

## Form A2 – School Improvement Plan

Principal: Diana Bledsoe

Assistant Superintendent: Steve Flisk

School: North View Middle School

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):

<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: MCA Proficiency (Index Rates)</i>									
<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			
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>2016 Results</b>	<b>Fall 2016 Cohort</b>	<b>2017 Basic Goal</b>	<b>2017 Trans. Goal</b>	<b>2017 Results</b>	<b>Fall 2017 Cohort</b>	<b>2018 Basic Goal</b>	<b>2018 Trans. Goal</b>	<b>2018 Results</b>
All Students	44.1	44.2	43.0	58.2	41.1	42.4	39.1	56.8	
Grade 6	44.0	50.3	47.6	62.7	42.4	53.1	47.8	64.8	
Grade 7	46.3	40.0	37.7	55.0	36.0	40.2	37.0	55.2	
Grade 8	41.9	43.2	44.8	57.4	45.1	34.1	32.5	50.6	
Amln									
Asian	49.1				52.2				
Black	39.8				36.0				
Hispanic	33.1				26.1				
White	63.4				65.6				
Multiracial					41.4				
EL	14.2				6.0				
Spec Ed	17.9				11.5				
F/R Lunch	41.0				37.6				
Female	43.3				45.8				
Male	44.7				37.1				

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

<b>Color Coding 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. 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.

<b>Goals</b>			
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.
<b>Growth</b>	<b>All Students</b>	<b>-0.28</b>	<b>-0.30</b>	<b>0.00</b>	<b>0.10</b>	-0.12	<b>0.00</b>	<b>0.10</b>
Growth	Grade 6	-0.06	<b>-0.42</b>	0.00	0.10	-0.22	0.00	0.10
Growth	Grade 7	-0.31	<b>-0.17</b>	0.00	0.10	-0.12	0.00	0.10
Growth	Grade 8	-0.25	<b>-0.29</b>	0.00	0.10	-0.03	0.05	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	-0.14	<b>-0.22</b>	0.00	0.10	0.00	0.05	0.10
Gap Reduction	Black	-0.46	<b>-0.36</b>	0.00	0.10	-0.15	0.00	0.10
Gap Reduction	Hispanic	-0.40	<b>-0.33</b>	0.00	0.10	-0.22	0.00	0.10
Gap Reduction	White	0.14	<b>-0.20</b>	0.00	0.10	-0.09	0.05	0.10
Gap Reduction	Multiracial					0.10	0.10	0.15
Gap Reduction	EL	-0.37	<b>-0.39</b>	0.00	0.10	-0.15	0.00	0.10
Gap Reduction	Spec Ed	-0.27	<b>-0.48</b>	0.00	0.10	<b>-0.39</b>	0.00	0.10
Gap Reduction	F/R Lunch	-0.34	<b>-0.34</b>	0.00	0.10	-0.14	0.00	0.10
Gap Reduction	Female	-0.21	<b>-0.33</b>	0.00	0.10	-0.03	0.05	0.10
Gap Reduction	Male	-0.33	<b>-0.27</b>	0.00	0.10	-0.19	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>
<b>Reading Team</b>			
<b>Tiered Reading Labs</b>	A tiered reading lab intervention will be created for students scoring 2 or more grade levels behind.	(MAP and MCA)	Reading teachers and Literacy Coordinator
<b>Collaboration with Social Studies</b>	Reading teacher will push collaboratively plan, as well as push into one of the Social Studies classes. This reading teacher will also incorporate readings and writing in the reading workshop that will support student success in Social Studies.	(MAP and MCA)	Reading Teacher
<b>ELA Teachers</b>			
<b>“Notice and Note”</b>	Teachers will teach “Notes & Notice” signposts for literature. All grades will begin this year with “Contrast and contradiction” and “Aha Moments”. Then next year 7th and 8th will continue to add on the various signposts. This is to develop consistency and common language as a student moves through the grade levels.  Data from the items below will be reviewed by the building’s leadership teams: <ul style="list-style-type: none"> <li>• Literacy coach observation,</li> <li>• Formative and summative assessments,</li> <li>• Student grades,</li> <li>• Peer observations</li> </ul>	(MAP and MCA, Student Engagement Levels)	ELA Teachers and Literacy Coordinator
<b>A Focus on Writing</b>	Students will engage in writing for a variety of purposes and audiences using	(MAP and MCA, Student	ELA Teachers and Literacy Coordinator

