Form A2 – School Improvement Plan

Principal: Brian Chance

Assistant Superintendent:

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

School: Osseo Middle School Date: 2021-2022

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	**73.8**	**71.8**	**67.9**	**68.1**	**76.0**	**65.9**	**65.8**	**66.0**	**74.3**
Grade 6	78.3	80.9	72.4	72.8	79.3	72.2	69.7	66.7	77.3
Grade 7	70.1	66.7	65.8	65.7	74.3	62.6	68.3	66.5	76.2
Grade 8	72.7	68.4	65.6	65.9	74.2	62.9	60.2	61.3	70.1
AmIn/Haw		74.2					55.0		
Asian	72.1	70.6					59.1		
Black	50.7	50.3					50.3		
Hispanic	65.3	67.9					53.2		
White	83.3	79.4					73.7		
Multiracial	75.3	69.5					68.5		
EL	13.0	13.5					11.6		
Spec Ed	31.6	32.6							
F/R Lunch	58.5	54.2					48.2		
Female	79.0	76.8					68.3		
Male	68.9	67.5					63.2		
TAG							90.5		
DLA							66.7		

Form A2 – School Improvement Plan

School: Osseo Middle School Date: 2021-2022

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

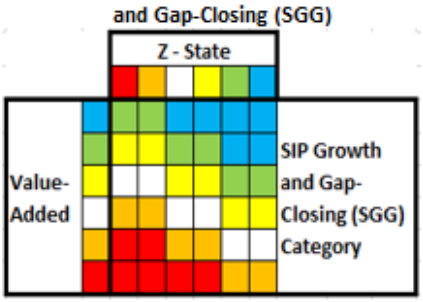
Color Coding for MCA Value-Added and Z-State Results

-.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	**0.08**	**0.09**	**0.03**	**-0.10**		**-0.12**
Grade 6	0.32	0.24	0.27	0.19		-0.04
Grade 7	**-0.21**	-0.13	-0.21	**-0.40**		-0.16
Grade 8	0.13	0.16	0.03	-0.07		-0.14
Am Ind			-0.03	-0.17		-0.06
Asian	0.11	0.26	0.12	0.01		-0.11
Black	-0.22	-0.11	-0.07	**-0.33**		-0.13
Hispanic	0.09	-0.15	0.07	-0.15		-0.07
White	0.15	0.17	0.04	-0.03		-0.11
Multiracial	0.19	0.08	0.04	-0.09		-0.10
EL	**-0.29**	**-0.40**	0.16	-0.21		-0.26
Spec Ed	-0.02	**-0.35**	-0.04	**-0.32**		0.18
F/R Lunch	-0.10	-0.02	-0.06	**-0.30**		-0.06
Female	0.22	0.14	0.03	-0.03		-0.13
Male	-0.07	0.05	0.02	-0.16		-0.10
TAG						-0.11
DLA						

School: Osseo Middle School Date: 2021-2022

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:**
NEWSELA/IXL- one day per week during Advisory. Sixth grade teachers will pilot IXL.	All Advisory teachers will engage students in NEWSELA/IXL 1 day per week during Advisory	Reading progress reports from NEWSELA/IXL A Reading data comparison	All Staff Liz Hirschman
Silent Sustained Reading	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
Wilson Reading	OMS staff will incorporate Wilson Reading to support phonetic awareness and fluency at each grade level	Wilson Reading data A Reading data	Bobbie Putman-Bailey Jean Oseko
ADSIS support during Advisory	OMS staff will provide pull-out reading support during Advisory	Trimester grades	Mattie
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 monitoring with a general education setting Utilize evidence-based resources and assessments	Trimester grades SPED staff will provide progress monitoring reports A reading data	Bobbie Putman-Bailey
Resource English Classes	Special Education teachers will align grade level standards within the Resource English class	Trimester grades SPED staff will provide progress monitoring reports	Bobbie Putman-Bailey

	setting with a focus on providing individualized and differentiated instruction Utilize evidence-based resources and assessments	A reading data	
ELL Newcomers	Newcomer EL students will receive reading instruction in phonics and sight words	Access Scores	Lisa letofsky

School: Osseo Middle School Date: 2021-2022

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	**72.8**	**71.2**	**54.4**	**55.4**	**65.8**	**58.4**	**58.1**	**58.6**	**68.6**
Grade 6	75.6	73.8	52.9	54.2	64.7	60.1	61.5	61.2	71.1
Grade 7	70.9	70.3	58.0	59.4	68.5	62.2	55.5	56.4	66.6
Grade 8	71.7	69.6	51.9	52.3	64.0	52.6	57.5	58.5	68.1
AmIn/Haw		61.3				52.0	45.0		
Asian	77.0	78.8				59.1	57.3		
Black	48.2	45.5				37.8	34.2		
Hispanic	63.1	69.5				40.0	45.2		
White	82.9	80.6				66.5	69.2		
Multiracial	69.4	56.8				56.2	53.8		
EL	25.9	25.0				7.4	10.3		
Spec Ed	34.8	36.7				27.3	24.6		
F/R Lunch	55.5	53.1				39.8	37.1		
Female	77.0	73.9				58.2	56.0		
Male	68.9	68.8				58.6	60.1		
TAG						90.5	90.6		
DLA							41.0		

School: Osseo Middle School Date: 2021-2022

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

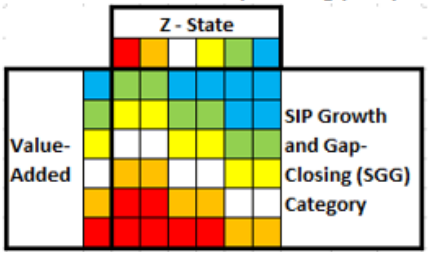
Color Coding for MCA Value-Added and Z-State Results

-.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.

