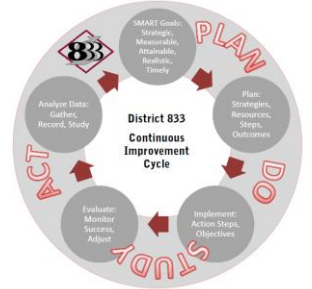




South Washington County Schools 2013-16 School Improvement Planning

Oltman Middle School *Revised for 2015-16*



<p>Principal: Becky Schroeder</p>	<p>Date Plan Completed: August 18, 2013 April 24, 2014 (<i>revisions made</i>) August 18, 2014 (<i>revisions made</i>) August 28, 2015 (<i>revised for new year</i>)</p>	<p>SIP Meeting Dates and Times:</p> <ul style="list-style-type: none"> • August 28, 2015 • September 2-3, 2015 • September 17, 2015 • October 22, 2015 • November 19, 2015 • December 17, 2015 • January 21, 2016 • February 18, 2016 • March 17, 2016 • April 21, 2016 • May 19, 2016
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<p>School Improvement External Monitors: 2013-14</p> <ul style="list-style-type: none"> • Dr. Emily Larson, TLS Math Coordinator • Ms. Randi Anderson, Director of TLS • Brian Boothe, TLS Staff Development • TBD, Secondary Curricular Coordinator • Ed Harkness, Secondary Technology Integrationist • Matt Dorschner, Elementary Curriculum Coordinator and Math/Science • Tom LaBounty, Director of Research, Evaluation & Assessment 	<p>School Improvement External Monitors: 2014-15</p> <ul style="list-style-type: none"> • Dr. Emily Larson, TLS Math Coordinator • Matt Dorschner, Director of TLS • Brian Boothe, TLS Staff Development • Ed Harkness, Secondary Technology Integrationist • Todd Keith, Literacy Coordinator • Tom LaBounty, Director of Research, Evaluation & Assessment 	<p>School Improvement External Monitors: 2015-16</p> <ul style="list-style-type: none"> • Julie Nielsen, Assistant Superintendent • Dr. Emily Larson, TLS Math Coordinator • Matt Dorschner, Director of TLS • Brian Boothe, Director of Evaluation and Staff Development • Ed Harkness, Technology Integrationist • Todd Keith, Literacy Coordinator • Abu Nayeem, Education Data Analyst • Molly Lester, District AVID Director
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SIP Leadership Team Members 2013-14: Becky Schroeder Jesse Hopkins Cindy York Paul Pressnall Stacy Hinz Erik Thomley Kathy Henderson Jamie Kirchner	SIP Leadership Team Members 2014-15: Becky Schroeder Jesse Hopkins Cindy York Paul Pressnall Stacy Hinz Erik Thomley Kathy Henderson Jamie Kirchner Jay Powell Kelly Kuhl	SIP Leadership Team Members 2015-16: Becky Schroeder Stacy Hinz Kathy Henderson Kelly Kuhl Callie Chenault Gretchen Kane Shelly Fessler
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REVIEW of 2012-13 SCHOOL YEAR

- **Were 2012-13 goals accomplished?**
 - TBD – our goals with math and reading are to compare with state results, which we do not have yet.
 - Our climate goal stated, “All OMS students will be able to identify the three key school wide OMS expectations”. We conducted a year-end survey of our students, and we fell short of 100% of all students knowing our expectations. 86% of our students were able to identify all three school expectations (be ready, be safe, be respectful).
- **Were all strategies carried out and were they effective?**
 - Cold calling – yes – increasing student engagement
 - Learning targets – yes – post every day so students know exactly what is expected
 - Use MCA data to drive interdisciplinary lessons – somewhat - Math curricular area implemented and other areas attempted
 - Reinforce schoolwide expectations – yes
 - Implement Math Ramp-up – grouped by math strand – yes – we re-invited students after seeing results from OLPA testing, however a drop in attendance was noticed as year progressed
 - U of MN Ramp Up to Readiness program (CCR) was implemented to boost “readiness” and support our schoolwide climate expectations
- **What will you modify and/or remove for 2013-14? Why?**
 - We want to take out “MCA data” and change to any data to drive interdisciplinary units
 - All other strategies will continue
 - We need to add strategies related to AVID, technology and science

REVIEW of 2013-14 SCHOOL YEAR

- Were 2013-14 goals accomplished?
 - Science goal was met
 - Reading and Math goals were not met
- Were all strategies carried out and were they effective?
 - Yes we continued AVID strategies (Costa's higher level inquiry, WICOR, Cornell Notes, Socratic Seminar)
 - Yes we incorporated technology in our teaching
 - Yes we posted learning targets in every classroom
 - No – we did not do much to consistently reiterate school-wide expectations and positive reinforcement. We feel it is still important, but our time was spent focusing on technology and AVID so not as much emphasis was placed on this strategy.
- What will you modify and/or remove for 2014-15? Why?
 - We will keep the same strategies for this coming year, with a better emphasis on the last strategy (school wide expectations and positive reinforcement).
 - We will add additional strategies that focus on literacy in alignment with the district literacy emphasis (informational text and academic vocabulary).
 - We will include our school-wide annotation strategy that we added late last year to support comprehension.

