

2016-2017 COMPENSATORY REVENUE PILOT PROJECT

PROGRAM PURPOSE

Grant dollars are appropriated for the purpose of successfully guiding a process of meeting the unique educational needs of students who are achieving below the appropriate level for their age. A pilot program is created to allow eligible districts to allocate this revenue among its school buildings according to each building's school performance measures.

DISTRICT PROGRAM SUMMARY

- Provide a brief overview of the Compensatory Revenue Pilot Project. In addition, identify any significant changes to the support model for Year (2) of this grant period.

Narrative:

The Compensatory Revenue Pilot Project funds will be used to support additional staff, professional development, supplies and equipment with a focus on students' MCA scores in both reading and math and NWEA MAP. For the 2016-2017 school year, 10 schools will continue to receive direct funding through the project. School specific work plans are developed by the school Principals to address the needs of individual students.

DISTRICT NEEDS ASSESSMENT

- Provide a statement of need based on an in-depth analysis of data for each of the targeted schools (and students) that will benefit from this pilot project. Summarize the needs, provide data and indicate how the data was analyzed. Identify the barriers and challenges that these schools and students below grade level face which contribute to the need.

Narrative:

In order to accelerate growth and close achievement gaps, Compensatory Revenue Pilot Project (CRPP) funds will focus interventions toward the specific educational needs of students achieving below grade level who typically do not receive additional funding to support their growth.

Data analysis included identifying non-Title I schools with a high number of free and reduced lunch student. Further analysis included selecting schools with MCA scores below 60% proficiency. Additionally, we looked at schools with MCA scores over 60% proficiency with a sufficient number of free and reduced lunch student testing below 60% proficiency. Schools selected for funding were those that overall look to be performing well but have student populations needing additional support.

We believe the CRPP will allow us to offer professional development, secure additional staff and purchase the instructional materials necessary to ensure equitable student achievement. We define equitable student achievement as:

1. Ensure high levels of achievement all students.
 2. Accelerate growth for students of color and other under performing groups.
 3. Close the gap for all students.
- Recipients of CRPP funds must allocate this revenue among their school buildings according to each building's school performance measures. Describe how funds will be allocated based on school and student needs.

Narrative:

Funding was allocated to sites based on their free and reduced lunch students' MCA scores and the availability of other supplemental funding to support those students. For the 2015-2016 school year, ten sites were identified for additional funding. The same ten schools will continue to receive funding in 2016-2017 (year 2). The funding for those sites was allocated based on the number of free and reduced lunch students.

DISTRICT EVALUATION

- The state is committed to funding projects that produce a measurable result for the targeted schools and student populations below grade level that were identified in the Compensatory Revenue Pilot Project application. Identify the evidence indicators the district will use to measure the success and effectiveness of the pilot project.

Narrative:

The District will measure the effectiveness of the project based on MCA and MAP scores.

The following section includes the plans and accountability measures for each Pilot funded school.

District Name: Osseo Area Schools District #0279

School Name: Birch Grove Elementary School for the Arts

Total School Budget: \$39,730

SCHOOL WORK PLAN GOALS, INTERVENTIONS, PERSONS RESPONSIBLE AND TIMELINES

- Recipients of Compensatory Revenue Pilot Project funds must focus interventions (e.g., practices, strategies) and initiatives toward the specific educational needs of students who are achieving below the appropriate achievement level for their age. Please describe the process to focus school funded interventions on students below achievement levels for their age.

Narrative:

The process of focusing effective school funded interventions on students achieving below achievement levels for their age carries both technical and adaptive challenges. Not only do we need excellent educators delivering research based intervention resources, but those educators must possess the mindset and heartset necessary to build positive relationships with the students and families they serve. More specifically in the technical realm, Birch Grove funds 3 math/reading intervention rooms to serve our K-5 population: a K-1 room, a 2-3 room, and a 4-5 room. These rooms are staffed with both licensed teachers, and non-licensed ESPs delivering research based reading and math resources such as SOAR to Success, Rocket Math, etc., which these teachers and ESPs are trained to deliver. The intervention teachers serve on grade level data teams with the grade levels they serve, meeting weekly to examine achievement data in order to assess teaching practices and the intervention needs of their students. The teachers oversee the work of the ESPs.

- Provide the pilot project funded SMART goals, selected interventions and the action steps within each intervention along with person(s) responsible, specific timelines, implementation data and student achievement data. *Use this summary format as needed –*

School Work Plan Summary: *Birch Grove Elementary School for the Arts*

School Work Plan Summary	Description	Timeline
SMART Goal #1	Birch Grove educators will raise the collective proficiency percentages of our black students in reading and math by 10% in grades 3-5 by the spring of 2017 as measured by the MCA standardized tests.	September 2016-June 2017
Intervention	Expanded delivery of research based interventions in reading and math.	September 2016-June 2017
Action Step 1.1	New ESPs will deliver individual and small group math interventions K-5	September 2016-June 2017
Action Step 1.2	New ESPs will deliver individual and small group reading interventions K-5	September 2016-June 2017
Persons Responsible	Principal, Assistant Principal, Intervention Teachers, ESP	
Implementation Data	Administrator supervision and evaluation of ESP, peer observations of ESP by cooperating teachers	September 2016-June 2017
Student Achievement Data	Classroom Data, MCA Data, MAP Data, DIBELS Data, DRA Data	September 2016-June 2017

District Name: Osseo Area Schools, District #0279

School Name: Brooklyn Middle School

Total School Budget: \$82,177

SCHOOL WORK PLAN GOALS, INTERVENTIONS, PERSONS RESPONSIBLE AND TIMELINES

- Recipients of Compensatory Revenue Pilot Project funds must focus interventions (e.g., practices, strategies) and initiatives toward the specific educational needs of students who are achieving below the appropriate achievement level for their age. Please describe the process to focus school funded interventions on students below achievement levels for their age.

