Form A2 – School Improvement Plan

Principal: Diana Bledsoe   Assistant Superintendent:

School: North View 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: North View 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	42.7	43.8	39.0	39.2	54.2	40.6	37.6	37.8	53.2
Grade 6	47.0	47.2	42.4	42.8	56.8	42.4	44.9	41.9	58.7
Grade 7	38.5	39.0	33.0	32.9	49.8	33.5	35.9	34.1	51.9
Grade 8	42.6	45.4	41.6	41.8	56.2	46.1	33.0	34.1	49.8
AmIn/Haw		30.0							
Asian	57.5	55.3					43.3		
Black	34.0	34.1					34.6		
Hispanic	36.3	38.0					35.4		
White	60.5	73.1					45.2		
Multiracial	45.8	36.5					43.8		
EL	8.9	8.2					8.7		
Spec Ed	17.3	4.9							
F/R Lunch	39.7	40.5					31.8		
Female	50.0	49.2					44.0		
Male	36.5	38.3					31.3		
TAG							79.2		
DLA							40.3		

School: North View Middle School   Date: 2021-2022
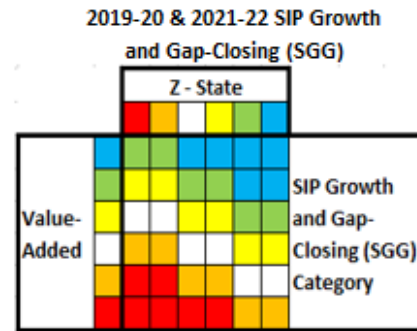
| **Priority One: READING** | *Measure: SIP Growth and Gap-Closing (SGG)* |

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	**-0.12**	**-0.11**	**-0.06**	**-0.29**		**-0.02**
Grade 6	-0.22	-0.21	-0.27	-0.43		-0.09
Grade 7	-0.12	-0.11	-0.02	-0.30		-0.03
Grade 8	-0.03	-0.01	0.09	-0.15		0.06
Am Ind			-0.87	-0.98		
Asian	0.00	0.05	-0.06	-0.17		-0.16
Black	-0.15	-0.24	-0.01	-0.32		-0.03
Hispanic	-0.22	-0.14	-0.08	-0.37		0.19
White	-0.09	0.27	0.05	-0.06		-0.05
Multiracial	0.10	-0.16	-0.37	-0.53		-0.10
EL	-0.15	-0.33	-0.05	-0.40		0.08
Spec Ed	-0.39	-0.47	-0.23	-0.61		-0.18
F/R Lunch	-0.14	-0.17	-0.04	-0.31		-0.05
Female	-0.03	0.02	-0.07	-0.24		0.03
Male	-0.19	-0.22	-0.06	-0.35		-0.08
TAG						0.21
DLA						

School: North View Middle School   Date: 2021-2022

Priority One: Reading			
Reading Continuous Improvement Action Plan:			
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:**
Reading Team			
Reading Labs	This intervention is a skills class designed to assist students in improving their reading comprehension level.	● aReading Assessment ● Minnesota Comprehensive Assessment	ADSIS Teacher
English Language Arts Teachers (ELA)			
A Focus on Writing	Students will engage in writing for a variety of purposes and audiences.	● aReading Assessment ● Minnesota Comprehensive Assessment	ELA Teachers
Independent Reading	Students will self-select texts for personal enjoyment, interest, and academic tasks, and read widely to understand multiple perspectives and pluralistic viewpoints to build up reading stamina and engage in reflection about what they are reading.	● aReading Assessment ● Minnesota Comprehensive Assessment	ELA Teachers

School: North View Middle School   Date: 2021-2022

Collaborative Planning	Core teachers will design and implement units that require high levels of thinking, reading, and writing in collaboration with their grade level peers.	● aReading Assessment ● Minnesota Comprehensive Assessment	Core Teachers, DSDAS and TOSA
Advisory Recovery Time	This intervention will provide interventions for students in need of significant reading support. It will reinforce core content through activities and small group instruction. It may also pre-teach and re-teach concepts to allow students more time to master content.	● aReading Assessment ● Minnesota Comprehensive Assessment	Assigned Teacher/s and TOSA
Special Education Teachers			
Collaboration	Special education teachers will work collaboratively with the ELA teachers to provide grade level instruction and support to our students who receive special education services in the general education environment.	● aReading Assessment ● Minnesota Comprehensive Assessment	Special Education & ELA Teachers

