Form A2 – School Improvement Plan

Principal: Kim Monette   Assistant Superintendent: Kelli Parpart

School: Brooklyn Middle School   Date: 2021-22

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 before the start of school using the 2021-2022 cohorts (incoming students for Fall 2021).

(2) Basic goals represent reasonable student progress (typically district average change). 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

(4) Data tables 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. For Fall of 2020 in last year's SIP, these were students from your school who were entering DLA, and for Fall of 2021 in this year's SIP, these are students returning to your school from DLA.

(5) Few DLA students participated in MCA testing in 2021, and those who did participate were involved in unusual testing conditions. Because of this (and related issues in other schools), we identified and excluded some FastBridge and/or MCA scores which were inconsistent. Please refer to your preliminary 2021 MCA report (on your school reports page of the Data & Assessment site) for more information.

(6) Final Fall 2020 cohort index scores for grades 3-8 were based on Fall 2020 FastBridge aReading or aMath scores. For grades 10 and 11, final cohort scores were based on the 2018 or 2019 MCA.

(7) Initial Fall 2021 cohort index scores for grade 3 were from Spring 2021 FastBridge aReading or aMath scores. For grades 4-8, the 2021 MCA was used. For grades 10-11, cohort scores were from 2019 MCA.

(8) Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.

(9) Site teams 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? Is this part of a longer trend?

    b. What adult practices might be contributing to the results? What could be root causes?

    c. What research-based actions, strategies, and interventions may help students meet the goals?

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> d.   What knowledge and skills (professional learning) will adults need to support students so they can meet goals?

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	transform-ational 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. Fall 2020 FastBridge aReading scores were used to estimate MCA achievement levels for setting Spring 2021 MCA index rate goals.

Group	Spring 2018	Spring 2019	Fall 2020 Cohort (based on aReading)	2021 Basic Goal	2021 Trans. Goal	Spring 2021 Results (MCA)	Fall 2021 Cohort (based on MCA)	2022 Basic Goal	2022 Trans. Goal
All Students	62.1	61.4	51.3	51.5	63.5	55.1	52.6	52.8	64.5
Grade 6	62.5	63.5	54.5	54.9	65.9	59.5	49.0	46.0	61.8
Grade 7	59.0	60.5	51.0	51.0	63.3	54.2	56.1	54.3	67.1
Grade 8	64.7	60.0	48.4	48.6	61.3	51.6	52.1	53.2	64.1
AmIn/Haw									
Asian	60.3	61.9					54.2		
Black	56.1	54.0					48.2		
Hispanic	55.7	52.7					34.9		
White	76.7	78.7					68.3		
Multiracial	67.9	65.0					56.7		
EL	17.2	10.9					16.1		
Spec Ed	43.2	33.3							
F/R Lunch	56.2	54.1					43.3		
Female	68.1	62.9					59.4		
Male	56.5	59.7					46.6		
TAG							80.9		
DLA							55.0		

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

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

-.30 or below	-.15 to -.29	-.14 to 0	+.0001 to +.14	+.15 to +.29	+.30 and up

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. 2021 Z-State results not available due to COVID-19.

2021 & 2022 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State

2019-20 & 2021-22 SIP Growth and Gap-Closing (SGG)
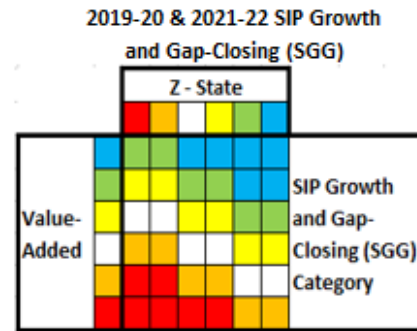
	Baseline		**2019 Results**			**2021 Results**
Group	**2017**	**2018**	**Val-Add**	**Z - State**	**SGG**	**Val-Add**
All Students	0.04	0.03	0.18	-0.02		0.13
Grade 6	-0.01	-0.04	0.17	0.03		0.18
Grade 7	0.14	0.05	0.23	-0.05		0.07
Grade 8	-0.02	0.08	0.12	-0.05		0.13
Am Ind						0.09
Asian	0.05	0.08	0.21	0.07		0.14
Black	0.00	-0.06	0.20	-0.09		0.17
Hispanic	0.01	-0.02	0.16	-0.10		0.06
White	0.19	0.16	0.18	0.07		0.08
Multiracial	-0.21	0.02	0.02	-0.12		0.16
EL	-0.02	-0.13	-0.02	-0.33		0.12
Spec Ed	0.07	-0.09	0.17	-0.17		0.04
F/R Lunch	0.01	-0.02	0.16	-0.11		0.08
Female	0.08	0.06	0.14	-0.01		0.13
Male	0.00	0.00	0.22	-0.04		0.12
TAG						0.10
DLA						