	<p>the “Teachers College Reading and Writing Project” units.</p> <p>Grades and Writer’s notebook checks, ELA department meeting check-ins, PLT collaboration</p>	<p>Engagement Levels, common writing assessments) student work process)</p>	
<p><b>Independent Reading</b></p>	<p>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.</p> <p>Data from the items below will be reviewed by the building’s leadership teams:</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Student Engagement Survey, Student conferring,</li> <li>• Informal and Formal Observations,</li> <li>• Notebook checks</li> </ul>	<p>(MAP and MCA, Engagement Levels)</p>	<p>ELA Teachers</p>
<p><b>Collaborative Planning</b></p>	<p>Core teachers will design and implement units that require high levels of thinking, reading and writing in collaboration with Literacy Coordinator and/or Reading teacher.</p> <p><b>PLT Meetings:</b> Bi-weekly collaborative meetings are held to analyze performance data from common assessments, and make decisions for future instruction.</p> <p>Data from the items below will be reviewed by the building’s leadership teams:</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Student Engagement Survey, Student conferring,</li> </ul>	<p>(MAP and MCA, Student Engagement Levels, Formative and Summative Assessments)</p>	<p>Core Teachers, Reading Teachers and literacy coach</p>

	<ul style="list-style-type: none"> <li>Informal and Formal Observations,</li> </ul>		
<b>Special Education Teachers</b>			
<b>Collaboration and Monitoring</b>	<p><b>Collaboration:</b> 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><b>Monitoring:</b> 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><b>PLT Meetings:</b> Bi-weekly 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
<b>Resource Classes</b>	Special education teachers will work collaboratively with the ELA teachers and Literacy Coordinator to provide grade level instruction, when appropriate, and specialized and support to our special education students in a smaller classroom environment	MCA and MAP data, IEP goal accomplishment, Formative and Summative assessments and Student Grades	Special Education Teachers
<b>AVID</b>			
<b>AVID Support Class and Tutoring</b>	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.	(MAP and MCA Grades, Student and parent feedback surveys)	AVID Teacher, Tutors, District Equity Coach and Bilingual Support Assistant
<b>All Content classes</b>			

<b>PLT Process</b>	Interdisciplinary teams will work with Literacy Coordinator and Differentiation Specialist as part of the PLT process to ensure that literacy (and differentiation) strategies are implemented in all content area classrooms.	(MAP and MCA Student Engagement Levels, Summative Assessments)	All teachers with the support of IB Coordinator, Literacy Coordinator and Differentiation Specialist
<b>IB Unit Design</b>	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.	(MAP and MCA, Student Engagement Levels, Formative and Summative Assessments)	All teachers with the support of IB Coordinator, Literacy Coordinator and Differentiation Specialist
<b>Instructional Coaching</b>	<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>	(MAP and MCA, Student Engagement Levels)	Instructional Coach, Literacy Coordinator and Differentiation Specialist
<b>Develop a Culture of Literacy</b>	<p>All staff will participate in the building’s Literacy initiatives when appropriate.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>● Advisory contests, Door decorating, Bookmark contest, March Madness,</li> <li>● Nat’l Read Aloud Month,</li> <li>● Book Talks by admin, Guest Readers, Books in school store</li> </ul> <p>Data from the items below will be reviewed by the building’s leadership teams:</p> <ul style="list-style-type: none"> <li>● Student Engagement Survey,</li> <li>● Informal and Formal Observations</li> <li>● Parent Feedback Surveys</li> </ul>	(MAP and MCA, Student Engagement Levels)	Literacy Coordinator

