

Form A2 – School Improvement Plan

Principal: Diana Bledsoe

Assistant Superintendent: Astein Osei

School: North View Middle School

Date: 2016-17

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 2015-16 cohorts. Students enrolled for the 2015-16 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					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 score between the MDE index target (reduce non-proficiency by half in two years) and the district average change. The minimum goal is 25 index points.							
Transformational (Trans.) Goal		The higher of the MDE index target (reduce non-proficiency by half in two years) and the district average change.							
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	2015 Results	Fall 2015 Cohort	2016 Basic Goal	2016 Trans. Goal	2016 Results	Fall 2016 Cohort	2017 Basic Goal	2017 Trans. Goal	2017 Results
All Students	46.7	51.4	52.2	63.6	44.1	45.3	44.2	59.0	
Grade 6	51.2	57.0	56.4	67.8	44.0	53.0	50.4	64.7	
Grade 7	46.5	53.9	53.0	65.5	46.3	40.0	37.7	55.0	
Grade 8	46.9	42.5	46.4	56.9	41.9	42.8	44.4	57.1	
Amln									
Asian	51.1				49.1				
Black	36.6				39.8				
Hispanic	38.7				33.1				
White	77.2				63.4				
EL	16.7				14.2				
Spec Ed	23.5				17.9				
F/R Lunch	42.3				41.0				
Female	50.7				43.3				
Male	43.6				44.7				

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 are only reported if there are 10 or more students in the group.

2017 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		2016 Goals		Results	2017 Goals	
Indicator	Group	2014	2015	Basic	Trans.	2016	Basic	Trans.
Growth	All Students	-0.09	-0.28	0.00	0.10	-0.30	0.00	0.10
Growth	Grade 6		-0.06	0.05	0.10	-0.42	0.00	0.10
Growth	Grade 7	-0.24	-0.31	0.00	0.10	-0.17	0.00	0.10
Growth	Grade 8	0.06	-0.25	0.00	0.10	-0.29	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.02	-0.14	0.00	0.10	-0.22	0.00	0.10
Gap Reduction	Black	-0.19	-0.46	0.00	0.10	-0.36	0.00	0.10
Gap Reduction	Hispanic	-0.06	-0.40	0.00	0.10	-0.33	0.00	0.10
Gap Reduction	White	0.01	0.14	0.10	0.15	-0.20	0.00	0.10
Gap Reduction	EL	-0.10	-0.37	0.00	0.10	-0.39	0.00	0.10
Gap Reduction	Spec Ed	-0.11	-0.27	0.00	0.10	-0.48	0.00	0.10
Gap Reduction	F/R Lunch	-0.15	-0.34	0.00	0.10	-0.34	0.00	0.10
Gap Reduction	Female	-0.09	-0.21	0.00	0.10	-0.33	0.00	0.10
Gap Reduction	Male	-0.09	-0.33	0.00	0.10	-0.27	0.00	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:
Reading Team			
Tiered Reading Labs	<p>A tiered reading lab intervention will be created for students scoring 2 or more grade levels behind.</p> <p>Lesson Observations: Admin and Instructional Leadership Team observations</p> <p>PLT Time: Weekly collaborative meetings are held to analyze performance data from common assessments, and make decisions for future instruction.</p> <p>Student Conferencing: In order to increase student engagement and promote learner autonomy staff will intentionally seek out student’s perspective regarding their educational needs.</p>	(MAP and MCA, DRA, DIBELS, Student Engagement Levels)	Reading teachers and Literacy Coach
ELA Teachers			
“Notice and Note”	<p>Teachers will focus on literature as a department using “Notice and Note” strategies.</p> <p>Literacy coach observation, Formative and summative assessments, Student</p>	(MAP and MCA, DRA, DIBELS, Student Engagement Levels)	ELA Teachers and Literacy Coach

