

Osseo Middle School 3-Year Operational Plan (2022-23; 2023-24; 2024-25)

| 2022-23 Goal Priority | Learning Work Initiatives <i>Research, testing and development of possible initiatives</i> | Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i> | Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i> | | | | |
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| Reading All Students | <p>Study the impact of read alouds and the impact on student reading performance (SD 5)</p> <p>ADSIS support with Collaborative Advisory Teachers/Targeted support during advisory (SD 2)</p> <p>AVID Reading Strategies (SD5)</p> <p>SPED Support in Reading Lab (SD2)</p> <p>Utilize AReading Test data to support student learning and best practices in instruction (SD 5)</p> <p>Grade 6 and 8 ELA and EL will be focusing on commonalities among Ellevation, NUA, and AVID reading strategies to determine best practices (SD 5)</p> <p>Learn more about Ellevation Strategies to support English Language Learners across all content areas and provide culturally responsive instruction for all students (SD 5)</p> <p>Out of school time academic interventions with community education (SD 5)</p> | <p>Reading Intervention Class/ADSIS (SD 2)</p> <p>Phonics and LETRS instruction for English Language Learners (Level 1) (SD2)</p> <p>Sharing Profile of Learning for ELL students with collaborative teachers (WIDA Can Do and skill set) (SD 3)</p> <p>Study Island in Advisory (SD2)</p> | <p>Collaborative EL/SPED Classes with specialized and differentiated instruction and academic progress monitoring using evidence based resources and assessments (SD2)</p> <p>SSR in Advisory (SD4)</p> <p>Wilson Reading (SD2)</p> <p>PLTs with incorporation of CLEAR Model and ACE (answer, cite, explain/extend) strategy across content areas (SD4)</p> | | | | |
| <table border="1"> <tr> <td style="text-align: center;">Basic Goal</td> <td style="text-align: center;">Trans. Goal</td> </tr> <tr> <td style="text-align: center;">61.3</td> <td style="text-align: center;">66.3</td> </tr> </table> | | | | Basic Goal | Trans. Goal | 61.3 | 66.3 |
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| <p><small>*See attached addendum for more detailed information</small></p> | | | | | | | |

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| | <p>Multilingual Skills Groups and Parent Outreach (Jorge) (SD3)</p> <p>Examine providing additional support to EL students in Social Studies and Science through student grouping and ESP support (SD5)</p> | | | | | | |
| <p>Math</p> <p>All Students</p> <table border="1"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td>57.0</td> <td>62.0</td> </tr> </table> | Basic Goal | Trans. Goal | 57.0 | 62.0 | <p>CPM Student Math Groups (SD4)</p> <p>SPED Support in Math Lab (SD 2)</p> <p>Examine and identify subgroup data to determine gaps and instructional strategies/emphasis on Fastbridge (SD 5)</p> <p>Targeted support during advisory for students of color (SD 5)</p> <p>Ellevation Strategies to support English Language Learners and provide culturally responsive instruction for all students (SD4)</p> <p>Out of school time academic interventions with community education (SD5)</p> <p>Identify AVID strategies to support math (AVID conference) (SD4)</p> <p>Multilingual Skills Groups and Parent Outreach (Jorge) (SD3)</p> <p>Track Accelerated Math students as they move from grades 6-8 to ensure high levels of success (SD4)</p> | <p>Math Intervention Class/ADSI (SD 2)</p> <p>Math Achievers (SD 2)</p> <p>Numbers and time focus for English Language Learners (Level 1) (SD 2 &5)</p> <p>Sharing Profile of Learning for ELL students with collaborative teachers (WIDA Can Do and skill set) (SD3)</p> | <p>Collaborative EL/SPED Classes (SD 2)</p> <p>IXL Differentiated Support (SD4)</p> <p>PLTs with incorporation of CLEAR Model (SD4)</p> <p>Advanced placement for students who demonstrate potential with emphasis on students of color (SD 5)</p> <p>After school math support (SD 2)</p> |
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| | <p>Examine master schedule to ensure we are best supporting students in math classes with student grouping and ESP support (SD4)</p> <p>Examine how to best utilize ADSIS teacher to support additional math support for students outside of ADSIS class (SD 5)</p> <p>Examine master schedule to place students who need additional math support in an Advisory with their math teacher (SD4)</p> | | |
| <p><i>Student Management</i></p> <p>Evidence of Need: Disproportionality of special education students in suspension data</p> <p>Student Behavior: Physical behaviors</p> <p>Baseline Data by Target Group: 52 total suspensions for Special education students</p> <p>Goal: To reduce special education suspensions from 52 to 42</p> | <p>Student Led Groups (Oriole Crew, Multicultural Empowerment Group) (SD 1)</p> <p>Engaging the equity team in how to use street data to guide building practices and influence instruction(SD 5)</p> <p>Use Hoonuit to examine and identify behavioral data to determine gaps and behavior support strategies (SD 5)</p> <p>Training and development in understanding and implementing BSPs with fidelity (ensuring BSPs apply to multiple environments) (SD 1)</p> | <p>Restorative Practices (SD 1)</p> <p>Advisory Community Building (SD 1)</p> <p>Interpersonal Skills classes with SEL curriculum (SD 1)</p> <p>Wall of Fame/ staff to student, student to student affirmation (SD 1)</p> <p>Continue to develop programming and interventions for students who receive setting 2.5 services (SD 1)</p> | <p>PBIS Student Incentives (SD 1)</p> <p>Targeted Services (SD 1)</p> <p>Virtual Calming Site (SD 1)</p> <p>Check and Connect (SD 1)</p> |

