

## **SINGLE SOURCE LEGISLATIVE GRANT 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. Identify any significant changes to the support model for this grant period.

Narrative:

The Compensatory Pilot 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 2015-2016 school year, 10 schools will receive direct funding through the project. An additional 4 schools will receive funding through a combined planned. This is up from 8 schools receiving funding in prior year. 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 Pilot 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 Compensatory Pilot Project 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 Compensatory Revenue Pilot Project 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 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: \$39,600**

## **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. Adaptively, all staff are given staff development around effective intervention practices, as well as around racial consciousness and culturally/racially relevant practices around teaching and learning as well as building genuine positive relationships, and managing conflict.

- 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***

<b>School Work Plan Summary</b>	<b>Description</b>	<b>Timeline</b>
<b>SMART Goal #1</b>	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 2016 as measured by the MCA standardized tests.	September 2015-June 2016
<b>Intervention</b>	Expanded delivery of SOAR and/or Great Leaps in reading, and Rocket math along with pre-teaching and re-teaching interventions in math. Also, staff development focused on racial consciousness and culturally/racially relevant practice designed to improve student achievement.	September 2015-June 2016
<b>Action Step 1.1</b>	New ESP will deliver individual and small group math reading interventions K-5	September 2015-June 2016
<b>Action Step 1.2</b>	Staff Development will be delivered by school administration and members of the Equity Team. The Equity Team will deepen/broaden their will, skill, and capacity for this leadership through equity workshops/conferences and through further consultation/coaching work with P.E.G. staff.	September 2015-June 2016
<b>Persons Responsible</b>	Principal, Assistant Principal, Intervention Teachers, ESP, Equity Team Members	
<b>Implementation Data</b>	Administrator supervision and evaluation of ESP, peer observations of ESP by cooperating teachers, staff development debriefs with Equity Team	September 2015-June 2016
<b>Student Achievement Data</b>	Classroom Data, MCA Data, MAP Data, DIBELS Data, DRA Data	September 2015-June 2016

**District Name: Osseo Area Schools, District #0279**

**School Name: Brooklyn Middle School**

**Total School Budget: \$70,715**

**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 Scholastic Read 180, Scholastic System 44, and Scholastic Math 180 curriculum, and the University of Kansas Strategic Instruction Model Learning Strategies and Content Enhancement routines for 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
<b>SMART Goal #1: Reading</b>	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 64.5 in 2015 to 69.8 in 2016.	
<b>Intervention</b>	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 2015.	
<b>Action Step 1.1</b>	<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 Scholastic Reading Inventory: College and Career Ready and Scholastic Phonics Inventory (SPI) at the beginning of the year and the end of each trimester.</p>	<p>Sept 10, 2015 coach meeting with teachers</p> <p>Sept. 14, 2015 administer SRI: CC/SPI</p> <p>Nov. 16, 2015 coach meeting</p> <p>Nov 17, 2015 administer SRI: CC/SPI</p> <p>Nov 23, 2015 coach meeting with teachers before end of trimester 1</p> <p>Feb. 29, 2016 coach meeting with teachers before end of trimester 2</p> <p>Mar.1, 2016 administer SRI: CC/SPI</p> <p>Mar. 2, 2016 coach meeting with teachers</p> <p>May 31, 2016 administer SRI: CC/SPI and end-of-year reports</p>
<b>Action Step 1.2</b>	<p>Implement differentiated, targeted instruction and formative assessments using research-based reading strategies and assessments:</p> <ul style="list-style-type: none"> <li>• Read 180 topic software and reports</li> <li>• System 44 software and reports</li> <li>• University of Kansas Strategic Instruction Model learning strategies including pre- and post-tests</li> </ul>	<p>In classroom observation and co-teaching and data collection</p> <p>Sept. 30, 2015</p> <p>Oct. 19, 2015</p> <p>Dec. 11, 2015</p> <p>Jan. 22, 2016</p> <p>Feb. 12, 2016</p> <p>Mar. 17, 2016</p> <p>April 8, 2016</p> <p>May 6, 2016</p>

