

Form A2 – School Improvement Plan

Principal: Kim Monette
Parpart

Assistant Superintendent: Kelli

School: BMS

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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- (1) 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.
- (2) 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.
- (3) Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.
- (4) 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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** 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.*

Priority One: READING		<i>Measure: MCA Proficiency (Index Rates)</i>
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	62.1	61.4	58.0	52.6	68.5
Grade 6	62.5	63.5	49.8	43.6	62.4
Grade 7	59.0	60.5	65.2	56.9	73.9
Grade 8	64.7	60.0	58.2	56.5	68.7
Amln/Haw			40.0		
Asian	60.3	61.9	63.1		
Black	56.1	54.0	50.0		
Hispanic	55.7	52.7	43.2		
White	76.7	78.7	80.4		
Multiracial	67.9	65.0	58.1		
EL	17.2	10.9	6.4		
Spec Ed	43.2	33.3	23.7		
F/R Lunch	56.2	54.1	50.2		
Female	68.1	62.9	62.3		
Male	56.5	59.7	54.1		
TAG			88.5		
DLA			59.7		

Priority One: READING

Measure: SIP Growth and Gap-Closing (SGG)

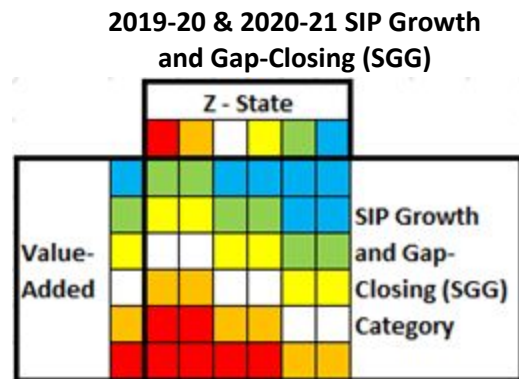
2019 Color Coding for MCA Value-Added and Z-State Results

-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	0.04	0.03	0.18	-0.02	
Grade 6	-0.01	-0.04	0.17	0.03	
Grade 7	0.14	0.05	0.23	-0.05	
Grade 8	-0.02	0.08	0.12	-0.05	
Am Ind					
Asian	0.05	0.08	0.21	0.07	
Black	0.00	-0.06	0.20	-0.09	
Hispanic	0.01	-0.02	0.16	-0.10	
White	0.19	0.16	0.18	0.07	
Multiracial	-0.21	0.02	0.02	-0.12	
EL	-0.02	-0.13	-0.02	-0.33	
Spec Ed	0.07	-0.09	0.17	-0.17	
F/R Lunch	0.01	-0.02	0.16	-0.11	
Female	0.08	0.06	0.14	-0.01	
Male	0.00	0.00	0.22	-0.04	
TAG					
DLA					

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:
The Three Big Questions (Beers & Probst) with Annotation	<p>The Instructional Leadership Team will reinforce the use of the Big Questions during a staff meeting, and will call out the strategy, and explain its use.</p> <p>Teachers will teach students how to use the Big Questions (Beers & Probst) to better understand assigned texts.</p> <p>Big Questions:</p> <ol style="list-style-type: none"> 1. What was surprising? 2. What did the author think I already knew? 3. What challenged, changed or confirmed my thinking? <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. Teachers will provide student samples of work	BMS Teachers 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

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<p>Fiction Signposts (Beers & Probst).</p>	<p>English Language Arts 7th grade teachers will review and use the Fiction Signposts to make inferences and draw conclusions.</p>	<p>Student and Teacher artifacts and rubrics/grades.</p>	<p>BMS ELA teachers</p>
<p>Fiction Signposts (Beers & Probst).</p>	<p>English Language Arts 8th grade teachers will use the Fiction Signposts to analyze literature.</p>	<p>Student and Teacher artifacts and rubrics/grades.</p>	<p>BMS ELA teachers</p>
<p>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.</p>	<p>Monitor student progress, teacher input, identify students who need targeted interventions, work with Reading Literacy coach</p>	<p>formative and summative assessments and grades in core classes</p>	<p>EL teachers Reading Literacy Coach</p>
<p>EL teachers will implement Read 180 or System 44 with their EL students (strategies include: systematic multisensory phonics, repeated reading, and immediate feedback).</p>	<p>Reading Literacy coach will train EL teachers in Read 180 and System 44 program implementation and data analysis. EL teachers will conduct reading conferences with students regarding their performance in the Read 180 or System 44 program and provide differentiated instruction in areas of need.</p>	<p>Read 180 and System 44 performance reports Reading Inventory Phonics Inventory aReading from FastBridge Fall, Winter, Spring</p>	<p>Reading Literacy coach EL teachers</p>
<p>Implement <i>Equipped for Reading Success</i> one-minute exercises to develop Resource English and Read Lab students' phonemic awareness.</p>	<p>Reading Literacy Coach will conduct a training for SPED Resource Teachers to build their background knowledge of advanced phonemic awareness and orthographic mapping, so they understand the role phonemic awareness plays in how we remember the words we read. Reading Literacy Coach and SPED Resource English Teachers will assess students' phonemic</p>	<p><i>Equipped</i> tracking sheet and Phonological Awareness Development Chart PAST assessment Phonics Inventory aReading from FastBridge Fall, Winter, Spring</p>	<p>Reading Literacy Coach</p>

