

Form A2 – School Improvement Plan

Principal: Diana Bledsoe

Assistant Superintendent: Kelli Parpart

School: NVMS

Date: 2020-21

The School Improvement Plan priorities focus on five areas: **reading, mathematics, student behavior, family engagement, and, if applicable, graduation**. 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; (4) family engagement and, if applicable, (5) a graduation rate goal.

Guidelines

- (1) The district will insert the basic and transformational goals at the start of school using the 2020-2021 cohorts. Students enrolled for the 2020-2021 school year make up each cohort.
- (2) 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.
- (3) 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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- (4) New for 2020-21, data tables will include rows for students served in Talent Development, Academic Challenge and Gifted Support (TAG), Title I, and/or Distance Learning Academy (DLA) as relevant to the site.
- (5) For each student, their Fall 2020 cohort MCA index score is the first score available of the following: 2020 MCA, 2019 MCA, Fall 2019 MAP, Spring 2019 MAP, Winter 2020 FastBridge CBM (current 3rd grade only), and 2018 MCA.
- (6) Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.
- (7) 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)*?

** Form A-2 School Improvement Plans have been modified to reflect the spring of 2020 COVID-19 pandemic and subsequent school closures. As a result, data from the spring of 2020 will not appear on this form. Additionally, goals from 2019-2020 will continue into the 2020-2021 school year.*

Revised 8.31.2020

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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 20 (previously the minimum was 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
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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 2018 Results	Spring 2019 Results	Fall 2020 Cohort	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
All Students	42.7	43.8	45.1	39.7	58.8
Grade 6	47.0	47.2	38.2	32.0	53.6
Grade 7	38.5	39.0	53.2	44.9	64.9
Grade 8	42.6	45.4	43.0	41.3	57.2
Amln/Haw		30.0			
Asian	57.5	55.3	56.5		
Black	34.0	34.1	34.3		
Hispanic	36.3	38.0	40.8		
White	60.5	73.1	62.5		
Multiracial	45.8	36.5	56.8		
EL	8.9	8.2	11.4		
Spec Ed	17.3	4.9	18.3		
F/R Lunch	39.7	40.5	40.4		
Female	50.0	49.2	48.9		
Male	36.5	38.3	41.5		
TAG			70.8		
DLA			48.8		

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Priority One: READING

Measure: SIP Growth and Gap-Closing (SGG)

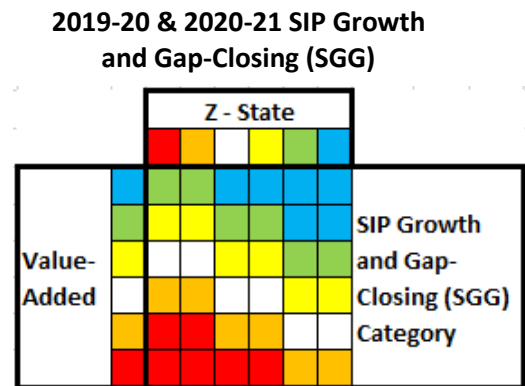
2019 Color Coding for MCA Value-Added and Z-State Results

-0.30 or below	-0.15 to -0.29	-0.14 to -0.01	+0.01 to +0.14	+0.15 to +0.29	+0.30 and up
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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.

(For 2020 school improvement planning purposes, 2019 data is being used.)

2021 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State



Group	Baseline		2019 Results		
	2017	2018	Val-Add	Z - State	SGG
All Students	-0.12	-0.11	-0.06	-0.29	
Grade 6	-0.22	-0.21	-0.27	-0.43	
Grade 7	-0.12	-0.11	-0.02	-0.30	
Grade 8	-0.03	-0.01	0.09	-0.15	
Am Ind			-0.87	-0.98	
Asian	0.00	0.05	-0.06	-0.17	
Black	-0.15	-0.24	-0.01	-0.32	
Hispanic	-0.22	-0.14	-0.08	-0.37	
White	-0.09	0.27	0.05	-0.06	
Multiracial	0.10	-0.16	-0.37	-0.53	
EL	-0.15	-0.33	-0.05	-0.40	
Spec Ed	-0.39	-0.47	-0.23	-0.61	
F/R Lunch	-0.14	-0.17	-0.04	-0.31	
Female	-0.03	0.02	-0.07	-0.24	
Male	-0.19	-0.22	-0.06	-0.35	
TAG					
DLA					