<b>School Work Plan Summary</b>	<b>Description</b>	<b>Timeline</b>
<b>Action Step 1.3</b>	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.	Meet with teachers on reports and resources (SRI: CC/SPI) Oct. 1, 2015 Oct 19, 2015 Dec. 14, 2015 Jan. 25, 2016 Feb. 22, 2016 March 28, 2016 April 11, 2016 May 6, 2016
<b>Persons Responsible</b>	Janet Jones and Heather Hanson	
<b>Implementation Data</b>	Co-teaching, coaching observations, and coaching meetings about interpreting formative data, determining appropriate strategies, and implementing strategies with fidelity.  Formative data may include Read 180 and System 44 reports, student goal-setting, student reflections, and student progress data for Learning Strategies.  Literacy coaches will reference Dr. Jim Knight's work on instructional coaching and Partnership Learning principles to guide their work with teachers.	In classroom observation, co-teaching, and data collection  Sept. 30, 2015 Oct. 19, 2015 Dec. 11, 2015 Jan. 22, 2016 Feb. 12, 2016 Mar. 17, 2016 April 8, 2016 May 6, 2016
<b>Student Achievement Data</b>	Scholastic Reading Inventory: College and Career and Scholastic Phonics Inventory	Sept. 14, 2015 Nov. 11, 2015 Mar. 1, 2016 May 31, 2016

<b>School Work Plan Summary</b>	<b>Description</b>	<b>Timeline</b>
<b>SMART Goal #2: Math</b>	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 58.8 in 2015 to 66.0 in 2016.	
<b>Intervention</b>	Create six intervention classes for students below grade level as measured by the NWEA Math MAP and Minnesota Comprehensive Assessments from Spring 2015.	
<b>Action Step 2.1</b>	Identify students needing intervention by analyzing their math RIT scores and MCA math scores and teacher recommendations.	Sept 10, 2015 coach meeting with teachers  Sept. 14, 2015 administer SMI: CC  Nov. 16, 2015 coach meeting  Nov 17, 2015 administer SMI  Nov 23, 2015 coach meeting with teachers before end of trimester 1

School Work Plan Summary	Description	Timeline
<b>Action Step 2.1, continued</b>		Feb. 29, 2016 coach meeting with teachers before end of trimester 2  Mar. 1, 2016 administer SMI: CC  Mar. 2, 2016 coach meeting with teachers  May 31, 2016 administer SMI: CC, end-of-year reports
<b>Action Step 2.2</b>	Implement differentiated, targeted instruction with formative assessments and daily feedback using research-based math strategies and assessments: <ul style="list-style-type: none"> <li>• Math 180 software</li> <li>• Math 180 reports</li> </ul>	In classroom observation, co-teaching, and data collection  Sept. 30, 2015 Oct. 19, 2015 Dec. 11, 2015 Jan. 22, 2016 Feb. 12, 2016 Mar. 17, 2016 April 8, 2016 May 6, 2016
<b>Action Step 2.3</b>	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.	Meet with all teachers on reports and resources (SMI: CC) Oct. 1, 2015 Oct 19, 2015 Dec. 14 2015 Jan. 25, 2016 Feb. 22, 2016 March 28, 2016 April 11, 2016 May 6 2016
<b>Persons Responsible</b>	Celeste Enderle	
<b>Implementation Data</b>	Co-teaching, coaching observations, and coaching meetings about interpreting formative data, determining appropriate strategies, and implementing strategies with fidelity.  Formative data may include Math 180 reports, student exit tickets, and student growth Mindset reflections based on the work of Dr. Carol Dweck.  Literacy coaches will reference Dr. Jim Knight's work on instructional coaching and Partnership Principles to guide their work with teachers.	In classroom observation and co-teaching and data collection  Sept. 30, 2015 Oct. 19, 2015 Dec. 11, 2015 Jan. 22, 2016 Feb. 12, 2016 Mar. 17, 2016 April 8, 2016 May 6, 2016
<b>Student Achievement Data</b>	Scholastic Math Inventory College and Career (SMI: CC)	Sept. 14, 2015 Nov. 11, 2015 Mar. 1, 2016 May 31, 2016

**District Name: Osseo Area Schools District #0279**  
**School Name: Edinbrook Elementary**  
**Total School Budget: \$60,343.00**

**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 funds from the pilot grant will go toward securing 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***