	grades, Peer observations, ELA Department meeting check in		
A Focus on Reading	Students will engage in writing for a variety of purposes and audiences. Grades and Writer’s notebook checks, ELA department meeting check-ins, PLT collaboration	(MAP and MCA, DRA, DIBELS, Student Engagement Levels)	ELA Teachers and Literacy Coordinator
Independent Reading	Students will engage in independent reading on a daily basis in order to build up reading stamina and engage in reflection about what they are reading. Observations Student Engagement Survey, Student Conferencing, Informal and Formal Observations, Notebook checks	(MAP and MCA, DRA, DIBELS, Student Engagement Levels)	ELA Teachers
Collaborative Planning	Core teachers will design and implement IB units that require high levels of thinking, reading and writing in collaboration with Literacy Coach and/or Reading teacher. Formative and Summative assessments and Student Grades Lesson observations: Admin and Instructional Leadership Team Observations PLT Meetings: Biweekly collaborative meetings are held to analyze performance data from	(MAP and MCA, DRA, DIBELS, Student Engagement Levels)	Core Teachers, Reading Teachers and literacy coach

	common assessments, and make decisions for future instruction.		
Special Education Teachers			
Collaboration and Monitoring	<p>Collaboration: Special education teachers will work collaboratively with the ELA teachers and Literacy Coordinator to provide grade level instruction and support to our special education students.</p> <p>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.</p> <p>PLT Meetings: Biweekly collaborative meetings are held to analyze performance data from common assessments, and make decisions for future instruction.</p>	MCA and MAP data, IEP goal accomplishment, Formative and Summative assessments and Student Grades	Special Education Teachers
AVID			
AVID Support Class and Tutoring	Students will learn skills and behaviors needed for academic success. Students will also be provided with intensive support with tutorials and strong	Grades, Student and parent feedback surveys	AVID Teacher, Tutors, District Equity Coach and Bilingual Support Assistant

	student/teacher relationships.		
All Content classes			
PLT Process	<p>Interdisciplinary teams will work with Literacy Coach and Differentiation Specialist as part of the PLT process to ensure that literacy (and differentiation) strategies are implemented in all content area classrooms.</p> <p>Winter MAP Scores, Grades, Formative and Summative assessments, formal and informal observations</p>	(MAP and MCA, DRA, DIBELS, Student Engagement Levels)	All teachers with the support of Kurt Carlson, Mary Lillestol, Differentiation Specialist, Admin
IB Unit Design	<p>Teachers will design and implement IB units that require high levels of thinking, reading and writing. Completed units are written and assessed with high expectations and higher level thinking that is culturally relevant.</p> <p>Check-ins: Bi-Monthly check-ins with IB coordinator.</p> <p>Lesson observations: Admin and Instructional Leadership Team Observations</p> <p>PLT meetings: Weekly collaborative meetings are held to analyze performance data from common assessments, and make decisions for future instruction.</p>	(MAP and MCA, DRA, DIBELS, Student Engagement Levels)	All teachers with the support of IB Coordinator, Literacy Coach and Differentiation Specialist

<p>Instructional Coaching</p>	<p>Coaching opportunities will provide personalized support that is based on the goals and identified needs of the individual teacher.</p> <p>Data will be collected through observation forms and shared through post-observation meetings.</p>	<p>(MAP and MCA, DRA, DIBELS, Student Engagement Levels)</p>	<p>Instructional Coach, Literacy Coach and Differentiation Specialist, ENVoY Coaches</p>
<p>Peer Observations</p>	<p>As a form of professional development that improves student performance teachers will participate in peer observation opportunities.</p> <p>Reflection, feedback and implementation of learning</p>	<p>(MAP and MCA, DRA, DIBELS, Student Engagement Levels)</p>	<p>Principal</p>
<p>Develop a Culture of Literacy</p>	<p>All staff will participate in the building’s Literacy initiatives when appropriate.</p> <p>Examples: Advisory contests, Door decorating, Bookmark contest, March Madness, Nat’l Read Aloud Month, Book Talks by admin, Guest Readers, Books in school store</p> <p>Walkthroughs, Informal and Formal observations and Staff, student and parent feedback surveys</p>	<p>(MAP and MCA, DRA, DIBELS, Student Engagement Levels)</p>	<p>Literacy Coordinator</p>

