

Form A2 – School Improvement Plan

Principal: Click to insert name

Assistant Superintendent: Click to insert name

School: Osseo Middle

Date: 2018-19

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 2018-19 cohorts. Students enrolled for the 2018-19 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)?

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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 of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 25.								
Transformational (Trans.) Goal	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.								
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 goal			
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	Spring 2016 Results	Spring 2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal
All Students	73.6	72.8	73.5	72.3	80.2	73.8	74.6	73.3	80.9
Grade 6	78.7	76.2	76.5	73.8	82.4	78.3	78.9	75.9	84.2
Grade 7	72.5	70.8	74.7	72.4	81.0	70.1	76.0	74.2	82.0
Grade 8	70.3	71.6	69.5	71.1	77.1	72.7	68.8	69.9	76.6
Amln	76.7								
Asian	72.3	67.1				72.1			
Black	55.9	50.3				50.7			
Hispanic	63.1	65.9				65.3			
White	80.9	81.7				83.3			
Multiracial		65.9				75.3			
EL	24.1	15.2				13.0			
Spec Ed	40.8	37.5				31.6			
F/R Lunch	59.9	55.5				58.5			
Female	79.5	80.1				79.0			
Male	68.3	65.8				68.9			

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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 reported for groups of 10 or more students. 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
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		2018 Goals		Results	2019 Goals	
Indicator	Group	2016	2017	Basic	Trans.	2018	Basic	Trans.
Growth	All Students	0.17	0.08	0.05	0.10	0.09	0.05	0.10
Growth	Grade 6	0.38	0.32	0.15	0.20	0.24	0.15	0.20
Growth	Grade 7	0.05	-0.21	0.00	0.10	-0.13	0.00	0.10
Growth	Grade 8	0.10	0.13	0.10	0.15	0.16	0.15	0.20
Gap Reduction	Am Ind	0.16						
Gap Reduction	Asian	0.09	0.11	0.10	0.15	0.26	0.15	0.20
Gap Reduction	Black	0.00	-0.22	0.00	0.10	-0.11	0.00	0.10
Gap Reduction	Hispanic	0.14	0.09	0.05	0.10	-0.15	0.00	0.10
Gap Reduction	White	0.24	0.15	0.15	0.20	0.17	0.15	0.20
Gap Reduction	Multiracial		0.19	0.15	0.20	0.08	0.05	0.10
Gap Reduction	EL	-0.05	-0.29	0.00	0.10	-0.40	0.00	0.10
Gap Reduction	Spec Ed	-0.08	-0.02	0.05	0.10	-0.35	0.00	0.10
Gap Reduction	F/R Lunch	0.05	-0.10	0.00	0.10	-0.02	0.05	0.10
Gap Reduction	Female	0.22	0.22	0.15	0.20	0.14	0.10	0.15
Gap Reduction	Male	0.13	-0.07	0.05	0.10	0.05	0.05	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:
Collaborative English classes	Special Education teachers will co-teach grade level English classes. Focus and support will be on providing grade level instruction, assistance with work completion, and academic progress monitoring within the general education setting.	Formative/summative assessments Classroom teachers will submit trimester grade reports for students receiving instruction during collaborative English class.	Michelle Krelic Jean Oseko Jamie Vigness Mary Twomey Brett Holmberg
Grade level Resource English classes	Special Education teachers will teach grade level standards with additional focus and support on providing remedial instruction, assistance with work completion, and academic progress monitoring.	Formative/summative assessments Classroom teachers will submit trimester grade reports for students receiving instruction during resource English class.	Michelle Krelic Jean Oseko Jamie Vigness Mary Twomey Brett Holmberg
Time Management class with English specific focus	Special Education teachers will support students who receive special education services. The focus will be on addressing grade level standards as they tie in with IEP goals and objectives.	Formative/summative assessments Classroom teachers will submit trimester grade reports for students receiving instruction during Time Management.	Michelle Krelic Jean Oseko Jamie Vigness Mary Twomey Brett Holmberg
Explicit, systematic, phonemic, phonetic, multi-sensory, intensive evidence-based practice with sound cards and word recognition	Special Education teachers will identify and support student who receive special education services that would benefit from this strategy. It will offer instruction and support.	Formative/summative assessments Classroom teachers will submit trimester grade reports for students receiving this instruction and support	Michelle Krelic Jean Oseko Jamie Vigness Mary Twomey Brett Holmberg