<b>School Work Plan Summary</b>	<b>Description</b>	<b>Timeline</b>
<b>SMART Goal #1</b>	65% of students at Edinbrook, using NWEA math and reading growth measures, will meet their target RIT growth goal on a spring to spring measurement.	Spring 2015 to Spring 2016 measurement. Final measurement for goal will be spring 2016 (May) with progress monitoring happening using NWEA assessments in fall of 2015 (September) and winter 2016 (January).
<b>Intervention</b>	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)
<b>Action Step 1.1</b>	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 2016.
<b>Action Step 1.2</b>	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 2015 and running through the end of May 2016. Every other week meeting.
<b>Action Step 1.3</b>	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

School Work Plan Summary	Description	Timeline
<b>Action Step 1.3 continued</b>		last for 1 hour. Beginning in early October and running through early May.
<b>Persons Responsible</b>	Principal and Instructional Assistant	
<b>Implementation Data</b>	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)
<b>Student Achievement Data</b>	Edinbrook students in grades 2-5 will show growth in: <ul style="list-style-type: none"> <li>• Reading from 64% meeting individual growth target to 67% meeting individual growth target</li> <li>• Math from 66% meeting individual growth target to 70% meeting individual growth target.</li> </ul>	Staff will use our acuity platform (progress monitoring tool) to assess progress every week for the enter school year. 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 2015 and again in the winter of 2016.

**District Name:** Osseo Area Schools District #0279  
**School Name:** Rush Creek Elementary, Rice Lake Elementary, Woodland Elementary, Fernbrook Elementary  
**Total School Budget:** \$36,769

#### **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 will: expand their access from 190 leveled print texts to 2950 leveled digital texts to increase stamina and persistence during reading; have access to customized libraries responding to their needs and preferences; and demonstrate learning through a variety of digital mechanisms (voice-recording, annotation, video shares, etc.).

The approach, with this pilot, would be to provide scaffolded methods of interaction and understanding for students that are underachieving at the 3<sup>rd</sup> Grade level in the area of reading. In addition, this pilot would increase student engagement through the incorporation of student academic choice and use of technology during learning. The deliberate use of features within this instructional technology would maximize opportunities for successful academic experiences that relate to literacy.



- 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:** Rush Creek Elementary, Rice Lake Elementary, Woodland Elementary, Fernbrook Elementary

School Work Plan Summary	Description	Timeline
<b>SMART Goal #1</b>	The percentage of underachieving students in 3 <sup>rd</sup> Grade who score above the 50 <sup>th</sup> percentile as measured by the NWEA MAP Reading test will increase from 65.5% in the Spring of 2015 to 70.5% in the Spring 2016.	May 2016
<b>Intervention</b>	Students will utilize the iPad Minis to access leveled texts at their independent/instructional reading level during the balanced literacy block.	Weekly Throughout the 2015-2016 School Year
<b>Action Step 1.1</b>	Teachers will be provided with staff development to accurately identify students' independent/instructional reading levels.	First Trimester - 2015
<b>Action Step 1.2</b>	Teachers will access, manage, and utilize digital libraries to provide texts for students at their independent/instructional reading level.	First Trimester - 2015
<b>Action Step 1.3</b>	Teachers will be provided with staff development on how to utilize the features available to increase academic choice and engagement to personalize learning for students during the literacy block.	First Trimester - 2015
<b>Persons Responsible</b>	Robin Gunsolus, Tammi Provart, Ryan Bisson, Jennifer Eggenberger, Barb Erickson	
<b>Implementation Data</b>	Balanced Literacy Walkthrough Data; Monitor the Electronic Use of Digital Texts	Winter 2015 – Spring 2016
<b>Student Achievement Data</b>	NWEA Measures of Academic Progress - Reading	May 2016

**District Name: Osseo Area Schools District #0279**

**School Name: Elm Creek Elementary**

**Total School Budget: \$22,629**

**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 28 second and third grade students. The funds will be used to purchase the Blue, Level C-N, LLI kit and to hire a 4 hour/day Educational Support Professional (ESP). The ESP will be trained in LLI and then work with 7 groups of 4 students daily. The ESP will progress monitor every other week 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.

