

Continue Down to see plan

Ordean East Middle School - School Improvement (SI) Plan

The purpose of the school improvement (SI) plan is to lay out the vision, including strategies and actions, person(s) responsible, measurement, costs/funding sources, timelines, and anything that must be considered. The SI Plan will move the system forward to the vision. The SI Plan is work done in the [INSTALLATION](#) stage. Using what is learned through the [EXPLORATION](#) stage, the leadership team can acquire or repurpose needed resources for implementation.

Contact Information

District or Charter Information	District Phone, Fax, Email
District/Charter Name and Number: Duluth Public Schools, ISD 709	Supt/Director Phone: 218.336.8752
Superintendent/Director: John Magas	Supt/Director Email: john.magas@isd709.org
District Address: 4316 Rice Lake Road, Suite 108 Duluth, MN 55811	District/Charter Fax: 218.336.8773

Who is the main contact at the district or charter level for the ESSA school support and improvement work?

Name of Main Contact: Dr. Tawnyea Lake	Role in District/Charter: Director of Assessment and Evaluation
Phone Number: 218.336.8713	E-mail Address: tawnyea.lake@isd709.org

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Ordean East Middle School Grades 6-8Enter information here	Phone: 218-336-8940

School Information	School Phone, Fax, Email
School Address: <i>2900 E. Fourth St., Duluth, MN 55812</i>	Fax: <i>218-336-8949</i>
Principal: Sue Lehna	Email: <i>susan.lehna@isd709.org</i>

Who is the main contact at the school for the ESSA school support and improvement work?

Name of Main Contact: Sue Lehna	Role in School: Principal
Phone Number: 218-336-8940 Ext 2520	E-mail Address: <i>susan.lehna@isd709.org</i>

Stakeholder Engagement and Communications Plan

Describe your stakeholder engagement activities and how you will communicate with stakeholders.

Through use of staff meetings, parent meetings and newsletter goals and SIP will be communicated to staff and families

Use the following table to outline a communications plan for the ESSA support and improvement work.

When will the communication take place	What is the message	Who is the audience	How will it be communicated
Jan. 2023	Share SIP with Staff	OEMS Staff	Staff Meeting or Grade Level PLCs
Feb 2023	Share SIP Goals and Strategies	Parent/Guardian Stakeholders	PTA Meeting, Newsletter
Spring 2023	Review progress benchmarks	Staff	Staff Meeting or Grade Level PLCs
Fall of 2023	Update and review progress	Parent/Guardian Stakeholders	PTA Meeting, Newsletter

School Improvement Strategy(ies)--Summary

Identify the strategies, practices, or programs the team has selected for implementation. This will be the focus of the school improvement effort, the identification cycle (three years). It is strongly recommended that schools focus their school improvement effort and seek deep, consistent implementation of one or two strategies.

Strategy #1	Click here XX if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Positive Behavioral Interventions and Supports (Multi-Tiered System and Supports - SEB)
...to address this Root-Cause(s)	<p>After examining data from Infinite Campus, we discovered that the system we use for recording behavioral data has changed significantly over the past 8 years. As a result, it is difficult for us to get a comprehensive picture of what is working and what is not working from a behavior management lens. The OEMS team has determined that we will use data from semester 1 of school year 2022-2023 to establish baseline behavioral data; recording behavior resolutions beyond ISS and OSS. Additionally, we have noticed that since the pandemic, the total percentage of students involved in ODRs hovers around 10%, meaning that approximately 90% of our student body is behaving appropriately, but aren't being recognized for their effort either at school, or through communication with their families. We need to change the culture of our building to focus on celebrating the success of the 90% while simultaneously working on supporting the 10% who are struggling.</p>
Which will help us meet this student outcome Goal*	<p>From Fall of 2022 to Spring of 2025, the percentage of students without an ODR will be maintained at a rate of 90% or higher as measured monthly.</p>

Strategy #2	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to develop and implement is	Multi-Tiered Systems of Support (MTSS) - Academic
to address the Root Cause	Overtime student academic achievement has indicated a steady decrease in the areas of reading and math since the 16-17 school year. Through use of the 5 Whys, staff identified the following areas as potential reasons for decreased academic success: technology, PLC Focus, Homework & reading time, Student Choice/Student Responsibility/Time Management, Parent Involvement, Use of best Practice/prioritization of best practices, High Level thinking questions and student resilience. Root Cause Analysis
Which will help us meet this student outcome Goal*	<p>5 year goal: To implement strategies identified in the Root Cause Analysis that will return our achievement scores to OEMS peak scores or higher by spring of 2028.</p> <p>Yearly goal: <i>By Spring 2023, all student groups will increase reading proficiency to make progress toward the state's goal of 85% proficiency by 2025. This goal will be measured using the statewide accountability assessments (All Accountability Tests - MCA + MTAS, All Students Tested); the results will be reviewed OEMS CIT using the attached scoring rubric.</i></p>

Strategy #3	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)

*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Plan for Strategy #1

Strategy #1: Develop a system of Positive Behavioral Interventions and Supports

Root-Cause: After examining data from Infinite Campus, we discovered that the system we use for recording behavioral data has changed significantly over the past 8 years. As a result, it is difficult for us to get a comprehensive picture of what is working and what is not working from a behavior management lens. The OEMS team has determined that we will use data from semester 1 of school year 2022-2023 to establish baseline behavioral data; recording behavior resolutions beyond ISS and OSS. Additionally, we have noticed that since the pandemic, the total percentage of students involved in ODRs hovers around 10%, meaning that approximately 90% of our student body is behaving appropriately, but aren't being recognized for their effort either at school, or through communication with their families. We need to change the culture of our building to focus on celebrating the success of the 90% while simultaneously working on supporting the 10% who are struggling.

