

# Form A2 – School Improvement Plan

Principal: Kim Monette

Assistant Superintendent: Stephen Flisk

School: Brooklyn Middle School

Date: 2019-20

The School Improvement Plan priorities focus on three areas: **reading, mathematics, and student behavior and family engagement**. 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 2019-2020 cohorts. Students enrolled for the 2019-2020 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 the 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 goal
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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 2017 Results	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal	Spring 2019 Results	Fall 2019 Cohort	2020 Basic Goal	2020 Trans. Goal
<b>All Students</b>	<b>60.9</b>	<b>62.1</b>	<b>62.9</b>	<b>61.5</b>	<b>72.5</b>	<b>61.4</b>	<b>61.0</b>	<b>63.9</b>	<b>70.7</b>
Grade 6	60.0	62.5	65.7	62.7	74.9	63.5	65.3	60.5	74.0
Grade 7	62.4	59.0	64.3	62.5	74.0	60.5	60.3	53.0	70.2
Grade 8	60.2	64.7	58.3	59.4	68.7	60.0	57.0	56.4	67.7
Amln									
Asian	60.8	60.3				61.9			
Black	56.9	56.1				54.0			
Hispanic	51.7	55.7				52.7			
White	76.3	76.7				78.7			
Multiracial	55.1	67.9				65.0			
EL	16.8	17.2				10.9			
Spec Ed	42.1	43.2				33.3			
F/R Lunch	54.6	56.2				54.1			
Female	65.7	68.1				62.9			
Male	56.6	56.5				59.7			

**Priority One: READING** *Measure: SIP Growth and Gap-Closing (SGG)*

**2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)**

<b>.30 or more below Basic</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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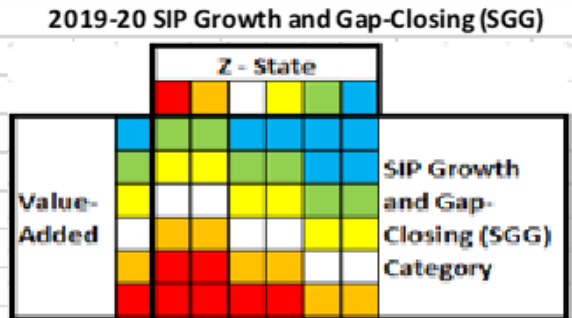
**2019 Color Coding for MCA Value-Added and Z-State Results**

<b>-.30 or below</b>	<b>-.15 to -.29</b>	<b>-.14 to -.01</b>	<b>+.01 to +.14</b>	<b>+.15 to +.29</b>	<b>+.30 and up</b>
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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.

<b>2019 Goals (Based on 2018 Results)</b>			
<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

<b>2020 Goals</b>			
Basic		Transformational	
0.15	Z-State	0.30	Z-State
or		or	
0.15	Val-Add	0.30	Val-Add
Applied to All Groups			



Group	Baseline			2019 Goals		2019 Results			
	2016	2017	2018	Basic	Trans.	Z-Dist	Val-Add	Z-State	SGG
<b>All Students</b>	0.03	0.04	0.03	0.05	0.10	0.12	0.18	-0.02	
Grade 6	-0.01	-0.01	-0.04	0.05	0.10	0.10	0.17	0.03	
Grade 7	0.02	0.14	0.05	0.05	0.10	0.18	0.23	-0.05	
Grade 8	0.07	-0.02	0.08	0.05	0.10	0.07	0.12	-0.05	
Am Ind	0.19								
Asian	0.07	0.05	0.08	0.05	0.10	0.21	0.21	0.07	
Black	-0.06	0.00	-0.06	0.05	0.10	0.06	0.20	-0.09	
Hispanic	0.06	0.01	-0.02	0.05	0.10	0.04	0.16	-0.10	
White	0.08	0.19	0.16	0.15	0.20	0.22	0.18	0.07	
Multiracial		-0.21	0.02	0.05	0.10	0.03	0.02	-0.12	
EL	-0.11	-0.02	-0.13	0.00	0.10	-0.18	-0.02	-0.33	
Spec Ed	-0.38	0.07	-0.09	0.05	0.10	-0.03	0.17	-0.17	
F/R Lunch	-0.02	0.01	-0.02	0.05	0.10	0.04	0.16	-0.11	
Female	0.07	0.08	0.06	0.05	0.10	0.13	0.14	-0.01	
Male	-0.02	0.00	0.00	0.05	0.10	0.10	0.22	-0.04	

