

Form A2 – School Improvement Plan

Principal: Kristen Hauge

Assistant Superintendent: Michael Lehan

School: 279Online- 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
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- (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?
 - d. What knowledge and skills (professional learning) will adults need to support students so they can meet goals?

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
			transformational goal

Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring. 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			68.3	68.5	76.2	67.1	55.1	55.3	66.3
Grade 6			72.0	72.4	79.0	66.0	59.5	56.5	69.6
Grade 7			64.8	64.7	73.6	70.5	61.8	60.0	71.3
Grade 8			68.1	68.3	76.1	64.9	45.2	46.3	58.9
Amln/Haw									
Asian							58.6		
Black									
Hispanic									
White									
Multiracial									
EL									
Spec Ed									
F/R Lunch							50.0		
Female							60.0		
Male							50.0		
TAG							100.0		
DLA							48.4		

Priority One: READING

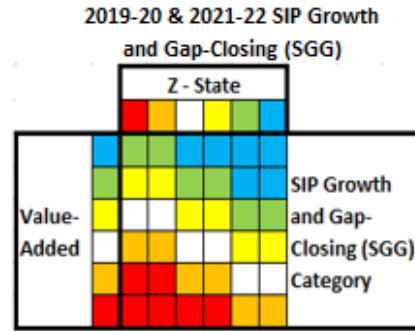
Measure: SIP Growth and Gap-Closing (SGG)

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
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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. 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



Group	Baseline		2019 Results			2021 Results
	2017	2018	Val-Add	Z - State	SGG	Val-Add
All Students						-0.01
Grade 6						-0.22
Grade 7						0.23
Grade 8						-0.09
Am Ind						
Asian						0.20
Black						-0.34
Hispanic						-0.08
White						0.00
Multiracial						
EL						
Spec Ed						
F/R Lunch						0.06
Female						-0.18
Male						0.16
TAG						0.04
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:
Professional development focused on creation and implementation of high-functioning Professional Learning Teams (PLT's)	<ul style="list-style-type: none"> -Team leader retreat August 2021 -PLT kickoff led by team leads during workshop week -Purchase of "PLC at Work" virtual conference for use by staff and supported by building Staff Development Assessment Specialist (SDAS) throughout the year -Standards mapping and essential learning identified by trimester for each grade level -PLT time embedded within work day and week 	<ul style="list-style-type: none"> -Common pre and post assessments given by each grade level teacher -Standardized assessments and/or assessments as identified by grade level. 	All licensed staff
Engage all staff members in professional development utilizing ISD 279 System Tools	<ul style="list-style-type: none"> -Attend and participate in workshop week 2021-2022 -Engage in monthly system wide staff development opportunities -Engage with and implement building professional development in the classroom -Implement Standards Based Instruction and Grading Practices with fidelity 	-Scholar achievement data	All staff
Increased responsiveness and focus on personalized instruction through the PLT process and use of the CLEAR framework to meet the needs of each scholar	<ul style="list-style-type: none"> -CLEAR Lesson planning reflection in Teacher Development/Evaluation (TDE) process -Staff Development and Assessment Specialist on(SDAS) monthly professional development 	-Scholar achievement data	All licensed staff

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Date: 2021-2022

	-CLEAR lesson plan sharing and feedback trimesters 2 & 3		
Multi Lingual Learner (ML), Special Education Teacher and classroom teacher collaboration and co-teaching	-Co-taught classes based on ML scholar needs -Special Education collaborative support classes -Teacher collaboration and planning time built into weekly schedule	-ML scholar achievement data -Achievement data of scholars receiving Special Education services	ML, Special Education and classroom teachers
Build consciousness and conviction of 279Online staff to further commitment and application of professional development designed to identify and respond to the impact of race and culture in the virtual classroom	-Professional Development (system and building) throughout the year -Create an Equity team for 279Online that meets at least monthly -Use of the CLEAR lesson plan & PLT process to adjust teacher practice to meet the needs of scholars	-Scholar achievement data by race	All licensed staff

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 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.			

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			61.3	62.4	71.0	46.3	33.9	34.5	50.4
Grade 6			63.8	65.0	72.8	42.2	35.7	35.4	51.8
Grade 7			64.2	65.6	73.1	51.4	21.4	22.3	41.1
Grade 8			53.3	53.7	65.0	43.3	40.5	41.5	55.4
Amln/Haw									
Asian						49.2	37.5		
Black						32.1			
Hispanic						22.2			
White						63.6			
Multiracial						54.5			
EL						0.0			
Spec Ed						6.3			
F/R Lunch						30.7	30.6		
Female						39.5	35.0		
Male						52.7	32.7		
TAG						80.3	81.8		
DLA							34.4		