Priority One: Reading			
Reading Continuous Improvement Action Plan:			
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:
Reading Team			
Tiered Reading Labs	A tiered Reading lab intervention will be created for students scoring two or more grade levels behind.	<ul style="list-style-type: none"> ● MCA ● aReading 	Reading teacher
English Language Arts Teachers (ELA)			
A Focus on Writing	Students will engage in writing for a variety of purposes and audiences.	<ul style="list-style-type: none"> ● MCA ● aReading ● Student Engagement Levels 	ELA Teachers

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<p>Independent Reading</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>	<ul style="list-style-type: none"> ● MCA ● aReading ● Student Engagement Levels 	<p>ELA Teachers</p>
<p>Collaborative Planning</p>	<p>Core teachers will design and implement units that require high levels of thinking, reading, and writing in collaboration with their grade level peers.</p>	<ul style="list-style-type: none"> ● MCA ● aReading ● Student Engagement Levels 	<p>Core Teachers, DSDAS and TOSA</p>
<p>Advisory Recovery Time</p>	<p>This intervention will provide interventions for students in need of significant Reading support. It will reinforce core content through activities and small group instruction. It may also pre-teach and re-teach concepts to allow students more time to master math content.</p>	<ul style="list-style-type: none"> ● MCA ● Formative and Summative assessment data ● Student Engagement levels ● aReading 	<p>Assigned Teacher/s and TOSA</p>
<p>Special Education Teachers</p>			

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<p>Collaboration</p>	<p>Special education teachers will work collaboratively with the ELA teachers to provide grade level instruction and support to our special education students.</p>	<ul style="list-style-type: none"> ● MCA ● aReading ● Individualized Education Program (IEP) goal attainment ● Formative and Summative assessment data ● Student Grades 	<p>Special Education & Math Teachers</p>
<p>Monitoring</p>	<p>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>	<ul style="list-style-type: none"> ● aReading ● MCA ● IEP Goal Attainment ● Formative and Summative Assessment Data ● Student Grades 	<p>Special Education Teachers</p>
<p>Wilson’s Reading Instruction</p>	<p>Students will be paced through a curriculum based on mastery of skills, understanding of language concepts, and the ability to apply skills and concepts to connected text with accuracy, fluency, and understanding.</p>	<ul style="list-style-type: none"> ● MCA ● Engagement levels ● Curriculum Based Assessments ● Student Engagement levels ● aReading 	<p>Special Education Teachers</p>
<p>Resource Classes</p>	<p>Special education teachers will work collaboratively with the ELA teachers to provide grade level instruction, when appropriate, and specialized support to our special education students in a smaller classroom environment.</p>	<ul style="list-style-type: none"> ● aReading ● MCA ● IEP goal attainment ● Formative and Summative classroom-based measurements data ● Student Grades 	<p>Special Education Teachers</p>

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AVID			
AVID Support Class	Students will be provided with intensive support to learn skills and behaviors needed for academic success.	<ul style="list-style-type: none"> ● Grades ● Student Engagement Levels ● Attendance ● Behavior ● MCA ● aReading 	AVID Teacher
All Content Classes			
Professional Learning Team (PLT) Process	Interdisciplinary teams will work with the TOSA and DSDAS as part of the PLT process to ensure that literacy, and differentiation strategies are implemented in all content area classrooms.	<ul style="list-style-type: none"> ● MCA ● Formative and Summative classroom-based measurements data ● aReading 	All teachers with the support of the TOSA and DSDAS.
Unit Design Process	Teachers will design and implement culturally responsive units of instruction based on the Understanding by Design framework that require high levels of thinking, reading, and writing.	<ul style="list-style-type: none"> ● Student Engagement levels ● Formative and Summative classroom-based measurements data 	All teachers with the support of the TOSA and DSDAS.

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<p>Structured Instructional Coaching</p>	<p>Coaching opportunities will provide personalized support that is based on the goals and identified needs of the individual teacher.</p>	<ul style="list-style-type: none"> ● Reflection Room Visits ● Tardy Rates ● Formative and Summative classroom-based measurements data ● Student Engagement levels 	<p>Principal, Assistant Principal, SDAS, DSDAS and TOSA</p>
<p>Peer Observations</p>	<p>All teachers will participate in trimesterly peer observations to gain an understanding of various aspects of teaching, learning, and/or classroom management.</p>	<ul style="list-style-type: none"> ● Reflection Room Visits ● Student Engagement levels ● Formative and Summative classroom-based measurements data 	<p>All Licensed Staff</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 20 (normal minimum = 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 2018 Results	Spring 2019 Results	Fall 2020 Cohort	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
All Students	37.3	35.2	37.6	31.7	53.2
Grade 6	34.1	38.7	39.3	31.4	54.5
Grade 7	32.0	27.6	42.3	36.5	56.7
Grade 8	45.3	40.0	30.7	26.6	48.0
Amln/Haw		35.0			
Asian	57.4	48.2	47.3		
Black	26.1	22.4	23.3		
Hispanic	31.9	32.4	36.2		
White	56.8	59.6	65.9		
Multiracial	30.6	31.5	56.8		
EL	12.2	9.7	11.4		
Spec Ed	19.6	6.0	17.0		
F/R Lunch	33.5	31.3	33.1		
Female	37.7	35.1	35.0		
Male	36.9	35.4	40.2		
TAG			74.2		
DLA			40.5		