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Priority One: Reading			
Reading Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies: *What specific strategies will be implemented?*	**Adult actions:** *What adult actions will ensure the strategies are successful?*	**Measure student progress:** *What student data will be collected?*	**Person(s) Responsible:**
Implement WICOR Framework, specifically: 1. Writing to Learn: Quick Writes 2. Inquiry: Costas Levels of Questioning 3. Reading to Learn: Annotating for Three Big Questions	The Instructional Leadership Team will reinforce the use of WICOR through site professional development, PLTs, and individual coaching. AVID Site Team will routinely use WIR strategies, model WIR strategies, and collect data. BMS teachers will implement WIR strategies in the classroom.	Student and Teacher artifacts and rubrics/grades. Classroom posters of 3 Big Questions + sentence frames for conversations	Instructional Leadership Team AVID Site Team BMS Teachers
Reading to Learn: 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
	English Language Arts 7th grade teachers will review and use the Fiction Signposts to make inferences and draw conclusions.		
	English Language Arts 8th grade teachers will use the Fiction Signposts to analyze literature.		
EL Teacher will implement Fostering Interaction Strategies from Ellevation in the collaborative classrooms at least once a week.	Collaborative teachers and EL teachers will coordinate when and how the weekly use of Fostering Interaction Strategy from Ellevation.	WIDA ACCESS Speaking Scores Pre and Post tests: student self report on time speaking and/or	EL Collaborative teachers and EL Collab Content Teachers

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		actively collaborating in class. Content Teacher observes EL students and takes notes that can be used as formative data	EL teachers Reading Literacy Coaches
EL teachers will implement EL curriculum, WIR (WICOR) strategies, Read 180 or System 44 with EL students	Reading Literacy coaches will support EL teachers in WIR strategies, Read 180 and System 44 program implementation and data analysis. EL teachers will assess students to determine needs and provide differentiated reading instruction.	Read 180 and System 44 performance reports Reading Inventory Phonics Inventory aReading from FastBridge Fall, Winter, Spring	Reading Literacy Coaches EL teachers
Assess phonemic awareness and implement phonemic awareness interventions, for students in Special Ed Resource English and Read/Write Labs.	SPED Resource teachers will access and use the *Equipped for Reading Success* student services literacy resources, training, and assessments. Read/Write Lab and SPED Resource English teachers will assess phonemic awareness and provide phonemic awareness interventions to targeted students.	*Equipped* tracking sheet and Phonological Awareness Development Chart PAST assessment Phonics Inventory	Reading Literacy Coaches Resource English teachers
Implement Read/Write Lab for identified students.	Identify students for Read/Write Lab using aReading scores, MCA's, and teacher recommendations. Intervention teachers will assess students to determine needs and provide differentiated reading instruction.	Growth in Reading and Phonics Inventory, System 44 and Read 180 data, MCA Spring 2022 scores, and aReading data	Katie LaPointe Heather Hanson Reading Literacy Coaches
EL students self report the number of times speaking in the classroom per week.	Google Form created by EL teacher and EL SDAS to be completed during EL Advisories.	EL teachers will continue to monitor and collect data through the Google Form each trimester.	EL Advisory teachers

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	EL teachers will check-in with students and remind them to be aware of speaking frequency.		
Resource English Special Education teachers will align IEP Goals and objectives with State English Language Arts Standards.	Teachers will be provided with evidence-based resources and assessments that align with the WICOR framework used throughout the school. Teachers will monitor IEP goals and objectives and review a minimum of once a trimester 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
Implement *Equipped for Reading Success* one-minute exercises to develop Resource English and Read Lab students' phonemic awareness.	Reading Literacy Coach will train SPED Resource Teachers in advanced phonemic awareness and orthographic mapping. Reading Literacy Coach and SPED Resource English Teachers will assess students' phonemic awareness using the Phonological Awareness Screening Test (PAST). Reading Literacy Coach and SPED Resource English teachers will implement the *Equipped* one-minute exercises.	*Equipped* tracking sheet and Phonological Awareness Development Chart PAST assessment Phonics Inventory aReading from FastBridge Fall, Winter, Spring	Reading Literacy Coach Resource English Teachers

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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 for Spring 2021 (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 transform-ational