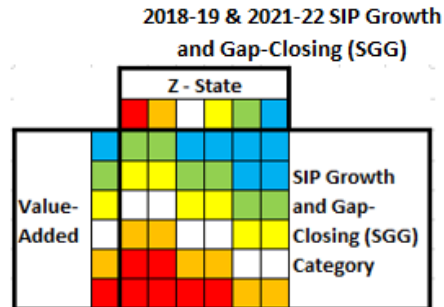
Priority Two: MATHEMATICS *Measure: SIP Growth and Gap-Closing (SGG)*

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
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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. 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



Group	Baseline		2019 Results			2021 Results
	2017	2018	Val-Add	Z - State	SGG	Val-Add
All Students						-0.48
Grade 6						-0.61
Grade 7						-0.41
Grade 8						-0.42
Am Ind						
Asian						-0.46
Black						-0.40
Hispanic						-0.54
White						-0.56
Multiracial						-0.59
EL						-0.62
Spec Ed						-0.81
F/R Lunch						-0.46
Female						-0.55
Male						-0.41
TAG						-0.52
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:
Implementation of CPM curriculum at all secondary grades	<ul style="list-style-type: none"> -CPM training of teachers summer 2021 -Continued professional development from SDAS and system supports -Assistant Principal assigned for oversight and assistance planning how to implement this curriculum with fidelity in an online format. 	-Scholar achievement data in math	All secondary math teachers
Professional development focused on creation and implementation of high-functioning Professional Learning Teams (PLT's)	<ul style="list-style-type: none"> -Team leader retreat August 2021 -PLT kickoff led by team leads during workshop week -Purchase of "PLC at Work" virtual conference for use by staff and supported by building Staff Development Assessment Specialist (SDAS) throughout the year -Standards mapping and essential learning identified by trimester for each grade level -PLT time embedded within work day and week 	<ul style="list-style-type: none"> -Common pre and post assessments given by each grade level teacher -Standardized assessments and/or assessments as identified by grade level 	All licensed staff
Engage all staff members in professional development utilizing ISD 279 System Tools	<ul style="list-style-type: none"> -Attend and participate in workshop week 2021-2022 -Engage in monthly system wide staff development opportunities -Engage with and implement building 	-Scholar achievement data	All staff

	<p>professional development in the classroom</p> <ul style="list-style-type: none"> -Implement Standards Based Instruction and Grading Practices with fidelity 		
<p>Increased responsiveness and focus on personalized instruction through the PLT process and use of the CLEAR framework to meet the needs of each scholar</p>	<ul style="list-style-type: none"> -CLEAR Lesson planning reflection in Teacher Development/Evaluation (TDE) process -Staff Development and Assessment Specialist on(SDAS) monthly professional development -CLEAR lesson plan sharing and feedback trimesters 2 & 3 	-Scholar achievement data	All licensed staff
<p>Multi Lingual Learner (ML), Special Education Teacher and classroom teacher collaboration and co-teaching</p>	<ul style="list-style-type: none"> -Co-taught classes based on ML scholar needs -Special Education collaborative support classes -Teacher collaboration and planning time built into weekly schedule 	<ul style="list-style-type: none"> -ML scholar achievement data -Achievement data of scholars receiving Special Education services 	ML, Special Education and classroom teachers
<p>Build consciousness and conviction of 279Online staff to further commitment and application of professional development designed to identify and respond to the impact of race and culture in the virtual classroom</p>	<ul style="list-style-type: none"> -Professional Development (system and building) throughout the year -Create an Equity team for 279Online that meets at least monthly -Use of the CLEAR lesson plan & PLT process to adjust teacher practice to meet the needs of scholars 	-Scholar achievement data by race	All licensed staff

Priority Three: Student Behavior

Evidence of Need:	This the first year of 279Online, therefore there is no prior behavior data for the school. The scholars making up 279Online primarily come from across District 279, which has had referral and suspension data that disproportionately affects scholars of color and those receiving special education services.
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Referrals		Collect baseline data for future goal setting
Suspensions		Collect baseline data for future goal setting

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:
Create and implement a Multi-Tiered System of Supports (MTSS) that is responsive to the online school format	<ul style="list-style-type: none"> -Introduce staff to Tier 1 (DEN) expectations during workshop week -Staff establish expectations in classrooms in the first week of school -Staff provide scholar feedback to be used in the DEN matrix, matrix shared with families for input via the 279Online Boost -Create scholar academic/engagement concern form and teach referral system to building during Oct 4 workshop -Establish building Scholar Intervention Team (SIT) and Scholar Support Team (SST) to identify and provide Tier 2 supports 	<ul style="list-style-type: none"> -Tier 1 and 2 data that includes effectiveness of interventions -Scholar behavior/engagement data 	All staff