Narrative:

To focus school funded interventions, Brooklyn Middle School will fund three literacy coaches/teachers. Coaches will coach teachers in implementing reading and math intervention instruction with fidelity to facilitate gap closing student growth. We have identified the Houghton Mifflin Harcourt Read 180, System 44, and Math 180 curriculum, and the University of Kansas Strategic Instruction Model Learning Strategies and Content Enhancement routines as the research-based instructional strategies we will use with students below achievement levels.

- Provide the pilot project funded SMART goals, selected interventions and the action steps within each intervention along with person(s) responsible, specific timelines, implementation data and student achievement data. *Use this summary format as needed –*

School Work Plan Summary: *Brooklyn Middle School*

School Work Plan Summary	Description	Timeline
SMART Goal #1: Reading	The index rate for all students enrolled October 1 in grades 6-8 at Brooklyn Middle School on all state reading accountability tests (MCA, MOD, MTAS) will increase from 60.0 in Fall 2016 (projected) to 64.7 in Spring 2017.	

School Work Plan Summary	Description	Timeline
Intervention	Create 10 reading intervention classes for students reading below grade level as measured by the NWEA MAP and Minnesota Comprehensive Assessment reading assessments from Spring 2016.	
Action Step 1.1	<p>Identify students needing intervention by analyzing reading RIT scores and MCA reading scores and conducting interviews with teachers about students' reading performance in the classroom.</p> <p>Assess students using the Reading Inventory and Phonics Inventory at the beginning of the year and the end of each trimester. We will also assess students throughout the year that are recommended for extra support by teachers and parents.</p>	<p>August/ September 2016</p> <p>Sept. 13, 2016 administer Reading and Phonics Inventory</p> <p>Nov. 9, 2016 coach meeting</p> <p>Nov 16, 2016 administer Reading Inventory (not Phonics Inventory)</p> <p>Nov 28, 2016 coach meeting with teachers before end of trimester 1</p> <p>Mar. 1, 2017 coach meeting with teachers before end of trimester 2</p> <p>Mar.6, 2017 administer Reading Inventory and Phonics Inventory</p> <p>Mar. 21, 2017 coach meeting with teachers</p> <p>May 23, 2017administer Reading and Phonics Inventory and end-of-year reports</p>
Action Step 1.2	<p>Implement differentiated, targeted instruction and formative assessments using research-based reading strategies and assessments:</p> <ul style="list-style-type: none"> • Read 180 topic software and reports • System 44 software and reports • University of Kansas Strategic Instruction Model learning strategies including pre- and post-tests • Differentiate content using University of Kansas Content Enhancement Routines 	<p>In classroom observation and co-teaching and data collection</p> <p>Sept. 6-15, 2016</p> <p>Sept. 26, 2016</p> <p>Oct. 17, 2016</p> <p>Nov. 8, 2016</p> <p>Dec. 13, 2016</p> <p>Jan. 18, 2017</p> <p>Feb. 14, 2017</p> <p>March 14, 2017</p> <p>April 10, 2017</p> <p>May 8, 2017</p>
Action Step 1.3	<p>Analyze formative data with teachers, share strategies, and determine next steps in instruction. Literacy coaches will meet with teachers to coach them in implementing differentiated, targeted instruction with fidelity and using formative assessments with an equity lens. Literacy coaches will work to find resources that are culturally responsive.</p>	<p>Meet with teachers on reports and resources (RI/PI)</p> <p>Sept. 16, 2016</p> <p>Sept. 27, 2016</p> <p>Oct. 18, 2016</p> <p>Nov. 9, 2016</p>

School Work Plan Summary	Description	Timeline
Action Step 1.3, continued		Dec. 14, 2016 Jan. 19, 2017 Feb. 15, 2017 Mar. 15, 2017 April 11, 2017 May 9, 2017
Persons Responsible	Janet Jones and Heather Hanson	
Implementation Data	<p>Co-teaching, coaching observations, and coaching meetings about interpreting formative data, determining appropriate strategies, and implementing strategies with fidelity. Coaches will attend teacher collaborative planning meetings.</p> <p>Formative data may include Read 180 and System 44 reports, student goal-setting, student reflections, and student progress data for Learning Strategies.</p> <p>Literacy coaches will reference Dr. Jim Knight's work on instructional coaching and Partnership Learning principles to guide their work with teachers. Literacy coaches will attend a summer training for coaches "Coaching Ourselves and Each Other to be more Credible, Caring and Connected" led by Dr. Jim Knight.</p>	<p>In classroom observation, co-teaching, and data collection</p> <p>Sept. 6-15, 2016 Sept. 26, 2016 Oct. 17, 2016 Nov. 8, 2016 Dec. 13, 2016 Jan. 18, 2017 Feb. 14, 2017 March 14, 2017 April 10, 2017 May 8, 2017</p>
Student Achievement Data	Reading Inventory: College and Career and Phonics Inventory	Sept. 14, 2016 Nov. 16, 2016 Mar. 1, 2017 May 31, 2017