Priority Two: MATHEMATICS					Measure: MCA Proficiency (Index Rates)				
Column Header									
<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.									
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	46.0	40.5	40.3	55.4	39.0	39.7	40.2	54.8	
Grade 6	39.4	43.9	38.7	57.9	35.9	51.6	50.1	63.7	
Grade 7	45.8	35.3	37.9	51.4	35.7	33.2	35.1	49.9	
Grade 8	53.6	42.7	44.7	57.0	45.1	33.8	35.2	50.4	
Amln									
Asian	59.7				57.2				
Black	35.9				29.2				
Hispanic	33.9				25.0				
White	66.1				67.8				
Multiracial					29.4				
EL	24.6				13.3				
Spec Ed	22.8				13.7				
F/R Lunch	42.7				35.3				
Female	44.3				38.4				
Male	47.3				39.6				



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

**Color Coding for 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. 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
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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.
<b>Growth</b>	<b>All Students</b>	<b>0.02</b>	<b>-0.25</b>	<b>0.00</b>	<b>0.10</b>	<b>-0.26</b>	<b>0.00</b>	<b>0.10</b>
Growth	Grade 6	-0.13	-0.51	0.00	0.10	-0.45	0.00	0.10
Growth	Grade 7	0.09	-0.18	0.00	0.10	-0.36	0.00	0.10
Growth	Grade 8	-0.03	-0.03	0.05	0.10	0.01	0.05	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.19	-0.08	0.05	0.10	-0.14	0.00	0.10
Gap Reduction	Black	-0.17	-0.34	0.00	0.10	-0.31	0.00	0.10
Gap Reduction	Hispanic	-0.12	-0.29	0.00	0.10	-0.24	0.00	0.10
Gap Reduction	White	0.39	-0.25	0.00	0.10	-0.10	0.00	0.10
Gap Reduction	Multiracial					-0.73	0.00	0.10
Gap Reduction	EL	-0.17	-0.17	0.00	0.10	-0.37	0.00	0.10
Gap Reduction	Spec Ed	-0.06	-0.20	0.00	0.10	-0.60	0.00	0.10
Gap Reduction	F/R Lunch	-0.05	-0.24	0.00	0.10	-0.29	0.00	0.10
Gap Reduction	Female	0.08	-0.21	0.00	0.10	-0.20	0.00	0.10
Gap Reduction	Male	-0.02	-0.28	0.00	0.10	-0.31	0.00	0.10