Priority Two: MATHEMATICS		<i>Measure: MCA Proficiency (Index Rates)</i>					
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 score between the MDE index target (reduce non-proficiency by half in two years) and the district average change, with a minimum of 25.						
Transformational (Trans.) Goal	The higher of the MDE index target (reduce non-proficiency by half in two years) and the district average change.						
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 2015 Results	Fall 2015 Cohort	2016 Basic Goal	2016 Trans. Goal	Spring 2016 Results	Fall 2016 Cohort	2017 Basic Goal	2017 Trans. Goal	Spring 2017 Results
All Students	61.4	50.8	51.5	63.1	46.0	41.8	41.6	56.3	
Grade 6	50.8	55.2	50.9	66.4	39.4	46.8	41.6	60.1	
Grade 7	59.7	43.2	45.9	57.4	45.8	35.3	37.9	51.5	
Grade 8	62.6	53.9	58.0	65.4	53.6	43.3	45.3	57.5	
Amln									
Asian	76.7				59.7				
Black	47.7				35.9				
Hispanic	50.0				33.9				
White	84.0				66.1				
EL	37.9				24.6				
Spec Ed	46.4				22.8				
F/R Lunch	57.3				42.7				
Female	62.6				44.3				
Male	60.4				47.3				

Priority Two: MATHEMATICS				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			
Results are only reported if there are 10 or more students in the group.								
2017 Goals								
<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				
Growth Z - District		Baseline		2016 Goals		Results	2017 Goals	
Indicator	Group	2014	2015	Basic	Transform.	2016	Basic	Transform.
Growth	All Students	0.20	0.02	0.05	0.10	-0.25	0.00	0.10
Growth	Grade 6		-0.13	0.00	0.10	-0.51	0.00	0.10
Growth	Grade 7	0.01	0.09	0.05	0.10	-0.18	0.00	0.10
Growth	Grade 8	0.39	-0.03	0.05	0.10	-0.03	0.05	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.53	0.19	0.15	0.20	-0.08	0.05	0.10
Gap Reduction	Black	0.06	-0.17	0.00	0.10	-0.34	0.00	0.10
Gap Reduction	Hispanic	0.20	-0.12	0.00	0.10	-0.29	0.00	0.10
Gap Reduction	White	0.10	0.39	0.15	0.20	-0.25	0.00	0.10
Gap Reduction	EL	0.44	-0.17	0.00	0.10	-0.17	0.00	0.10
Gap Reduction	Spec Ed	0.10	-0.06	0.05	0.10	-0.20	0.00	0.10
Gap Reduction	F/R Lunch	0.17	-0.05	0.05	0.10	-0.24	0.00	0.10
Gap Reduction	Female	0.24	0.08	0.05	0.10	-0.21	0.00	0.10
Gap Reduction	Male	0.15	-0.02	0.05	0.10	-0.28	0.00	0.10

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:
Achievers Class	This class will provide interventions for students in need of significant math support. It will Reinforce core math content through activities and small groups. It will also Pre-teach and re-teach concepts to allow students more time to master math content.	Unit Summatives, homework completion, and MCA scores.	Jenny Young Ann Hippen
PLTs	Teacher teams will work with the building’s Differentiation Specialist as part of the PLT process to review data from common assessments and develop curricular approaches and intervention strategies that meet the needs of each student.	Data from common assessments charted in data template for each power standard. Data is disaggregated by student and subgroup.	Math Department Differentiation Specialist
After School Math Support	Math teachers will provide personalized enrichment opportunities for students.	Unit Summatives, homework completion, and MCA scores.	Math Department
AVID Support Class and Tutoring	Students will learn skills and behaviors needed for academic success. Students will also be provided with intensive support with tutorials and strong student/teacher relationships.	Grades, Student and parent feedback surveys	AVID Teacher, Tutors, District Equity Coach and Bilingual Support Assistant
Focused Equity Work	Implement practices that raise the achievement level for all students and accelerate the achievement of our black and EL students.	(Grades, Student Feedback and MAP and MCA)	Math Department