School Work Plan Summary	Description	Timeline
SMART Goal #2: Math	The index rate for all students enrolled October 1 in grades 6-8 at Brooklyn Middle School on all state math accountability tests (MCA, MOD, MTAS) will increase from 58.7 in Fall 2016 (projected) to 63.4 in Spring 2017.	
Intervention	<p>Create six intervention classes using Math 180 curriculum and 2 regular 7th grade math intervention classes for students below grade level as measured by the NWEA Math MAP and Minnesota Comprehensive Assessments from Spring 2016.</p> <p>ERA small group pullouts by math coach and math lab teacher</p>	
Action Step 2.1	Identify students needing intervention by analyzing their math RIT scores and MCA math scores and teacher recommendations.	<p>June- Sept , 2016 coach & math lab instructor meetings</p> <p>October 12th 2016 (Mid-trimester time)</p> <p>Math teachers identify students for math lab class</p> <p>Nov. 22, 2016 (End of 1st trimester)</p>

School Work Plan Summary	Description	Timeline
Action Step 2.1, continued		Math teachers identify students for math lab class February 22 nd 2017 (End of 2 nd trimester) Math teachers identify students for math lab class
Action Step 2.2	Implement differentiated, targeted instruction with formative assessments and daily feedback using research-based math strategies and assessments: <ul style="list-style-type: none"> • Math 180 Class Analytics • Math 180 Reports 	August/ Sept , 2016 coach & math lab instructor plan and co-teach Math lab class Sept. 14, 2016 administer MI:CC Sept 16 coach & math lab instructor plan and discuss next steps with MI data Nov. 16, 2016 coach meeting Nov 16, 2016 administer MI:CC Nov 17, 2016 coach & math lab instructor plan and discuss next steps with MI data Nov 23, 2016 coach meeting with math lab teacher before end of trimester 1 Feb. 28, 2017 coach meeting with math lab teacher before end of trimester 2 Mar.1, 2017 administer MI:CC Mar. 2, 2017 coach & math lab instructor plan and discuss next steps with MI data May 31, 2017 administer MI:CC, end-of-year reports In classroom observation, co-teaching, and data collection Sept. 6 – 15, 2016 Sept. 26, 2016 Oct. 17, 2016 Nov. 8, 2016 Dec. 13, 2016 Jan. 18, 2017 Feb. 14, 2017 Mar. 14, 2017 April 10, 2017 May 8, 2017

School Work Plan Summary	Description	Timeline
Action Step 2.3	<p>Analyze formative data with teachers, share strategies, and determine next steps in instruction.</p> <p>Literacy coaches will meet with teachers to coach them in implementing differentiated, targeted instruction with fidelity and using formative assessments with an equity lens. Literacy coaches will work to find resources that are culturally responsive.</p>	<p>Meet with all teachers on reports and resources (MI: CC)</p> <p>Sept. 16, 2016 Sept. 27, 2016 Oct. 18, 2016 Nov. 9, 2016 Dec. 14, 2016 Jan. 19, 2017 Feb. 15, 2017 Mar. 15, 2017 April 11, 2017 May 9, 2017</p>
Persons Responsible	Celeste Enderle	
Implementation Data Implementation Data, continued	<p>Co-teaching, coaching observations, and coaching meetings about interpreting formative data, determining appropriate strategies, and implementing strategies with fidelity.</p> <p>Formative data may include Math 180 reports, student exit tickets, and student growth Mindset reflections based on the work of Dr. Carol Dweck.</p> <p>Literacy coaches will reference Dr. Jim Knight's work on instructional coaching and Partnership Principles to guide their work with teachers.</p>	<p>In classroom observation and co-teaching and data collection</p> <p>Sept. 6 – 15, 2016 Sept. 26, 2016 Oct. 17, 2016 Nov. 8, 2016 Dec. 13, 2016 Jan. 18, 2017 Feb. 14, 2017 Mar. 14, 2017 April 10, 2017 May 8, 2017</p>
Student Achievement Data	Math Inventory College and Career (MI: CC)	<p>Sept. 14, 2016 Nov. 16, 2016 Mar. 1, 2017 May 31, 2017</p>

District Name: Osseo Area Schools District #0279

School Name: Edinbrook Elementary

Total School Budget: \$75,257

SCHOOL WORK PLAN GOALS, INTERVENTIONS, PERSONS RESPONSIBLE AND TIMELINES

- Recipients of Compensatory Revenue Pilot Project funds must focus interventions (e.g., practices, strategies) and initiatives toward the specific educational needs of students who are achieving below the appropriate achievement level for their age. Please describe the process to focus school funded interventions on students below achievement levels for their age.

Narrative:

Edinbrook utilizes a model of tiered intervention (called “Flex” time) to meet the individual needs of students falling behind in both reading and math. This program happens 5 days a week for ½ hour in each subject area (reading and math). The CRPP funds will be used to secure an Instructional Assistant (IA) to oversee the tiered model of reading and math instruction. Focusing on leading and guiding the Data Team process as well as working

specifically with staff around differentiation and engagement in both flex time and the core math and reading instruction.

- Provide the pilot project funded SMART goals, selected interventions and the action steps within each intervention along with person(s) responsible, specific timelines, implementation data and student achievement data. *Use this summary format as needed –*