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

2018-19 & 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	**0.25**	**0.14**	**0.21**	**-0.05**		**0.02**
Grade 6	0.63	0.44	0.57	0.39		0.14
Grade 7	-0.10	-0.12	-0.11	**-0.41**		0.03
Grade 8	0.26	0.11	0.18	-0.11		-0.11
Am Ind			-0.05	**-0.30**		-0.14
Asian	0.16	0.29	0.36	0.13		0.19
Black	0.00	0.00	0.06	**-0.38**		0.16
Hispanic	0.17	0.01	0.36	-0.09		0.09
White	0.37	0.18	0.24	0.05		-0.02
Multiracial	0.11	0.13	0.05	-0.18		-0.10
EL	-0.17	-0.19	-0.06	**-0.53**		0.09
Spec Ed	0.00	-0.16	0.28	-0.22		0.29
F/R Lunch	0.02	0.01	0.09	**-0.31**		0.14
Female	0.36	0.24	0.22	-0.01		0.02
Male	0.15	0.05	0.20	-0.09		0.02
TAG						-0.04
DLA						

School: Osseo Middle School Date: 2021-2022

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:**
After school math support	OMS staff will provide after school virtual and in -person math support targeting Black students and SPED students needing recovery services	Trimester grade reports	Gabrielson Hippen
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	OMS staff will assign weekly IXL activities for students to complete in Advisory	IXL progress reports	All staff
Students placed in accelerated math classes 6-7th grade	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	Teachers will focus supports on providing standards-based instruction, specialized and differentiated instruction, and academic progress monitoring with a general education setting	Trimester grades Progress monitoring reports	

Advisory math support	ADSIS intervention teacher will provide pull-out math support during Advisory	Trimester grades	**Allison Richter**
ADSIS	Students will be assigned to a supplemental intervention course based on risk factors of students	FastBridge data	Allison Richter
CPM curriculum implementation	All math teachers will implement CPM with fidelity, attend all required trainings and incorporate implementation strategies into PLT conversations	MCA scores	All Math teachers

Priority Three: Student Behavior

School: Osseo Middle School Date: 2021-2022

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.** **During the time that Osseo Middle was in person learning during the 2020-2021 school year, there were 18 total days that students were suspended from school. However, we know that this data was impacted by the hybrid learning model as well as lower overall student enrollment due to the distance learning academy learning model.** **We know that in order to learn and grow and achieve our district mission, students need to be in school learning. We believe setting a goal based upon our in-person suspension data from 2019-2020 will best inform our target goal for the 2021-2022 school year.**

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 suspension days by 20% in the 2021 – 2022 school year as compared to 70 total days in the 2019-2020 school year and will not have more than 56 days that students are suspended out of school.

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:**
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 out of school suspensions	Jenny Tollefson

Student Intervention Team	Bobbie Putman-Bailey (SEBC) with collaborate with administration, social workers and school counselors to ensure that behavioral interventions are conducive to individual student needs.	Behavior data- before and after interventions	Bobbie Putman-Bailey
Student Break Away Calming Room	The student *break away and calming room* will be restructured with stations: gross motor, sensory, body relaxation and creative expression. Students will check in, choose a station that best supports self-regulation and check out by creating a plan to successfully return to class.	Monitor behavior data on students who most frequently access support	Kristan Bidwell and Jenny Tollefson
Partnership with Community Mediation and Restorative Services (CMRS)	We will work collaboratively with CMRS to identify a cohort of staff that will meet regularly to build skills and implement community building and restorative practices in their classrooms.	Number of successful restorative practice meetings	Ia Vang and Jenny Tollefson

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 providing support and resources to families will cultivate a partnership between home and school to positively impact students achievement and the creation of a cohesive community.**

School: Osseo Middle School Date: 2021-2022

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:**
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	Jenny Tollefson
Fall Learning Conferences	We will teach families to use Schoology and Parent View to support student learning.	The number of families with access codes to Schoology and Parent View	Jenny Tollefson
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	Jenny Tollefson
Family Listening Sessions	Family listening sessions will be held at Parent/teacher conferences to engage them in meaningful two-way conversations	Parent survey	Jenny Tollefson Shawna Johnson-Moore

School: Osseo Middle School Date: 2021-2022

Name	Position	Name	Position
1.Karin Gabrielson, Ann Hippen- Math teachers		5.Kelly McConnville-Parent	
2. Shannon McGinnis-ELA teacher		6. Brian Chance/Jenny Tollefson-Administration	
3. Bobbie Putnam-Bailey-SEBC		7. Wakaya Wells- Equity Coordinator	
4. Lisa Letofsky, Kyle Searls-ELL teachers		8.	

The Principal and Assistant Superintendent will sign the School Improvement Plan to indicate that the school performance goals and action plan have been shared, discussed, and agreed upon.

Principal: Brian Chance Date: 10/18/21

Assistant Superintendent: _____Date: _____