<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>
The Three Big Questions (Beers & Probst) with Annotation	<p>Instructional Leadership Team will reinforce the use of the Big Questions during the November staff meeting, will call out the strategy, and explain its use.</p> <p>Teachers will teach students how to use the Big Questions (Beers &amp; Probst) to better understand assigned texts.</p> <p>Big Questions:</p> <ol style="list-style-type: none"> <li>1. What was surprising?</li> <li>2. What did the author think I already knew?</li> <li>3. What challenged, changed or confirmed my thinking?</li> </ol> <p>Students will annotate assigned texts underline parts that elicit Big Question responses and write the question and response in the margin or on a sticky note.</p> <p>See page 109 for possible student note-taking form on the Big Questions.</p>	Present in a faculty meeting on how we implement the big questions in working with students Student samples of work	BMS Teachers Middle School Instructional Leadership Team
Fiction Notice and Note Signposts (Beers & Probst).	English Language Arts 6th grade teachers will teach the foundations of the Fiction Signposts (Beers & Probst).	Student and Teacher artifacts and rubrics/grades.	BMS ELA teachers

Fiction Signposts (Beers & Probst).	English Language Arts 7th grade teachers will review and use the Fiction Signposts to make inferences and draw conclusions.	Student and Teacher artifacts and rubrics/grades.	BMS ELA teachers
Fiction Signposts (Beers & Probst).	English Language Arts 8th grade teachers will use the Fiction Signposts to analyze literature.	Student and Teacher artifacts and rubrics/grades.	BMS ELA teachers
EL teachers will increase service to all EL students who are receiving direct service daily outside of their core classes. Identified students receive support in a collaboratively taught core class.	Monitor student progress, teacher input, daily team meetings, identify students who need targeted interventions	formative and summative assessments and grades in core classes	EL teachers
English, Resource English and EL teachers will conduct MCA and ACCESS goal setting conferences before the MCA tests.	Testing coordinator will run goal-setting forms with MCA Reading Test Data and distribute to English, Resource English, and EL teachers.	Goal-setting forms with student goals and action plans.  Teacher test-prep plans and implementation	Testing Coordinator, Reading Lit Coach, SEBC English, Resource English, EL teachers
Resource English Special Education teachers will align IEP Goals and objectives with State English Language Arts Standards.	Teachers will monitor IEP goals and objectives and review every three weeks to determine and monitor and adjustments.	Resource English teachers will use formative and summative assessments to monitor S.E. student progress	Jenny Fletcher, SEBC, Resource English Teachers
Provide interventions for students who need more direct service based on their assessments and performance by analyzing grades and reading scores and team input and adding direct service classes.	Literacy coach, SPEC, and EL teachers will plan and implement services and monitor with data and student progress.	Student grades Student progress in unit and reading programs. Growth in Reading and Phonics Inventory	EL teachers Sped. teachers Janet Jones, Lit. Coach, Jenny Fletcher, SEBC, EL teachers
Interdisciplinary teams will meet in the PLT. BMS science, ELA, and social studies teachers along with EL and SPED teachers will work in collaboration will engage in an Interdisciplinary PLT that focuses	SDAS/PLT facilitator will guide teachers in identifying instructional literacy strategies through choices of texts; the assessment of texts; the conversations	Professional Learning Teams.  Examples of student work and student progress that show areas of need and areas of strength on literacy-focused formative assessments.	BMS PLT participants  June Mattson, SDAS, Janet Jones, Literacy Coach

<p>on instructional literacy strategies</p> <p>The aforementioned teachers will identify an area of student need from the <a href="#">Minnesota Department of Education literacy standards</a>. They will also use a common pre-assessment text with comprehension questions to help identify the areas of student need.</p> <p>Teachers will create a common rubric.</p> <p>Teachers will engage in weekly conversations surrounding their literacy instruction using best instructional strategies as well as the common rubric.</p>	<p>focused on literacy instruction. The PLT will identify students in need of interventions or acceleration through all disciplines and develop implementation of support or enrichment.</p> <p>SMART goal development by PLT team</p>	<p>The growth of the students as measured by the SMART goal.</p>	<p>Middle School SDAS's Janet Jones Kim Monette</p>
<p>Teachers will use the CLEAR framework and High Operational Practices (HOP) and Freedom Schools instructional strategies to address predictable disproportionality (including increasing reading growth for students of color and other underperforming groups</p>	<p>When planning instruction, teachers and PLT groups will use 3 Guiding Intentional Instruction Design questions:</p> <p><u>INTENT</u> 1. What do I intend for students to learn?</p> <p><u>IMPLEMENTATION</u> 2. How can I use the CLEAR model and HOP to determine what instructional strategies to implement to meet these learning intentions?</p>	<p>Assessment scores including data loop assessments, Reading Counts! quizzes, Reading Inventory growth, and other formative and summative classroom assessments.</p>	<p>BMS teachers Equity Teacher and Specialist SDAS, Literacy Coaches, Instructional Coaches</p>

