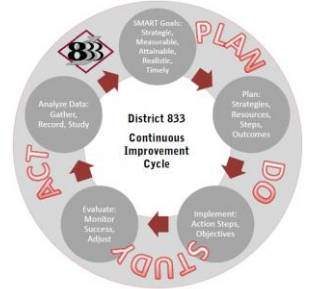




## South Washington County Schools 2013-16 School Improvement Planning

### Oltman Middle School *Revised for 2014-15*



<b>Principal:</b> Becky Schroeder	<b>Date Plan Completed:</b> August 18, 2013 April 24, 2014 ( <i>revisions made</i> ) August 18, 2014 ( <i>revisions made</i> )	<b>SIP Meeting Dates and Times:</b> <ul style="list-style-type: none"> <li>• September 18, 2014</li> <li>• October 23, 2014</li> <li>• November 20, 2014</li> <li>• December 18, 2014</li> <li>• January 22, 2015</li> <li>• February 19, 2015</li> <li>• March 26, 2015</li> <li>• April 16, 2015</li> <li>• May 21, 2015</li> </ul>
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<b>School Improvement External Monitors:</b> <b>2013-14</b> <ul style="list-style-type: none"> <li>• Dr. Emily Larson, TLS Math Coordinator</li> <li>• Ms. Randi Anderson, Director of TLS</li> <li>• Brian Boothe, TLS Staff Development</li> <li>• TBD, Secondary Curricular Coordinator</li> <li>• Ed Harkness, Secondary Technology Integrationist</li> <li>• Matt Dorschner, Elementary Curriculum Coordinator and Math/Science</li> <li>• Tom LaBounty, Director of Research, Evaluation &amp; Assessment</li> </ul>	<b>School Improvement External Monitors:</b> <b>2014-15</b> <ul style="list-style-type: none"> <li>• Dr. Emily Larson, TLS Math Coordinator</li> <li>• Matt Dorschner, Director of TLS</li> <li>• Brian Boothe, TLS Staff Development</li> <li>• Ed Harkness, Secondary Technology Integrationist</li> <li>• Todd Keith, Literacy Coordinator</li> <li>• Tom LaBounty, Director of Research, Evaluation &amp; Assessment</li> </ul>	<b>SIP Leadership Team Members</b> <b>2013-14:</b> Becky Schroeder Jesse Hopkins Cindy York Paul Pressnall Stacy Hinz Erik Thomley Kathy Henderson Jamie Kirchner	<b>SIP Leadership Team Members</b> <b>2014-15:</b> Becky Schroeder Jesse Hopkins Cindy York Paul Pressnall Stacy Hinz Erik Thomley Kathy Henderson Jamie Kirchner Jay Powell Kelly Kuhl
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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.

<p><b>Goal #1 related to Student Achievement:</b></p> <p><b>2013-14</b> Oltman's students will increase proficiency in reading from 52.4% to 57% for the 2013-14 school year.</p> <p><b>2014-15</b> Oltman's students will increase proficiency in reading from 50.8% to 56% for the 2014-15 school year.</p>	<p><b>Rationale with measures and outcome:</b> Looking at past trend data for OMS indicates that we will attain a percentage point increase of 4-5.</p>
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Supporting DATA – Goal #1 Identify standardized assessment to be used: MCA												
<input type="checkbox"/> <b>Reading / Literacy</b>	Identify Assessed Grades: 6-8								District Trend Data for All Grades			
	School Trend Data				District Trend Data							
		11-12	12-13	13-14		11-12	12-13	13-14		11-12	12-13	13-14
Measure of student achievement (e.g., percent proficient, index rate, etc.):	72.8	52.4	50.8		80.9	65.4	66.7		83.6	66.8	67.4	
Number of students tested:	723	733	706		3898	3953	3951		9170	8944	9025	