Goal: From Fall of 2022 to Spring of 2025, the percentage of students without an ODR will be maintained at a rate of 90% or higher as measured monthly.

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed). Tip: Use the results of the [TFI](#) to identify action steps. Items listed as "Features" in the TFI can be reworked into action steps. Addressing the features/implementing the action steps will improve your TFI score (implying that PBIS is implemented to fidelity). We will see an improvement in student outcomes when an EBP is implemented with fidelity.

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Due Date
Define behaviors that interfere with academic and social success and develop a procedure for how they will be managed (office-managed vs staff managed).	MTSS Coordinator, MTSS Team	Discipline flow chart	Time set aside for the MTSS team to work on definitions and procedures. Time set aside at a staff meeting to obtain feedback.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	November 2022
Identify and post 5 or fewer school-wide positively stated behavioral expectations	MTSS Coordinator, Principal, MTSS Team	School newspaper, Principal's s'more, posters	Time set aside at a staff meeting to identify behavioral expectations. Time and materials are needed to make posters.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	January 2023

Teach all students the expected academic and social behaviors	MTSS Coordinator, Principal, MTSS Team, Classroom Teachers	Classroom schedule, lesson plans, making videos, developing games to teach expectations.	Time set aside during the school day to teach students the expectations, camera, volunteer actors, game plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1/23/23
*Teach all students the specific skills needed to meet the expected academic and social behaviors	MTSS Coordinator, Principal, MTSS Team, Classroom Teachers	Teaching schedule of lessons in Second Step	Time set aside during the school day to teach students		X	X	X	X	X	X	X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	End of the year
Recognize students for positive behavior weekly (through HHH awards) and quarterly (BARK awards)	MTSS Coordinator, Classroom teachers, Staff	Award winners tracked on spreadsheet	Prizes for winners (snacks, juice, stickers, gift cards)			X	X	X	X	X	X	X	X	X	X		Weekly/Quarterly
Establish system for tracking positive behavior reports to families	MTSS Coordinator, Principal, MTSS Team, Classroom Teachers	Spreadsheet tracker for communication	BARK postcards						X	X	X	X	X	X			End of the year

Begin using the new procedures to address behaviors that interfere with academic and social success. Review effectiveness each month.	Staff	Office discipline referrals	Time at MTSS Team meetings to review office discipline referral data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	X	X	X	X	<input type="checkbox"/>	Monthly
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To add additional action steps, Place cursor to the right of the last row and click "enter."

Progress Toward Goal #1: *(To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - Click here to enter text.
- How has student achievement been impacted? What is the evidence?
 - Click or tap here to enter text.
- How will implementation be adjusted and/or supported moving into the next year?
 - Click or tap here to enter text.

Plan for Strategy #2

Strategy #2: The **Strategy** we are going to develop and implement is Multi-Tiered Systems of Support (MTSS) - Academic

Root-Cause: Overtime student academic achievement has indicated a steady decrease in the areas of reading and math since the 16-17 school year. Through use of the 5 Whys, staff identified the following areas as potential reasons for decreased academic success: technology, PLC Focus, Homework & reading time, Student Choice/Student Responsibility/Time Management, Parent Involvement, Use of best Practice/prioritization of best practices, High Level thinking questions and student resilience. [Root Cause Analysis](#)

5 year goal: To implement strategies identified in the Root Cause Analysis that will return our achievement scores to OEMS peak scores or higher by spring of 2028.

Yearly Goal Measure: *By Spring 2023, all student groups will increase reading proficiency to make progress toward the state's goal of 85% proficiency by 2025. This goal will be measured using the statewide accountability assessments (All Accountability Tests - MCA + MTAS, All Students Tested); the results will be reviewed OEMS CIT using the attached [scoring rubric](#).*

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps---	Person(s) Responsible	Measurement	Resources Needed	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Due Date
Develop School Wide Data Team Structures, Grade Level and Content Area Structures, define membership and calendars.	Principal, CIT and Leadership Team	Agreed Upon Structures and Meeting Calendars	District Calendar, Master Schedule, District MTSS Handbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	X	x	X	Draft: May 9, 2023 Implementation for Fall of 2023
Identify PLC Priorities and Focus <ul style="list-style-type: none"> Root Cause analysis will give guidance. PLC Handbook 	Principal, Department Leads and Teachers	PLC Calendars, agenda format, departmental priorities.	District Calendar, Meeting time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	x	x	x	x	<input type="checkbox"/>	Draft End of May for 2023 Implementation for Fall of 202
Increase Parent Engagement <ul style="list-style-type: none"> Increased parent use of Canvas.. 	Principal, CIT, Teachers	Increased Canvas Sign Up and access.	Teacher Survey Parent Survey Family Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	x	x	x	x	x	Ongoing
Identify a school wide strategy that can be implemented across content areas in the fall of 2023. <ul style="list-style-type: none"> Root Cause analysis will give guidance. 	CIT and Teachers	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>	March 2023

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To add additional action steps, Place cursor to the right of the last row and click “enter.”

Progress Toward Goal #2: *(To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - Click here to enter text.
- How has student achievement been impacted? What is the evidence?
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- How will implementation be adjusted and/or supported moving into the next year?
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