

Form A2 – School Improvement Plan

Principal: Brian Chance

Assistant Superintendent: Kelli Parpart

School: Osseo 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):

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 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.									
Group	2016 Results	Fall 2016 Cohort	2017 Basic Goal	2017 Trans. Goal	2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	2018 Results
All Students	73.6	76.3	75.1	82.2	72.8	73.2	69.9	79.9	
Grade 6	78.7	76.2	73.5	82.1	76.2	76.2	71.0	82.2	
Grade 7	72.5	79.9	77.6	84.9	70.8	74.1	70.8	80.5	
Grade 8	70.3	73.1	74.7	79.9	71.6	69.5	67.9	77.1	
Amin	76.7								
Asian	72.3				67.1				
Black	55.9				50.3				
Hispanic	63.1				65.9				
White	80.9				81.7				
Multiracial					65.9				
EL	24.1				15.2				
Spec Ed	40.8				37.5				
F/R Lunch	59.9				55.5				
Female	79.5				80.1				
Male	68.3				65.8				

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

Color Coding 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 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			
<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		2017 Goals		Results	2018 Goals	
Indicator	Group	2015	2016	Basic	Trans.	2017	Basic	Trans.
Growth	All Students	0.14	0.17	0.15	0.20	0.08	0.05	0.10
Growth	Grade 6	-0.05	0.38	0.05	0.10	0.32	0.15	0.20
Growth	Grade 7	0.00	0.05	0.15	0.20	-0.21	0.00	0.10
Growth	Grade 8	0.27	0.10	0.10	0.15	0.13	0.10	0.15
Gap Reduction	Am Ind		0.16	0.15	0.20			
Gap Reduction	Asian	0.34	0.09	0.05	0.10	0.11	0.10	0.15
Gap Reduction	Black	0.01	0.00	0.05	0.10	-0.22	0.00	0.10
Gap Reduction	Hispanic	-0.11	0.14	0.10	0.15	0.09	0.05	0.10
Gap Reduction	White	0.16	0.24	0.15	0.20	0.15	0.15	0.20
Gap Reduction	Multiracial					0.19	0.15	0.20
Gap Reduction	EL		-0.05	0.05	0.10	-0.29	0.00	0.10
Gap Reduction	Spec Ed	0.15	-0.08	0.05	0.10	-0.02	0.05	0.10
Gap Reduction	F/R Lunch	0.08	0.05	0.05	0.10	-0.10	0.00	0.10
Gap Reduction	Female	0.27	0.22	0.15	0.20	0.22	0.15	0.20
Gap Reduction	Male	0.00	0.13	0.10	0.15	-0.07	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:
Read 180-6 sections at 7 th grade	Identify students who partially meet and do not meet standards. Specifically target Black students in each of the categories. Read 180 instructor will collaborate with 7 th grade ELA teachers to align small group work with 7 th grade ELA standards	Trimester Lexile scores	Sara King Brian Chance
All staff will continue using four content area reading strategies (Inference, citing textual evidence, drawing conclusions, and context clues) and incorporate the use of sign posts into daily lessons	Review four content area reading strategies and train staff on use of sign posts. Incorporate signposts and content area reading strategies into instruction and data cycles Data teams will intentionally examine data and adjust instructional practices to ensure they are culturally responsive ELA and Social Studies will participate in interdisciplinary data teams with a specific focus on implementing 4 content area reading strategies	All data teams will review data and reflect on results during each data cycle and segregate data based on race	All Staff
Provide weekly NEWSOLA enrichment during ERA	Secure building wide access to NEWSOLA	ERA teachers will do monthly checks with	Advisory Teachers

