

School Improvement Plan 2018-2021

| SCHOOL INFORMATION | |
|---|--|
| School Name: North Junior High School | School Website: isd742.org/north |
| Principal/Director: Brian R. Nutter | Email: brian.nutter@isd742.org |
| Phone: 320-370-7000 | Grade Span: 6- 8 |
| School Address: 1212 29 th Avenue North St. Cloud, MN 56303 | |
| Title I School: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO | School Year: <input type="checkbox"/> 2018-2019 <input checked="" type="checkbox"/> 2019-2020 <input type="checkbox"/> 2020-2021 |
| School Designation: <input checked="" type="checkbox"/> N/A <input type="checkbox"/> Targeted Support & Improvement <input type="checkbox"/> Comprehensive Support & Improvement <input type="checkbox"/> Graduation Rate | |

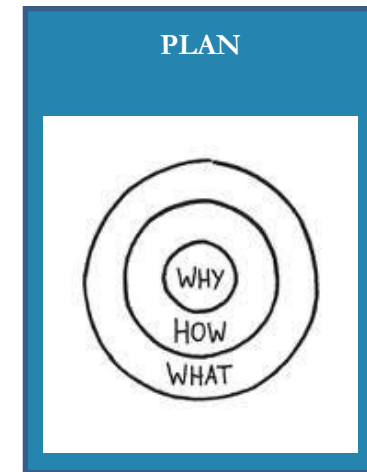
| SCHOOL LEADERSHIP TEAM | EMAIL | ROLE |
|------------------------|--|-------------------------------|
| Brian Nutter | Brian.Nutter@isd742.org | Principal |
| Heather Ebnet | Heather.ebnet@isd742.org | Assistant Principal |
| Michelle Hommerding | Michelle.hommerding@isd742.org | 6th Grade Dean |
| Otis Morris | Otis.Morris@isd742.org | 7th Grade Dean |
| Bill Cruz | William.Cruz@isd742.org | 8th Grade Dean |
| Tracy Hare | Tracy.Hare@isd742.org | Academic Coach |
| Pat Ridpath | Patrick.ridpath@isd742.org | EL Teacher |
| Nelson Mitchell | Nelson.mitchell@isd.742.org | Music Teacher |
| Morgan Barrett | Morgan.barrett@isd742.org | Language Arts Teacher |
| Ryan Heitland | Ryan.Heitland@isd742.org | AVID / Social Studies |
| Christine Kesler | Christine.kesler@isd742.org | SPED Teacher |
| Egla Cenolli | Eglantina.cenolli@isd742.org | EL Teacher |
| Brenda Silkman | Brenda.silkman@isd742.org | Math Teacher |
| Diane Olson | Diane.olson@isd742.org | Guidance Counselor |
| Jon Morrell | Jonathan.Morell@isd742.org | SPED Teacher / Science |
| Sara Bauer-Sand | Sara.Bauer-Sand@isd742.org | MTSS Tier 2 & 3 Interventions |

SCHOOL IMPROVEMENT

PLANNING

5 STEPS TO CONTINUOUS IMPROVEMENT:

1. Establish a School Leadership Team
2. Assess needs and set priorities – Comprehensive Needs Assessment (CNA)
3. Determine Priorities, Rationale, Strategies and create a School Improvement Plan
4. Implement the plan
5. Monitor and regularly reassess needs, priorities and strategies



SCHOOL IMPROVEMENT PLAN EXPECTATIONS:

- School Improvement Plans (SIP) are due September 27, 2019. **FIRM DEADLINE.**
- Three-year SIP updated annually at a minimum. Schools may update/revise their SIP as needed at any time during the school year.
- SLTs will commit to reviewing the SIP quarterly as a measurement of progress. (October, January, March, May).
- Principal check-ins will include a discussion of progress towards meeting the goals.
- Title I Schools identified for CSI, TSI and Non-Title I schools identified for Graduation Rate are required to submit their first progress report to MDE March 2019, with ongoing updates. (More information coming from MDE).
- All schools will need to identify Co-Teaching as an Evidence Based Practice/Strategy.
- Resources for the SIP goals and strategies will include Teacher Leader, Title I and building funds.

STUDENT TARGET GROUPS

| | |
|---|---|
| <p>Racial and Ethnic: All Student Groups * 20 students to report publicly</p> | <p>All Students, American Indian, Asian, Black, Hispanic, Native Hawaiian/Pacific Islander, White, Two or more races, English Learners (EL), Special Education (SPED), Eligible for free or reduced-price lunch (FRL)</p> |
| <p>Counter Groups * 20 students to report publicly</p> | <p>EL/Students who are not EL SPED/Students who are not SPED FRL/ Students who are not FRL</p> |

PART I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

PURPOSE: The CNA is a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". The CNA process includes reviewing school data and prioritizing the needs of the school.

