

Form A2 – School Improvement Plan

Principal: Brian Chance

Assistant Superintendent: Kelli Parpart

School: OMS

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	73.8	71.8	72.8	67.4	79.6
Grade 6	78.3	80.9	66.5	60.3	74.9
Grade 7	70.1	66.7	76.8	68.5	82.6
Grade 8	72.7	68.4	74.7	73.0	81.0
Amln/Haw		74.2	69.4		
Asian	72.1	70.6	67.5		
Black	50.7	50.3	55.8		
Hispanic	65.3	67.9	56.0		
White	83.3	79.4	82.5		
Multiracial	75.3	69.5	74.4		
EL	13.0	13.5	10.9		
Spec Ed	31.6	32.6	39.0		
F/R Lunch	58.5	54.2	56.7		
Female	79.0	76.8	75.7		
Male	68.9	67.5	69.9		
TAG			95.4		
DLA			69.7		

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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

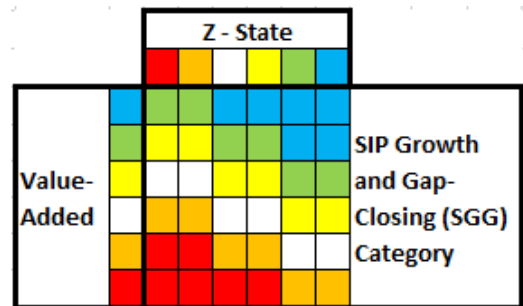
-0.30 or below	-0.15 to -0.29	-0.14 to -0.01	+0.01 to +0.14	+0.15 to +0.29	+0.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational 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

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



Group	Baseline		2019 Results		
	2017	2018	Val-Add	Z - State	SGG
All Students	0.08	0.09	0.03	-0.10	
Grade 6	0.32	0.24	0.27	0.19	
Grade 7	-0.21	-0.13	-0.21	-0.40	
Grade 8	0.13	0.16	0.03	-0.07	
Am Ind			-0.03	-0.17	
Asian	0.11	0.26	0.12	0.01	
Black	-0.22	-0.11	-0.07	-0.33	
Hispanic	0.09	-0.15	0.07	-0.15	
White	0.15	0.17	0.04	-0.03	
Multiracial	0.19	0.08	0.04	-0.09	
EL	-0.29	-0.40	0.16	-0.21	
Spec Ed	-0.02	-0.35	-0.04	-0.32	
F/R Lunch	-0.10	-0.02	-0.06	-0.30	
Female	0.22	0.14	0.03	-0.03	
Male	-0.07	0.05	0.02	-0.16	
TAG					
DLA					

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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:
NEWSELA during Advisory 1 day per week (Wednesday/Thursday of remote learning during Hybrid) (On Wednesday during Full in-person and full distance)	All advisory teachers will engage students in NEWSELA activities 1 day per week	Reading progress reports from NEWSELA	All Staff Liz Hirschman
Silent Sustained Reading (Monday/ Tuesday of in-person during Hybrid) (On Tuesday during Full in-person and full distance)	All advisory teachers will engage students in Silent sustained Reading 1 day per week	Total minutes read Spring MCA test or A reading test	All Staff
Culturally Responsive Instruction	All PLT's will incorporate the CLEAR inquiry model/RACE (Restate, Answer, Cite, Explain) strategies to support culturally responsive instruction	End of trimester PLT data reports	All Staff
After school ELA support on remote learning days	OMS will offer after school support for students to check in with grade level ELA teachers for academic support	Trimester grade reports	6 th Corbin/Johnston 7 th -Nicastri 8 th -Campea
Wilson Reading	OMS staff will incorporate Wilson Reading to support phonetic awareness and fluency at each grade level	Wilson Reading data	Emily Grams Karen Kerr
6 th grade ELA support during Advisory	OMS staff will provide pull-out ELA support during Advisory	Trimester grades	Michelle Arbieter
Collaborative English classes	Special Education teachers will co-teach grade level English classes. Focus and support will be on providing standards-based instruction, specialized and differentiated instruction, and academic progress	Trimester grades SPED staff will provide progress monitoring reports	Karen Kerr

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	monitoring with a general education setting		
Resource English Classes	Special Education teachers will align grade level standards within the Resource English class setting with a focus on providing individualized and differentiated instruction	Trimester grades SPED staff will provide progress monitoring reports	Karen Kerr

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.							

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Group	Spring 2018	Spring 2019	Fall 2020	2019-20 & 2020-21	2019-20 & 2020-21
	Results	Results	Cohort	Basic Goal	Trans. Goal
All Students	72.8	71.2	66.7	60.8	75.0
Grade 6	75.6	73.8	68.8	60.9	76.6
Grade 7	70.9	70.3	63.1	57.3	72.3
Grade 8	71.7	69.6	68.5	64.4	76.4
Amln/Haw		61.3	52.8		
Asian	77.0	78.8	64.2		
Black	48.2	45.5	48.7		
Hispanic	63.1	69.5	48.5		
White	82.9	80.6	77.7		
Multiracial	69.4	56.8	62.9		
EL	25.9	25.0	8.6		
Spec Ed	34.8	36.7	39.0		
F/R Lunch	55.5	53.1	47.4		
Female	77.0	73.9	65.4		
Male	68.9	68.8	67.9		
TAG			98.3		
DLA			60.7		

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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