	<p>Train staff on how to access articles Provide students with enrichment activity one day per week using NEWSELA.</p> <p>Research and share articles with staff that provide cultural interest to students</p>	<p>students about assigned readings</p>	
<p>Provide daily Time Management for SPED students with specific emphasis on ELA to provide instruction and remediation based on daily curriculum with a focus on specific strands and related strategies</p>	<p>Collaborative English/Resource English – frequent check ins to monitor progress, differentiated supported assignments, graphic organizers, co-teaching model w/training and collaboration time on regular basis as well as ongoing staff development - SPED grant</p> <p>Collaborative Social Studies classes will reinforce the strategies through their use of informational text and build vocabulary</p> <p>Special Education teachers attend English dept. meetings and participate in data teams</p>	<p>Meeting of IEP goals and objectives Grade pulls on a regular basis and conferences with students to reflect and analyze Identify priority standards and monitor accordingly Formative and Summative assessments – pre/post test periodically State and district assessments</p>	<p>Time Management/ Collaborative English Teachers</p>
<p>Implement Real Talk groups at OMS to provide academic support in ELA classes</p>	<p>Identify students (80% students of color) who need assistance connecting academics to their human purpose. (C) in CLEAR.</p> <p>Meet bi- weekly to discuss individual/ group needs, identify supports/ interventions, discuss relevant social issue thru</p>	<p>Mid-trimester and end of trimester grade reports</p>	<p>Brian Chance Bob Ritchie</p>

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	<p>student perspectives, develop skills to support student efficacy.</p> <p>Progress monitor individual students academically.</p> <p>Ritchie/Chance will attend ELA department meeting 1 x per trimester to review progress and process thru CLEAR model.</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	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	73.4	70.5	70.3	77.8	73.5	70.6	71.1	77.9	
Grade 6	73.9	63.1	57.9	72.3	73.3	69.0	67.5	76.8	
Grade 7	71.4	75.1	77.7	81.3	73.0	72.0	73.8	79.0	
Grade 8	74.9	72.6	74.6	79.4	74.1	70.7	72.1	78.0	
Amln	66.7								
Asian	79.9				75.3				
Black	49.3				50.6				
Hispanic	57.0				60.9				
White	82.6				82.7				
Multiracial					60.9				
EL	28.6				30.8				
Spec Ed	40.8				39.9				
F/R Lunch	57.8				55.9				
Female	76.7				76.1				
Male	70.5				70.9				

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

Color Coding for 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. 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
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	Transform.	2017	Basic	Transform.
Growth	All Students	0.03	0.28	0.15	0.20	0.25	0.15	0.20
Growth	Grade 6	-0.04	0.52	0.15	0.20	0.63	0.15	0.20
Growth	Grade 7	-0.25	0.02	0.05	0.10	-0.10	0.00	0.10
Growth	Grade 8	0.29	0.31	0.15	0.20	0.26	0.15	0.20
Gap Reduction	Am Ind		-0.02	0.05	0.10			
Gap Reduction	Asian	0.26	0.26	0.15	0.20	0.16	0.15	0.20
Gap Reduction	Black	-0.08	-0.03	0.05	0.10	0.00	0.05	0.10
Gap Reduction	Hispanic	0.03	0.05	0.05	0.10	0.17	0.15	0.20
Gap Reduction	White	0.02	0.42	0.15	0.20	0.37	0.15	0.20
Gap Reduction	Multiracial					0.11	0.10	0.15
Gap Reduction	EL		0.04	0.05	0.10	-0.17	0.00	0.10
Gap Reduction	Spec Ed	-0.01	-0.01	0.05	0.10	0.00	0.05	0.10
Gap Reduction	F/R Lunch	-0.02	0.04	0.05	0.10	0.02	0.05	0.10
Gap Reduction	Female	0.05	0.38	0.15	0.20	0.36	0.15	0.20
Gap Reduction	Male	0.00	0.19	0.15	0.20	0.15	0.15	0.20

