

Ordean East Middle School

Gina Kleive, Principal
Rachel Jackson, Assistant Principal

CIT Teachers- Stephanie Aagenes, Mike Emerson,
Julie Erickson, Lisa Fuller, Doug Hughes, Tanya Jackson,
Pamela Nelson, Polly Tracey, Doug Trentor

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709
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Public Schools

Celebrations

Here are some of the things we are most proud of...

- Proficiency of “All Students” has increased in all 3 tested areas- Reading, Math, & Science
- Achievement Gap has narrowed significantly since 2012
 - Reading: American Indian, Hispanic & Black
 - Math: American Indian & Hispanic
- The percent of students in grades 6-8 at OEMS, who stated they feel connected to their school increased from 61% in 2015-16 to 87.4% in 2016-17.



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CIT Members

Name	Role
Stephanie Aagenes	Teacher- Special Education
Mike Emerson	Dean of Students
Julie Erickson	Teacher- Health
Lisa Fuller	Teacher- US Studies
Doug Hughes	Teacher- Computers
Rachel Jackson	Assistant Principal
Tanya Jackson	Teacher- Math & Science
Gina Kleive	Principal
Pamela Nelson	Teacher- Math
Polly Tracey	Teacher- English & Reading
Doug Trentor	School Psychologist



COMPREHENSIVE NEEDS ASSESSMENT

Data Review

2016-2017 School Goals	Met/Not Met
1. The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in Reading (all accountability tests) will increase from 71.4% in 2016 to 74.4%-77.4% in 2017, on MCA.	(MET 74.6%)
2. The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in Math (all accountability tests) will increase from 66.2% in 2016 to 69.2-71.2% in 2017, on MCA.	(MET 69.2%)
3. The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who state they feel connected to their school will increase from 61% in 2015-16 student survey to 71% or greater in 2016-17 survey.	(MET 87.4% of 915 surveyed)
4. Reduce class size from an average of 34.5 in 2015-16, while prioritizing general fund spending to instruction and support of students.	(MET Average 32.9)



Data Review Non-Academic

Enrollment / Demographics				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	972	996	966	1009
American Indian	23	15	23	16
Asian	19	17	17	18
Hispanic	13	19	21	32
Black	40	30	36	26
White	831	864	828	865
More than one race	44	49	39	52
English Learner	0	3	5	3
Special Education	96	95	86	95
Free or Reduced Lunch	25% of 877	21.8% of 833	25.3% of 962	21.9% of 933
Homeless	n/a	31	34	n/a

Data Review

Academic

Reading Proficiency By Student Group					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All Students	63	65.3	70.7	72.3	74.3
American Indian	44.8	38.9	40	50	62.5
Asian	81.8	75	77.8	64.7	--
Hispanic	40	41.7	37.5	56.5	55.2
Black	19	21.4	34.8	37.5	42.9
White	65.7	67.9	73.3	74.8	75.7
Special Education	29.6	33.8	32.4	32.4	22.9
Free or Reduced Lunch	44.8	44.9	53.1	55.5	57.9

Data Review

Academic

Math Proficiency By Student Group					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All Students	55.1	57.2	61	67	68.7
American Indian	25.9	29.4	35.7	38.9	57.1
Asian	78.3	65	77.8	88.2	88.2
Hispanic	10	25	29.4	40.9	38.7
Black	11.6	17.2	16.7	32.3	28.6
White	58.2	60.6	63.6	69.7	70.6
Special Education	25	17.9	18.7	20.3	15
Free or Reduced Lunch	30.8	36.2	42.9	42.5	47.8

Data Review Academic

Reading Proficiency By Grade					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
6	67.7	69	75.5	76	75.1
7	56	64.4	64.9	74.1	70.9
8	64.9	63.4	71.2	66.4	77.1
Math Proficiency By Grade					
Grade	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
6	56.4	68.1	68.9	65	69.9
7	50.0	51.7	55.5	69.8	65.2
8	58.9	54.5	58.5	66.1	71.2

Data Review Academic- MCA 2017

Reading Growth (All Students)	Low	Medium	High
Proficient	18.2%	33.8%	25.4%
Not Proficient	4.8%	10.2%	7.6%

Math Growth (All Students)	Low	Medium	High
Proficient	18.1%	35.8%	16.6%
Not Proficient	8.9%	14.2%	6.4%

Data Review

Examples of Perception, Program, Fidelity at OEMS:

Student Surveys, Staff Surveys, Principal Stakeholder Surveys, Cassie Erken's Elements of a Unit Survey, My Learning Plan, Peer Review, Walk-Through, Professional Development Staff Survey

- Some of the data was current and others were a few years old
 - Make sure we are measuring what we want to know
 - Be aware of when data is collected
- Use the data to support future planning, but in isolation the information may not be as relevant

Summary of CNA

Successes:

- Collaborative Teams have made significant progress with their Focus on Learning & Collaborative Culture
- Most students at OEMS made medium to high growth on 2017 Reading & Math MCA IIIs

Prioritized Concerns:

- Rate of growth for our students that are not proficient in reading, math & science
- Focus on Results: Increasing engagement and achievement through embedded formative assessment processes
- Embedding content area literacy into curriculum

School Goals 2017-2018



1. The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in **Reading** (all accountability tests) will increase from 74.6% in 2017 to 77.6%-80.6% in 2018, on MCA.
2. The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in **Math** (all accountability tests) will increase from 69.2% in 2017 to 72.2-74.2% in 2018, on MCA.

School Action Plan

Initiatives

- OEMS is a Professional Learning Community (2014)
 - “A PLC is not a program, it’s a process to perfect.” ~ Rick DuFour
 - Collaborative Teams
 - Focus on Learning
 - Cultivate a Collaborative Culture
 - Focus on Results

Instructional Practices (Practice Profile Focus)

- Embedded Formative Assessment Processes
 - Link to DRAFT- <https://goo.gl/Q3vZpQ>

At Ordean East Middle School ...

We are focused on and committed to our students' learning.

Students will grow by:

- Experiencing a curriculum that builds academic skill and encourages personal growth.
- Developing skills and habits to become lifelong learners and critical thinkers.
- Considering how their decisions impact themselves, their community, and the world.

Staff will support students by:

- Providing a safe, responsive, and challenging learning environment.
- Recognizing and valuing diversity.

Educators will focus on students' needs by:

- Ensuring equal opportunities for learning.
- Preparing challenging and purposeful learning opportunities.
- Creating civic engagement opportunities.

School leadership will support students by:

- Taking a collaborative approach to decision making.
- Aligning site initiatives with the Duluth Public School District's vision and goals.

Rev. 2015-16

Any questions?