School: North View Middle School   Date: 2021-2022

Wilson's Reading Instruction	Students will be provided with intensive structured literacy instruction to support language-based learning disability, such as dyslexia.	• Curriculum Based Assessments • aReading Assessment • Minnesota Comprehensive Assessment	Special Education Teachers SEBC
AVID			
AVID Support Class	Students will be provided with intensive support to learn skills and behaviors needed for academic success.	• aReading Assessment • Minnesota Comprehensive Assessment	AVID Teacher
All Content Classes			
Professional Learning Team Process (PLT)	Interdisciplinary teams will work with the buildings Differentiation Specialist and Title One Lead as part of the PLT process to ensure that literacy, and differentiation strategies are implemented in all content area classrooms.	• aReading Assessment • Minnesota Comprehensive Assessment	All teachers with the support of the Differentiation Specialist and Title One Lead
Resource Classes	Special education teachers will work collaboratively with the ELA teachers to provide grade level instruction, when appropriate, and specialized support to our special education students in a smaller classroom environment.	• aReading Assessment • Minnesota Comprehensive Assessment	Special Education Teachers SEBC

School: North View Middle School   Date: 2021-2022

Instructional Coaching	Support with Whole Group Repeated Reading intervention and the AVID critical reading process.	• aReading Assessment • Minnesota Comprehensive Assessment	Principal, Assistant Principal, SDAS, DSDAS and TOSA
AVID Critical Reading Process	All core content teachers will utilize the AVID Critical Reading process when engaging with grade level text.	• aReading Assessment • Minnesota Comprehensive Assessment	Core Teachers
Whole Group Interventions	All core content teachers will provide whole group reading interventions using grade level text.	• aReading Assessment • Minnesota Comprehensive Assessment	Core Teachers

School: North View 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	37.3	35.2	32.7	33.5	49.5	24.5	23.8	24.4	42.9
Grade 6	34.1	38.7	35.9	37.1	51.9	25.9	27.8	27.5	45.8
Grade 7	32.0	27.6	31.9	33.2	48.9	23.1	22.9	23.8	42.2
Grade 8	45.3	40.0	29.9	30.2	47.4	24.6	21.4	22.4	41.0
AmIn/Haw		35.0				43.8			
Asian	57.4	48.2				34.4	32.4		
Black	26.1	22.4				15.6	18.0		
Hispanic	31.9	32.4				18.3	24.2		
White	56.8	59.6				43.5	35.7		
Multiracial	30.6	31.5				27.8	31.3		
EL	12.2	9.7				5.6	11.8		
Spec Ed	19.6	6.0				3.6	20.8		
F/R Lunch	33.5	31.3				18.7	19.2		
Female	37.7	35.1				25.6	21.4		
Male	36.9	35.4				23.4	26.3		
TAG						79.4	70.2		
DLA							22.2		

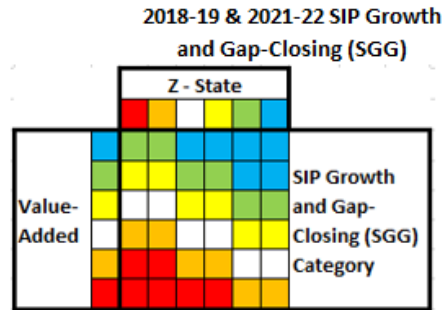School: North View Middle School   Date: 2021-2022