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<p>Explore Check and Connect programming opportunities for use with 279Online scholars receiving Special Education Services</p>	<ul style="list-style-type: none"> -Identification of Assistant Principal to support Check and Connect programming -Identify programming options for online format -Identify staff that have already been trained, and train new mentors -Identification of scholars who meet criteria for district wide check and connect support 	<ul style="list-style-type: none"> -Scholars identified for the check and connect program -Scholar achievement data for those engaged in the check and connect program 	<p>Administrative team, SST, Special Education Staff, and Check and Connect Mentors</p>
<p>Behavior data shared (overall and by race) with licensed and non-licensed staff each trimester</p>	<ul style="list-style-type: none"> -Collect behavior data and organize in a format realistically identifies the scholar experience in an online school -Share behavior data in a staff meeting each trimester, including time for personal reflection and processing 	<p>-Scholar behavior data</p>	<p>Administrative team</p>
<p>Build consciousness and conviction of 279Online staff to further commitment and application of professional development designed to identify and respond to the impact of race and culture in the virtual classroom</p>	<ul style="list-style-type: none"> -Professional Development (system and building) throughout the year -Create an Equity team for 279Online that meets at least monthly -Use of the CLEAR lesson plan & PLT process to adjust teacher practice to meet the needs of scholars 	<p>-Scholar achievement data by race</p>	<p>All licensed staff</p>

Priority Four: Family Engagement

<p>Evidence of Need:</p>	<p>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.</p>
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Goal:	This the inaugural year of 279Online, District 279’s first K-12 online school. Our goal is to identify and implement ways to engage families and scholars choosing to engage in their education in an online format.
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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:
Ensure basic needs and resource supports are provided for all scholars and families	<ul style="list-style-type: none"> -Counseling & Social Worker aware of available community resources to share with families -Partnership with KOPP foundation -Notify district support services as needed 	<ul style="list-style-type: none"> -Student achievement data -Stakeholder survey 	Student services staff and administrative team
Engagement of families and stakeholders through use of district communication platforms and in both online and in-person formats, and in their preferred language (promoting inclusive participation and provide timely, relevant, and easily accessible communication)	<ul style="list-style-type: none"> -Creation and maintenance of social media accounts -279Online Boost family newsletter -Training of staff on synergy messaging, school messenger, and use of talking points -Family preferences inventory sent out in fall 2021 -Partnerships with Oakview and Elm Creek for consistent distribution throughout the year -279Online conference room and additional spaces identified throughout the district to allow in-person meetings -Communications prepared in advance and sent for translation whenever possible 	<ul style="list-style-type: none"> -Stakeholder survey -Scholar engagement and attendance data 	All staff
Scholar-focused and responsiveness to scholar wants and needs as the culture of the building (creating	<ul style="list-style-type: none"> -Master schedule created with mid-week bonus block/skinny schedule 	<ul style="list-style-type: none"> -Stakeholder survey -Scholar achievement data 	All staff

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Date: 2021-2022

safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement)	-Exploratory opportunities identified weekly based off scholar input -Acceleration time built into the weekly schedule and needs identified weekly -SIT and SST teams and processes implemented with fidelity		
Design process to involve families in the decision making process and opportunity for parent/family voice (Parent Organization Group of some variety)	-Identify and engage parents/families who are interested in participating -Set meetings, action items and goals as appropriate -Offer flexibility and a variety of options	-Stakeholder survey	Administrative and support teams

Site Improvement Team

Name	Position	Name	Position
1. Tom Watkins	Data & Assessment	16. Blair Klemens	Teacher
2. Karen Venturella	AESP	17. Mercedes Clark	Equity Coordinator
3. Kate Rosbacka	AESP	18. Parvaneh Trobec	EL SDAS
4. Julie Ostlund	Teacher	19. Paul Kroshus	EL SDAS
5. Kris Dodds	Instructional Coach	20. Tanya Drake	SDAS
6. Erik Jorgenson	Instructional Coach	21. Ternesha Burroughs	Teacher
7. Natalie Strauss	Teacher	22. Ricardo Cervantes	Teacher
8. Jennifer Mitchell	SDAS	23. Jennifer Schroeder	Teacher
9. Kayla Badgie	Teacher	24. Kenzie Hill	IA
10. Angela Vanhee	Sp.Ed Coordinator	25. Uyen Sanders	SDAS
11. Jess Stewart	Teacher	26. Ben Karls	Assistant Principal
12. Lindsey Groettum	SEBC	27. Michelle Munkholm	Assistant Principal
13. Brittany Wellman	Teacher	28. Ryan Bisson	Assistant Principal
14. Tia Christlieb	Teacher	29. Kristen Hauge	Principal
15. Laura Vaughn	Teacher		

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: _____

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Assistant Superintendent: _____ Date: _____