	<p>Possible resources and instructional strategies:</p> <ul style="list-style-type: none"><li>● NUA Strategies</li><li>● Restorative Circles/Practice</li><li>● Goal Setting</li><li>● Thinking Maps</li><li>● Blended Learning</li><li>● KU Learning Strategies and Content Enhancement Tools</li><li>● Capacity Equation</li></ul> <p><u>IMPACT</u></p> <p>3. How can I measure the impact of these strategies on individuals and groups of targeted students to guide my instruction so all students are meeting standards and beyond.</p>		
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Priority Two: MATHEMATICS			Measure: MCA Proficiency (Index Rates)						
<b>Column Header</b>									
<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 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. The minimum basic goal is 25.									
<b>Group</b>	<b>Spring 2017 Results</b>	<b>Spring 2018 Results</b>	<b>Fall 2018 Cohort</b>	<b>2019 Basic Goal</b>	<b>2019 Trans. Goal</b>	<b>Spring 2019 Results</b>	<b>Fall 2019 Cohort</b>	<b>2020 Basic Goal</b>	<b>2020 Trans. Goal</b>
All Students	57.8	56.4	54.2	54.9	66.3	53.5	48.5	45.3	61.4
Grade 6	54.1	53.7	51.4	51.1	63.8	52.6	48.8	44.5	61.6
Grade 7	56.8	54.0	55.8	56.6	67.6	50.7	49.3	44.4	62.0
Grade 8	62.5	61.6	55.6	56.7	67.3	57.6	47.3	46.3	60.5
Amln									
Asian	62.4	60.1				57.4			
Black	48.5	46.9				41.8			
Hispanic	46.1	44.8				43.0			
White	76.4	75.0				77.1			
Multiracial	53.7	56.8				55.0			
EL	19.2	14.7				10.8			
Spec Ed	34.6	32.7				28.7			
F/R Lunch	50.0	49.3				43.9			
Female	60.3	60.8				52.3			
Male	55.4	52.3				54.8			



**Priority Two: MATHEMATICS** *Measure: SIP Growth and Gap-Closing (SGG)*

**2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)**

<b>.30 or more below Basic</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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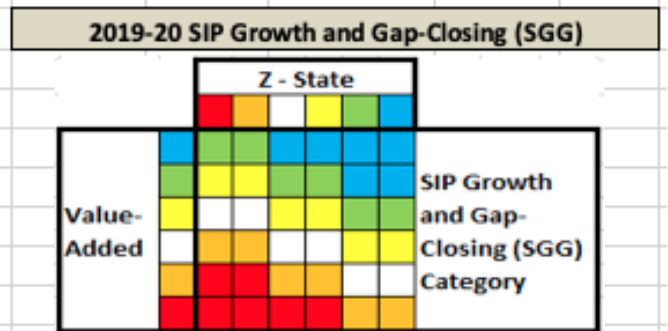
**2019 Color Coding for MCA Value-Added and Z-State Results**

<b>-.30 or below</b>	<b>-.15 to -.29</b>	<b>-.14 to -.01</b>	<b>+.01 to +.14</b>	<b>+.15 to +.29</b>	<b>+.30 and up</b>
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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.