DATA SOURCES TO BE REVIEWED BY THE SLT:

| | |
|---|--|
| ✓ Academic Achievement (MCA Reading and Math) | ✓ ACCESS 2.0 - Progress towards EL Proficiency |
| ✓ Consistent Attendance | ✓ Behavior |
| ✓ Student Demographics | ✓ Graduation |
| ✓ School Climate | ✓ Suspension |

1. Describe your SLT's process for reviewing the data:

Monthly, the SLT team will review data in all 8 areas.

Academic Achievement- we will review STAR scores as teachers are encouraged to test students 5 times throughout the year.
School climate, attendance behavior and discipline will be reviewed using Skyward Reports and the PBIS matrix.
Student demographics will be considered in all data examinations.
ACCESS will be considered for appropriate placement of EL students.

2. Identify your school's strengths and challenges.

Strengths:

2017-18 PBIS exemplary school
5th year of the co-teaching model with a total of 21 sections that includes core subject areas, EL and SPED.
Safe environment.
Enrichment programs and variety of courses.
Intentional focus of CLR, AVID and PBIS strategies included in planning and instruction.

Challenges:

Significant achievement gap between white students and students of color.
EL students properly placed and grade level appropriate curriculum.
High suspension rate - significant in our black male population.
Failure rate of students is very high.

3. Identify the student target group(s) and indicators identified for prioritized support. (see Page 2 – Student Target Groups).

EL, Black

Achievement and behavior data disaggregated by race and specific populations.

4. Based on the findings in questions 1-3, what are the prioritized needs that will ensure your school is working towards meeting the identified goals?

- AVID and Culturally responsive teaching.
- Co-teaching
- Reading intervention.
- Math Intervention.
- One Dean per grade level
- Second Step Curriculum in Advisory Classes
- Focused student conferences in advisory.
- Focused parent/student/ teacher conferences throughout the year.
- Restorative Circles

PART II: ACTION PLAN

PURPOSE: Set SMART goals for each **PRIORITY**, determine the **RATIONALE/WHY** and explain how Equity is evident within the goal. Identify the **EVIDENCE BASED STRATEGIES/ACTION** to achieve the goal, **EXPECTATIONS/WHAT/HOW** for the strategy, **WHO** is ultimately responsible, **RESOURCES** needed to ensure the strategy is implemented with fidelity, the **TIMELINE/WHEN** to achieve the strategy and the **MEASUREMENT/MONITORING** of progress towards meeting the strategy.

- | | |
|---|---|
| ✓ PRIORITY 1: EQUITY be embedded within the SIP priorities | All schools will set an overarching Equity goal that must |
| ✓ PRIORITY 2: SUSPENSION the number of suspensions. | All schools will set a SMART Suspension goal to reduce |
| ✓ PRIORITY 3: LITERACY increasing student achievement. | All schools will set a SMART Literacy goal aimed at |
| ✓ PRIORITY 4: MATH increasing student achievement. | All schools will set a SMART Math goal aimed at |
| ✓ PRIORITY 5: GRAD RATE Schools are encouraged to set a supporting Grad goal. | Schools graduating students set a SMART Grad goal. |

PRIORITY 1: EQUITY:

√ We commit to increasing equity consciousness through use of Courageous Conversations protocols for communication and through the study of Culturally Responsive Teaching (CRT) practices and Culturally and Linguistically Responsive teaching strategies.

GUIDING QUESTIONS:

- 1. Describe how staff will be reintroduced to the Courageous Conversation protocol.**

Back to school workshop with licensed staff regarding CC protocol. Faculty have the 4 agreements, 6 conditions and compass in their faculty binder for review and reference. Table tents are out at all PD and data team meetings. Review CC at the start of every meeting.

- 2. What is the 'look for' evidence indicating that all staff are utilizing the Courageous Conversation protocol on an ongoing basis?**

Table tents with the protocol are used as a reference. Utilize the 6 conditions when there is dialogue- hold each other accountable.

- 3. What is the 'look for' evidence indicating there is a deepening of the use of the Courageous Conversation protocol?**

Evidence in break out- small group sessions. Increase in the commitment of the 4 agreements by staff members.

- 4. What is the 'look for' evidence to ensure RACE remains part of the conversation?**

Use of the 6 conditions in all conversations. Specifically, keep it personal, local and immediate.

