

School Improvement Plan 2018-2021

SCHOOL INFORMATION			
School Name: South Junior High School		School Website: South Junior High School – St. Cloud, MN	
Principal/Director: Joel Heitkamp		Email: joel.heitkamp@isd742.org	
Phone: 320-370-7235		Grade Span: 6-8	
School Address: 1120 15 th Ave. South St. Cloud, MN 56301			
Title I School:	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	School Year:	2018-2019 2019-2020 <input checked="" 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
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Andrea Laning	Andrea.laning@isd742.org	Assistant principal
Anita Johnson	Anita.Johson@isd742.org	Dean
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Lindsey Nagorski	Lindsey.nagorski@isd742.org	Academic Coach
Jenna Runge	Jenna.Runge@isd742.org	EL Teacher
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Jereme Fimirite	Jereme.fimirite@isd742.org	Math Teacher
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Jayne Bautch	Jayne.Bautch@isd742.org	Science Teacher
Anita Boster	Anita.boster@isd742.org	Band Teacher

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

Racial and Ethnic: All Student Groups * 20 students to report publicly	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)
Counter Groups * 20 students to report publicly	EL/Students who are not EL SPED/Students who are not SPED FRL/ Students who are not FRL

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 Site Leadership Team:

√ 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:

Our SLT team used the Examining Data Protocols from the above data sources and the comprehensive needs assessment from Class Measures Consulting group. We gathered the data and did the following:

2.

Our strengths are the wide range of course offerings for middle level students to explore through a Science, Technology, Engineering, Arts & Math programming. In addition to the school leaders and grade level team's awareness and priority of the need for teachers to use effective first instruction using multiple instructional engagement strategies CLR, AVID, PBIS and 1:1 Technology. Our curriculum focus is on the use of grade level standards-based lessons driven by data to make informed instructional decisions. Priorities of improvement also include clarifying the focus on school-wide beliefs, values and the vision that support high expectations for the academic achievement and success of all students. We have begun clarifying expectations and protocols for lesson and unit planning along with equity and school climate dialogue. In addition to non-traditional family engagement opportunities.

Our challenges emerge from the large racial achievement gap on student achievement data analysis on MCA Reading and Math. Traditionally at South white students achieve at higher levels on state MCA Reading and Math assessments. While these assessments were not attempted during the Spring of 2020, the data from 2019 is provided, along with our STAR assessment data from 2020.

On the 2019 MCA assessments, seven out of ten students were proficient compared to two out of ten black student's achievement levels on MCA Reading assessments. The Math MCA assessments have shown six out of ten white students are proficient compared to one out of ten black students being proficient.

When looking at the STAR assessments from the 2020 winter window and the number of students at or above the benchmark in regard to SGP, the gap is 43% of white students at/above benchmark compared to 33% of black students on STAR Reading. On STAR Math, 49.9% of our white students are at/above benchmark compared to 40% of black students.

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

1. Increase student achievement - the indicators for priority and support were the low achievement performance based on current state assessment data (MCA) and the district STAR assessments. In the past growth targets have been set for each student group in order to build measurable and attainable growth for all students. This MCA data is not available for this SIP due to the cancellation of the MCA Reading, Math. And Science tests in the spring of 2020. The focus student groups that have received past priority support are black students and EL students. Target for the STAR math and reading assessments is a gain of at least 5% of students achieving at or above benchmark SGP when comparing the fall testing window to the spring testing window.

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?

1. The prioritized needs that will ensure our site is working toward meeting the identified goals:
 - a. **All lessons have posted learning and language goals, aligned to the standards, that will be revisited throughout the lesson.**
 - b. **All staff will consistently model and reinforce Kind, Cooperative, and Community expectations**
 - c. **All teachers will teach and set social skills/soft student skills goals**
 - d. **All teachers will plan, collaborate and deliver engaging lessons for all students using WICOR practices**
 - e. **All staff, students, and families will engage in ongoing dialogue and action around race, equity and culture**
 - f. **All instruction will take place through a distance learning/virtual environment**

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**

All schools will set an overarching Equity goal that must be embedded within the SIP priorities

√ **PRIORITY 2: SUSPENSION**

All schools will set a SMART Suspension goal to reduce the number of suspensions.

√ **PRIORITY 3: LITERACY**

All schools will set a SMART Literacy goal aimed at increasing student achievement.

√ **PRIORITY 4: MATH**

All schools will set a SMART Math goal aimed at increasing student achievement.

√ **PRIORITY 5: GRAD RATE**

Schools graduating students set a SMART Grad goal. Schools are encouraged to set a supporting Grad goal.

PRIORITY 1: EQUITY:

√ We commit to ...