School Work Plan Summary: Edinbrook Elementary

School Work Plan Summary	Description	Timeline
SMART Goal #1	70% of students at Edinbrook, using NWEA math growth measures, will meet their target RIT growth goal on a spring to spring measurement and 67% of students at Edinbrook, using NWEA reading growth measures, will meet their target RIT growth goal on a spring to spring measurement.	Spring 2016 to Spring 2017 measurement. Final measurement for goal will be spring 2017 (May) with progress monitoring happening using NWEA assessments in fall of 2016 (September) and winter 2017 (January).
Intervention	Flex time facilitation with bi-monthly data team meetings and bi-monthly intervention team (The IA facilitates) meetings. In flex time students receive instruction at their need level so as to increase gap closing when receiving core instruction in the home room class.	Bi-monthly data team meetings. Also, bi-monthly intervention team meetings lead by the IA (for which these funds are applied)
Action Step 1.1	Staff will participate in bi-monthly data team meetings facilitated by a member of the intervention team	Beginning in mid-September and running through mid-May of 2017.
Action Step 1.2	The intervention team will participate in bi-monthly team meetings to evaluate data and professional development needs highlighted through the data team meetings (identified above). This meeting will be facilitated by the Instructional Assistant and then the IA will work with the building Principal around needed professional development.	Beginning the end of September 2016 and running through the end of May 2017. Every other week meeting.
Action Step 1.3	The Instructional Assistant will plan and execute needed staff / professional development based on the needs identified through walkthroughs and the bi-monthly meeting process.	These professional development opportunities will happen one time per month on a Tuesday and last for 1 hour. Beginning in early October and running through early May.
Persons Responsible	Principal and Instructional Assistant	
Implementation Data	Classroom walkthroughs	1 classroom walkthrough in every classroom in the area of Reading and Math done each of the three trimesters. (28 x 3 = 84 total walkthroughs)

School Work Plan Summary	Description	Timeline
Student Achievement Data	Edinbrook students in grades 2-5 will show growth in: <ul style="list-style-type: none"> • Reading to meeting individual growth targets at 67% or higher • Math to meeting individual growth targets at from 70% or higher 	Staff will use our progress monitoring platform, Ties (DRA, Dibels, Math Assessments) Beginning in mid-October and running through mid-May. Also, staff will monitor progress when we take the NWEA Map test in reading and Math in the fall of 2016 and again in the winter of 2017.

District Name: Osseo Area Schools District #0279

School Name: Elm Creek Elementary

Total School Budget: \$19,351

SCHOOL WORK PLAN GOALS, INTERVENTIONS, PERSONS RESPONSIBLE AND TIMELINES

- Recipients of Compensatory Revenue Pilot Project funds must focus interventions (e.g., practices, strategies) and initiatives toward the specific educational needs of students who are achieving below the appropriate achievement level for their age. Please describe the process to focus school funded interventions on students below achievement levels for their age.

Narrative:

Elm Creek will use Leveled Literacy Intervention (LLI) with a minimum of 21 students. The funds will be used to purchase part of the Gold LLI kit (\$2312.50 of the \$4950.00 cost) and to hire a 4 hour/day Educational Support Professional (ESP). The ESP will be trained in LLI and then work with 6-7 groups of 3-4 students daily. The ESP will progress monitor weekly and report this information to classroom teachers. Students will be identified for this intervention based on their fall DRA reading level. If students reach their grade level reading level benchmark, they will be exited from this intervention and a new student will be identified to receive LLI.

Additionally, funds will be used to have an ESP work 5 hours per week on implementation of PBIS. The Minnesota PBIS State Leadership Team, through the Minnesota Department of Education, selected Elm Creek Elementary to be part of cohort 12's two year training. The ESP will be used to support the positive behavior interventions and supports that we will begin implementing as a result of this training.

- Provide the pilot project funded SMART goals, selected interventions and the action steps within each intervention along with person(s) responsible, specific timelines, implementation data and student achievement data. *Use this summary format as needed –*

School Work Plan Summary: *Elm Creek Elementary*

School Work Plan Summary	Description	Timeline
SMART Goal #1	The percentage of students, who meet or exceed typical growth in reading, as measured by NWEA MAP, will increase from 48% in 2016 to 57% in 2017 for third grade. The percent of students in second grade who meet NWEA MAP proficiency in reading will increase from 64.7% in 2016 to 69.7% in 2017.	MAP administered in Spring 2017

School Work Plan Summary	Description	Timeline
Intervention	Leveled Literacy Intervention	3-4 students/group, 30 minutes daily. A total of 6-7 groups will be worked with daily.
Action Step 1.1	ESP will be retrained in LLI (Leveled Literacy Intervention)	September 2016
Action Step 1.2	Students assessed to identify reading level using DRA	September 2016
Action Step 1.3	Twenty-one students from 2 nd – 5 th grade will be identified, who are 2 or more DRA levels behind the benchmark, to receive Leveled Literacy Intervention. ESP will work with groups of 3-4 students for 30 minutes daily. Progress monitoring will be done weekly. The progress monitoring data will be shared with the classroom teacher. If students reach reading level benchmark, they will be exited and a new student will be identified to receive LLI.	September 2016-May 2017
Persons Responsible	Educational Support Personnel-Sarah Hergott	Four hours per day, 6 -7 groups of 3-4 students for 30 minutes daily, September 2016-May 2017
Implementation Data	Coaching Observations, walkthroughs	Monthly Coaching, weekly walkthroughs
Student Achievement Data	MAP growth data, DRA reading level, LLI progress monitoring data	Map-Spring 2017 DRA-Fall 2016, Winter 2017 and Spring 2017 LLI Progress Monitoring-every week
SMART Goal #2	The percent of all students who receive referrals will decrease 5% from 2016 to 2017.	
Intervention	Positive Behavior Interventions and supports	Ongoing throughout year
Action Step 2.1	Team attend cohort 12 training and plan/monitor expectations/interventions/positive supports for Elm Creek	August 9 & 10 2016, November 8 & 9, 2016 and February 21 & 22, 2017
Action Step 2.2	Train and explain PBIS plan to staff	Workshop week, September 2016
Action Step 2.3	Implement/Monitor positive interventions and supports learned at training and explained to staff	Monthly, September 2016-May 2017
Persons Responsible	Educational Support Professional-Lynn Pattison	5 hours/week, September 2016-May 2017
Implementation Data	Coaching observations, check-ins	Monthly coaching from Behavior Intervention Teacher, Jeremy Carel and weekly check-ins.
Student Achievement Data	SWIS data to measure decrease in referrals	Monthly review of SWIS data with ESP, Lynn Pattison and Behavior Intervention Teacher, Jeremy Carel.