- 5. What professional development/support will staff need to engage in deepening their racial equity skill set?**

We will continue to draw from the Zaretta Hammond Book from last year's book study and also incorporate the AVID CRT resource as a connection between equity and instruction. Our entire licensed staff and some of the support staff will participate in five sessions of Innocent Classroom professional development

- 6. How will classrooms and the rest of the school be authentically represented? What will this look like?**

High expectations for the achievement of all students. Access to rigorous content for all students. Implementation of CRT strategies in all classrooms. All classes are representative of our overall student population.

PRIORITY 2: SUSPENSION SMART GOAL:

In the fall of 2020, our school’s out of school suspension rate will decrease by 10% from fall of 2019.

RATIONALE and evidence of Equity:

| Evidence Based Practice/Strategy | Expectations | Responsible Person’s Involved | Resources/PD | Timeline | Measurement of Progress |
|--|--|---|---|--|---|
| <p>1) Implement PBIS. Update Flow Chart and Matrices. Utilize an ODR consequence matrix to determine level 3-5.</p> <p>2) Restorative Circles</p> <p>3) Second Step Curriculum</p> <p>4) Culturally & Linguistically Responsive Teaching (CLR)/AVID Strategies</p> <p>5) Increase use of alternatives to out of school suspensions (ISS, CAAP, etc.)</p> | <p>1) Classroom teachers and staff will implement PBIS with fidelity. Flow Charts and Matrices will be updated. -Explicit instruction of Tier I expectations during advisory.</p> <p>2) Use of RC as determined by ODR consequence matrix</p> <p>3) Advisory teachers implement Second Step lessons weekly.</p> <p>4) CLR Leads & AVID Leads will embed CLR and AVID strategies into PD monthly. Classroom teachers will implement CLR and/or AVID strategies weekly.</p> <p>5) Deans and administrators will increase use of alternatives to out of school suspension</p> | <p>1) Classroom teachers, PBIS Team and SEL team and Advisory teachers.</p> <p>2) Classroom teachers, students, Admin and SEL team</p> <p>3) Advisory Leads and Advisory Teachers</p> <p>4) CLR Leads, AVID Leads, Administration, classroom teachers.</p> <p>5) Admin, Deans</p> | <p>1) Review and reset PBIS expectations, training for all staff and students. Time to update Flow Chart and Matrices. -Teacher Leader, Title I and building funds</p> <p>2) Staff understanding of Reset Rooms and Restorative Circles (student/teacher)</p> <p>3) Implementation of Second Step Curriculum in Advisory Classes.</p> <p>4) Building PD, CLR & AVID resource books, Instructional Rounds</p> <p>5) Professional Development specific to duty assignment</p> | <p>1) Weekly lesson plans starting September 2018</p> <p>2) Ongoing</p> <p>3) Weekly lessons</p> <p>4) Monthly PD for staff training. Classroom teachers will implement strategies weekly</p> <p>5) Begin August 2019 and ongoing throughout entire 2019-20 school year and beyond</p> | <p>1) Review disaggregated Suspension Data monthly to make necessary adjustments. Flow Chart/ Matrices are updated and implemented.</p> <p>2) Review the tracked data on a daily basis.</p> <p>3) Walk through by Advisory Leads.</p> <p>4) PD evaluations completed by staff, Admin walkthroughs</p> <p>5) Increased use of alternatives to suspension; reduction in numbers of referrals and suspensions; increased parental contact; improved attendance</p> |

PRIORITY 3: LITERACY SMART GOAL:

√ In the fall of 2020, the percentage of students proficient in grades 6-8 will increase from

40.3% to 45.3% as measured by the MCA III. RATIONALE and evidence of Equity:

| Evidence Based Practice/Strategy | Expectations | Responsible Person's Involved | Resources/PD | Timeline | Measurement of Progress |
|--|--|--|---|---|---|
| 1) Co-Teaching | 1) Teachers will implement co-teaching every day with fidelity. All students will participate in core instruction. | 1) Teachers, Admin, AC, Outside trainers, District for support | 1) On-going training, coaching, mentoring, planning time (subs or extended time) - Title I, Teacher Leader and building funds | 1) Daily during the school year | 1) Walk-Through data, lesson plans reflecting co-planning, evidence of appropriate co-teaching models, language and content goals posted and connected to the lesson(s) |
| 2) Data Teams /Standards Focus | 2) Review student data with a focus on grade level essential standards; Develop common assessments and instructional strategies. | 2) Classroom teachers | 2) Data Team meetings. Support from Admin and district as needed | 2) E/O Wednesday during the school year. | 2) Increased alignment between initiatives, Classroom Walk-Throughs, teacher pedagogy, increased student achievement |
| 3) PRESS reading intervention practices. | 3) Review student reading data to identify students for small group intervention or class wide intervention. | 3) Reading Interventionist and classroom teachers. | 3) PRESS training and professional development | 3) Ongoing throughout the school year. | 3) PRESS assessment, STAR |
| 4) Culturally & Linguistically Responsive Teaching (CLR)/AVID Strategies | 4) CLR Leads & AVID Leads will embed CLR and AVID strategies into PD monthly. Classroom teachers will implement CLR and/or AVID strategies weekly. | 4) CLR Leads, AVID Leads, Administration, classroom teachers. | 4) Building PD, CLR & AVID resource books, Instructional Rounds. | 4) Monthly PD for staff training. Classroom teachers will implement strategies weekly | 4) PD evaluations completed by staff, Admin walkthroughs |

