none"> • MAP • MCA • Engagement levels • Formative and Summative assessment data • Student Engagement levels 	Principal, Assistant Principal, SDAS, DSDAS and TOSA
Peer Observations	All teachers will participate in trimesterly peer observations to gain an understanding of various aspect of teaching, learning, and/or classroom interactions.	<ul style="list-style-type: none"> • Unit Development • Reflection Room Visits • Student Engagement levels • Formative and Summative Assessment Data 	All Licensed Staff

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:
Math Lab Teachers			
Achievers Class	This class will provide interventions for sixth grade students in need of significant Math support. It will reinforce core Math content through activities and small group instruction. It will also pre-teach and re-teach concepts to allow students more time to master math content.	<ul style="list-style-type: none"> • MAP • MCA • Formative and Summative assessment data • Student Engagement levels 	Math Achievers Teachers
All Math Teachers			
PLT's	Biweekly facilitated collaborative meetings are held to analyze performance data from common assessments, and make decisions for future instruction.	<ul style="list-style-type: none"> • MAP • MCA • Engagement levels • Formative and Summative assessment data • Student Engagement levels 	DSDAS and TOSA
After School Math Support	Math teachers will provide personalized enrichment opportunities for students.	<ul style="list-style-type: none"> • MAP • MCA • Formative and Summative assessment data • Student Engagement levels 	Math Department
Student Acceleration	Students who are performing at or above grade level will be placed in two Math classes. The first Math class be at grade level. The second Math class will be one to two grade levels above the student's current grade level.	<ul style="list-style-type: none"> • MAP • MCA • Formative and Summative assessment data • Student Engagement levels 	Math Department
Peer Observations	All teachers will participate in trimesterly peer observations to gain an understanding of various aspect of teaching, learning, and/or classroom interactions.	<ul style="list-style-type: none"> • Unit Development • Reflection Room Visits • Student Grades 	Math Department

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		<ul style="list-style-type: none"> Formative and Summative Assessment Data 	
Departmental Planning Meetings	Weekly facilitated collaborative meetings will assist Math teachers in the curriculum development process.	<ul style="list-style-type: none"> MAP MCA Formative and Summative assessment data Student Engagement levels 	All teachers with the support of the TOSA and DSDAS
Unit Design Process	Teachers will design and implement culturally responsive units of instruction based on the Understanding by Design framework and incorporate Mathematical literacy concepts as their foundation.	<ul style="list-style-type: none"> MAP MCA Formative and Summative assessment data Student Engagement levels Student Grades 	
Structured Instructional Coaching	Coaching opportunities will provide personalized support that is based on the goals and identified needs of the individual teacher and grade level.	<ul style="list-style-type: none"> MAP MCA Engagement levels Formative and Summative assessment data Student Grades 	Principal
AVID			
AVID Support Class	Students will be provided with intensive support to learn skills and behaviors needed for academic success.	<ul style="list-style-type: none"> MAP MCA Formative and Summative assessment data Student Engagement levels Student Grades 	AVID Teacher
Special Education Teachers			
Collaboration	Special education teachers will work collaboratively with Math teachers to provide grade level instruction and support to our special education students.	<ul style="list-style-type: none"> MAP MCA IEP goal attainment, Formative and Summative assessment data Student Grades Student Engagement levels 	Special Education Teachers

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<p>Monitoring</p>	<p>Special education teachers will monitor assessment data to identify a student’s Math level and Math instructional support needs. This information will be used to create appropriate IEP goals associated with Math levels.</p>	<ul style="list-style-type: none"> • MAP • MCA • IEP goal attainment, • Formative and Summative assessment data • Student Grades • Student Engagement levels 	<p>Special Education Teachers</p>
<p>Resource Classes</p>	<p>Special education teachers will work collaboratively with the Math department to provide grade level instruction, when appropriate, and specialized support to our special education students in a smaller classroom environment.</p>	<ul style="list-style-type: none"> • MAP • MCA • IEP goal attainment • Formative and Summative assessment data • Student Grades • Student Engagement levels 	<p>Special Education Teachers</p>