District Name: Osseo Area Schools District #0279

School Name: Maple Grove Middle School

Total School Budget: \$51,036

SCHOOL WORK PLAN GOALS, INTERVENTIONS, PERSONS RESPONSIBLE AND TIMELINES

- Recipients of Compensatory Revenue Pilot Project funds must focus interventions (e.g., practices, strategies) and initiatives toward the specific educational needs of students who are achieving below the appropriate achievement level for their age. Please describe the process to focus school funded interventions on students below achievement levels for their age.

Narrative:

Maple Grove Middle School's plan for the second year of the CRPP funds is to continue to focus on interventions for students that continue to demonstrate academic skills below achievement levels for their age. Data has been collected and analyzed by various stakeholders and have determined gaps in the performance of students. As in the past, CRPP will continue to be focused on math and reading achievement, it has the capabilities of also supporting core areas of science and social studies.

In year one of the CRPP, students were provided a Flex period into their daily schedule. The time focuses on enrichment on specific skills based on needs determined by data. The data analyzed included district, state, and core content assessments. The Pilot grant will continue to be used to support these efforts while implementing a new program called *Study Island*. *Study Island* is a researched-based best practice program that provides students access to extended learning opportunities in reading and math. In addition, science and social studies can also be accessed. The interactive, individualized, self-paced program will reinforce key concepts of Minnesota Standards with a focus on struggling and reluctant learners. Data will continue to drive the efforts that the Pilot grant supports. Teachers collaborate in data content alike teams weekly and core teams daily. The teams will continue to discuss best practices, analyze data, and create flexible grouping based on the assessment results. With the introduction of *Study Island*, additional data will be available to progress monitor. The availability of data to monitor on a regular basis was something that was a challenge in year one. In the past, this has been limited due to the lack of research-based interventions available and progress monitoring tools. By incorporating the new program into our model, data can be collected and analyzed more frequently in order to make adjustments more regularly based on trends for each student.

With additional tools to collect data, students will be able to be placed in small group, or tier two interventions, more accurately and fluidly than in the past. MGMS created the Academic Development Center during the first year of the Pilot grant. Tier two groupings will benefit from the additional data collected by teams. Interventions will continue to be provided by a licensed staff member and focus on specific skills flagged as an area of concerns based on data. If necessary, the CRPP would still provide a flexible option for a student to work one-to-one in a tier one setting with a staff member for more intensive interventions. The funds from the CRPP provide MGMS the opportunity to continue to grow and operate using the three tiers of Response to Intervention model. In order to effectively implement this model, staff will continue to receive training and support. Staff will receive required training twice a month and have additional trainings opportunities. Instructional coaches, differentiation coaches, and curriculum specialists will continue to meet regularly with teams to ensure implementation of the tiered structure is in place, data is collected, and students are fluently moving if necessary through the tiers of support in math and reading.

- Provide the pilot project funded SMART goals, selected interventions and the action steps within each intervention along with person(s) responsible, specific timelines, implementation data and student achievement data. *Use this summary format as needed –*

School Work Plan Summary: Maple Grove Middle School

School Work Plan Summary	Description	Timeline
SMART Goal #1	The index rate for all students enrolled October 1 in grades 6-8 at Maple Grove Middle School on all state reading accountability tests (MCA, MTAS) will increase from 78.8 in Fall 2016 (projected) to 81.5 in Spring 2017.	September 2016 – March 2017
Intervention	The Rti model using research strategies and best practices.	
Action Step 1.1	<p>Flex time for students to have additional time and instruction on areas of need.</p> <p>Professional development training twice a month.</p> <p>Individual or team training from instructional coach or differentiation coach</p>	<p>Entire School Year 2016-2017</p> <p>Twice a month September 2016 – June 2017</p> <p>As needed or requested. Teachers are required to meet with a coach at least once per trimester.</p>
Action Step 1.2	<i>Study Island</i> incorporated into core classes and Flex.	September 2016 – May 2017
Action Step 1.3	Academic Development Center for small group instruction. Research based interventions available such as SOAR, Read Naturally, etc.	As needed throughout the school year 2016-2017. Student groups will be fluid based on needs. Data will be collected daily.
Action Step 1.4 Action Step 1.4, continued	One-to-One instruction using research best practice resources and instruction to enhance a specific skill based on data collection.	As needed throughout the school year beginning in September 2016. Individuals will receive this service based on data and involvement in tier 1 and tier 2.
Person Responsible	Classroom teachers, coaches, ADC teacher, support staff, and administration	
Student achievement data	Formative/Summative assessment data, district and state assessments, administration observations,	
Implementation data	Coaches and administration observations, walk-throughs, and data loop forms	Observations will occur at least once per trimester. Data loops will be submitted; at least 4-6 analyses based on various units of formative and summative assessments are required.