PRIORITY 4: MATH SMART GOAL:

√ In the fall of 2020, the percentage of students proficient in grades 6-8 will increase from 23.7% to 28.7 % as measured by the MCA III.

RATIONALE and evidence of Equity:

| Evidence Based Practice/Strategy | Expectations | Responsible Person's Involved | Resources/PD | Timeline | Measurement of Progress |
|--|--|---|--|--|--|
| <p>Example:</p> <p>1) Data Teams /Standards Focus</p> <p>2) Co-teaching</p> <p>3) 7th and 8th grade math instructional training with Sara VanDerWerf (math/co-teaching consultant)</p> <p>4) Culturally & Linguistically Responsive Teaching (CLR)/AVID Strategies</p> | <p>1) Review student data with a focus on grade level essential standards; Develop common assessments and instructional strategies.</p> <p>2) Teachers will implement co-teaching every day with fidelity. All students will participate in core instruction.</p> <p>3) Use of MCA and STAR data to determine eligibility of students.</p> <p>4) CLR Leads & AVID Leads will embed CLR and AVID strategies into PD monthly. Classroom teachers will implement CLR and/or AVID strategies weekly.</p> | <p>1) Classroom teachers</p> <p>2) Teachers, Admin, AC, Outside trainers, District for support</p> <p>3) AC, master coach and math corp members</p> <p>4) CLR Leads, AVID Leads, Administration, classroom teachers</p> | <p>1) Data Team meetings. Support from Admin and district as needed - Title I, teacher leader and building funds</p> <p>2) On-going training, coaching, mentoring, planning time (subs or extended time)</p> <p>3) Math Corp institute</p> <p>4) Building PD, CLR & AVID resource books, Instructional Rounds.</p> | <p>1) E/O Wednesday during the school year</p> <p>2) Daily during the school year</p> <p>3) Daily</p> <p>4) Monthly PD for staff training. Classroom teachers will implement strategies weekly</p> | <p>1) Increased alignment between initiatives, Classroom Walk-Throughs, teacher pedagogy, increased student achievement</p> <p>2) Walk-Through data, lesson plans reflecting co-planning, evidence of appropriate co-teaching models, language and content goals posted and connected to the lesson(s)</p> <p>3) STAR Math</p> <p>4) PD evaluations completed by staff, Admin walkthroughs</p> |

PRIORITY 5: GRAD RATE SMART GOAL:

√ In the fall of 2020, our 4-year graduation rate will increase 5% from fall of 2019

RATIONALE and evidence of Equity:

| Evidence Based Practice/Strategy | Expectations | Responsible Person's Involved | Resources/PD | Timeline | Measurement of Progress |
|--|--|--|---|---|---|
| <p>Example: 1) Data Teams /Standards Focus</p> <p>2) Culturally & Linguistically Responsive Teaching (CLR)/AVID Strategies</p> | <p>1) Review student data with a focus on grade level standards; Develop common assessments and instructional strategies through the 6 Step or Collaborative Inquiry process using DuFour's guiding questions.</p> <p>2) CLR Leads & AVID Leads will embed CLR and AVID strategies into PD monthly. Classroom teachers will implement CLR and/or AVID strategies weekly.</p> | <p>1) Classroom teachers</p> <p>2) CLR Leads, AVID Leads, Administration, classroom teachers</p> | <p>1) Data Team meetings. Support from Admin and district as needed</p> <p>2) Building PD, CLR & AVID resource books, Instructional Rounds.</p> | <p>1) E/O Wednesday during the school year</p> <p>2) Monthly PD for staff training. Classroom teachers will implement strategies weekly</p> | <p>1) Increased alignment between initiatives, Classroom Walk-Throughs, teacher pedagogy, increased student achievement</p> <p>4) PD evaluations completed by staff, Admin walkthroughs</p> |