- 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
<b>SMART Goal #1</b>	The percentage of students, who meet or exceed the target proficiency growth rate in reading, as measured by NWEA MAP, will increase from 46% in 2015 to 51% in 2016 for third grade. The percent of students in second grade who meet NWEA MAP proficiency in reading will increase by 5% from 2015 to 2016.	MAP administered in Spring 2016
<b>Intervention</b>	Leveled Literacy Intervention	4 students/group, 30 minutes daily. A total of 7 groups will be worked with daily.
<b>Action Step 1.1</b>	ESP will be trained in LLI (Leveled Literacy Intervention)	September 2015
<b>Action Step 1.2</b>	Students assessed to identify reading level using DRA	September 2015
<b>Action Step 1.3</b>	Twenty-eight students from 2 <sup>nd</sup> and 3 <sup>rd</sup> 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 4 students for 30 minutes daily. Progress monitoring will be done every other week. 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 2015-May 2016
<b>Persons Responsible</b>	Educational Support Personnel	Four hours per day-7 groups of 4 students for 30 minutes daily, September 2015-May 2016
<b>Implementation Data</b>	Coaching Observations, walkthroughs	Monthly Coaching, weekly walkthroughs
<b>Student Achievement Data</b>	MAP growth data, DRA reading level, LLI progress monitoring data	Map-Spring 2015 DRA-Fall 2015, Winter 2015 and Spring 2016 LLI Progress Monitoring- every other week

**District Name: Osseo Area Schools District #0279**

**School Name: Maple Grove Middle School**

**Total School Budget: \$49,029**

### 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 has developed a plan to focus Pilot funds on interventions for students that demonstrate academic skills below achievement levels for their ages. Each year the building collects data on all students to monitor academic achievement. Based on these multiple data resources, an in-depth analysis has occurred by various stakeholders and determined gaps in some performances of students.

The process of meeting the needs of students who are achieving below the appropriate achievement level will begin with the development of a Flex requirement in their daily schedule. Each day students will be provided an enrichment time allowing students to work on specific skills that need to be enhanced based on data. Core teams and content alike teams will monitor students' growth and skill levels by using data from state and district assessments. In addition, teachers will be continuously collecting data from their common formative and summative data loops. Teachers will have the opportunity to collaborate each day to discuss the data, determine best practice strategies, create flexible grouping in order to keep students fluidly moving in groups during the Flex class. An instructional coach and differentiation coach will be available to support the teams decisions and training regarding content, product, and process based on data. The teams will be able to provide evidence of strategies used and the results. Having this daily enrichment for areas of need will guide a strong process in order to meet the needs of students achieving below the appropriate level for their age.

In addition to Flex, MGMS will also incorporate a tier 2 intervention for small groups of students. An Academic Development Center will be used to support intervention groups. Based on the data and data decision-making process, students will be referred to the center to work on specific skills. The center will include a licensed staff member who will focus on a more intense strategy. Having this center will help with some of the barriers or challenges that have been a concern; it will allow more intensive work on a consistent basis.

Also, the Pilot grant will provide various options of having students work one-to-one on with a staff member in math and reading skills if intensive or tier three intervention is needed.

The revenue for the Pilot grant will help support all three levels of the Response to Intervention model. Embedded staff development training will occur twice a month, and additional opportunities could be incorporated into content alike data team meetings and core team meetings. The focus on continuous staff development will ensure staff will receive up-to-date training on best practices in reading and math.

- 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
<b>SMART Goal #1</b>	For students enrolled in MGMS for grades 6-8 during the 2015-16 school year, their reading index rate (across MCA, MOD & MTAS) in 2015 was 8.4 points above the state average. When these students take the MCA, MOD or MTAS Reading test this year, our goal is to reach an index rate that is 12.6 points above the state average.	September - March
<b>Intervention</b>	The Rti model using research strategies and best practices.	
<b>Action Step 1.1</b>	Flex time for students to have additional time	Entire School Year

	and instruction on areas of need.  Professional development training twice a month.  Individual or team training from instructional coach or differentiation coach	Twice a month  As needed or requested. Teachers are required to meet with a coach at least once per trimester.
<b>Action Step 1.2</b>	Academic Development Center for small group instruction. Research based interventions available such as SOAR, Read Naturally, etc.	As needed throughout the year. Student groups will be fluid based on needs. Data will be collected daily.
<b>Action Step 1.3</b>	One-to-One instruction using research best practice resources and instruction to enhance a specific skill based on data collection.	As needed throughout the year beginning in September. Individuals will receive this service based on data and involvement in tier 1 and tier 2.
<b>Person Responsible</b>	Classroom teachers, coaches, ADC teacher, support staff, and administration	
<b>Student achievement data</b>	Formative/Summative assessment data, district and state assessments, administration observations,	
<b>Implementation data</b>	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.