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Priority Two: MATHEMATICS

Measure: SIP Growth and Gap-Closing (SGG)

2019 Color Coding for MCA Value-Added and Z-State Results

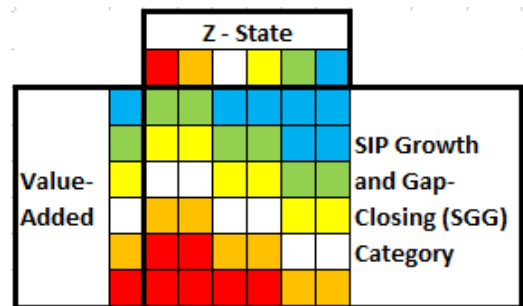
-.30 or below	-.15 to -.29	-.14 to -.01	+.01 to +.14	+.15 to +.29	+.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

(For 2020 school improvement planning purposes, 2019 data is being used.)

2021 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State

2019-20 & 2020-21 SIP Growth and Gap-Closing (SGG)



Group	Baseline		2019 Results		
	2017	2018	Val-Add	Z - State	SGG
All Students	-0.26	-0.36	-0.20	-0.55	
Grade 6	-0.45	-0.69	-0.37	-0.66	
Grade 7	-0.36	-0.47	-0.28	-0.70	
Grade 8	0.01	0.07	0.05	-0.28	
Am Ind			-0.35	-0.62	
Asian	-0.14	-0.10	-0.21	-0.42	
Black	-0.31	-0.49	-0.15	-0.61	
Hispanic	-0.24	-0.37	-0.20	-0.62	
White	-0.10	-0.31	-0.15	-0.35	
Multiracial	-0.73	-0.45	-0.55	-0.82	
EL	-0.37	-0.49	0.03	-0.47	
Spec Ed	-0.60	-0.52	-0.42	-0.92	
F/R Lunch	-0.29	-0.40	-0.14	-0.55	
Female	-0.20	-0.29	-0.25	-0.56	
Male	-0.31	-0.41	-0.16	-0.55	
TAG					
DLA					

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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:
Advisory Recovery			
Math Advisory Recovery	This intervention will provide interventions for sixth grade students in need of significant Math support. It will reinforce core Math content through activities and small group instruction. It will also pre-teach and re-teach concepts to allow students more time to master math content.	<ul style="list-style-type: none"> ● aMath ● MCA ● Formative and Summative assessment data ● Student Engagement levels 	Title One Lead
All Math Teachers			

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<p>PLTs</p>	<p>Biweekly facilitated collaborative meetings are held to analyze performance data from common assessments and make decisions for future instruction.</p>	<ul style="list-style-type: none"> ● aMath ● MCA ● Engagement levels ● Formative and Summative assessment data ● Student Engagement levels 	<p>Title One Lead</p>
<p>After School Math Support</p>	<p>Math teachers will provide personalized intervention opportunities for students.</p>	<ul style="list-style-type: none"> ● aMath ● MCA ● Formative and Summative assessment data ● Student Engagement levels 	<p>Math Department</p>
<p>Student Acceleration</p>	<p>Students who are performing at or above grade level have the opportunity to be placed in two Math classes. The first Math class is at grade level. The second Math class will be one to two grade levels above the student’s current grade level.</p>	<ul style="list-style-type: none"> ● aMath ● MCA ● Formative and Summative assessment data ● Student Engagement levels 	<p>Math Department</p>
<p>Peer Observations</p>	<p>All teachers will participate in trimesterly peer observations to gain an understanding of various aspects of teaching, learning, and/or classroom interactions.</p>	<ul style="list-style-type: none"> ● Reflection Room Visits ● Student Engagement levels ● Formative and Summative classroom-based measurements data 	<p>Math Department</p>