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<p>Read 180-6 sections at 7th grade</p>	<p>Identify students who partially meet and do not meet standards. Specifically target Black students in each of the categories.</p> <p>Read 180 instructor will collaborate with 7th grade ELA teachers to align small group work with 7th grade ELA standards</p>	<p>Trimester Lexile scores</p>	<p>Sara King Brian Chance</p>
<p>Provide weekly NEWSELA enrichment during ERA</p>	<p>Secure building wide access to NEWSELA</p>	<p>ERA teachers will do monthly checks with students</p>	<p>Advisory Teachers</p>
<p>Provide student with 1-2 new reading strategies per month</p>	<p>Mattie will teach reading strategies to all 7th grade students. Jenny Tollefson and Sandy Otto will teach strategy to 6th/8th grade teams</p>	<p>Formative assessments</p>	<p>Mattie Helfman Advisory teachers</p>

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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 of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 25.								
Transformational (Trans.) Goal	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.								
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 2016 Results	Spring 2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal
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Grade 6	73.9	73.3	69.3	64.1	77.0	75.6	68.1	67.8	76.1
Grade 7	71.4	73.0	70.8	73.4	78.1	70.9	73.5	74.4	80.1
Grade 8	74.9	74.1	70.6	72.6	78.0	71.7	69.2	70.2	76.9
Amln	66.7								
Asian	79.9	75.3				77.0			
Black	49.3	50.6				48.2			
Hispanic	57.0	60.9				63.1			
White	82.6	82.7				82.9			
Multiracial		60.9				69.4			
EL	28.6	30.8				25.9			
Spec Ed	40.8	39.9				34.8			
F/R Lunch	57.8	55.9				55.5			
Female	76.7	76.1				77.0			
Male	70.5	70.9				68.9			

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

Color Coding for Results for Growth Z-Score Minus District					
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Results reported for groups of 10 or more students. 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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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		2018 Goals		Results	2019 Goals	
Indicator	Group	2016	2017	Basic	Transform.	2018	Basic	Transform.
Growth	All Students	0.28	0.25	0.15	0.20	0.14	0.10	0.15
Growth	Grade 6	0.52	0.63	0.15	0.20	0.44	0.15	0.20
Growth	Grade 7	0.02	-0.10	0.00	0.10	-0.12	0.00	0.10
Growth	Grade 8	0.31	0.26	0.15	0.20	0.11	0.10	0.15
Gap Reduction	Am Ind	-0.02						
Gap Reduction	Asian	0.26	0.16	0.15	0.20	0.29	0.15	0.20
Gap Reduction	Black	-0.03	0.00	0.05	0.10	0.00	0.05	0.10
Gap Reduction	Hispanic	0.05	0.17	0.15	0.20	0.01	0.05	0.10
Gap Reduction	White	0.42	0.37	0.15	0.20	0.18	0.15	0.20
Gap Reduction	Multiracial		0.11	0.10	0.15	0.13	0.10	0.15
Gap Reduction	EL	0.04	-0.17	0.00	0.10	-0.19	0.00	0.10
Gap Reduction	Spec Ed	-0.01	0.00	0.05	0.10	-0.16	0.00	0.10
Gap Reduction	F/R Lunch	0.04	0.02	0.05	0.10	0.01	0.05	0.10
Gap Reduction	Female	0.38	0.36	0.15	0.20	0.24	0.15	0.20
Gap Reduction	Male	0.19	0.15	0.15	0.20	0.05	0.05	0.10

