



## School Improvement Plan Summary

### Introduction and Purpose

The School Improvement (SI) Plan answers the question, “How are we going to get to where we want to be?” It is different from typical, annual plans that are written to close a gap or achieve a couple goals. The SI Plan is written to achieve the vision of the school and is about keeping the entire system together and moving forward. The SI Plan should be support and align to the World’s Best Workforce Plan, the North Star Excellence and Equity System, and/or the Minnesota Department of Human Rights Agreement and Plan to reduce suspensions and expulsions.

The primary purpose of the plan is to identify the strategies, practices, or programs (referred to collectively as “strategies” in this document) based on the root-cause analysis, the system can implement with the highest likelihood of success. Schools should select strategies that are informed by research as having a desired impact in addressing root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), Duluth Public Schools—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

### Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: <b>Ordean East Middle School</b> 335 Grades 6-8	Phone: 218-336-8940
School Address: 2900 East 4th Street, Duluth, MN 55812	Fax: 218-336-8949
Principal: Gina Kleive	Email: gina.kleive@isd709.org

## School Improvement Strategy(ies)--Summary

Strategy #1	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is...	<b>PLC Collaborative Teams: Focus on Results- Embedded Formative Assessment Processes</b>
...to address this <b>Root-Cause(s)</b>	<p><b>Reading:</b> Content Area Literacy; Relevance Professional Development: How to reach our targeted groups</p> <p><b>Mathematics:</b> Professional Development: How to reach our targeted groups</p> <p><b>English Language Proficiency:</b> Professional Development: How to reach our targeted groups</p> <p><b>Attendance:</b> Equity: Attendance; Access to Core Instruction</p> <p><b>Behavior:</b> Professional Development: How to reach our targeted groups School Culture: Connectedness Classroom Management: Behavior Referrals re:cause - students avoidance</p>
Which will help us meet this student outcome <b>Goal*</b>	<i>Long-Term Goal: By Spring of 2025, the reading proficiency for all students will increase to 90%, with no student groups below 85% proficiency, as measured by MCA and MTAS (All Accountability Tests).</i>
Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity	<b>Purpose/Rationale for using this instructional strategy or practice :</b> Through research, we have learned that embedding formative assessment processes into our daily practices increases student achievement and student engagement. Students' belief in themselves increases when formative assessment processes are

<p>System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions</p>	<p>embedded into daily practice. Teachers ensure that students understand the learning target, how close they are to hitting the learning target, and how to close the gap between where they are and want to be. This process keeps the students believing in themselves, builds confidence, and gives the teacher more information to make future instructional decisions.</p> <p><b>Desired Outcome:</b> Our desired outcome is to increase achievement for all students in all courses, with particular emphasis on students that have not demonstrated proficiency on previous MCAs. All OEMS teachers will make this possible through consistent use of research based embedded formative assessment processes.</p> <p><b>Citation of Research used:</b> Dylan Wiliam- <a href="#">Embedded Formative Assessment</a>, Kenneth Williams- Solution Tree (YouTube), Timothy Kanold &amp; Matthew Larson- <a href="#">Beyond the Common Core: A Handbook for Mathematics in a PLC at Work</a>, Larry Ainsworth- <a href="#">Common Formative Assessments</a>, Heather Friziellie, Julie Schmidt and Jeanne Spiller- <a href="#">Yes We Can!</a> Additional resources noted on shared document- <a href="https://goo.gl/rKY1Qr">https://goo.gl/rKY1Qr</a></p>
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<p>#2</p>	<p>Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)</p>
<p>The <b>Strategy</b> we are going to implement is...</p>	<p><b>PLC Collaborative Teams: Focus on Results- Embedded Formative Assessment Processes</b></p>
<p>...to address this <b>Root-Cause(s)</b></p>	<p><b>Reading:</b> Content Area Literacy; Relevance Professional Development: How to reach our targeted groups</p> <p><b>Mathematics:</b> Professional Development: How to reach our targeted groups</p> <p><b>English Language Proficiency:</b> Professional Development: How to reach our targeted groups</p> <p><b>Attendance:</b> Equity: Attendance; Access to Core Instruction</p> <p><b>Behavior:</b> Professional Development: How to reach our targeted groups School Culture: Connectedness Classroom Management: Behavior Referrals re:cause - students avoidance</p>

Which will help us meet this student outcome <b>Goal*</b>	<i>Long-Term Goal: By Spring of 2025, the math proficiency for all students will increase to 90%, with no student groups below 85% proficiency, as measured by MCA and MTAS (All Accountability Tests).</i>
Explain how this strategy aligns to the World’s Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions	<p><b>Purpose/Rationale for using this instructional strategy or practice :</b> Through research, we have learned that embedding formative assessment processes into our daily practices increases student achievement and student engagement. Students’ belief in themselves increases when formative assessment processes are embedded into daily practice. Teachers ensure that students understand the learning target, how close they are to hitting the learning target, and how to close the gap between where they are and want to be. This process keeps the students believing in themselves, builds confidence, and gives the teacher more information to make future instructional decisions.</p> <p><b>Desired Outcome:</b> Our desired outcome is to increase achievement for all students in all courses, with particular emphasis on students that have not demonstrated proficiency on previous MCAs. All OEMS teachers will make this possible through consistent use of research based embedded formative assessment processes.</p> <p><b>Citation of Research used:</b> Dylan Wiliam- <u><a href="#">Embedded Formative Assessment</a></u>, Kenneth Williams- <u><a href="#">Solution Tree (YouTube)</a></u>, Timothy Kanold &amp; Matthew Larson- <u><a href="#">Beyond the Common Core: A Handbook for Mathematics in a PLC at Work</a></u>, Larry Ainsworth- <u><a href="#">Common Formative Assessments</a></u>, Heather Friziellie, Julie Schmidt and Jeanne Spiller- <u><a href="#">Yes We Can!</a></u> Additional resources noted on shared document- <a href="https://goo.gl/rKY1Qr">https://goo.gl/rKY1Qr</a></p>

<b>Strategy #3 Disproportionate OSS</b>	X Click here X if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is	Trauma Informed & Culturally Responsive Strategies- Structure (Procedures, Routines, Expectations)
to address the <b>Root Cause</b>	Not a core systematic approach that is held to fidelity to behavioral expectations by all staff. Need for additional knowledge when working with diverse student groups. Lack of strategies when working with students who have experienced trauma and/or have social/emotional needs.

<p>Which will help us meet this student outcome <b>Goal*</b></p>	<p>Long Term Goal: By 2025, the disproportionality of out-of-school suspensions will be reduced with the total suspensions to be equal or less than the student race/ethnicity demographics of our student populations excluding white not Hispanic origin, as measured by days of OSS.</p> <p>2019-2020 Goal: By Spring 2020, the disproportionality of out-of-school suspensions will be reduced from the percentages of 2018-19, with the total suspensions closer to being equal or less than the student race/ethnicity demographics of our student populations excluding white not Hispanic origin, as measured by days of OSS.</p> <p>2018-19 Percentage of OSS Days By Student Group Comparative data:</p> <p>Hispanic 10.32%</p> <p>American Indian 2.58%</p> <p>Asian 0%</p> <p>Black African American 18.06%</p> <p>Hawaiian/Pacific Islander 0%</p> <p>White 60.65%</p> <p>Two or More Races 8.39%</p>
<p>Explain how this strategy aligns to the World’s Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions</p>	<p>Aligns to MDHR Agreement and Plan to reduce disproportionality in out of school suspensions.</p>