2019 Goals (Based on 2018 Results)			
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

2020 Goals			
Basic		Transformational	
0.15	Z-State	0.30	Z-State
or		or	
0.15	Val-Add	0.30	Val-Add
Applied to All Groups			



Group	Baseline			2019 Goals		2019 Results			
	2016	2017	2018	Basic	Transform.	Z - Dist	Val-Add	Z - State	SGG
All Students	0.03	0.00	0.05	0.05	0.10	0.12	0.18	-0.15	
Grade 6	-0.27	-0.10	0.08	0.05	0.10	0.24	0.31	0.05	
Grade 7	0.25	0.07	-0.13	0.00	0.10	-0.09	-0.04	-0.44	
Grade 8	0.10	0.04	0.17	0.15	0.20	0.22	0.27	-0.05	
Am Ind	-0.06								
Asian	0.11	0.10	0.13	0.10	0.15	0.22	0.18	-0.05	
Black	-0.10	-0.07	-0.06	0.05	0.10	0.04	0.23	-0.23	
Hispanic	-0.02	-0.08	0.10	0.10	0.15	-0.14	-0.03	-0.40	
White	0.14	0.13	0.15	0.15	0.20	0.33	0.27	0.06	
EL	-0.14	-0.10	-0.16	0.00	0.10	-0.23	-0.10	-0.52	
Multiracial		-0.19	-0.06	0.05	0.10	0.06	0.06	-0.21	
Spec Ed	-0.19	-0.26	-0.18	0.00	0.10	-0.07	0.19	-0.34	
F/R Lunch	-0.02	-0.03	-0.02	0.05	0.10	0.02	0.16	-0.25	
Female	0.08	0.06	0.09	0.05	0.10	0.17	0.21	-0.11	
Male	-0.03	-0.05	0.00	0.05	0.10	0.08	0.15	-0.19	

<b>Priority Two: Mathematics</b>			
<b>Mathematics 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>
Math Literacy Coach will directly coach/co-teach the 7th grade math teachers	Teachers implement best practice strategies for instruction and reteaching.	Unit summative assessments and MCA scores in Spring 2019  Teacher reflection of instructional strategies	Celeste Enderle-Math Lit. Coach
Math Literacy Coach and SEBC will directly coach the Special Education Resource teachers in best practices in math in alignment with grade level curriculum	Analyze formative and summative assessments.  Resource Math teachers implement best practices in the resource classes.  Discuss strategies during PLT time	Unit summative assessments and MCA scores	Celeste Enderle-Math Lit. Coach, Jennifer Fletcher SEBC and Special Ed Resource Math teachers, Instructional Coaches
Implement Math Boost classes	Create groups of students to target based on Spring 2019 MCA math scores and teacher recommendation.  Implement during advisory time	Formative and summative classroom assessments  MCA growth in Spring 2020	Celeste Enderle and ESPs
Implement Math 180 Program in 6th grade	Math Inventory (MI) scores will be collected four times a year.	Formative and summative assessments along with Math 180 software	Celeste Enderle
Academic math interventions during Advisory	Math teachers will determine intervention curriculum. Advisory teachers will be working with a group of students during Advisory for pre-teaching, reteaching, and chunking content.	Formative and summative assessments  MCA growth in Spring 2020	All Advisory teachers
Teachers will use the CLEAR framework High Operational	When planning instruction, teachers and	Assessment scores including data loop	BMS teachers

<p>Practices (HOP) and Freedom Schools instructional strategies to address disproportionality of students of color and other underperforming groups</p>	<p>PLT groups will use 3 Guiding Intentional Instruction Design questions:</p> <p><u>INTENT</u> 1. What do I intend for students to learn?</p> <p><u>IMPLEMENTATION</u> 2. How can I use the CLEAR model, HOP, Freedom Schools model to determine what instructional strategies to implement to meet learning intentions?</p> <p>Possible resources and instructional strategies:</p> <ul style="list-style-type: none"> <li>● NUA Strategies</li> <li>● Restorative Circles/Practices</li> <li>● Goal Setting</li> <li>● Thinking Maps</li> <li>● Blended Learning</li> <li>● KU Learning Strategies and Content Enhancement Tools</li> <li>● Capacity Equation</li> </ul> <p><u>IMPACT</u> 3. How can I measure the impact of these strategies on individuals and groups of targeted students to guide my instruction so all students are meeting standards and beyond.</p>	<p>assessments and other formative and summative classroom assessments.</p>	<p>Equity Teacher and Specialist</p> <p>SDAS, Literacy Coaches, Instructional Coaches</p>
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**Priority Three: Student Behavior**

<b>Evidence of Need:</b>	<b>We are working on implementing a new Alternative to Suspension program that has an emphasis on goal setting and connecting with students after their first ATS assignment. The rationale is that by teaching goal setting and new skills, it will also reduce the number of out of school suspensions for students.</b>
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<b>Student Behavior</b> (Example: office referrals, suspensions, etc.)	<b>Baseline data by target group</b> (Example: ethnicity, socioeconomic, grade level, etc.)	<b>Goal</b>
<b>ATS Repeat Assignments</b>	Last year we had 82 students who were assigned ATS 2 or more times.	Our goal is to decrease overall students who are assigned ATS 2 or more times by a minimum of 10%.
<b>Out of School Suspensions</b>	Based on the cohort model the following grades had the following referrals: 6 <sup>th</sup> Gr (current 7 <sup>th</sup> ) = 64 7 <sup>th</sup> Gr (current 8 <sup>th</sup> ) = 44	Our goal is to decrease overall out of school suspensions by at least 10% for each cohort of students as indicated below. Grade 6: 64 - 10% = 57 Grade 7 (cohort): 64 - 10% = 57 Grade 8 (cohort): 44 - 10% = 39