GUIDING QUESTIONS:

- 1. Describe how staff will be reintroduced to the Courageous Conversation protocol and the work that was previously done with Innocent Classroom.**
As a site we will continue to implement Courageous Conversation protocol through Staff professional learning opportunities through monthly staff meetings and periodic professional development. We will have sessions throughout the school year that include presentations and learning activities to teach and use the protocols will all staff.
- 2. What is the ‘look for’ evidence indicating that all staff are utilizing the Courageous Conversation protocol on an ongoing basis?**
The “look for” evidence indicating that all staff are utilizing the protocols on an ongoing basis will be the language used and the monitoring of the compass, four agreements and six conditions during professional learning activities around race, racial equity, data analysis and discussions focused on student achievement. Administration will also continue to build on the work that was completed during the 2019-20 school year with Innocent Classroom, specifically looking at the “good” in students and ensuring that courageous conversations happen when discussing students.
- 3. What is the ‘look for’ evidence indicating there is a deepening of the use of the Courageous Conversation protocol?**
The “look for” evidence indicating that all staff are deepening the use the protocols on an ongoing basis and we will see indicators when the protocols are embedded in our conversations, dialogue and how we use a racial equity lens in instruction, data collection, assessments, focused on student achievement for all students.
- 4. What is the ‘look for’ evidence to ensure RACE remains part of the conversation?**
The “look for” evidence to ensure Race remains a part of the conversation, when decision are made focused on racial equity in student achievement. A SMART goal is created with a racial equity priority. We will review student achievement and PBIS data through a racial equity lens every trimester.
- 5. What professional development/support will staff need to engage in deepening their racial equity skill set?**
We will continue to collaborate with the equity department and create professional learning opportunities to meet all staff needs.
- 6. How will classrooms and the rest of the school be authentically represented? What will this look like?**
We will continue to create lessons/activities in Advisory for students/staff to have dialogue around race and culture. In addition to sharing race and cultural information through displays monthly i.e Hispanic Heritage month or events such a Cultural night for family engagement opportunities. In addition to teacher’s daily lesson planning and reviewing student achievement and PBIS data through a racial equity lens to make informed decision focused on instructional practices. MTSS conversations will also continue to include the protocols developed with Innocent Classroom to identify the “good” and strengths of students.

PRIORITY 2: ATTENDANCE GOAL SMART GOAL:

√ By the spring of 2021, South Junior High’s daily attendance rate will average at least 90%.

RATIONALE and evidence of Equity:

Evidence Based Practice/Strategy	Expectations	Responsible Person’s Involved	Resources/PD	Timeline	Measurement of Progress	
All staff will implement PBIS consistently, model and reinforce agreed Kind, Cooperative, and Community expectations	Classroom teachers and staff will teach PBIS with fidelity. PBIS classroom expectations will be posted and PBIS matrices will be updated and posted throughout the building.	Classroom teachers, staff PBIS Team, Leadership Team Admin. Support from District PBIS Team as needed.	PBIS PD review and reset with all staff training for August 2019 and each trimester PBIS review expectations with students each Trimester Review and update Flow Chart and Matrices.	Every Trimester Sept 2019 Monthly PBIS team meeting/planning Sept 2019	Review PBIS data, attendance data monthly to make necessary adjustments. Flow Chart /Matrices are visual and implemented during Admin Walk-Throughs and all learning walks.	
Student Support services staff will scaffold/reteach learning student expectations so that all students can engage in core instruction	Students will receive Core Instruction and receive Tier II or III intervention strategies as needed.	Classroom teachers, PBIS Team, Student Services staff, MTSS team	Time and support to develop and implement Tier II& III strategies. District Student Services Support	Every Trimester 2020-21 school	Student PBIS data is increasing monthly for attendance for all grades.	
Advisory classes will teach SEL skills to all students to be healthy, responsible,	Staff will teach daily Advisory lessons focused on academics, SEL, literacy, team	Advisory Team Leadership Team Admin	Advisory curriculum, PD review with all Staff in every	Monthly Advisory meetings 2020-21 school year	Tier II & III strategies are	

<p>productive middle school students. In addition to implementing the Safe and Supportive Schools plan</p>	<p>building and staff student relationships</p>		<p>Trimester Advisory curriculum Planning time/extended time</p>		<p>decreasing overall student referrals and suspensions show in student behavior data.</p> <p>Student PBIS data decreasing in office referrals for Tardy, Truant, and academic failing grades.</p>
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PRIORITY 3: LITERACY SMART GOAL:

√ During the 2020-21 academic year, at least 56.8% of students will achieve average growth or greater in STAR Reading from Fall to Spring.