<b>School Work Plan Summary</b>	<b>Description</b>	<b>Timeline</b>
<b>SMART Goal #2</b>	For students enrolled in MGMS for grades 6-8 during the 2015-16 school year, their math index rate (across MCA, MOD & MTAS) in 2015 was 8.5 points above the state average. When these students take the MCA, MOD or MTAS Math test this year, our goal is to reach an index rate that is 10.3 points above the state average.	September - March
<b>Intervention</b>	The Rti model using research strategies and best practices.	
<b>Action Step 2.1</b>	Flex time for students to have additional time and instruction on areas of need.  Professional development training twice a month.  Individual or team training from instructional coach or differentiation coach	Entire School Year  Twice a month  As needed or requested. Teachers will meet at least once per trimester with a coach.
<b>Action Step 2.2</b>	Academic Development Center for small group instruction. Research based interventions strategies or resources used.	As needed throughout the year. Student groups will be fluid based on needs.

<b>Action Step 2.3</b>	One-to-One instruction using research best practice resources and instruction to enhance a specific skill based on data collection.	As needed throughout the year. Individuals will receive this service based on data and involvement in tier 1 and tier 2.
<b>Person Responsible</b>	Classroom teachers, coaches, ADC teacher, support staff, and administration	
<b>Student achievement data</b>	Formative/Summative assessment data, district and state assessments, administration observations,	
<b>Implementation data</b>	Coaches and administration observations, walk <i>throughs</i> , 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:** \$36,772

**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:

MGSJ will develop and implement two 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 grant 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
<b>SMART Goal #1</b>	<p>Reading SMART Goal: Students enrolled in MGSB for 10<sup>th</sup> grade during the 2015-16 school year will increase their reading index rate (across MCA, MOD &amp; MTAS) from 77.9 in 8<sup>th</sup> grade to 83.4 in 10<sup>th</sup> grade.</p> <p>Math SMART Goal: For students enrolled in MGSB for 11<sup>th</sup> grade during the 2015-16 school year, their 8<sup>th</sup> grade math index rate (across MCA, MOD &amp; MTAS) was 10.4 points above the state average. When these students take the MCA, MOD or MTAS Math test as 11<sup>th</sup> graders, our goal is to reach an index rate that is 13.8 points above the state average.</p>	September 2015 to April 2016
<b>Intervention</b>	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 2015 to June 2016
<b>Action Step 1.1</b>	Identify appropriate licensed staff member(s) to teach Learning Lab Courses	August 2015
<b>Action Step 1.2</b>	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.	August 2015 December 2015 May 2015
<b>Action Step 1.3</b>	Identify and implement researched based instructional strategies to improve student proficiency in reading or math.	August 2015 to June 2016
<b>Persons Responsible</b>	Eric Mjolsness (assistant principal)	August 2015 to June 2016
<b>Implementation Data</b>	Walk-through observations, formal observations, bi-weekly check-in meetings with teacher(s)	August 2015 to June 2016
<b>Student Achievement Data</b>	Formative and summative assessment data, NWEA MAP data, students grades	August 2015 to June 2016 (weekly basis)

**District Name: Osseo Area Schools District #0279**

**School Name: Oak View Elementary**

**Total School Budget: \$33,943**

#### **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). Two, 3 hour, Educational Support Paraprofessionals (ESP) will be hired, provided professional

