

Form A2 – School Improvement Plan

Principal: Brian Chance

Assistant Superintendent: Kelli Parpart

School: Osseo 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)?

School: Insert school name

Date: 2016-17

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	76.0	74.0	74.8	80.5	73.6	74.2	73.1	80.6	
Grade 6	75.4	76.7	76.0	82.5	78.7	74.4	71.7	80.8	
Grade 7	75.1	74.4	73.4	80.8	72.5	77.0	74.7	82.7	
Grade 8	76.9	71.3	75.2	78.5	70.3	71.3	72.9	78.4	
Amln					76.7				
Asian	80.0				72.3				
Black	57.1				55.9				
Hispanic	75.0				63.1				
White	81.6				80.9				
EL					24.1				
Spec Ed	54.7				40.8				
F/R Lunch	61.8				59.9				
Female	82.0				79.5				
Male	69.5				68.3				

School: Insert school name

Date: 2016-17

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	0.01	0.14	0.10	0.15	0.17	0.15	0.20
Growth	Grade 7	-0.06	0.00	0.05	0.10	0.05	0.05	0.10
Growth	Grade 6		-0.05	0.05	0.10	0.38	0.15	0.20
Growth	Grade 8	0.08	0.27	0.15	0.20	0.10	0.10	0.15
Gap Reduction	Am Ind					0.16	0.15	0.20
Gap Reduction	Asian	0.00	0.34	0.15	0.20	0.09	0.05	0.10
Gap Reduction	Black	-0.16	0.01	0.05	0.10	0.00	0.05	0.10
Gap Reduction	Hispanic	-0.16	-0.11	0.00	0.10	0.14	0.10	0.15
Gap Reduction	White	0.08	0.16	0.15	0.20	0.24	0.15	0.20
Gap Reduction	EL					-0.05	0.05	0.10
Gap Reduction	Spec Ed	-0.09	0.15	0.15	0.20	-0.08	0.05	0.10
Gap Reduction	F/R Lunch	-0.05	0.08	0.05	0.10	0.05	0.05	0.10
Gap Reduction	Female	0.06	0.27	0.15	0.20	0.22	0.15	0.20
Gap Reduction	Male	-0.04	0.00	0.05	0.10	0.13	0.10	0.15

School: Insert school name

Date: 2016-17

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:
6 sections of Read 180	Identify students who partially meet and do not meet standards. Specifically target students of color in each of the categories.	S. King will submit trimester Lexile growth reports to monitor progress.	Sara King Brian Chance
Time management at all grade levels will do reading specific support every other day	Time management teachers will monitor student progress in reading classes throughout the year. Implement IEP goals/objectives specific to reading.	Time management teachers will submit trimester grades to monitor progress. Content Resource teachers will meet with core data teams monitor individual progress	Valarie Jones Time management teachers
All staff will be trained in four content area reading strategies (Inference, citing textual evidence, drawing conclusions, and context clues).	Reading teachers will work with core teachers and Jenny Tollefson will work with Exploratory teachers to support incorporating specific language and activities into other classrooms. All staff will incorporate this language and strategies into data team work to monitor progress. . All staff will display posters as a non-linguistic representation of this.	All data teams will segregate pre and post data by race and SPED. All data templates will incorporate language from content area reading strategies	All staff
All Advisory teachers will complete Study Island 1 day per week to support reading development.	All Advisory teachers will ensure all students engage in Study Island and review progress in team meetings.	Jenny Tollefson will submit trimester reports by teacher and share with reading teachers to	All Advisory teachers

Form A2 – School Improvement Plan

School: Insert school name

Date: 2016-17

		monitor progress	
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School: Insert school name

Date: 2016-17

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 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	77.3	69.8	70.6	77.4	73.4	68.4	68.3	76.3	
Grade 6	76.0	70.4	66.1	77.8	73.9	61.5	56.3	71.1	
Grade 7	73.2	69.6	72.2	77.2	71.4	72.7	75.2	79.5	
Grade 8	81.3	69.5	73.6	77.2	74.9	70.5	72.6	77.9	
Amln					66.7				
Asian	82.8				79.9				
Black	54.5				49.3				
Hispanic	74.0				57.0				
White	83.9				82.6				
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Spec Ed	63.2				40.8				
F/R Lunch	62.7				57.8				
Female	79.1				76.7				
Male	75.4				70.5				

School: Insert school name

Date: 2016-17

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	0.02	0.03	0.05	0.10	0.28	0.15	0.20
Growth	Grade 6		-0.04	0.05	0.10	0.52	0.15	0.20
Growth	Grade 7	-0.10	-0.25	0.00	0.10	0.02	0.05	0.10
Growth	Grade 8	0.12	0.29	0.15	0.20	0.31	0.15	0.20
Gap Reduction	Am Ind					-0.02	0.05	0.10
Gap Reduction	Asian	0.11	0.26	0.15	0.20	0.26	0.15	0.20
Gap Reduction	Black	-0.19	-0.08	0.05	0.10	-0.03	0.05	0.10
Gap Reduction	Hispanic	-0.32	0.03	0.05	0.10	0.05	0.05	0.10
Gap Reduction	White	0.09	0.02	0.05	0.10	0.42	0.15	0.20
Gap Reduction	EL					0.04	0.05	0.10
Gap Reduction	Spec Ed	-0.31	-0.01	0.05	0.10	-0.01	0.05	0.10
Gap Reduction	F/R Lunch	-0.05	-0.02	0.05	0.10	0.04	0.05	0.10
Gap Reduction	Female	0.06	0.05	0.05	0.10	0.38	0.15	0.20
Gap Reduction	Male	-0.03	0.00	0.05	0.10	0.19	0.15	0.20