RATIONALE and evidence of Equity:

Evidence Based Practice/Strategy	Expectations	Responsible Person's Involved	Resources/PD	Timeline	Measurement of Progress
Co-Teaching	Teachers will implement co-teaching every day with fidelity. All students will participate in core instruction.	Teachers, Admin, Leadership team, academic coach, outside trainers, Learning & Teaching for support	On-going training, coaching, mentoring, planning time and (subs or extended time)	Daily during the school year	Learning walk data, lesson plans reflecting co-planning, evidence of appropriate co-teaching models, language and content goals posted and connected to the lesson(s)
Department Teams & Grade-Level Teams with a Standards Focus	Review student achievement data with a focus on grade level standards; develop common assessments and instructional strategies using DuFour's guiding questions	Classroom teachers, Admin, Leadership team, AC, Learning & Teaching for support	Department Teams & Grade-Level Teams meetings. Support from Admin and Learning & Teaching as needed	Various Friday mornings during building support time during the school year	Increased alignment between programming, Classroom Learning walks, teacher pedagogy, increased student achievement

<p>All lessons have posted learning and language goals, aligned to the standards, that will be revisited throughout the lesson.</p>	<p>Teachers will implement every day during daily lessons. All students will participate in core instruction.</p>	<p>Classroom teachers, Admin, Leadership team, AC, Learning & Teaching for support</p>	<p>On-going PD, training, coaching, mentoring, planning time and (extended time)</p>	<p>Daily during the school year</p>	<p>Learning walk data, lesson plans reflecting evidence of content learning goals, language and posted and connected to the lesson(s)</p>
<p>All teachers will plan, collaborate and deliver engaging lessons for all students using WICOR and CLR strategies</p>	<p>Teachers will implement everyday during daily lessons. All students will participate in core instruction.</p>	<p>Classroom teachers, Admin, Leadership team, AC, Learning & Teaching for support</p>	<p>On-going PD with AVID(WICOR), CLR, NUA, Innocent Classroom, Technology along training, coaching, mentoring, planning time & (extended time)</p>	<p>Daily during the school year</p>	<p>Learning walk & evaluations teacher indicators in TCTEF for Engagement will be evident.</p> <p>Learning walk & evaluations student indicators in TCTEF for Engagement will be evident.</p>

PRIORITY 4: MATH SMART GOAL:

√ During the 2020-21 academic year, at least 64.2% of students will achieve average growth or greater in STAR Math from Fall to Spring.

RATIONALE and evidence of Equity:

Evidence Based Practice/Strategy	Expectations	Responsible Person's Involved	Resources/PD	Timeline	Measurement of Progress
Department Teams & Grade-Level Teams with a Standards Focus	Review student data with a focus on grade level standards; develop common assessments and instructional strategies through DuFour's guiding questions	Classroom teachers, Admin, Leadership Team, Academic Coach	Data Team meetings. Support from Admin and district as needed, planning time, PD & (extended time)	Various Friday mornings during building support time during the school year	Increased alignment between programming, Learning Walks, teacher pedagogy, increased student achievement
All lessons have posted learning and language goals, aligned to the standards, that will be revisited throughout the lesson.	Teachers will implement every day during daily lessons. All students will participate in core instruction.	Classroom teachers, Admin, Leadership team, AC, Learning & Teaching for support	On-going PD, training, coaching, mentoring, planning time & (extended time)	Daily during the school year	Learning walk data, lesson plans reflecting evidence of content learning goals, language and posted and connected to the lesson(s)
Co-Teaching	Teachers will implement co-teaching every day with fidelity. All students will participate in core instruction	Teachers, Admin, Leadership team, AC, outside trainers, Learning& Teaching for support	On-going training, coaching, mentoring, planning time & (subs or extended time)	Daily during the school year	Learning walk data, lesson plans reflecting co-planning, evidence of appropriate co-teaching models, language and content goals posted and connected to the lesson(s)

<p>All teachers will plan, collaborate and deliver engaging lessons for all students using WICOR and CLR strategies</p>	<p>Teachers will implement every day during daily lessons. All students will participate in core instruction.</p>	<p>Classroom teachers, Admin, Leadership team, AC, Learning & Teaching for support</p>	<p>On-going PD with AVID, CLR, NUA, Innocent Classroom, Technology along training, coaching, mentoring, planning time & (extended time)</p>	<p>Daily during the school year</p>	<p>Learning walks and evaluations Teacher indicators in TCTEF for Engagement will be evident in Learning Walks and evaluations</p> <p>Learning walks and evaluations Student indicators in TCTEF for Engagement will be evident in Learning Walks and evaluations</p> <p>Increase in student achievement data</p>
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PRIORITY 5: GRAD RATE SMART GOAL:

√ In the fall of 2021, our 4-year graduation rate will increase by _____% from fall of 2020.

RATIONALE and evidence of Equity:

Evidence Based Practice/Strategy	Expectations	Responsible Person's Involved	Resources/PD	Timeline	Measurement of Progress
Implementation of the Gear Up Get Ready class for all students	Students will receive college and career readiness services to foster learning, collaboration, and continuous improvement at school to increase their college-going culture	Gear Up Get Ready Teachers for 8 th grade students, Gear Up Get Ready Coordinator, SLT and Administrators Advisory teachers will support supplemental Gear Up curriculum that is not being covered during the 8 th grade allied course	On-going training, coaching, mentoring, planning time Gear Up coordinator supporting all Gear Up teachers with lesson planning and delivery models	Once a month follow up meeting	Increased alignment between initiatives, Classroom Walk Throughs, teacher pedagogy, increased student achievement. Gear Up Get Ready Survey and participation in activities.