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 (based on aMath)	2021 Basic Goal	2021 Trans. Goal	Spring 2021 Results (MCA)	Cohort (based on MCA)	2022 Basic Goal	2022 Trans. Goal
All Students	56.4	53.5	36.3	37.3	52.2	36.6	35.2	35.7	51.4
Grade 6	53.7	52.6	33.0	34.2	49.7	30.6	36.5	36.3	52.4
Grade 7	54.0	50.7	43.7	45.0	57.8	43.1	29.7	30.5	47.3
Grade 8	61.6	57.6	32.4	32.8	49.3	36.3	39.8	40.9	54.9
AmIn/Haw						25.0			
Asian	60.1	57.4				41.7	34.2		
Black	46.9	41.8				22.6	24.4		
Hispanic	44.8	43.0				24.3	17.7		
White	75.0	77.1				61.9	62.6		
Multiracial	56.8	55.0				41.7	40.7		
EL	14.7	10.8				6.7	6.9		
Spec Ed	32.7	28.7				9.4	16.8		
F/R Lunch	49.3	43.9				24.8	23.6		
Female	60.8	52.3				36.8	35.0		
Male	52.3	54.8				36.4	35.3		
TAG						74.7	73.1		
DLA							34.5		

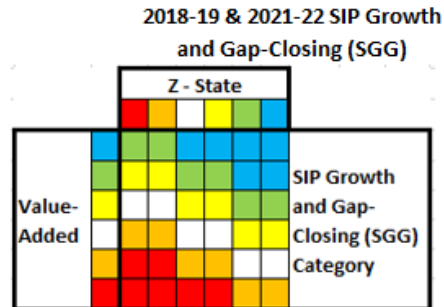School: Brooklyn Middle School   Date: 2021-2022

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

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

-.30 or below	-.15 to -.29	-.14 to 0	+.0001 to +.14	+.15 to +.29	+.30 and up

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. 2021 Z-State results not available due to COVID-19.

2018-19 & 2021-22 SIP Growth and Gap-Closing (SGG)

2021 & 2022 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State

	Baseline		2019 Results			2021 Results
Group	**2017**	**2018**	**Val-Add**	**Z - State**	**SGG**	**Val-Add**
All Students	**0.00**	**0.05**	**0.18**	-0.15		**-0.07**
Grade 6	-0.10	0.08	0.31	0.05		-0.13
Grade 7	0.07	-0.13	-0.04	-0.44		-0.16
Grade 8	0.04	0.17	0.27	-0.05		0.09
Am Ind						-0.50
Asian	0.10	0.13	0.18	-0.05		-0.11
Black	-0.07	-0.06	0.23	-0.23		-0.01
Hispanic	-0.08	0.10	-0.03	-0.40		0.08
White	0.13	0.15	0.27	0.06		-0.21
Multiracial	-0.19	-0.06	0.06	-0.21		-0.10
EL	-0.10	-0.16	-0.10	-0.52		0.10
Spec Ed	-0.26	-0.18	0.19	-0.34		0.13
F/R Lunch	-0.03	-0.02	0.16	-0.25		0.04
Female	0.06	0.09	0.21	-0.11		-0.03
Male	-0.05	0.00	0.15	-0.19		-0.11
TAG						-0.30
DLA						

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Priority Two: Mathematics

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

Strategies *What specific strategies will be implemented?*	Adult actions: *What adult actions will ensure the strategies are successful?*	Measure student progress: *What student data will be collected?*	Person(s) Responsible:
Math Literacy Coaches will directly coach and co-teach with math teachers and Resource Math teachers	Coaches use the CPM Coaching Framework when meeting and reflecting with teachers. Coaches will use best practice strategies and Study Team and Teaching Strategies when co-teaching.	Unit summative assessments, MCA scores in Spring 2022 and FastBridge data for aMath Teacher reflection of instructional strategies and Study Team and Teaching Strategies.	Celeste Enderle Amanda Wallner Math Literacy Coaches; Katie Leitschuh, SDAS
Resource Math Teachers will align with Math Teachers to implement CPM	Math Literacy Coaches will coach Resource Math Teachers in the implementation of CPM	Unit summative assessments, MCA scores in Spring 2022 and FastBridge data for aMath Teacher reflection of instructional strategies and Study Team and Teaching Strategies.	Celeste Enderle Amanda Wallner Math Literacy Coaches; Katie Leitschuh, SDAS
Implement Math Achievers Program and Math + intervention classes for identified students	Intervention teachers will implement CPM Study Team and Teaching Strategies and pre-teach upcoming CPM chapter essential learnings.	Math 180 data (Math Inventory), MCA Spring 2022 scores, and aMath data (Fall, Winter, Spring)	Celeste Enderle Amanda Wallner Math Literacy Coaches John Kosbau Math + teacher
Implement a 7th grade EL Math class	Implement CPM Study Team and Teaching Strategies with a focus on building essential vocabulary and concepts Use of ELLevation strategies	Formative and Summative Assessment Fastbridge data for aMath	Amanda Wallner Celeste Enderle
Implement WICOR in the alignment with CPM Curriculum	**Writing to learning**-Teachers will have students write out their thinking and use learning logs in lesson closures	Student self report in learning logs Formative and Summative Assessments	BMS math and resource math teachers