REVIEW of 2014-15 SCHOOL YEAR

- Were 2014-15 goals accomplished?
 - Achievement gap goal was met in Science
 - Reading and Math goals were not met
- Were all strategies carried out and were they effective?
 - Yes we continued AVID strategies (Costa's higher level inquiry, WICOR, Cornell Notes, Socratic Seminar)
 - Yes we incorporated technology in our teaching
 - Yes we posted learning targets in every classroom
 - Yes we implemented close reading strategy in all content areas.
 - We are continuing our work on building schoolwide behavior expectations through above the line plan and PBIS.
- What will you modify and/or remove for 2015-16? Why?
 - We will keep the same strategies for this coming year, with a better emphasis on the school climate.
 - We will be adding a daily Advisory class to our schedule.
 - We will implement the above the line at the beginning of the school year.

<p>Goal #1 related to Student Achievement:</p> <p>2013-14 Oltman's students will increase proficiency in reading from 52.4% to 57% for the 2013-14 school year.</p> <p>2014-15 Oltman's students will increase proficiency in reading from 50.8% to 56% for the 2014-15 school year.</p> <p>2015-16 Oltman's students will increase proficiency in reading from 53.1% to 60% for the 2015-16 school year.</p>	<p>Rationale with measures and outcome:</p> <p>We have been implementing strategies for the past two years in order to attain our goals, so we feel that we can make a goal to increase by 7 percentage points this year.</p>
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Supporting DATA - Goal #1 Identify standardized assessment to be used: MCA												
<input type="checkbox"/> Reading / Literacy	Identify Assessed Grades: 6-8								District Trend Data for All Grades			
	School Trend Data				District Trend Data							
	11-12	12-13	13-14	14-15	11-12	12-13	13-14	14-15	11-12	12-13	13-14	14-15
Measure of student achievement (e.g., percent proficient, index rate, etc.):	72.8	52.4	50.8	53.1	80.9	65.4	66.7	68.0	83.6	66.8	67.4	69.6
Number of students tested:	723	733	706	678	3898	3953	3951	4044	9170	8944	9025	9420

<p>Goal #2 related to Student Achievement:</p> <p>2013-14 Oltman's students will increase proficiency in math from 49.8% to 55% for the 2013-14 school year.</p> <p>2014-15 Oltman's students will increase proficiency in math from 47.9% to 53% for the 2014-15 school year.</p> <p>2015-16 Oltman's students will increase proficiency in math from 42.8% to 50% for the 2015-16 school year.</p>	<p>Rationale with measures and outcome:</p> <p>We have been implementing strategies for the past two years in order to attain our goals, so we feel that we can make a goal to increase by 7 percentage points this year.</p>
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Supporting DATA - Goal #2 Identify standardized assessment to be used:												
<input type="checkbox"/> Mathematics	Identify Assessed Grades: 6-8								District Trend Data for All Grades			
	School Trend Data				District Trend Data							
	11-12	12-13	13-14	14-15	11-12	12-13	13-14	14-15	11-12	12-13	13-14	14-15
Measure of student achievement (e.g., percent proficient, index rate, etc.):	55.7	49.8	47.9	42.8	65.6	68.5	69.3	67	67.6	74.0	72.3	69.1
Number of students tested:	726	733	703	684	3900	3953	3951	4053	9126	8916	7972	9426

<p>Goal #3 specific to closing the achievement gap:</p> <p>2013-14 At Oltman, the achievement gap with students of color will be closed in the science area by 5 percentage points, during the 2013-14 school year.</p> <p>2014-15 Oltman's students will increase proficiency in science from 38.5% to 46% for the 2014-15 school year. The achievement gap between students of color and Caucasian students will be closed from 9% points to 4% points.</p> <p>2015-16 Oltman's students will increase proficiency in science from 43.2% to 50% for the 2015-16 school year. The achievement gap between students of color and Caucasian students will be closed completely to zero percentage points.</p>	<p>Rationale with measures and outcome:</p> <p>Since we have achieved closing the achievement gap in science (statistically), we want to maintain that progress for the remainder of the three-year goal cycle. When we start a new 3-year cycle next year, we may look at moving the achievement gap goal into another area.</p>
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Supporting DATA – Goal #3 Identify measures to be used: Science MCA												
Science & Achievement Gap	Identify Assessed Grades: 6-8								District Trend Data for All Grades			
	School Trend Data				District Trend Data							
	11-12	12-13	13-14	14-15	11-12	12-13	13-14	14-15	11-12	12-13	13-14	14-15
Measure of student achievement for students of color:	22	19.6	32.8	40.2	42.3	48.6	51.4		65.8	66.3	59.7	
Number of students:	59	56	61	87	307	333	348		4151	3902	1113	

NOTE: For 2013-14 “students of color” includes black, Hispanic, Asian, and Native American (for previous years we may have used black students only).