development in the interventions, and monitored for implementation and fidelity. The academic coach will lead the work, with the assistance of our Assistant Principal and District Staff Development Specialist. Progress monitoring will be given 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 Work Plan Summary	Description	Timeline
<b>SMART Goal #1</b>	The percentage of all students enrolled October 1 in grades 3, 4, and 5 at Oak View Elementary who are proficient on all state accountability tests (MCA, MOD, MTAS) will increase from 51% in 2015 to 56% in 2016.	September 8, 2015 –June 9, 2016
<b>Intervention</b>	Small group interventions in reading: Soar to Success, Early Success, Guided reading, incremental rehearsal	September 21, 2015-June 9, 2016
<b>Action Step 1.1</b>	Identify students needing intervention based on previous MAP/MCAIII data and create schedule for interventions to occur.	August – September 2015
<b>Action Step 1.2</b>	Provide professional development to ESP's using Soar to Success, Early Success, guided reading, and incremental rehearsal.	September 8-18, 2015 October 26, 2015 January 19, 2016
<b>Action Step 1.3</b>	ESP's will provide interventions to student groups in grades 3, 4, and 5. Progress monitoring will be done every two weeks.	September 21, 2015-June 9, 2016
<b>Persons Responsible</b>	Ann Evenson, Academic Coach; Tammi Provert, District Staff Development Specialist; Stephanie Webster, Assistant Principal	August 2015- June 2016
<b>Implementation Data</b>	Implementation data will be collected through coaching observations and walk-throughs.	September and October: weekly data collected November-June: Every other week data collected
<b>Student Achievement Data</b>	Reading Proficiency according to MAP data from Spring 2015 test:  Grade 3: 57.1% out of 63 students: GOAL: 67.9% Grade 4: 52.9% out of 68 students: GOAL: 64.7% Grade 5: 42.1% out of 63 students: GOAL: 56.5%	DIBELS Fluency checks every two weeks throughout the school year  Intervention assessments every two weeks throughout school year  2016 MAP data May 2016

**District Name: 279 Osseo Area Schools District #0279**

**School Name: Osseo Middle School**

**Total School Budget: \$47,143**

### 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 \$23, 571.50 to fund a 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 \$23, 571.50 to fund an Educational Support Professional. 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**

<b>School Work Plan Summary</b>	<b>Description</b>	<b>Timeline</b>
<b>SMART Goal #1</b>	Seventy percent of the students identified for the reading intervention will meet or exceed their targeted growth as measured by the Spring 2016 MAP test.	Spring 2016
<b>Intervention</b>	READ180	
<b>Action Step 1.1</b>	Identify students below grade level proficiency to target for intervention	August 2015
<b>Action Step 1.2</b>	Assign to READ 180 intervention	September 2015
<b>Action Step 1.3</b>	Monthly assessments of lexile growth	Monthly beginning October 2015
<b>Persons Responsible</b>	Reading Teacher	
<b>Implementation Data</b>	Classroom walk-thrus, monthly reports of lexile growth	Monthly beginning October 2015
<b>Student Achievement Data</b>	Post assessment data- Spring MAP test	Spring 2016

#### **School Work Plan Summary: Osseo Middle School**

<b>School Work Plan Summary</b>	<b>Description</b>	<b>Timeline</b>
<b>SMART Goal #2</b>	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 2015
<b>Intervention</b>	online support program similar to Study Island	



<b>School Work Plan Summary</b>	<b>Description</b>	<b>Timeline</b>
<b>Action Step 2.1</b>	Identify students below grade level proficiency to target for intervention	August 2015
<b>Action Step 2.2</b>	Determine exact online support intervention to supplement core math instruction	August 2015
<b>Action Step 2.3</b>	Assign students to intervention	September 2015
	Monthly measurements to monitor growth	Monthly beginning October 2015
<b>Persons Responsible</b>	Math ESP/Amy Benzi (Math Department Chair)	
<b>Implementation Data</b>	Classroom walk-thrus, monthly reports of individual growth using intervention's monitoring instrument, student grades in core classes	Monthly beginning October 2015
<b>Student Achievement Data</b>	Post assessment data- Spring MAP test	Spring 2016