Priority Three: Student Behavior

Evidence of Need:	Our data shows a disparity in the incidents related to removals from class and school. The students most affected by removals from class or school are our black students and those receiving Special Education Services.
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Suspensions	103	<91
Special Education Student Suspensions	52	<46
Administrative Dismissals	152	<134
Reflection Room Visits	2,261	<1990

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:
Implementation of School wide PBIS practices	North View Middle School (NVMS) will continue to implement a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.	<ul style="list-style-type: none"> Behavior Data Climate Survey Data 	Assistant Principal
Alternatives to Suspension	Alternatives to Suspension (ATS) assignments will be given to students in lieu of out of school suspensions (OSS) for non-dangerous and persistent behavior issues. This time will be utilized to provide students with the tools to reflect and learn from their mistakes, and develop self-regulation tools to prevent incidents from happening again in the future.	<ul style="list-style-type: none"> Behavior Data Climate Survey Data 	Assistant Principal

	Additionally, ATS will be supported daily by a designated licensed teacher in order to ensure students receive instructional support.		
Reflection Room	NVMS will support the use of a Reflection Room as a means to help students who display an unacceptable behavior in class to reflect on the incident and create a plan to be successful the following day.	<ul style="list-style-type: none"> • Behavior Data • Climate Survey Data 	Assistant Principal
Mindfulness Room	NVMS will support the use of a Mindfulness Rooms as means to help special education students identify ways to regulate themselves during the school days.	<ul style="list-style-type: none"> • Behavior Data • Climate Survey Data 	Assistant Principal and Special Education Staff
Student Support Meetings	This problem solving and coordinating structure in student support meetings will assist staff to seek positive solutions for maximizing student potential.	<ul style="list-style-type: none"> • Behavior Data • Climate Survey Data 	Counseling and Student Management Specialist Staff
Student Ambassadors	This student group will provide students with an opportunity to help shape their school environment. They will have opportunities to reflect and give feedback about curriculum, building culture, and systems.	<ul style="list-style-type: none"> • Behavior Data • Climate Survey Data 	Business Manager and Counseling Staff
WEB Leaders	As positive role models, WEB Leaders, are student leaders who guide sixth graders to discover what it takes to be successful during the transition to middle school.	<ul style="list-style-type: none"> • Behavior Data • Climate Survey Data 	Business Manager and Counseling Staff
Staff Development	Staff will be given the resources to effectively implement practices that promote positive learning environments in their classrooms.	<ul style="list-style-type: none"> • Behavior Data • Climate Survey Data 	Principal

Priority Four: Family Engagement

Evidence of Need:	In the spring of 2019, Osseo Area Schools’ School Board set a district wide expectation that all sites/departments would develop and implement a family engagement goal.
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Goal:	Examples: Strengthen existing PTO work, develop a PTO group, design parent involvement groups, REAL Talks, etc.

Family Engagement 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 progress: <i>What data will be collected?</i>	Person(s) Responsible:
The school will develop sustained positive relationships with families and community members.	Family and community members will be provided with multiple opportunities using a variety of venues and formats throughout the school year to provide feedback regarding their needs and their families’ experiences as a NVMS community member.	A record will be kept of community participation for school events and compared to prior year’s participation	Principal
	The school will recruit and network with families, community partners, and under-represented populations to develop relationships to solve common problems and pursue a shared purpose.		
Communication systems are in place to allow for open communication that provides for the timely, responsible sharing of information within the school community and provides information in multiple	All written and web-based communications are exceptionally well written, clear and translated when appropriate.	Parent Stakeholder Survey Results	Principal

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<p>ways through different media. This will ensure that community stakeholders are aware of school goals for instruction and achievement, the activities used to meet these goals, and our progress toward meeting these goals.</p>	<p>Communications are interactive, engaging for all stakeholders in the school improvement agenda, and the communication plan creates structures with multiple pathways for family and community engagement.</p>	<p>Viewing Rates</p>	
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Site Improvement Team

Name	Position	Name	Position
1. Diana Bledsoe	Principal	5.	
2. Alex Berg	Assistant Principal	6.	
3. Kelly Armstrong	DSDAS	7.	
4. Allison Stapley	Title One Lead	8.	

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: _____