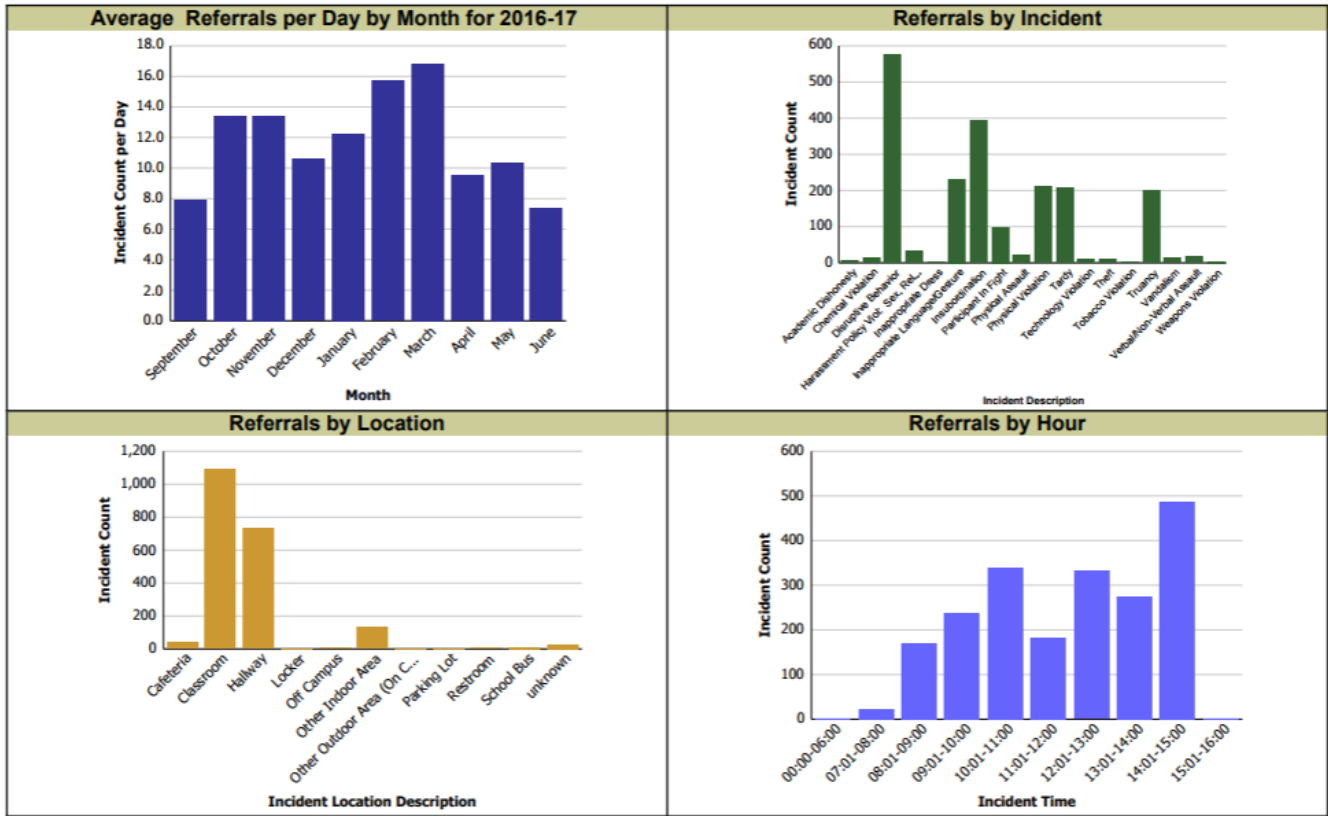
**Priority Two: Mathematics**

**Mathematics Continuous Improvement Action Plan:** (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>
<b>Math Lab Teachers</b>			

<b>Achievers Class</b>	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.	Math Achievers Teachers
<b>All Math Teachers</b>			
<b>PLTs</b>	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
<b>After School Math Support</b>	Math teachers will provide personalized enrichment opportunities for students.	Unit Summatives, homework completion, and MCA scores.	Math Department
<b>Focused Equity Work</b>	Implement practices that raise the achievement level for all students and accelerate the achievement of our black, Special Education and EL students.	(Grades, Student Feedback and MAP and MCA)	Math Department
<b>EL Specific Data</b>	Math teachers will look at specific data around the successes and needs of EL students and their math learning. Math teachers will also implement EL specific instructional strategies to engage and support EL and all students.	Data from common assessments charted in data template for each power standard. Data is disaggregated by student and EL subgroups.	Math Department, EL ESP, EL Teachers, Differentiation Coach
<b>6-12 Math Content Lead</b>	District level math content lead will collaborate with math teachers around strategies and instructional needs within the building.	Grades, Summative assessments, student feedback	Math Department, Differentiation Coach, Math Content Lead
<b>Peer Observations - content specific and general topics</b>	Math teachers will participate in monthly peer observations of both their content peers (to gain understanding of math instructional strategies) AND grade level peers to	Grades, Summative assessments, student feedback	Math Department, Differentiation Coach, Grade level peers

	gain understanding of classroom management, academic discussion techniques, etc.		
<b>AVID</b>			
<b>AVID Support Class and Tutoring</b>	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.	MCA and MAP data, Grades, Student and parent feedback surveys	AVID Teacher, Tutors, District Equity Coach
<b>Special Education Teachers</b>			
<b>Collaboration and Monitoring</b>	<p><b>Collaboration:</b> Special education teachers will work collaboratively with the math teachers to provide grade level instruction and support to our special education students.</p> <p><b>Monitoring:</b> Special Education Teachers will monitor assessment data to identify a student’s math level and math instructional needs/support. This information will be used to create appropriate IEP goals associated with math levels.</p> <p><b>PLT Meetings:</b> Bi-weekly 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, Special Education Coordinator
<b>Resource Classes</b>	Special education teachers will work collaboratively with the Math Department and Differentiation Coach to provide grade level instruction, when appropriate, and specialized support to our special education students in a smaller classroom environment.	MCA and MAP data, IEP goal accomplishment, Formative and Summative assessments and Student Grades	Special Education Teachers