<b>Student Behavior 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>
Continue to implement PBIS(Positive Behavior Intervention Supports): The Bulldog Way	Evidence of BMS’s PBIS: Bulldog Way (Responsible, Respectful, with Integrity) will be presented throughout the building and communicated to all BMS stakeholders throughout the school year.	PBIS Committee will meet monthly throughout the school year. We will share data collected at periodic staff meetings.	Kim Monette, Megan Havelak Stacy Olstadt, Rachel Kalk and PBIS Committee BMS Staff
Continue to revisit and revise school wide student management procedures	Implement and present/train staff on Staff vs. Office Managed	Office Referrals ATS	Kim Monette, Megan Havelak

	Behaviors and building-wide Behavior Management Plan.		Student Management Specialists
ATS (Action Toward Success – alternative to suspension) Program	Data will be collected on the number of students served and how many are repeat students.	Meet with ATS staff throughout the year; review data.	Megan Havelak, Stacy Olstadt, Student Management Specialists
Teach classroom management and relationship building strategies via: Restorative Practices <i>Love and Logic</i> ENVoY Informal Classroom Walkthroughs	Reduction of classroom referrals.	Ongoing and as needed. During periodic staff meetings. Individual teacher meetings.	Kim Monette Megan Havelak Student Management Specialists
Restorative Practices/Circles	Staff training provided in using Restorative Practices/Circles to enhance student teacher relationships	Document Students who have participated in a restorative chat.	Stacy Olstadt, Student Management Specialists, Hall Monitors
Classroom Social Emotional Learning (SEL) Skill development: Social Skills, Streamlined Advisory Curriculum that includes SEL, problem solving strategies and community circles	Students will have access to various groups and classroom opportunities to meet various needs that focus on SEL skills.	Meet with group and classroom facilitators and collect data from teacher and student surveys to assess the effectiveness of the individual programs.	ALL BMS Staff
Continue to meet with Human Services Team to identify students that will need tiered interventions based on individual student behavior data	Review student behavior data with HST to identify students needing additional interventions and/or outside resources	Assign tiered interventions to specific students based on individual student behavior data and determine student progress	Megan Havelak and HST members

**Priority Four: Family Engagement**

<b>Evidence of Need:</b>	<b>In the spring of 2019, Osseo Area Schools’ School Board set a district wide expectation that all sites/departments would develop and implement a family engagement goal.</b>
<b>Goal:</b>	<b>To provide opportunities for BMS families and community partners to engage in the school community.</b>

<b>Family Engagement 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 progress:</b> <i>What data will be collected?</i>	<b>Person(s) Responsible:</b>
Provide school wide opportunities for families to engage in the school community	BMS Community Engagement Committee will complete tasks by target dates.	Fill out data collection survey	Dana Trouth, Donnay Green and Community Engagement Committee
Brown Bag Luncheons: Just Add Parents	Invite parent participation through personal invites from their students who are participating in BBL. Provide information on the school website.	Attendance of parents of the Brown Bag Luncheon	Dana Trouth-STEAM Curriculum Integration Specialist
Development of BMS Parent Organization	BMS Parent participation in the Parent Organization	Number of parents attending Parent organization meetings and school activities	Raun Bullard and Kim Monette
Parent Series: Highlighting Middle Schoolers unique needs and creating independence for success	Participation of BMS parents and families	Number of parents attending Parent Series meetings	Administration, Counselors, Social Workers, SEBC, STEAM Curricular Coordinator Community Partners
Real Talk Parent Night	Participation of BMS parents and families	Number of parents attending REAL Talk parent night	Bob Ritchie and Joshua Fuchs, Community Engagement Committee

Site Improvement Team

Name	Position	Name	Position
1. Kim Monette	Principal	6. Susan Houge	EL Lead
2. Megan Havelak	Asst. Principal	7. Jenny Fletcher	SEBC
3. Janet Jones	Reading Literacy Coach	8. Heather Hansen	Reading Teacher
4. Celeste Enderle	Math Literacy Coach	9. Pavlina Tsvetkov	Math Teacher
5. Tom Watkins	Dist. Coord.	10. Robert Ritchie	Equity Specialist
11. Dana Trouth, STEAM Curricular Integration Specialist			

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: \_\_\_\_\_