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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:
Collaborative math classes	Special Education teachers will co-teach grade level math classes. Focus and support will be on providing grade level instruction, assistance with work completion, and academic progress monitoring within the general education setting.	Formative/summative assessments Classroom teachers will submit trimester grade reports for students receiving instruction during collaborative math class.	Michelle Krelic Jim Lemke Kristan Bidwell Brett Holmberg
Grade level Resource Math classes	Special Education teachers will teach grade level standards with additional focus and support on providing remedial instruction, assistance with work completion, and academic progress monitoring.	Formative/summative assessments Classroom teachers will submit trimester grade reports for students receiving instruction during resource math class.	Michelle Krelic Jim Lemke Kristan Bidwell Brett Holmberg
Time Management class with math specific focus	Special Education teachers will support students who receive special education services. The focus will be on addressing grade level standards as they tie in with IEP goals and objectives.	Formative/summative assessments Classroom teachers will submit trimester grade reports for students receiving instruction during Time Management.	Michelle Krelic Jim Lemke Kristan Bidwell Brett Holmberg
Targeted Service math support for special education students	Special Education teachers will identify and support student who receive special education services who could benefit from	Formative/summative assessments Classroom teachers will submit trimester grade	Michelle Krelic Jim Lemke Kristan Bidwell Brett Holmberg

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	<p>afterschool support. After school program will offer remedial instruction and homework help. Test preparation will also be a component.</p>	<p>reports for students receiving additional instruction and support during targeted services.</p>	
<p>MCA Prep</p>	<p>ERA teachers will provide remedial instruction on important concepts/strands, review common language used on MCA test, and how to interpret questions.</p>	<p>Formative assessments MCA test results</p>	<p>Mattie Helfman Gwen Perry</p>
<p>Identify 10-15 Black/Hispanic students performing below grade level and provide remedial instruction during ERA</p>	<p>ERA teachers (Mattie Helfman and Gwen Perry) will collaborate with math teachers to identify students performing below grade level and provide remedial/supplemental instruction throughout the school year</p>	<p>Formative assessments MCA tests</p>	<p>Mattie Helfman Gwen Perry</p>
<p>An Instructional ESP will be assigned to math classroom to provide additional support to students.</p>	<p>Teachers will identify students who are in need of additional math support with a focus on identifying Black students. ESP will provide remedial instruction and support to these students and assist with homework completion.</p>	<p>Summative and formative assessments. Classroom teachers will submit trimester grade reports for students receiving support from Instructional ESP</p>	
<p>Students placed in accelerated Math classes in 6th and 7th grade</p>	<p>Teachers will identify students who have the potential to perform at higher levels and place them in an accelerated math class. Teachers will be intentional about identifying Black students who could benefit from this increased challenge.</p>	<p>Formative/summative work. Teacher will monitor grades and submit trimester grades. MCA scores will be submitted as soon as scores are available.</p>	<p>Brian Chance Ann Hippen Karin Gabrielson</p>
<p>Math Achievers</p>	<p>Identify students who are performing below proficiency on the MCA and provide supplemental</p>	<p>Classroom teachers will monitor grades throughout trimester and</p>	<p>Karin Gabrielson</p>

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	<p>math instruction during math lab. Teachers will be intentional about identifying Black students who could benefit from this additional support. Teachers will provide remedial instruction, assist with homework, and monitor academic progress</p>	<p>submit end of trimester grade reports.</p> <p>Teachers will submit 2019 MCA scores as soon as they receive them.</p>	
<p>Correlate ISD279 Curriculum with state standards</p>	<p>7th grade teachers meet to align lessons and determine course emphasis</p>	<p>Formative and Summative Assessments</p> <p>MCA scores</p>	<p>Hippen Spurrell Stotz</p>
<p>Emphasis on Geometry instruction in 7th grade</p>	<p>In accelerated classes, place more emphasis on geometry.</p> <ul style="list-style-type: none"> • Brain Dump • Teach students how to modify MCA formula sheet 	<p>Formative and Summative Assessments</p> <p>MCA scores</p>	<p>Hippen Spurrell Stotz</p>

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Priority Three: Student Behavior