School: Insert school name

Date: 2016-17

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 in grade 6/7 with a focus on identifying Black students who are performing below proficient on standardized tests or performing below expectations in class	Identify student performing proficiency with a focus on identifying students of color. Provide every other day supplemental instruction on daily math skills.	Math teachers will submit trimester grades for students assigned to math lab at the end of each trimester	Gabrielson/Schwedler
IXL	All grade levels will use IXL to support math instruction during the school day and all ERA classes will incorporate 1 day per week for additional IXL skill re-enforcement	Math teachers will monitor usage during ERA. Math teachers will monitor and submit individual student progress thru IXL reports	Math Teachers
MCA Prep in all grade levels	All grades will provided strand specific skill review for areas most concentrated on the MCA test	MCA practice test scores	Benzi Perry Gabrielson
Re-structure Time management classes to provide targeted skills support for Special education students.	SPED teachers will re-teach Implement IEP goals/objectives specific to math.	Daily homework completion Trimester grades submitted	Michelle Krelic Jan Bitzer Resource Teachers
7th grade Advisories clustered by students needing additional math support with specific focus on Black students.	Math teachers will provide additional math instruction and homework help to this group of students	Trimester grades submitted	Perry Weigelt Spurrell
Students placed in accelerated classes based on ability with specific focus on Black students	Provide enrichment opportunities for students with strong math skills who are not in accelerated programs	Trimester grades	Karin Gabrielson

School: Insert school name

Date: 2016-17

Priority Three: Student Behavior

<p>Evidence of Need:</p>	<p>In the 2015-2016 school year nearly 74% of our students who received office discipline referrals for disruptive behavior and insubordination were black students; our building is about 21.3% black students. For 18 of these incidents, the student was suspended out of school and missed out on at least one day of instruction. In the majority of the other instances, students missed at least one class period of instruction. In order to work towards closing the achievement gap, we must reduce the disproportionality in student discipline practices, specifically surrounding non-violent behaviors, and keep students in class learning.</p>
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Out of School Suspensions and Administrative Dismissals	All Students	OMS will reduce the number of out of school suspensions/Administrative Dismissals for non-violent behavior by 50% (from 18 incidents in the 2015-2016 school year)
Removal from class	All Students	Students will not be removed from the classroom into the restorative more than 5 times per trimester without receiving additional interventions
Disruptive Behavior and Insubordination Office Discipline Reports	Black Students	Reduce the number black students receiving ODR's for disruptive behavior or insubordination by 30% (from 230 out of 311 in the 2015-2016 school year)

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:
Tiered behaviors and intervention	PBIS team will develop a list of tiered behaviors and interventions specifically for our building, and will teach it to the entire staff	ODR's for non-violent behavior and students removed from class into the restorative room	Laura Ringen, Jenny Tollefson, Kristan Bidwell
ENVOY	All classroom teachers will	Number of students	Laura Ringen,

Form A2 – School Improvement Plan

School: Insert school name

Date: 2016-17

	receive ongoing ENVOY staff development during the 2016-2017 school year	removed from class into the restorative room	Jenny Tollefson, Kristan Bidwell
Incorporate parent and student perspective into our PBIS team	PBIS team leads and equity specialist will meet monthly with grade level PBIS student and parent team	Number of ODR's , removal from class, and grade reports for student members of the team	Laura Ringen, Jenny Tollefson, Kristan Bidwell, Mee Pha
Administrative and equity staff support at interdisciplinary team meetings	Administrators and equity staff will meet regularly with interdisciplinary teams to support student behavior and look at it through an equity lens	Number of ODR's written for disruptive behavior and insubordination , and number of students removed from the classroom for behavior	Laura Ringen Brian Chance Jenny Tollefson Lily Vang Mee Pha
Restorative Circles	Staff trained in restorative circles/practices will be available to facilitate restorative circles upon student or staff request in response to student conflict with staff or other students	Number of repeat incidents after restorative circle has taken place Staff and students complete survey to determine impact of circle	Laura Ringen

Form A2 – School Improvement Plan

School: Insert school name

Date: 2016-17

Site Improvement Team

Name	Position	Name	Position
1. Brian Chance	Principal	5. Sara King	Reading
2. Laura Ringen	Interim Assistant Principal	6. Jenny Tollefson	Differentiation
3. Amy Benzi Gwen Perry Karin Gabrielson	Math grades 6,7,8	7. Veronica Jones	SDAS
4. Kris Campea Wendy Hvidsten Michelle Arbieter	ELA- grades 6,7,8	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: _____