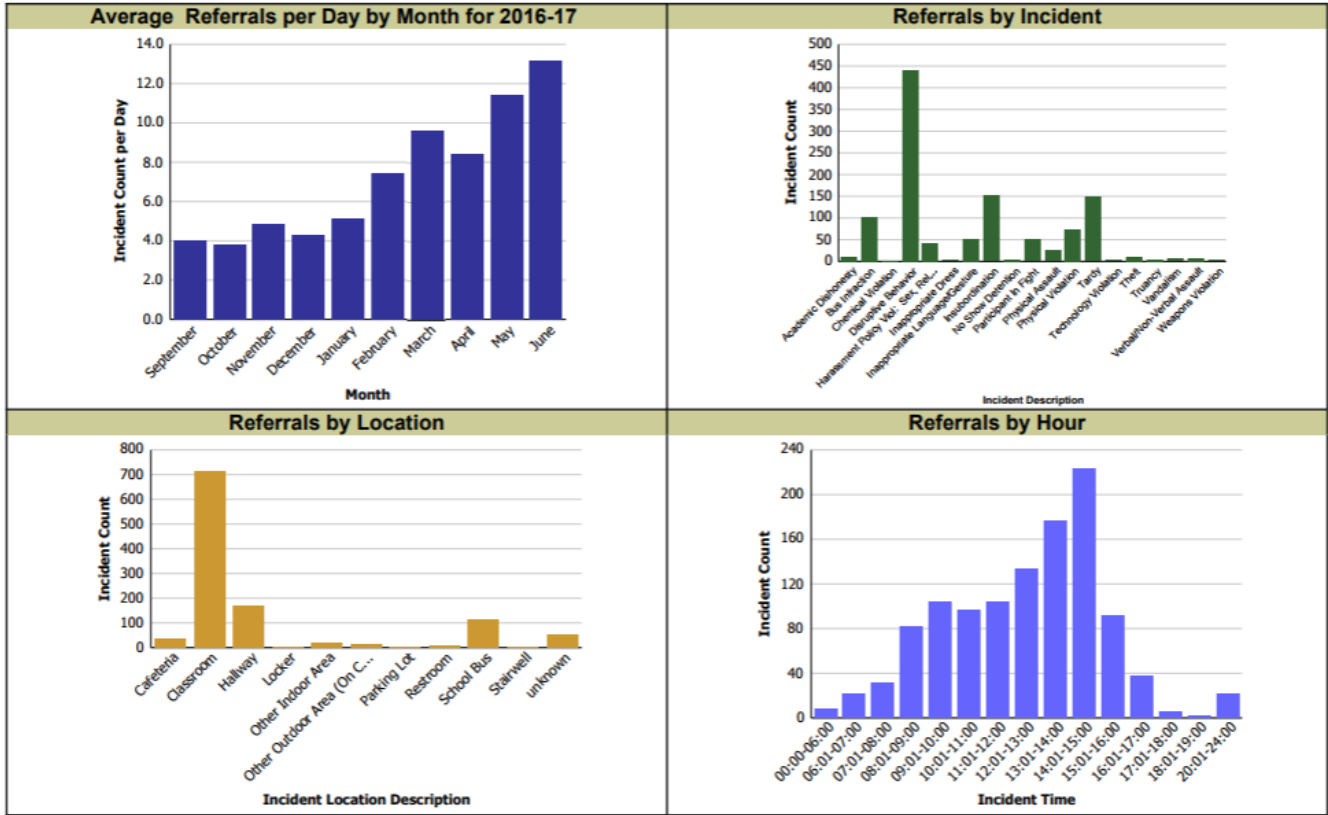
Priority Two: Mathematics			
Mathematics Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies <i>What specific strategies will be implemented?</i>	Adult actions: <i>What adult actions will ensure the strategies are successful?</i>	Measure student progress: <i>What student data will be collected?</i>	Person(s) Responsible:
An Instructional ESP will be assigned to math classroom to provide additional support to students.	Teachers will identify students who are in need of additional math support with a focus on identifying students of color. ESP will provide remedial instruction and support to these students and assist with homework completion.	Summative and formative assessments. Classroom teachers will submit trimester grade reports for students receiving support from Instructional ESP	Brian Chance Jeremy Lewis Gwen Perry Ann Hippen Amy Benzi Michelle Wolf
Implement 2 math labs for students in grade 7 and 1 in 6 th grade.	Identify students who are performing below proficiency on the MCA and provide supplemental 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	Classroom teachers will monitor grades throughout trimester and submit end of trimester grade reports. Teachers will submit 2018 MCA scores as soon as they receive them.	Brian Chance Ann Hippen Gwen Perry Karin Gabrielson
Building wide use of IXL	All students will use IXL to support math instruction and complete teacher identified enrichment 1X per week in Advisory	Teachers will monitor usage and work completion. Teachers will monitor and submit individual student/class progress sheet.	All Staff