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| <p>Family Engagement</p> <p>Evidence of Need: Surveys</p> <p>Goal: to create opportunities for students and families to engage in out of school time activities</p> | <p>Virtual Family Sessions and/ or Open Forum (SD 3)</p> <p>Identify ways to connect with and promote Osseo Middle School through social media platforms(SD 3)</p> <p>Collaborate with family and community engagement department on strategies to engage families and diverse audiences (SD 5)</p> <p>Multilingual Parent Outreach (Jorge)(SD 3)</p> | <p>Family Game Night/Multicultural Night/Family Events (SD 1)</p> | <p>Family Newsletter(SD 3)</p> <p>Parent teacher conferences(SD 3)</p> <p>Learning conferences (SD3)</p> <p>Honor roll recognition (SD3)</p> <p>Awards Breakfast (SD3)</p> |
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Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

| 2023-24 Goal Priority | Learning Work Initiatives <i>Research, testing and development of possible initiatives</i> | Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i> | Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i> | | |
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| | Examine master schedule to place students who need additional math support in an Advisory with their math teacher (SD4) | | |
| Student Management | Engaging the equity team in how to use street data to guide building practices and influence instruction (SD 5) | Restorative Practices (SD 1) | Advisory Community Building (SD 1) |
| Evidence of Need: Disproportionality of special education/and or Black students in suspension data | Use Hoonuit to examine and identify behavioral data to determine gaps and behavior support strategies (SD 5) | Student Led Groups(Oriole Crew, Multicultural Empowerment Group) (SD 1) | |
| Student Behavior: Suspensions | Training and development in understanding and implementing BSPs with fidelity (ensuring BSPs apply to multiple environments)(SD 1) | Interpersonal Skills classes with SEL curriculum (SD 1) | |
| Baseline Data by Target Group: To reduce target group suspensions by 20% | | Wall of Fame/ staff to student, student to student affirmation (SD 1) | |
| Goal: TBD | | Continue to develop programming and interventions for students who receive setting 2.5 services (SD 1) | |
| Family Engagement | Virtual Family Sessions and/ or Open Forum (SD 3) | Connect with and promote Osseo Middle School through social media platforms (SD 3) | Family Game Night/Multicultural Night/Family Events (SD 1) |
| Evidence of Need: Surveys | Collaborate with family and community engagement department on strategies to engage families and diverse audiences (SD 5) | | |
| Goal: Create opportunities to partner with families to increase family engagement | Multilingual Parent Outreach (Jorge) (SD 3) | | |

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