**District Name: Osseo Area Schools District #0279**

**School Name: Osseo Senior High School**

**Total School Budget: \$104,657**

#### **SCHOOL WORK PLAN GOALS, INTERVENTIONS, PERSONS RESPONSIBLE AND TIMELINES**

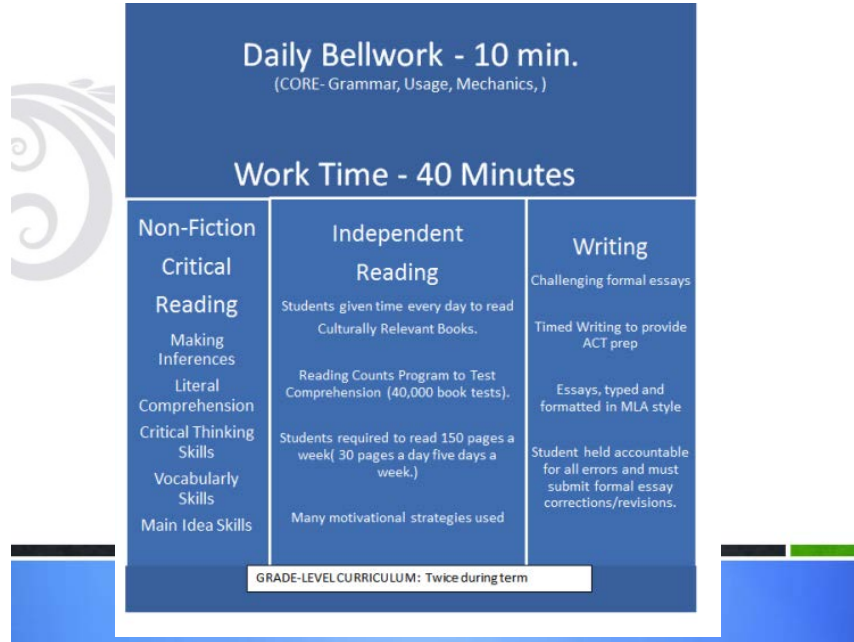
- Recipients of Compensatory Revenue Pilot Project funds must focus interventions (e.g., practices, strategies) and initiatives toward the specific educational needs of students who are achieving below the appropriate achievement level for their age. Please describe the process to focus school funded 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
<b>SMART Goal #1</b>	The index rate for all students enrolled October 1 in grades 6-8 at Osseo Senior on all reading state accountability tests (MCA, MOD, MTAS) will increase from 65.0 in 8 <sup>th</sup> grade in 2014 to 73.8 in 10 <sup>th</sup> grade in 2016.	
<b>Intervention</b>	English/Reading Workshop class Students are placed in this intervention class if they do not pass their 10 <sup>th</sup> grade MCA class.	
<b>Action Step 1.1</b>	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 <sup>th</sup> , March 11 <sup>th</sup> , June 10 <sup>th</sup> ) (intermediate assessments will be used to augment rigor as needed)
<b>Action Step 1.2</b>	Monitor and adjust individualized learning for students to accelerate growth towards grade level reading attainment.	As assessments happen
<b>Persons Responsible</b>	Principal, Classroom Teacher, ESP for data entry	
<b>Implementation Data</b>	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
<b>Student Achievement Data</b>	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: \$158,400**

**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 have identified 11<sup>th</sup> and 12<sup>th</sup> grade students that are below grade level and are at risk for graduating on time. They will have a learning lab class with a licensed teacher 230 minutes per week. The focus on this class will be to provide extra support in all academic areas with a focus on math and literacy. We also have identified 9<sup>th</sup> grade students that have at risk factors for graduating on time. 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 too.

- 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***

<b>School Work Plan Summary</b>	<b>Description</b>	<b>Timeline</b>
<b>SMART Goal #1</b>	The index rate for all students enrolled October 1 in grades 6-8 at Park Center on all reading state accountability tests (MCA, MOD, MTAS) will increase from 63.4 in 8 <sup>th</sup> grade in 2014 to 72.6 in 10 <sup>th</sup> grade in 2016.	May 2016 with monthly monitoring.
<b>Intervention</b>	Learning Lab- Academic and social emotional support/more time for learning	Monthly
<b>Action Step 1.1</b>	Identify students in need of support	June, August, and September
<b>Action Step 1.2</b>	Define learning guidelines, develop communication procedures, and communicate to families	July, August, and September
<b>Action Step 1.3</b>	Provide training in social emotional instruction	August
<b>Persons Responsible</b>	Jeff Huth, Jeffery Westervelt, and Janell Leisen	July, August, and monthly data review.
<b>Implementation Data</b>	Classroom walkthroughs, monthly meetings, and coaching.	September, November, January, March, and May
<b>Student Achievement Data</b>	Passing grades in all academic areas with a focus on Math, Reading, and English	October 20, December 3, January 28, March 10, May 4, and June 9