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<p>Students placed in accelerated Math classes</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>Karin Gabrielson Jeremy Lewis Allison Richter Erica Pierce</p>
<p>After school Math support for Special Education students</p>	<p>Special Education teachers will identify and support Special Education students who could benefit from after school support. After school program will offer remedial instruction, homework help, and test preparation.</p>	<p>Formative/summative assessments Trimester grades</p>	<p>Michelle Krelic</p>



Priority Three: Student Behavior

Evidence of Need:	<p>In 2016-2017 OMS had 43 incidents that resulted in Out of School Suspension. Of those 43 incidents, 34 of those incidents were students of color, 12 were students receiving special education services, and 4 were students who received more than one out of school suspension. We know that when students are not in school, they cannot learn. One of our priority results is to incorporate PBIS and Restorative Practices to decrease the number of incidents resulting in OSS and keep students in school learning.</p> <p>In 2016-2017 OMS had 412 student incident reports in synergy for disruptive behavior. 319 of these incidents were black students.</p>
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
All students suspended from school	All students suspended from school in 2016-2017 (43)	OMS will decrease the number of out of school suspensions by 15% (from 43 to 37).
Students of color suspended from school	Students of color suspended from school in 2016-2017 (34)	OMS will decrease the number of out of school suspensions for students of color by 25% (from 34 to 26).
Students receiving SPED services suspended	Students receiving SPED services suspended from school in 2016-217 (12)	OMS will decrease the number of out of school suspensions for students receiving SPED services by 25% (12 to 9)
# of Black students receiving Incident reports in synergy for disruptive behavior	Black students (319)	OMS will decrease the number of black students receiving incident reports in synergy for disruptive behavior by 25% (from 319 to 223)

Student Behavior Continuous Improvement Action Plan: (add steps as needed by using tab key)

Strategies:	Adult actions:	Measure student progress:	Person(s) Responsible:
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<i>What specific strategies will be implemented?</i>	<i>What adult actions will ensure the strategies are successful?</i>	<i>What student data will be collected?</i>	
SIT members and equity staff support at interdisciplinary team meetings	SIT team members will meet regularly with interdisciplinary teams to support student behavior and examine practices and strategies being used for students	Number of incident reports for disruptive behavior and number of students removed from class to the restorative room	Laura Ringen Michelle Krelic David Perkins Ryan Linneman Bob Ritchie
EnVoy	Returning staff will continue to use EnVoy strategies in their classroom and new staff will have opportunity to work with teachers who are incorporating EnVoy into their classroom management	Number of students sent out of class per grade level	Karin Gabrielson Kristan Bidwell Katie Borcharding
Incorporate additional parent voice into our PBIS committee	PBIS team will intentionally reach out to parents to increase the number of participants and diverse perspectives	Meeting notes from PBIS and number of students with 5 or more incident reports in synergy	Laura Ringen Michelle Krelic
Community Building Circles	Each team will receive a Circle Forward book to incorporate community-building circles during advisory and advisory coordinator will provide a script for 2 community building circles each month to advisory teachers. Staff will be trained in restorative practices/community building circles	Students removed to the restorative room and number of classroom incident reports in synergy	David Perkins Laura Ringen CMRS All Staff
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 Liz Hirschman Michelle Krelic

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Trauma Informed Practices	All staff will receive trauma informed practice training	# of students with 5 or more incident referrals in synergy	All Staff
Student Equity Groups	Affinity groups and REAL talk 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
Restorative Room/PASS	Restorative room/PASS will be restructured to incorporate restorative language and practices	# of students sent to the restorative room and # of times students are sent out repetitively	Amber Hemingway Nina DeNio David Perkins Laura Ringen

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Site Improvement Team

Name	Position	Name	Position
1. Amy Benzi, Ann Hippen, Karin Gabrielson, Gwen Perry	Math teachers	5. Brian Chance	Principal
2. Kris Campea, Wendy Hvidston, Michelle Arbeiter	ELA teachers	6.	
3. Jenny Tollefson	Differentiation Specialist	7.	
4. Laura Ringen	AP	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: _____