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	<p>awareness using the Phonological Awareness Screening Test (PAST).</p> <p>Reading Literacy Coach and SPED Resource English teachers will implement the <i>Equipped</i> one-minute exercises by teaching students how to work with partners to do the exercises, analyzing the formative data from tracking sheets, moving students to the next level of exercises when they are ready, and providing one-on-one work with students who are stuck at certain levels in the program.</p>		
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
Academic Support classes 6th grade	FastBridge data for aReading generated addl. 6th grade academic support classes	FastBridge data from Fall, Winter and Spring	Reading Literacy Coach and AVID teacher
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 monitor growth and plan any needed adjustments.	Resource English Special Education teachers will use formative and summative assessments to monitor S.E. student progress	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.	Reading Literacy coach, SPED, 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 Heather Hanson Lit. Coach, SEBC, EL teachers

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		<p>Increase in aReading scores from Fall, Winter, Spring</p>	
<p>Content and grade level subjects will meet as a PLT. All PLT's will focus on instructional literacy strategies and Culturally responsive instruction.</p> <p>The aforementioned teachers will identify an area of student need from the Minnesota Department of Education literacy standards. 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>SDAS/PLT facilitator will guide teachers in identifying instructional literacy strategies through choices of texts; the assessment of texts; the conversations focused on literacy instruction and culturally responsive 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>Professional Learning Teams.</p> <p>Examples of student work and student progress that show areas of need and areas of strength on literacy-focused formative assessments.</p> <p>The growth of the students as measured by the SMART goal.</p>	<p>BMS PLT participants</p> <p>Katie Leitschuh, SDAS, Reading Literacy Coach, Heather Hanson Kim Monette Equity Teacher</p>
<p>Teachers will use best instructional practices to address predictable disproportionality (including increasing reading growth for students of color and other underperforming groups including focused work with MLL</p>	<p>When planning instruction, teachers and PLT groups will use 3 Guiding Intentional Instruction Design following questions:</p> <ol style="list-style-type: none"> 1. What do I intend for students to learn? 2. How can I use the CLEAR model and HOP to determine what instructional strategies to implement to meet these learning intentions? <p>Possible resources and instructional strategies:</p>	<p>Assessment scores including data loop assessments, Reading Counts! quizzes, aReading Inventory growth, and other formative and summative classroom assessments.</p>	<p>BMS teachers</p> <p>Equity Teacher and Specialist E-Team</p> <p>SDAS, Literacy Coaches, Instructional Coaches</p>

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	<ul style="list-style-type: none">● NUA Strategies● HOP● Restorative Circles/Practice● CLEAR Framework● Capacity Equation● Goal Setting● Thinking Maps● Blended Learning● KU Learning Strategies and Content Enhancement Tools● AVID● ELLvation <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)
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
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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. 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	56.4	53.5	49.1	43.2	61.8
Grade 6	53.7	52.6	48.6	40.7	61.5
Grade 7	54.0	50.7	50.0	44.2	62.5
Grade 8	61.6	57.6	48.7	44.6	61.5
Amln/Haw			40.0		
Asian	60.1	57.4	55.0		
Black	46.9	41.8	35.2		
Hispanic	44.8	43.0	34.6		
White	75.0	77.1	78.0		
Multiracial	56.8	55.0	55.6		
EL	14.7	10.8	7.3		
Spec Ed	32.7	28.7	24.4		
F/R Lunch	49.3	43.9	40.0		
Female	60.8	52.3	47.0		
Male	52.3	54.8	51.1		
TAG			91.4		
DLA			48.3		

