

# 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

# 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.



# 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
<p>1. The percentage of all students in grades 6–8 at OEMS, enrolled by October 1, who are proficient in <b>Reading</b> (all accountability tests) will increase from 71.4% in 2016 to 74.4%–77.4% in 2017, on MCA.</p>	<p>(MET 74.6%)</p>
<p>2. The percentage of all students in grades 6–8 at OEMS, enrolled by October 1, who are proficient in <b>Math</b> (all accountability tests) will increase from 66.2% in 2016 to 69.2–71.2% in 2017, on MCA.</p>	<p>(MET 69.2%)</p>
<p>3. The percentage of all students in grades 6–8 at OEMS, enrolled by October 1, who state they <b>feel connected</b> to their school will increase from 61% in 2015–16 student survey to 71% or greater in 2016–17 survey.</p>	<p>(MET 87.4% of 915 surveyed)</p>
<p>4. Reduce <b>class size</b> from an average of 34.5 in 2015–16, while prioritizing general fund spending to instruction and support of students.</p>	<p>(MET Average 32.9)</p>

# Data Review

## Non-Academic

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

# Data Review

## Academic

### Reading Proficiency By Student Group

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>All Students</b>	63	65.3	70.7	72.3	74.3
<b>American Indian</b>	44.8	38.9	40	50	62.5
<b>Asian</b>	81.8	75	77.8	64.7	--
<b>Hispanic</b>	40	41.7	37.5	56.5	55.2
<b>Black</b>	19	21.4	34.8	37.5	42.9
<b>White</b>	65.7	67.9	73.3	74.8	75.7
<b>Special Education</b>	29.6	33.8	32.4	32.4	22.9
<b>Free or Reduced Lunch</b>	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
<b>6</b>	67.7	69	75.5	76	75.1
<b>7</b>	56	64.4	64.9	74.1	70.9
<b>8</b>	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
<b>6</b>	56.4	68.1	68.9	65	69.9
<b>7</b>	50.0	51.7	55.5	69.8	65.2
<b>8</b>	58.9	54.5	58.5	66.1	71.2

# Data Review

## Academic- MCA 2017

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

<b>Math Growth (All Students)</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
<b>Proficient</b>	18.1%	35.8%	16.6%
<b>Not Proficient</b>	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.

Any questions?