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<p>Departmental Planning Meetings</p>	<p>Weekly facilitated collaborative meetings will assist Math teachers in the curriculum development process.</p>	<ul style="list-style-type: none"> ● aMath ● MCA ● Formative and Summative assessment data ● Student Engagement levels 	<p>Title One Lead</p>
<p>Unit Development Process</p>	<p>Teachers will develop and implement culturally responsive units of instruction based on the Understanding by Design framework and incorporate Mathematical literacy concepts as their foundation.</p>	<ul style="list-style-type: none"> ● aMath ● MCA ● Formative and Summative assessment data ● Student Engagement levels ● Student Grades 	<p>All teachers with the support of the TOSA and DSDAS.</p>
<p>Structured Instructional Coaching</p>	<p>Coaching opportunities will provide personalized support that is based on the goals and identified needs of the individual teacher and grade level.</p>	<ul style="list-style-type: none"> ● aMath ● MCA ● Engagement levels ● Formative and Summative assessment data ● Student Grades 	<p>Principal</p>
<p>AVID</p>			
<p>AVID Support Class</p>	<p>Students will be provided with intensive support to learn skills and behaviors needed for academic success.</p>	<ul style="list-style-type: none"> ● aMath ● MCA ● Formative and Summative assessment data ● Student Engagement levels ● Student Grades 	<p>AVID Teacher</p>
<p>Special Education Teachers</p>			

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<p>Collaboration</p>	<p>Special education teachers will work collaboratively with Math teachers to provide grade level instruction and support to our students who receive special education services.</p>	<ul style="list-style-type: none"> ● aMath ● MCA ● IEP goal attainment, ● Formative and Summative assessment data ● Student Grades ● Student Engagement levels ● 	<p>Special Education Teachers</p>
<p>Monitoring</p>	<p>Special education teachers will monitor assessment data to identify a student’s Math level and Math instructional support needs. This information will be used to create appropriate IEP goals associated with Math levels.</p>	<ul style="list-style-type: none"> ● aMath ● MCA ● IEP goal attainment, ● Formative and Summative assessment data ● Student Grades ● Student Engagement levels 	<p>Special Education Teachers</p>
<p>Resource Classes</p>	<p>Special education teachers will work collaboratively work with the Math department to provide grade level instruction, when appropriate, and specialized support to our special education students in a smaller classroom environment.</p>	<ul style="list-style-type: none"> ● aMath ● MCA ● IEP goal attainment ● Formative and Summative assessment data ● Student Grades ● Student Engagement levels 	<p>Special Education Teachers</p>

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Priority Three: Student Behavior

Evidence of Need:	<p>Whereas overall rates of exclusionary discipline have declined dramatically over the past three school years, we are still experiencing relatively high rates of repeat behaviors and corresponding discipline/consequences from specific students. Therefore, our focus this year will be on enhancing supports and interventions for students who have demonstrated a recurring pattern of disruptive behaviors resulting in a removal from an instructional environment and a consequent assignment to our alternative-to-suspension room.</p>
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Student Behavior	Baseline data by target group	Goal
Alternative-to-Suspension (PASS)	<p>Two hundred and forty-three Alternative-to-Suspension assignments were given out during the 2019-20 school year. Forty-nine students were assigned to Alternative-to-Suspension no more than one time. The remaining One hundred and ninety-four assignments were by students who had multiple assignments. Students who received just one Alternative-to-Suspension assignments represented twenty percent of total assignments.</p>	<ul style="list-style-type: none"> The following goals are projected for four months of in-person learning during the 2020-21 school year. Based on an average of forty-nine Alternative-to-Suspension assignments per month during the 2019-20 school year, we are targeting a twenty percent decline in overall Alternative-to-Suspension assignments, resulting in no more than one hundred and thirty-one total Alternative-to-Suspension assignments. Of those one hundred and thirty-one projected PASS assignments for the 2019-20 school year, at least sixty-six of those assignments (50%) will be from students who receive no more than one PASS assignment throughout the school year. Achievement of this goal will represent thirty-percent growth/improvement over our rates from the previous school year.
Alternative-to-Suspension (PASS)	<p>During the 2019-20 school year, North View totaled forty-nine out-of-school suspensions, which resulted in an average of eight out-of-school suspensions per month.</p>	<ul style="list-style-type: none"> Based on an average of eight out-of-school suspensions per month during the 2019-20 school year, the following goal is projected for four months of in-person learning during the 2020-21 school year.