School Work Plan Summary	Description	Timeline
SMART Goal #2	The index rate for all students enrolled October 1 in grades 6-8 at Maple Grove Middle School on all state math accountability tests (MCA, MTAS) will increase from 74.9 in Fall 2016 (projected) to 78.0 in Spring 2017.	September 2016 – March 2017
Intervention	The Rti model using research strategies and best practices.	
Action Step 2.1	<p>Flex time for students to have additional time and instruction on areas of need.</p> <p>Professional development training twice a month.</p> <p>Individual or team training from instructional coach or differentiation coach</p>	<p>Entire School Year 2016-2017</p> <p>Twice a month September 2016 – June 2017</p> <p>As needed or requested. Teachers will meet at least once per trimester with a coach.</p>
Action Step 2.2	<i>Study Island</i> incorporated into core classes and Flex.	September 2016 – May 2017
Action Step 2.3	Academic Development Center for small group instruction. Research based interventions strategies or resources will be used.	As needed throughout the school year 2016-2017. Student groups will be fluid based on needs.
Action Step 2.4	One-to-One instruction using research best practice resources and instruction to enhance a specific skill based on data collection.	As needed throughout the school year 2015-2016. Individuals will receive this service based on data and involvement in tier 1 and tier 2.
Person Responsible	Classroom teachers, coaches, ADC teacher, support staff, and administration	
Student achievement data	Formative/Summative assessment data, district and state assessments, administration observations	
Implementation data	Coaches and administration observations, walk-throughs, and data loop forms	Observations will occur at least once per trimester. Data loops will be submitted; at least 4-6 analyses based on various units of formative and summative assessments are required over the school year.

District Name: Osseo Area Schools District #0279

School Name: Maple Grove Senior High

Total School Budget: \$38,061

SCHOOL WORK PLAN GOALS, INTERVENTIONS, PERSONS RESPONSIBLE AND TIMELINES

- Recipients of Compensatory Revenue Pilot Project funds must focus interventions (e.g., practices, strategies) and initiatives toward the specific educational needs of students who are achieving below the appropriate achievement level for their age. Please describe the process to focus school funded interventions on students below achievement levels for their age.

Narrative:

MGSJH will develop and implement two full-year sections of Learning Lab – one prioritizing literacy growth, and the other prioritizing math growth. The goal will be to provide the additional time and support necessary for 100% of students enrolled in Learning Lab to reach the appropriate achievement level for their age. This goal will be accomplished by utilizing CRPP and school funds to create these sections for students achieving below the appropriate achievement level for their age. Student MCA and NWEA MAP assessment scores will be used to determine students most eligible for each course as well as their progress throughout the year. Each Learning Lab will provide an additional 270 minutes per week of additional time and support in reading or math. The licensed staff member will implement research based instructional strategies in the areas of reading and math to accelerate student growth toward the appropriate achievement level for their age. In addition to providing additional time and support in reading or math, students will be taught organizational skills, time management skills, and study skills.

- Provide the pilot project funded SMART goals, selected interventions and the action steps within each intervention along with person(s) responsible, specific timelines, implementation data and student achievement data. *Use this summary format as needed –*

School Work Plan Summary: *Maple Grove Senior High*

School Work Plan Summary	Description	Timeline
SMART Goal #1	Reading SMART Goal: Students enrolled in MGSJH for 10 th grade during the 2016-17 school year will increase their reading index rate (across MCA, MOD & MTAS) from 77.9 in 8 th grade to 83.4 in 10 th grade. Math SMART Goal: For students enrolled in MGSJH for 11 th grade during the 2016-17 school year, their 8 th grade math index rate (across MCA, MOD & MTAS) was 10.4 points above the state average. When these students take the MCA, MOD or MTAS Math test as 11 th graders, our goal is to reach an index rate that is 13.8 points above the state average.	September 2016 to April 2017
Intervention	Develop and implement literacy and math support class titled Learning Lab to provide additional time and support for students who are not proficient or partially proficient in the areas of reading and math.	September 2016 to June 2017
Action Step 1.1	Identify appropriate licensed staff member(s) to teach Learning Lab Courses	April 2016

School Work Plan Summary	Description	Timeline
Action Step 1.2	Identify students who are achieving below expected proficiency levels for their age by utilizing MCA and NWEA MAP data. Students will take NWEA MAP test two times over the course of the year to assess improvement.	April-August 2016 November 2016 February 2017
Action Step 1.3	Identify and implement researched based instructional strategies to improve student proficiency in reading or math.	August 2016 to June 2017
Persons Responsible	Bart Becker, Naida Grussing-Neitzel, Josie Johnson, Tamiko Thomas	August 2016 to June 2017
Implementation Data	Walk-through observations, formal observations, bi-weekly check-in meetings with teacher(s)	August 2016 to June 2017
Student Achievement Data	Formative and summative assessment data, NWEA MAP data, students grades	August 2016 to June 2017 (weekly basis)

District Name: Osseo Area Schools District #0279

School Name: Oak View Elementary

Total School Budget: \$36,331

SCHOOL WORK PLAN GOALS, INTERVENTIONS, PERSONS RESPONSIBLE AND TIMELINES

- Recipients of Compensatory Revenue Pilot Project funds must focus interventions (e.g., practices, strategies) and initiatives toward the specific educational needs of students who are achieving below the appropriate achievement level for their age. Please describe the process to focus school funded interventions on students below achievement levels for their age.

Narrative:

Students in grades 3, 4, and 5 who are achieving below grade level will be identified and grouped based on their specific reading needs (phonemic awareness, fluency, comprehension, etc). The academic coach will lead the work, with the assistance of our Assistant Principal, teachers and District Staff Development Specialist. Interventions will be planned and implemented with fidelity. Through our collaborative team process, progress monitoring will happen every other week and data monitored closely to align the intervention with each student's needs.