Evidence of Need:	<p>In the 2017 – 2018 school year, OMS had 39 behavior incidents resulting in Out of School Suspension. Of these 39 incidents, 30 of the incidents resulted in black students being suspended from school and 17 of the incidents resulted in students receiving special education students being suspended from school.</p> <p>Black students and students receiving special education services are disproportionately suspended from our school, which we believe contributes to the unfortunate predictable achievement gap. Our MCA data from last year also tells us that we need to be intentional about keeping students receiving special education services in class learning, as they did not grow or achieve at the level we had hoped for.</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	Black students suspended form school in the 2017-2018 school year (30).	OMS will decrease the number of incidents resulting in out of school suspensions for black students by 10% (from 30 to 27).
Out of School Suspensions	Students receiving special education services	OMS will decrease the number of incidents resulting in out of school suspensions for students receiving special education by 10% (from 17 to 15).

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:
CARE Team	CARE team will meet with interdisciplinary teams to discuss student of concern. The team will work with staff to support them as they work with these students. Strategies	Academic and behavior data for students discussed at CARE team	Ringen Krelic Erickson Mehaffey Woods

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	will be discussed regarding individual student needs and assistance will be provided for data collection.		
Family PBIS Team (parents and students) in partnership with Check and Connect	PBIS will target 7 th grade students and parents and have monthly evening meetings to engage them in our discipline practices and increase our communication through Check and Connect	Agendas and meeting notes from our family PBIS meetings Incident reports in synergy for the student members of our team	Laura Ringen Michelle Krelic
Partnership with CMRS for our Restorative Practices	Heather from CMRS will coach students in community building circles 1.0 staff member between CMRS and counseling so that restorative circles are always available to students and staff Restorative Practices team that meets monthly to examine current practices	Survey data given to student and staff who participates in community building or restorative circles	Heather Kock Meghan Mehaffey
Calm Room	Calm room process will be and will also be taught to and available for students who need it	Data from calm room and # of incident referrals for students who use the calm room	Heather Erickson Michelle Krelic
Student Equity Groups	Affinity groups, REAL talk, Essence, Step Up, and AVID will meet regularly at each grade level	# of student incident reports at each grade level for students participating in these groups	Bob Ritchie Laura Ringen Nieshea Smith
Check and Connect	Mentors will be trained and will meet weekly with black and indigenous students receiving special education services and will communicate with families at least monthly	attendance, incident referrals, tardies, and grades	Laura Ringen Elizabeth Xiong

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<p>Yoga and Mindfulness</p>	<p>Yoga instructor will come in and meet weekly with targeted students during advisory to do yoga and mindfulness</p>	<p># of Incident reports in synergy for students participating</p>	<p>Heather Erickson</p>
<p>Courageous Conversations Compass Coaching</p>	<p>Caitlyn Deutschman will come will provide ongoing staff development to teachers on using the compass in the classroom</p> <p>She will also provide coaching within the classroom</p> <p>Restorative Room and PASS will utilize compass for reflection and circles and will also receive training from Caitlyn</p>	<p>Students sent out of class to the restorative room</p>	<p>Laura Ringen</p>
<p>Performing Arts Advisory</p>	<p>Nina Denio and Katrice Crudup will have goal based performing arts advisory that students work for and perform for peers, targeting 7th grade students</p>	<p># of incident reports in synergy for participants</p> <p>Attendance of group</p>	<p>Laura Ringen Nina Denio Katrice Crudup</p>

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Site Improvement Team

Name	Position	Name	Position
1. Brian Chance/Laura Ringen	Administration	5. Sandy Otto	Instructional coach
2. Amy Benzi, Karin Gabrielson, Ann Hippen, Allison Richter, Alexandra Stotz	Math teachers	6. Michelle Krelic	Special Education teacher
3. Kris Campea, Wendy Hvidsten, Michelle Arbeiter	ELA teachers	7. Sara King	Reading
4. Jenny Tollefson	Differentiation Specialist	8. John Rundquist	Parent

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: _____