<p><b>Goal #2 related to Student Achievement:</b></p> <p><b>2013-14</b> Oltman's students will increase proficiency in math from 49.8% to 55% for the 2013-14 school year.</p> <p><b>2014-15</b> Oltman's students will increase proficiency in math from 47.9% to 53% for the 2014-15 school year.</p>	<p><b>Rationale with measures and outcome:</b> Looking at past trend data for OMS indicates that we will attain a percentage point increase of 5.</p>
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Supporting DATA – Goal #2 Identify standardized assessment to be used:												
<input type="checkbox"/> <b>Mathematics</b>	Identify Assessed Grades: 6-8								District Trend Data for All Grades			
	School Trend Data				District Trend Data							
		11-12	12-13	13-14		11-12	12-13	13-14		11-12	12-13	13-14
Measure of student achievement (e.g., percent proficient, index rate, etc.):	55.7	49.8	47.9		65.6	68.5	69.3		67.6	74.0	72.3	
Number of students tested:	726	733	703		3900	3953	3951		9126	8916	7972	

<p><b>Goal #3 specific to closing the achievement gap:</b></p> <p><b>2013-14</b> 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><b>2014-15</b> 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><b>Rationale with measures and outcome:</b> Looking at past trend data for OMS indicates that we will attain a percentage point increase of 5.</p> <p>Per ATPPS coordinator input, our increase should be closer to 7-8% points, and we included a more specific statement related to the achievement gap.</p>
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Supporting DATA – Goal #3 Identify measures to be used: Science MCA												
<input type="checkbox"/> Other ( <u>SCIENCE</u> )	Identify Assessed Grades: 6-8								District Trend Data for All Grades			
	School Trend Data				District Trend Data							
	11-12	12-13	13-14		11-12	12-13	13-14		11-12	12-13	13-14	
Measure of student achievement (e.g., percent proficient, index rate, etc.):	22	19.6	32.8		42.3	48.6	51.4		65.8	66.3	59.7	
Number of students:	59	56	61		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
School overall proficiency	29.5	31.6	38.5
White students proficiency	32.7	35.9	41.8
Students of color proficiency	20.7	19.3	32.8
Achievement gap	12	16.6	9

**2013-14 Goal #4 specific to school climate:**

**Rationale with measures and outcome:**

<b>Supporting DATA - Goal #4 Identify measures to be used:</b>												
<input type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other ( _____ )	Identify Assessed Grades:								District Trend Data for All Grades			
	School Trend Data				District Trend Data							
	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13
Measure of school climate (e.g., results from school climate survey):												
Number of responses:												

**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 2, 2014 End June 5, 2015	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 thinking using items such as flipped classrooms, 1-to-1 iPads, science netbooks, etc.	Tech team All teachers (iStaff)	Begin September 2, 2014 End June 5, 2015	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 teacher website calendars every day so students know what is expected of them and what they will learn in each class.	Teachers Administrators House leaders	Begin September 2, 2014 End June 5, 2015	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, and will provide positive reinforcement.	Teachers Administrators House leaders	Begin September 2, 2014 End June 5, 2015	Students will demonstrate “ready, responsible, and safe” while at school. There will be fewer discipline issues. Students and staff will feel a more positive learning environment.	Admin will keep track of office referrals. In addition, staff/houses will reward students for positive behavior.			X
<b>We will focus on literacy in alignment with the district literacy emphasis (informational text and academic vocabulary).</b>	<b>All teachers Literacy Coach Media Specialist Instructional Coach</b>	Begin September 2, 2014 End June 5, 2015	<b>TBD – district initiatives to come</b>	<b>TBD – district initiatives to come</b>			X
<b>We will include our school-wide annotation strategy that we added late last year to support comprehension.</b>	<b>All teachers Instructional Coach</b>	Begin September 2, 2014 End June 5, 2015	<b>Students will be able to consistently annotate text and demonstrate comprehension across all curriculum/content areas.</b>	Administration and peer coaches will conduct observations throughout the year.			X
						<input type="checkbox"/>	<input type="checkbox"/>

\* 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.