- Provide the pilot project funded SMART goals, selected interventions and the action steps within each intervention along with person(s) responsible, specific timelines, implementation data and student achievement data. *Use this summary format as needed –*

School Work Plan Summary: Oak View Elementary School

School Work Plan Summary	Description	Timeline
SMART Goal #1	The index rate for all students enrolled October 1 in grades 6-8 at Oak View Elementary on all state reading accountability tests (MCA & MTAS) will increase from 65.3 in Fall 2016 (projected) to 69.6 in Spring 2017.	September 6, 2016 –June 2, 2017
Intervention	Small group interventions in reading: Soar to Success, Early Success, Guided reading, incremental rehearsal	September 26,2016-June 2, 2017

School Work Plan Summary	Description	Timeline																		
Action Step 1.1	Identify students needing intervention based on previous MAP/MCAIII data and create schedule for interventions to occur.	August – September 2016																		
Action Step 1.2	Provide professional development to ESP's using Soar to Success, Early Success, guided reading, and incremental rehearsal.	September 6-23, 2016 January 30, 2017																		
Action Step 1.3	ESP's/Coach/teachers will provide interventions to student groups in grades 3, 4, and 5. Progress monitoring will be done every two weeks.	September 26, 2016-June 2, 2017																		
Persons Responsible	Ann Evenson, Academic Coach; Tammi Provart, District Staff Development Specialist; Stephanie Webster, Assistant Principal; teachers	August 2016- June 2017																		
Implementation Data	Implementation data will be collected through coaching observations and walk-throughs.	October: weekly data collected November-June: monthly data collected																		
Student Achievement Data	<p>For 2016-17 – MAP Reading % Making Typical Growth</p> <table border="1"> <thead> <tr> <th rowspan="2">Grade</th> <th rowspan="2"># Students</th> <th colspan="2">2017</th> </tr> <tr> <th>2016</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>51</td> <td>31%</td> <td>45%</td> </tr> <tr> <td>4</td> <td>59</td> <td>68%</td> <td>70%</td> </tr> <tr> <td>5</td> <td>47</td> <td>85%</td> <td>85%</td> </tr> </tbody> </table>	Grade	# Students	2017		2016	Goal	3	51	31%	45%	4	59	68%	70%	5	47	85%	85%	<p>DIBELS Fluency checks every two weeks throughout the school year</p> <p>Intervention assessments every month throughout school year</p> <p>2017 MAP data May 2017</p>
Grade	# Students			2017																
		2016	Goal																	
3	51	31%	45%																	
4	59	68%	70%																	
5	47	85%	85%																	

District Name: 279 Osseo Area Schools District #0279

School Name: Osseo Middle School

Total School Budget: \$48,441

SCHOOL WORK PLAN GOALS, INTERVENTIONS, PERSONS RESPONSIBLE AND TIMELINES

- Recipients of Compensatory Revenue Pilot Project funds must focus interventions (e.g., practices, strategies) and initiatives toward the specific educational needs of students who are achieving below the appropriate achievement level for their age. Please describe the process to focus school funded interventions on students below achievement levels for their age.

Narrative:

Osseo Middle School will use CRPP to fund .285 FTE reading teacher. The reading teacher will work with our Research, Assessment, and Accountability department to identify students achieving below grade level. The measurement tool will be the students Spring 2015 MAP test scores. We will also target students with racial sub groups who predictably contribute to our achievement gap (Black and Hispanic). The identified students will receive intervention support using READ 180. The students will be monitored monthly with assessments measuring growth in lexile scores. The post intervention assessment will be the Spring 2016 MAP test. Our goal will be to have 70% of the identified students meet or exceed their target growth rate on this assessment.

Osseo Middle School will use CRPP to fund 24 weekly hours of Educational Support Professional (ESP) work. The ESP will work with our Math department to identify students achieving below grade level. The measurement tool will be the students Spring 2015 MAP test scores. We will also target students with racial sub groups who predictably contribute to our achievement gap (Black and Hispanic). The identified students will receive intervention support using an online support program similar to Study Island. The exact system will be determined after the students are identified and intervention programs have been evaluated. The students will be monitored monthly with assessments measuring growth in the intervention program. The post intervention assessment will be the Spring 2016 MAP test. Our goal will be to have 70% of the identified students meet or exceed their target growth rate on this assessment.

- Provide the pilot project funded SMART goals, selected interventions and the action steps within each intervention along with person(s) responsible, specific timelines, implementation data and student achievement data. *Use this summary format as needed –*

School Work Plan Summary: Osseo Middle School

School Work Plan Summary	Description	Timeline
SMART Goal #1	Seventy percent of the students identified for the reading intervention will meet or exceed their targeted growth as measured by the Spring 2017 MAP test.	Spring 2017
Intervention	READ180	
Action Step 1.1	Identify students below grade level proficiency to target for intervention	August 2016
Action Step 1.2	Assign to READ 180 intervention	September 2016
Action Step 1.3	Monthly assessments of lexile growth	Monthly beginning October 2016
Persons Responsible	Reading Teacher	
Implementation Data	Classroom walk-throughs, trimester reports of lexile growth	Monthly beginning October 2016
Student Achievement Data	Post assessment data- Spring MAP test	Spring 2017

School Work Plan Summary	Description	Timeline
SMART Goal #2	Seventy percent of the students identified for the math intervention will meet or exceed their targeted growth as measured by the Spring 2016 MAP test.	Spring 2016
Intervention	Math lab using IXL to support classroom instruction	
Action Step 2.1	Identify students below grade level proficiency to target for intervention	August 2016
Action Step 2.2	7 th and 8 th grade teachers meet with teacher from previous year to discuss skill deficiencies and how math lab can support them	August 2016
Action Step 2.3	Assign students to intervention	September 2016