**Priority Three: Student Behavior**

<b>Evidence of Need:</b>	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	2039	<1900
# of Student Suspensions	217	<190

**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:
<b>Continued implementation of SW-PBIS (Year 6)</b>	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. <ul style="list-style-type: none"> <li>• Expectations are taught in Common Areas;</li> <li>• Procedures and Routines taught in teams and individual classes;</li> <li>• Creation of Staff Managed/Office Managed Behaviors;</li> </ul>	<ul style="list-style-type: none"> <li>• PBIS Classroom Audits</li> <li>• Behavior Intervention Documentation</li> <li>• Student feedback</li> </ul>	Alex Berg

	<ul style="list-style-type: none"> <li>Documentation and tracking of Staff Managed Behavior/Interventions Attempted</li> </ul>		
<b>Alternatives to Suspension</b>	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.	<ul style="list-style-type: none"> <li>Reflection Room visits</li> <li>PASS 1 and 2 assignments</li> <li>OSS Data</li> <li>AD Data</li> <li>Staff and Student Feedback</li> </ul>	Alex Berg
<b>Reflection Room</b>	NVMS will support the use of a 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.	<ul style="list-style-type: none"> <li>Monitor Reflection Room Visits;</li> <li>Reasons for visits;</li> <li>Referring Teacher</li> </ul>	Alex Berg Jamie Oliver Michael Loberg
<b>Mindfulness Room</b>	NVMS will support the use of two Mindfulness Rooms as means to help students identify ways to regulate themselves during the school days.	<ul style="list-style-type: none"> <li>Monitor room visits;</li> <li>Reasons for visits;</li> <li>Frequency of visits</li> </ul>	Alex Berg, Kitrick Myers
<b>Student Support Meetings</b>	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"> <li>Reflection Room visits</li> <li>PASS 1 and 2 assignments</li> <li>OSS Data</li> </ul>	House Teachers, Counseling, Equity Specialist and Admin Team
<b>Monitor the effectiveness of interventions</b>	Review behavior data for students referred to PASS 1, 2 and 3.	<ul style="list-style-type: none"> <li>Review behavior data for students referred to PASS 1, 2 and 3</li> <li>Staff and student surveys</li> </ul>	Alex Berg
<b>Student Ambassadors and Real Talk Participants</b>	These students groups 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"> <li>Student Surveys</li> </ul>	Rosalyn Harmon
<b>Staff Development</b>	Staff will be given the resources to effectively implement practices that promote positive learning environments in their classrooms.	<ul style="list-style-type: none"> <li>Perception surveys</li> <li>Classroom visits</li> </ul>	Diana Bledsoe, Equity Teacher Equity Specialist ENVoY Coaches

School: North View Middle School

Date: 2017-18

Site Improvement Team

Name	Position	Name	Position
1. Darrell Olson	Instructional Coach	9. Scott Huffman	Assistant Principal
2. Mary Lillestol	Literacy Coordinator	10. Theresa Bednarczyk	Ela Teacher
3. Stephanie Kortan	Differentiation Coach	11. Cathy Maron	Ela Teacher
4. Jill Christianson	Ela Teacher	12. Jill Love	Math
5. Barbara Ohnmact	Reading Teacher	13. Lee Merrick	Math
6. Rachel Kalk	Math	14. Alex Berg	Assistant Principal
7. Alexis Fairbanks	Math Teacher	15. Kelly Westerham	Reading Teacher
8. Allison Sirovy	Ela Teacher	16. Ben Streukens	Math Teacher

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: \_\_\_\_\_