Priority Three: Student Behavior

Evidence of Need:	NVMs’s data continues to show a disparity in our discipline referrals and out of school suspensions data. The students most affected by this are black students; black male students; and students 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
Office Referrals	2,700	2014-15 Total = <1350
# of Student Suspensions	227	Total = < 100
# of Student Suspension Days	465	Total = <200

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> (OSS, Referral and Student Feedback Data)	Person(s) Responsible:
Continued implementation of SW-PBIS (Year 5)	<p>North View will continue to implement a school-wide system of support that includes proactive culturally relevant strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.</p> <ul style="list-style-type: none"> • Expectations are taught in Common Areas; • Procedures and Routines taught in teams and individual classes; • Creation of Staff Managed/Office Managed Behaviors; • Documentation and tracking of Staff Managed Behavior/Interventions Attempted 	<ul style="list-style-type: none"> • PBIS Classroom Audits • Behavior Intervention Documentation • Student feedback 	Jamil Payton Equity Coach
Alternatives to Suspension	<p>PASS 1 and 2 assignments will be given to students in lieu of OSS for lower level, and 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.</p>	<ul style="list-style-type: none"> • Reflection Room visits • PASS 1 and 2 assignments • OSS Data • AD Data • Staff and Student Feedback 	Jamil Payton
Reflection Room	NVMS will support the use of a	<ul style="list-style-type: none"> • Monitor Reflection 	Jamil Payton

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	reflection room as means to help students who display unacceptable behaviors in class reflect on the incident and create a plan to be successful the following day.	<p>Room Visits;</p> <ul style="list-style-type: none"> • Reasons for visits; • Referring Teacher 	Jamie Oliver Michael Loberg
Student Support Meetings	This is a problem solving and coordinating structure in the house that assists staff to seek positive solutions for maximizing student potential.	<ul style="list-style-type: none"> • Reflection Room visits • PASS 1 and 2 assignments • OSS Data 	House Teachers, Counseling and admin team
Check & Connect	Develops a connection between a staff person and student that will serve to connect the student with an advocate in their progress towards success.	<ul style="list-style-type: none"> • Reflection Room visits • PASS 1 and 2 assignments • OSS Data • AD Data • Student and staff feedback 	Jamil Payton
Monitor the effectiveness of interventions	Review behavior data for students referred to PASS 1, 2 and 3.	<ul style="list-style-type: none"> • Review behavior data for students referred to PASS 1, 2 and 3 • Staff and student surveys 	Jamil Payton
Staff Development	<p>Staff will be given the resources to effectively implement practices that promote positive learning environments in their classrooms.</p> <ul style="list-style-type: none"> • Restorative Practices Training • Envoy • New Teacher Orientation Learning group • Individual coaching 	<ul style="list-style-type: none"> • Outcome surveys • Classroom visits 	Diana Bledsoe, Equity Teacher

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Site Improvement Team

Name	Position	Name	Position
Diana Bledsoe	Principal	Mary Lillestol	Literacy Coach
Stephanie Kortan	Differentiation Specialist	Theresa Bednarczyk	ELA Teacher
Allison Sirovy	ELA Teacher	Ann Hippen	Math Teacher
Jennifer Young	Math Teacher	Jill Love	Math Teacher
Alicia Lee Merrick	Math Teacher	Jill Christianson	ELA Teacher
Scott Huffman	Assistant Principal	Jamil Payton	Assistant 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: _____