School Work Plan Summary	Description	Timeline
Action Step 2.4	Monthly measurements to monitor growth	Monthly beginning October 2016
Persons Responsible	Math ESP/Amy Benzi (Math Department Chair)	
Implementation Data	Classroom walk-throughs, monthly reports of individual growth using IXL, student grades in core classes	Monthly beginning October 2016
Student Achievement Data	Post assessment data- Spring MAP test	Spring 2017

District Name: Osseo Area Schools District #0279

School Name: Osseo Senior High

Total School Budget: \$124,291

SCHOOL WORK PLAN GOALS, INTERVENTIONS, PERSONS RESPONSIBLE AND TIMELINES

- Recipients of Compensatory Revenue Pilot Project funds must focus interventions (e.g., practices, strategies) and initiatives toward the specific educational needs of students who are achieving below the appropriate achievement level for their age. Please describe the process to focus school funded interventions on students below achievement levels for their age.

Narrative:

The Osseo Senior High reading intervention program's objective is to motivate students to become better readers by reading 30,000 words (150 pages) a week. Research shows students who read 300,000 words a trimester (approximately 10 books per trimester) show a year's growth in comprehension in just one trimester! This program utilizes clear, assessable weekly formative assessments to promote engagement, motivation and management techniques for inspiring students to read more and discover the love of reading. The reading intervention classes are facilitated as choice-based Reader's Choice Workshops, and the students are given choice on what to read and how they spend their time (reading their choice novel, reading weekly non-fiction assignments, or working on formal essays).

A 50 point gain in the SRI is a year's growth for high school students. (According to scholastic). Most of our students in the reading classes have SRI's that are 900 or less. 900 is about 8th grade reading level. Also, we have seen in our data that once students' SRI is over 1000, they are able to pass their MCA test. We often have students experience a growth of 200 to 300 points.

In addition, we will allocate support staff two hours per day to monitor growth towards outlined goals. The remaining funds will be used to purchase researched based materials to accelerate student growth.



- Provide the pilot project funded SMART goals, selected interventions and the action steps within each intervention along with person(s) responsible, specific timelines, implementation data and student achievement data. *Use this summary format as needed –*

School Work Plan Summary: Osseo Senior High School

School Work Plan Summary	Description	Timeline
SMART Goal #1	Students enrolled in Osseo Senior High School for 10 th grade during the 2016-17 school year will increase their reading index rate (across MCA, MOD & MTAS) from 63.1 in 8 th grade to 76.0 in 10 th grade.	Annual Monitoring
Intervention	English/Reading Workshop class Students are placed in this intervention class if they do not pass their 10th grade MCA class.	Each trimester
Action Step 1.1	Staff members will identify students who need support. Students take an SRI test to measure growth each trimester. Also, students will take the MCA test at least twice during the year.	Daily, per trimester (December 4 th , March 11 th , June 10 th) (intermediate assessments will be used to augment rigor as needed)
Action Step 1.2	Monitor and adjust individualized learning for students to accelerate growth towards grade level reading attainment.	As assessments happen
Persons Responsible	Principal, Classroom Teacher, ESP for data entry	
Implementation Data	Students take an SRI test to measure growth each trimester. Also student will take the MCA test at least twice during the year.	Daily/bi-weekly
Student Achievement Data	Data will be collected on MCA practice test and the State administered MCA test. This is in addition to periodic assessments for growth.	Year-end standardized assessment. Formative assessments. NWEA.

District Name: Osseo Area Schools District #0279

School Name: Park Center Senior High School

Total School Budget: \$145,325

SCHOOL WORK PLAN GOALS, INTERVENTIONS, PERSONS RESPONSIBLE AND TIMELINES

- Recipients of Compensatory Revenue Pilot Project funds must focus interventions (e.g., practices, strategies) and initiatives toward the specific educational needs of students who are achieving below the appropriate achievement level for their age. Please describe the process to focus school funded interventions on students below achievement levels for their age.

Narrative:

We will continue to identify 11th and 12th grade students that are reading below grade level and are not on track to graduate on time or are at risk for not graduating with their class. They will have a learning lab class with a licensed teacher 230 minutes per week. The focus of this class will be to provide extra support in all academic areas with a focus on math and literacy. We will continue to provide support for the **current 9th** graders who are in the learning lab, as needed. We will also identify 9th grade students that are reading below grade level and have failed core classes in 8th grade. Many of these students need social emotional support and more time for learning. These students will have 230 minutes per week with a licensed teacher to support their needs. The teacher will also support students in their general education classes.

- Provide the pilot project funded SMART goals, selected interventions and the action steps within each intervention along with person(s) responsible, specific timelines, implementation data and student achievement data. *Use this summary format as needed –*

School Work Plan Summary: *Park Center High School*

School Work Plan Summary	Description	Timeline
SMART Goal #1	Learning lab students will earn 100% of credits attempted at the end of each trimester (December 1, March 9, and June 8.)	Monthly monitoring
Intervention	Learning Lab- Academic and social emotional support/more time for learning	September 2016-June 2016
Action Step 1.1	Identify students in need of support	May, June, and August of 2016
Action Step 1.2	Communicate information to families	July and August 2016
Action Step 1.3	Staff will attend training on social emotional health	August 2016
Persons Responsible	Jeff Huth, Jeffery Westervelt, and AP responsible for master schedule	July and August 2016 monthly data review
Implementation Data	Classroom walkthroughs and monthly meetings	Every other month throughout the school year 2016-2017
Student Achievement Data	Passing grades in all academic areas with a focus on Math, Reading, and English	Mid-tri and end of tri for all 3 trimesters