Priority Two: MATHEMATICS

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

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



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

Priority Two: Mathematics			
Mathematics Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies <i>What specific strategies will be implemented?</i>	Adult actions: <i>What adult actions will ensure the strategies are successful?</i>	Measure student progress: <i>What student data will be collected?</i>	Person(s) Responsible:
Math Literacy Coach will directly coach and co-teach with math teachers	Teachers implement best practice strategies for instruction. (See below for strategie)s	Unit summative assessments and MCA scores in Spring 2019 and FastBridge data for aMath scores-Fall, Winter, Spring Teacher reflection of instructional strategies	Celeste Enderle-Math Literacy Coach
Implement Math literacy support within Advisory classes	Students will take the IXL data results, in combination with FastBridge data, will be used to target skills that students will work on during Advisory class.	Formative and summative classroom assessments FastBridge Data IXL data results	Celeste Enderle, Math Literacy Coach will support Advisory teachers
Implement Math Achievers Program in 6th grade	Math Inventory (MI) scores will be collected four times a year.	Formative and summative assessments along with Math 180 and aMath data	Celeste Enderle Math Literacy Coach
CPM Study Team and Teaching Strategies: <ul style="list-style-type: none"> ● Learning Logs, and ● Mixed, Spaced, Practice These strategies are considered best practices and will help to implement our new math curriculum.	Teachers will use learning logs, study team & teaching strategies, and a scope and sequence that used mixed, spaced practice.	Formative and Summative assessment data based on the implementation success of strategies, <ul style="list-style-type: none"> ● Learning Logs ● Mixed, Spaced, Practice (Spiraling) 	Celeste Enderle, Math Literacy Coach, Katie Leitschuh, SDAS Math teachers
Teachers will use: -CLEAR framework and High Operational Practices (HOP), -NUA instructional strategies, and -AVID strategies	When planning instruction, teachers and PLT groups will use 3 Guiding Intentional Instruction Design questions:	Assessment scores including data loop assessments and other formative and summative classroom assessments. Coaches will determine how to better monitor	BMS teachers Joshua Fuchs Bob Ritchie Equity Teacher and Specialist SDAS, Literacy Coaches,

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<p>to address disproportionality of students of color and other underperforming groups</p>	<p>1. What do I intend for students to learn?</p> <p>2. How can I use the CLEAR model, HOP, NUA, and AVID 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"> ● NUA Strategies ● CLEAR Framework ● HOPS ● Restorative Circles/Practices ● Blended Learning ● KU Learning Strategies and Content Enhancement Tools (AVID, Freedom Schools, Thinking Maps, Goal Setting, etc.) <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>	<p>that these strategies are intentionally used with informal assessments.</p>	<p>Instructional Coaches</p>
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<p>Priority Three: Student Behavior</p>	
<p>Evidence of Need:</p>	<p>We are continuing work with our new Alternative to Suspension program and at risk students. The rationale is that by teaching goal setting and new skills, it will also reduce the number of out of school suspensions for students. We are using our ATS ESP to support distance learning students on days they are not in school. This is evolving and will continue to change as we navigate through various models.</p>

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Office Referrals	Overall, we had 322 referrals over a 26 week time period. This would have extrapolated to 444 referrals for the year.	Our goal is to decrease overall office referrals by at least 10% as indicated below. 444 - 10% = 399

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:
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 Office Managed Behaviors and building-wide Behavior Management Plan.	Office Referrals ATS	Kim Monette, Megan Havelak Student Management Specialists
Teach classroom management and relationship building strategies via: Restorative Practices <i>Love and Logic</i> ENVoY On the spot, ENVoy teaching/modeling 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

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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	
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 to their SIP plan.
Goal:	Examples: Strengthen existing PACT work, increase parent involvement of BMS PACT group, Real Talk and other parent/family engagement activities via virtually.

Family Engagement 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 progress: <i>What data will be collected?</i>	Person(s) Responsible:
Provide school wide opportunities for families to engage in the school	BMS Community Engagement Committee will complete tasks	Number of participants in the events, survey of	Dana Trouth Stacy Olstadt - AVID, Donnay

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community through our Community Engagement committee activities and/or Real Talk and Family AVID focused nights	by target dates. Participation of BMS parents and families	participants attending the events	Green and Equity Specialist and Teacher Community Engagement Committee
Virtual Brown Bag BYOL: 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 Truth-STEAM Curriculum Integration Specialist
Continue to grow involvement in 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
Virtual 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

Site Improvement Team

Name	Position	Name	Position
1. Kim Monette	Principal	8. Jenny Fletcher	SEBC
2. Megan Havelak	Asst. Principal	9. Dana Truth	STEAM CIS
3. Heather Hanson	Reading Literacy Coach	10. Robert Richie	Equity Specialist
4. Celeste Enderle	Math Literacy Coach	11. Joshua Fuchs	Equity Teacher
5. Stacy Olstadt	Academic Skills Coach - AVID	12. Dennis Draughn	AVID Coordinator
6. Pavlina Tsvetkov	Math Teacher	13. Paul Kroshus	EL Coordinator

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7. Susan Houge	EL Teacher	14. Tom Watkins	RAA Coordinator
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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: _____