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	-0.26	-0.36	-0.20	-0.55		-0.29
Grade 6	-0.45	-0.69	-0.37	-0.66		-0.31
Grade 7	-0.36	-0.47	-0.28	-0.70		-0.37
Grade 8	0.01	0.07	0.05	-0.28		-0.14
Am Ind			-0.35	-0.62		-0.29
Asian	-0.14	-0.10	-0.21	-0.42		-0.40
Black	-0.31	-0.49	-0.15	-0.61		-0.18
Hispanic	-0.24	-0.37	-0.20	-0.62		-0.16
White	-0.10	-0.31	-0.15	-0.35		-0.50
Multiracial	-0.73	-0.45	-0.55	-0.82		-0.36
EL	-0.37	-0.49	0.03	-0.47		-0.05
Spec Ed	-0.60	-0.52	-0.42	-0.92		-0.22
F/R Lunch	-0.29	-0.40	-0.14	-0.55		-0.26
Female	-0.20	-0.29	-0.25	-0.56		-0.32
Male	-0.31	-0.41	-0.16	-0.55		-0.26
TAG						-0.18
DLA						

School: North View 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:**
Math Lab			
Tiered Math Labs	This intervention will reinforce core Math content through activities and small group instruction.	• aMath Assessment • Minnesota Comprehensive Assessment	ADSIS Teacher NVMS Math Teachers
All Math Teachers			
PLTs	Biweekly facilitated collaborative meetings are held to analyze performance data from common assessments and make decisions for future instruction.	• aMath Assessment • Minnesota Comprehensive Assessment	Title One Lead

School: North View Middle School   Date: 2021-2022

After School Math Support	Math teachers will provide personalized intervention opportunities for students.	• aMath Assessment • Minnesota Comprehensive Assessment	Math Department
Student Acceleration	Students who are performing at or above grade level will be placed in two Math classes. The first Math class is at grade level. The second Math class will be one to two grade levels above the student's current grade level.	• aMath Assessment • Minnesota Comprehensive Assessment	Math Department
Departmental Planning Meetings	Weekly facilitated collaborative meetings will assist Math teachers in the curriculum development process.	• aMath Assessment • Minnesota Comprehensive Assessment	Title One Lead
Instructional Coaching	Coaching opportunities will provide personalized support that is based on the goals and identified needs of the individual teacher and grade level.	• aMath Assessment • Minnesota Comprehensive Assessment	Principal
AVID			

School: North View Middle School   Date: 2021-2022

AVID Support Class	Students will be provided with intensive support to learn skills and behaviors needed for academic success.	• aMath Assessment • Minnesota Comprehensive Assessment	AVID Teacher
Special Education Teachers			
Collaboration	Special education teachers will work collaboratively with Math teachers to provide grade level instruction and support to our students who receive special education services in the general education environment.	• aMath Assessment • Minnesota Comprehensive Assessment	Special Education Teachers
Resource Classes	Special education teachers will work collaboratively with the Math department to provide grade level instruction, when appropriate, and specialized support to our special education students in a smaller classroom environment.	• aMath Assessment • Minnesota Comprehensive Assessment	Special Education Teachers

Priority Three: Student Behavior

Form A2 – School Improvement Plan

School: North View Middle School   Date: 2021-2022

Evidence of Need:	As a result of the sporadic time spent in a traditional in-person learning model during the 2020-21 school year as a result of the COVID-19 pandemic, data from the previous 2019-20 school year is being used to supply our evidence of need. This year's student behavior goals will revolve around supporting students who experience a high recurrence rate of our two most common forms of removal from instruction: alternative-to-suspension (PASS) and out-of-school suspension. Beyond the ultimate goal of increasing instructional time, this renewed emphasis will empower North View staff to focus our efforts on those students who far too often get caught up in the cycle of school discipline.

Student Behavior (Example: office referrals, suspensions, etc.)	**Baseline data by target group** (Example: ethnicity, socioeconomic, grade level, etc.)	**Goal**
Alternative-to-Suspension (PASS)	253 PASS assignments were administered during the 2019-20 school. That number prorates to 380 if consideration is given for what we were on pace for when in-person learning concluded for the remainder of the school year due to the COVID-19 pandemic.	We are targeting a 25% decline in overall PASS assignments from the prorated 2019-20 school year, resulting in no more than 285 total PASS assignments throughout the 2021-22 school year. • Sub-goal 1: No more than 33% of students assigned to PASS will receive more than 1 total PASS assignment throughout the year. • Sub-goal 2: We will achieve both of the first two goals while also seeing no increase in our out-of-school suspension rate.
Out-of-School Suspension	49 out of school suspensions were administered during the 2019-20 school. That number prorates to 74 if consideration is given for what we were on pace for when in-person learning concluded for the remainder of the school year due to the COVID-19 pandemic.	We are targeting a 10% decline in overall out-of-school suspensions from the prorated 2019-20 school year, resulting in no more than 67 out-of-school suspensions throughout the 2021-22 school year. • Sub-goal: No more than 10% of students who receive an out-of-school suspension will receive more than one total out of school suspension.