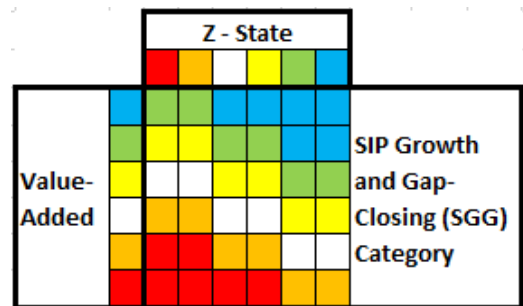
-0.30 or below	-0.15 to -0.29	-0.14 to -0.01	+0.01 to +0.14	+0.15 to +0.29	+0.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational 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	0.25	0.14	0.21	-0.05	
Grade 6	0.63	0.44	0.57	0.39	
Grade 7	-0.10	-0.12	-0.11	-0.41	
Grade 8	0.26	0.11	0.18	-0.11	
Am Ind			-0.05	-0.30	
Asian	0.16	0.29	0.36	0.13	
Black	0.00	0.00	0.06	-0.38	
Hispanic	0.17	0.01	0.36	-0.09	
White	0.37	0.18	0.24	0.05	
Multiracial	0.11	0.13	0.05	-0.18	
EL	-0.17	-0.19	-0.06	-0.53	
Spec Ed	0.00	-0.16	0.28	-0.22	
F/R Lunch	0.02	0.01	0.09	-0.31	
Female	0.36	0.24	0.22	-0.01	
Male	0.15	0.05	0.20	-0.09	
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:
Virtual math support	OMS staff will provide after school virtual math support targeting students who are on remote learning days	Trimester grade reports	6 th -Gabrielson 7 th -Hippen 8 th -Spangrud
Culturally Responsive Instruction	All PLT's will incorporate the CLEAR inquiry model to support culturally responsive instruction. SDAS will support math PLT's to ensure instructional strategies support diverse learning needs	PLT data templates	Math teachers Liz Hirschman
IXL (Monday/Tuesday of remote learning days during hybrid) (On Monday during Full in-person and full distance)	OMS staff will assign weekly IXL activities for students to complete 1 day per week	IXL progress reports	All staff
Students placed in accelerated math classes	Teachers will identify students who have the potential to perform at higher levels and place them in accelerated math classes. Teachers will be intentional about identifying Black students.	Formative summative assessments. Trimester grades	Hippen Gabrielson
Instructional ESP in EL math classes	Instructional ESP will provide additional math support to EL students during math classes	Formative summative assessments. Trimester grades	Michelle Wolf
Collaborative Math classes	Special Education teachers will co-teach grade level math classes. Focus and support will be on providing standards-based instruction, specialized and differentiated instruction,	Trimester grades Progress monitoring reports	

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	and academic progress monitoring with a general education setting		
Resource Math classes	Special Education teachers will align grade level standards within the Resource English class setting with a focus on providing individualized and differentiated instruction. Staff will also focus on teaching essential math vocabulary to support instruction.	Trimester grades Progress monitoring reports	
Advisory math support	OMS staff will provide pull-out math support during Advisory	Trimester grades	Jeremy Lewis

Priority Three: Student Behavior

School: OMS

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

Evidence of Need:	During the time that Osseo Middle School was in person learning during the 2019-2020 school year, there were 70 total days (actual numbers through March 14, 2020) (prorated thru year would be 105) that students were suspended from school. We know that in order to learn and grow and achieve our district mission, students need to be in school learning.
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Out of School Suspension	The number of days that students were suspended from attending Osseo Middle School	Osseo Middle School will reduce out of school suspensions days by 50% in the 2020 – 2021 school year and will not have more than 53 days that students are suspended out of school.

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:
Advisory Curriculum	Hannah Hempe, Meghan Brawford, and Megan Woods will develop a tier 1 advisory curriculum that incorporates system equity tools and social/emotional lessons. The lessons will teach SEL and create safe spaces for students.	Number of days students are suspended outside of school during each trimester	Laura Ringen
Student Intervention Team	Jemma Hernandez (district behavior specialist) and Kara Ker (SEBC) have partnered	Behavior data- before and after interventions	Kara Kerr

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	with our building admin, equity teacher and specialist, and EL coordinator to ensure that interventions are conducive to individual student needs		
Student Virtual Help Rooms/ Student Calming Room	Katrice Crudup and Sherell Davis will hold student virtual help rooms and offer virtual calming rooms through the counseling office when students are distance learning	Monitor behavior data on students who most frequently access support	Katrice Crudup, Megan Woods, Laura Ringen

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:	Strengthening family communication and provide support/resources to families

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:

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Family Newsletters	A family newsletter will be sent out at least once each month with updates and tools for family engagement	Parent survey on parent newsletters	Laura Ringen
Conferences Through Advisory	Teach families to use Schoology and Parent View	The number of families with access codes to Schoology and Parent View	Laura Ringen
Family Virtual Calming Room	A virtual calming room with resources will be provided to families to access throughout the school year	The number of visitors to the family virtual calming room	Counseling

Site Improvement Team

Name	Position	Name	Position
1. Brian Chance	Principal	5. Kara Kerr	SPED
2. Laura Ringen	Assistant Principal	6. Shana Kwatampora	Equity Teacher
3. Karin Gabrielson, Ann Hippen, Katelin Spangrud	Math Teachers	7.	
4. Lynette Corbin	ELA Teachers	8.	

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Katie Borcharding Kris Campea			
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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: _____