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	Inquiry- Problem-based learning **Collaboration**- Study Teams and use of Study Team and Teaching Strategies **Organization-** Use of strategies, like Focused Note Taking to help students set up their notebooks. **Reading to Learn**- Use of the 3 big questions to support the launch and core problems as students work in their teams throughout their lessons.		

Priority Three: Student Behavior

Evidence of Need:	**We are continuing to work with a more restorative approach around discipline and having students utilize our Actions Toward Success (Alternative to Suspension program) for students who engage in Tier 3 behaviors. The ATS program is focused on teaching goal setting and new skills, it will also reduce the number of out of school suspensions for students.**

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Repeat Referrals for Black, Hispanic or 2 or more races Students	Number of Black, Hispanic or 2 or more Races students in 2018-2019 = 659 Number of Black, Hispanic or 2 or more races students with 2+ referrals in 2018-2019 = 118 Percent of Black, Hispanic or 2 or more races students who received 2 or more referrals = 17.9%	**Our goal is to decrease the overall percentage of repeat referrals (17.9%) for Black, Hispanic and 2 or more races students to less than 15%.**

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Student Behavior Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies: *What specific strategies will be implemented?*	**Adult actions:** *What adult actions will ensure the strategies are successful?*	**Measure student progress:** *What student data will be collected?*	**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 and posted 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 3 times/yr with staff during staff meetings.	Kim Monette, Megan Havelak, Rachel Kalk, Kayla Schilling 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 to all new to BMS staff and others at opening Workshop Week.	Office Referrals ATS	Megan Havelak & Student Management Specialists
Teach classroom management and relationship building strategies via: Restorative Practices Love and Logic EnVoy Classroom Management Skills On the Spot Coaching Teaching/Modeling Informal Classroom Walkthroughs	Reduction of classroom referrals.	Ongoing training as needed. Professional Development days/staff meetings Individual teacher meetings.	Kim Monette, Megan Havelak, Student Management Specialists, Instructional Coaches, Counselors, SEBC, Social Workers
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	Student Management Specialists, Counselors, ATS Facilitator

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Meet with Human Services Team to identify students that are receiving or 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.**
Goal:	**To increase parent and family involvement in school wide events and activities. Examples: increase membership and involvement of PACT parent organization, Real Talk, STEAM and AVID parent/family night participation and other engagement activities.**

Family Engagement Continuous Improvement Action Plan: (add steps as needed by using tab key)

Strategies: *What specific strategies will be implemented?*	Adult actions: *What adult actions will ensure the strategies are successful?*	Measure progress: *What data will be collected?*	Person(s) Responsible:
Provide school wide opportunities for families to engage in the school community through our Community Engagement committee activities in collaboration with STEAM, REAL TALK and Family AVID focused nights	BMS Community Engagement Committee will complete tasks by target dates.	Number of participants in the events, survey of participants attending the events	Shannon Comisar - STEAM/TIS Curr. Int. Coord., Stacy Olstadt - AVID Coord., Donnay Green - facilitator of Community Engagement Comm. Community Engagement Committee, and Equity Specialist and Teacher
Continue to grow involvement in BMS PACT (Parent and Community Together) parent organization	BMS Parent participation in the PACT parent organization	Number of parents attending PACT parent organization meetings and school activities	Raun Bullard, President of PACT and Kim Monette,

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			Principal and Megan Havelak, Asst. Principal
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	Counselors, Social Workers, SEBC

Site Improvement Team

Name	Position	Name	Position
1. Kim Monette	Principal	8. Jenny Fletcher	SEBC
2. Megan Havelak	Asst. Principal	9. Katie Lapointe	Reading Literacy Coach
3. Heather Hanson	Reading Literacy Coach	10. Shawna Johnson-Moore	Equity Specialist
4. Celeste Enderle	Math Literacy Coach	11. Wakaya Wells	Equity Coordinator
5. Stacy Olstadt	AVID Coordinator	12. Edairra McCalister	Equity Teacher
6. Amanda Wallner	Math Literacy Coach	13. Paul Kroshus	MLL Coordinator
7. Susan Houge	MLL Teacher	14. Tom Watkins	RAA Coordinator

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: _____