ADDITIONAL SCHOOL TREND DATA FOR SCIENCE:

	2011-12	2012-13	2013-14	2014-15
School overall proficiency	29.5	31.6	38.5	43.2
White students proficiency	32.7	35.9	41.8	44.9
Students of color proficiency	20.7	19.3	32.8	40.2
Achievement gap	12	16.6	9	4.7

<p>2013-14 Goal #4 specific to school climate:</p> <p>2015-16: On the annual student climate survey, the percentage of OMS 7th grade students that respond, “agree” to the question, “students treat other students with respect,” will increase from 26.98% to 70%.</p>	<p>Rationale with measures and outcome:</p> <p>The overall PBIS framework at Oltman includes daily advisory time focusing on student-to-student connections, student to staff connections with an emphasis on student respect. The yearly Student Climate Survey question #24 states: Students at my school treat other students with respect.</p> <p>The results on the survey that asked about teacher-to-student connections scored much higher (81% of students believe teachers respect their students). Thus we want to focus on student-to-student respect.</p>
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Supporting DATA - Goal #4 Identify measures to be used: District Climate Survey											
School Climate	Identify Assessed Grades: 7							District Trend Data for All Grades			
	School Trend Data				District Trend Data						
		13-14	14-15			13-14	14-15				
Measure of school climate (e.g., results from school climate survey):		23.56	26.98			44.36	44.84				
Number of responses:		208	194				2868				

Data above is for question #26 “Students at my school treat other students with respect.”

Additional Data:

Question 27 - Teachers at my school treat students with respect

OMS 2013-14 = 66.35% agree District MS 2013-14 = 80.62%
 OMS 2014-15 = 80.95% agree District MS 2014-15 = 81.00%

Question 28 - Students at my school treat teachers with respect

OMS 2013-14 = 21.15% agree District MS 2013-14 = 51.88%
 OMS 2014-15 = 29.10% agree District MS 2014-15 = 52.16%

Strategies to accomplish defined goals (to include plans for Staff Development):

Details for Strategies						Implementation Cycle*	
Activities Staff Development Opportunities? Strategies in place to reach goals? Action plan for the school year?	Who is Responsible? Who is involved? Who is providing leadership?	Timeline When will the strategy or action begin AND end?	Expected Impact What are the results that will be evident if there is progress / success? How will teachers be impacted? How will students be impacted?	Monitoring Effectiveness What evidence will be gathered to demonstrate progress / success?	Findings What were the results?	New	Continuing
We will continue to implement AVID strategies throughout the school, which will continue Costa's higher-level inquiry, WICOR, Cornell Notes, and Socratic Seminars, with an emphasis on critical thinking.	AVID site team All teachers House Leads	Begin September 8, 2015 End June 10, 2016	Students will be engaged in class and increase their higher level thinking skills.	Administrators and peer coaches will conduct observations throughout the year.			X
We will incorporate technology to transform our teaching and student engagement using items such as flipped classrooms, 1-to-1 iPads, science netbooks, etc.	Tech team All teachers (iStaff)	Begin September 8, 2015 End June 10, 2016	Increased student engagement and access to information.	Administrators and peer coaches will conduct observations throughout the year.			X
We will post our learning targets in every classroom and on our Schoolology websites every day so students know what is expected of them and what they will learn in each class.	Teachers Administrators House leaders AVID SITE team	Begin September 8, 2015 End June 10, 2016	Students will always know what is expected in their learning outcomes.	Administration and peer coaches will conduct observations throughout the year.			X

OMS staff will consistently reiterate school-wide expectations of Above the line/Below the line behavior , and will provide positive reinforcement.	Teachers Administrators House leaders	Begin September 8, 2015 End June 10, 2016	Students will demonstrate “ready, respectful, and safe” while at school. There will be fewer discipline issues. Students and staff will feel a more positive learning environment. Students will be more respectful towards each other.	We will review office referral data, annual climate survey, and have staff/house discussions about classroom climate.		X	X
We will focus on literacy in alignment with the district literacy emphasis (informational text, close reading, and academic vocabulary).	All teachers Media Specialist Instructional Coach	Begin September 8, 2015 End June 10, 2016	Students will use the close reading strategy across all content areas.	PLC and house discussions, sharing evidence of readings. House leads will collect evidence via google form.			X
We will include our school-wide annotation strategy.	All teachers Instructional Coach	Begin September 8, 2015 End June 10, 2016	Students will be able to consistently annotate text and demonstrate comprehension across all curriculum/content areas.	Administration and peer coaches will conduct observations throughout the year.			X
We will implement Advisory every day for 20 minutes.	All staff	Begin September 8, 2015 End June 10, 2016	Students will be able to make student-to-student and student-teacher connections in a respectful manner. On a	OMS survey 2 times per year and the district Climate survey once per year		X	

			weekly basis students will monitor grades and work on organization.				
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* Indicates if this is a new strategy or one implemented in previous years. Sites should focus on quality implementation, minimizing the adoption of too many new strategies in any given year.

Summary of Site's Plan – Do – Study – Act* (incorporating future planning and working through change through continuous improvement).

* This portion of the plan should be developed so that stakeholders – staff/teachers, families, and students – can easily and quickly understand what your school is doing in terms of continuous improvement and is in alignment with the efforts of Effective Learning Teams.