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		<ul style="list-style-type: none"> North View will experience a twenty percent decline in out-of-school suspensions resulting in no more than thirty-nine suspensions over the course of the school year.
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Student Behavior Continuous Improvement Action Plan			
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:
Implementation of School wide PBIS practices	North View Middle School (NVMS) will continue to implement a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.	<ul style="list-style-type: none"> Behavior Data Stakeholder Survey Data 	Assistant Principal
Implementation of School wide Restorative practices	North View Middle School (NVMS) will develop community and manage conflict and tensions by initially building relationships and repairing harm. This includes both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches.	<ul style="list-style-type: none"> Behavior Data Stakeholder Survey Data 	Assistant Principal

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<p>Alternatives to Suspension</p>	<p>Alternatives to Suspension (ATS) assignments will be given to students in lieu of out of school suspensions (OSS) for 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. Additionally, ATS will be supported daily by a designated licensed teacher in order to ensure students receive instructional support.</p>	<ul style="list-style-type: none"> • Behavior Data • Stakeholder Survey Data 	<p>Assistant Principal</p>
<p>Reflection Room</p>	<p>NVMS will support the use of a Reflection Room as a means to help students who display unacceptable behavior in class to reflect on the incident and create a plan to be successful the following day.</p>	<ul style="list-style-type: none"> • Behavior Data • Stakeholder Survey Data 	<p>Assistant Principal</p>
<p>Check and Connect</p>	<p>Check & Connect develops a trusting relationship between a student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to Check & Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.</p>		<p>SEBC</p>

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Mindfulness Room	NVMS will support the use of a Mindfulness Rooms as means to help special education students identify ways to regulate themselves during the school days.	<ul style="list-style-type: none"> • Behavior Data • Stakeholder Survey Data 	Assistant Principal and Special Education Staff
Student Support Meetings	This problem solving and coordinating structure in student support meetings will assist staff to seek positive solutions for maximizing student potential.	<ul style="list-style-type: none"> • Behavior Data • Stakeholder Survey Data 	Counseling and Student Management Specialist Staff
Student Ambassadors	This student group 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"> • Behavior Data • Stakeholder Survey Data 	Business Manager and Counseling Staff
WEB Leaders	As positive role models, WEB Leaders are student leaders who guide sixth graders to discover what it takes to be successful during the transition to middle school.	<ul style="list-style-type: none"> • Behavior Data • Stakeholder Survey Data 	Business Manager and Counseling Staff
Staff Development	Staff will be given the resources to effectively implement practices that promote positive learning environments in their classrooms.	<ul style="list-style-type: none"> • Behavior Data • Stakeholder Survey Data 	Principal

Priority Four: Family Engagement	
Evidence of Need:	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.
Goal:	<ul style="list-style-type: none"> Our communication plan ensures that community stakeholders are aware of school goals for instruction and achievement, the activities used to meet these goals, and our progress toward meeting these goals. The school will leverage the community’s diverse cultural, social, economic, and intellectual resources to improve student outcomes. Community stakeholders feel empowered to make significant decisions and share responsibility in the success of the school.

Family Engagement Continuous Improvement Action Plan:			
Strategies: <i>What specific strategies will be implemented?</i>	Adult actions: <i>What adult actions will ensure the strategies are successful?</i>	Measure progress: <i>What data will be collected?</i>	Person(s) Responsible:
The school will develop sustained positive relationships with families and community members.	Family and community members will be provided with multiple opportunities using a variety of venues and formats throughout the school year to provide feedback regarding their needs and their families’ experiences as a NVMS community member.	A record will be kept of community participation for school events and compared to prior year’s participation	Principal

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Date: [Click here to enter text.](#)

	<p>The school will recruit and network with families, community partners, and under-represented populations to develop relationships to solve common problems and pursue a shared purpose.</p>		
<p>Communication systems are in place to allow for open communication that provides for the timely, responsible sharing of information within the school community and provides information in multiple ways through different media. This will ensure that community stakeholders are aware of school goals for instruction and achievement, the activities used to meet these goals, and our progress toward meeting these goals.</p>	<p>All written and web-based communications are exceptionally well written, clear and translated when appropriate.</p>	<p>Parent Stakeholder Survey Results</p>	<p>Principal</p>
<p>Communications are interactive, engaging for all stakeholders in the school improvement agenda, and the communication plan creates structures with multiple pathways for family and community engagement.</p>	<p>Viewing Rates</p>		

Form A2 – School Improvement Plan

School: NVMS

Date: [Click here to enter text.](#)

Site Improvement Team

Name	Position	Name	Position
1. Diana Bledsoe	Principal	5. Deanna Fisher	Instructional Coach
2. Alex Berg	Assistant Principal	6.	
3. Kelly Armstrong	DSDAS	7.	
4. Allison Stapley	Title One Lead	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: _____