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

School: North View Middle School   Date: 2021-2022

Strategies:	Adult actions:	Measure student progress:	Person(s) Responsible:
What specific strategies will be implemented?	*What adult actions will ensure the strategies are successful?*	*What student data will be collected?*	
Implementation of School wide PBIS practices	North View Middle School (NVMS) will continue to implement a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.	• Behavior Data • Stakeholder Survey Data	Assistant Principal
Implementation of School wide Restorative practices	North View Middle School (NVMS) will develop community and manage conflict and tensions by initially building relationships and repairing harm. This includes both proactive approaches.	• Behavior Data • Stakeholder Survey Data	Assistant Principal
Alternatives to Suspension	Alternatives to Suspension (ATS) assignments will be given to students in lieu of out of school suspensions (OSS) for non-dangerous and persistent behavior issues. This time will be utilized to provide students with the tools to reflect and learn from their mistakes and develop self-regulation tools to prevent incidents from happening again in the future. Additionally, ATS will be supported daily by a designated licensed teacher to ensure students receive instructional support.	• Behavior Data • Stakeholder Survey Data	Assistant Principal

School: North View Middle School   Date: 2021-2022

Reflection Room	NVMS will support the use of a Reflection Room to help students who display unacceptable behavior in class to reflect on the incident and create a plan to be successful the following day.	• Behavior Data • Stakeholder Survey Data	Assistant Principal
Check and Connect	Check & Connect develops a trusting relationship between a student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to Check & Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.	• Behavior Data • Stakeholder Survey Data	SEBC
Mindfulness Room	NVMS will support the use of a Mindfulness Rooms as means to help students identify ways to regulate themselves during the school days.	• Behavior Data • Stakeholder Survey Data	Assistant Principal and Special Education Staff
Student Support Meetings	This problem solving and coordinating structure in student support meetings will assist staff to seek positive solutions for maximizing student potential.	• Behavior Data • Stakeholder Survey Data	Counseling and Student Management Specialist Staff
Student Leaders	This student group will provide students with an opportunity to help shape their school environment. They will also have opportunities to support our incoming sixth graders as they transition into middle school and reflect and provide feedback about curriculum, building culture,	• Behavior Data • Stakeholder Survey Data	Business Manager and Counseling Staff

School: North View Middle School   Date: 2021-2022

	and systems.		
Staff Development	Staff will be given the resources to effectively implement practices that promote positive learning environments in their classrooms.	• Behavior Data • Stakeholder Survey Data	Principal

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:	Create a school culture in which staff members are accessible and approachable to families and community.

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:**
Enhance our elementary to middle transition program by providing families and incoming students with multiple pathways to meet staff, get frequently asked questions answered, and learn how the school will support their student.	We will provide the following opportunities to families: ▪ Virtual Registration Conferences ▪ 5th Grade student and family VIP tours ▪ 5th Grade In-person and virtual Open House ▪ AVID Student Meetings ▪ Virtual Welcome Kit	- Attendance - Parent Feedback - Student Feedback	- Administrative team - Title One Lead
Enhance our family and community listening session experience by providing families with multiple	We will: ▪ Incentivize feedback opportunities.	- Attendance - Parent Feedback	- Title One Lead

School: North View Middle School   Date: 2021-2022

venues and pathways to provide us with information related to what they believe their students need to be successful and happy at North View Middle School.	▪ Encourage family participation in classroom activities. ▪ Provide transportation support for events.		

Site Improvement Team

Name	Position	Name	Position
1. Diana Bledsoe	Principal	5.	
2. Alex Berg	Assistant Principal	6.	
3. Kelly Armstrong	DSDAS	7.	
4. Allison Stapley	Title One Lead	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: _____ Date: _____

Assistant Superintendent: _____Date: _____