

Form A2 – School Improvement Plan

Principal: Lisa A. Hartman

Assistant Superintendent: Patrick Smith

School: Maple Grove Middle School

Date: 2019-20

The School Improvement Plan priorities focus on three areas: **reading, mathematics, and student behavior**. The School Improvement Plan must include: (1) the utilization of MCAs as a data point for one or more goals; (2) articulated goals related to proficiency rate(s), growth, and achievement gap reduction, (3) student behavior; and, if applicable, (4) a graduation rate goal.

Guidelines

- (1) The district will insert the baseline data prior to the scheduled site improvement meeting with the Research, Assessment and Accountability Department.
- (2) The district will insert the basic and transformational goals at the start of school using the 2019-2020 cohorts. Students enrolled for the 2019-2020 school year make up each cohort.
- (3) Basic goals represent reasonable student progress or improvement based on trends. Transformational goals represent the scores that are necessary to close the achievement gaps and are based on state expectations.
- (4) General Color-Coding Key (most data tables include a more specific key):

Far Below Basic Goal	Well Below Basic Goal	Below Basic Goal	Near Basic Goal	Met Basic Goal	Met Transformational Goal
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- (5) Site team should use these **guiding questions** for discussion in development of the action plan for each area of the plan:
 - a. What did the data tell you about your current state? What were things the data did not tell you?
 - b. What adult practices might be the cause of the data?
 - c. What are the root causes of the data concerns that will be addressed in action plans?
 - d. What research-based actions, strategies, and interventions will support students in meeting the goals?
 - e. What knowledge and skills (professional learning) will adults need to support students in meeting the goal(s)?

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Priority One: READING		<i>Measure: MCA Proficiency (Index Rates)</i>
Column Header		
Results	Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.	
Fall Cohort	Index rate for students tested in the previous spring and enrolled the following fall.	
Basic Goal	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 25.	
Transformational (Trans.) Goal	The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.	

Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational goal
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Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring.

Group	Spring 2017 Results	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal	Spring 2019 Results	Fall 2019 Cohort	2020 Basic Goal	2020 Trans. Goal
All Students	74.8	75.5	80.5	79.3	85.8	74.3	76.2	79.1	82.2
Grade 6	76.2	78.8	85.6	82.6	89.8	80.2	81.4	76.6	86.1
Grade 7	74.8	75.6	80.1	78.3	85.5	73.1	76.8	69.6	82.6
Grade 8	73.6	72.3	76.0	77.1	82.3	69.7	70.3	69.7	77.7
Amln						53.6			
Asian	74.1	73.9				72.5			
Black	53.1	50.3				42.8			
Hispanic	53.7	58.3				58.1			
White	81.1	81.4				81.1			
Multiracial	69.9	75.5				77.1			
EL	17.3	16.0				6.9			
Spec Ed	30.9	36.6				38.8			
F/R Lunch	52.3	50.7				50.6			
Female	78.4	78.7				77.0			
Male	71.0	72.1				71.7			

Priority One: READING *Measure: SIP Growth and Gap-Closing (SGG)*

2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)

.30 or more below Basic	.15 to .29 below Basic Goal	.04 to .14 below Basic Goal	Within .03 of Basic Goal	Met Basic Goal	Met Transformational Goal
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2019 Color Coding for MCA Value-Added and Z-State Results

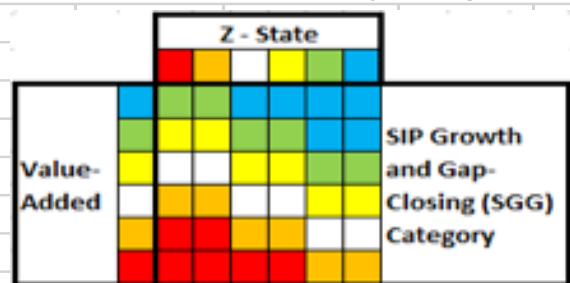
-.30 or below	-.15 to -.29	-.14 to -.01	+.01 to +.14	+.15 to +.29	+.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

2019 Goals (Based on 2018 Results)			
Description	Result	Basic Goal	Transformational Goal
Well above district avg.	+.15 and up	0.15	0.2
Above district average	+.10 to +.14	0.1	0.15
Near district average	-.09 to +.09	0.05	0.1
Below district average	-.10 and below	0	0.1

2020 Goals			
Basic		Transformational	
0.15	Z-State	0.30	Z-State
or		or	
0.15	Val-Add	0.30	Val-Add
Applied to All Groups			

2019-20 SIP Growth and Gap-Closing (SGG)



Group	Baseline			2019 Goals		2019 Results			
	2016	2017	2018	Basic	Trans.	Z - Dist	Val-Add	Z - State	SGG
All Students	0.00	-0.01	-0.01	0.05	0.10	-0.02	-0.07	-0.16	
Grade 6	-0.03	-0.09	-0.04	0.05	0.10	-0.06	-0.13	-0.13	
Grade 7	0.04	0.10	0.11	0.10	0.15	0.04	0.02	-0.19	
Grade 8	0.00	-0.04	-0.10	0.00	0.10	-0.04	-0.10	-0.16	
Am Ind	-0.39					-0.21	-0.22	-0.35	
Asian	0.13	0.11	0.07	0.05	0.10	0.00	-0.10	-0.13	
Black	-0.03	-0.12	-0.23	0.00	0.10	-0.24	-0.13	-0.38	
Hispanic	-0.11	-0.13	-0.12	0.00	0.10	-0.11	-0.04	-0.25	
White	0.00	0.00	0.03	0.05	0.10	0.03	-0.06	-0.12	
Multiracial		0.10	-0.03	0.05	0.10	0.01	-0.01	-0.12	
EL	0.02	-0.18	-0.06	0.05	0.10	-0.21	0.00	-0.35	
Spec Ed	-0.22	-0.44	-0.31	0.00	0.10	-0.07	0.10	-0.21	
F/R Lunch	-0.12	-0.11	-0.24	0.00	0.10	-0.25	-0.16	-0.39	
Female	0.07	0.05	0.09	0.05	0.10	0.05	-0.05	-0.09	
Male	-0.06	-0.07	-0.12	0.00	0.10	-0.08	-0.08	-0.22	

Priority One: Reading			
Reading Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies: <i>What specific strategies will be implemented?</i>	Adult actions: <i>What adult actions will ensure the strategies are successful?</i>	Measure student progress: <i>What student data will be collected?</i>	Person(s) Responsible:
AVID will be implemented.	Two AVID exploratory classes in 7 th and two in 8 th will be implemented. Eight teachers will fully implement WICOR in model classrooms. All staff will implement Organizational and Critical Reading Strategies in their curricular area.	AVID Secondary Coaching and Certification Instrument will be used to monitor fidelity of implementation. MCA data, NWEA data, and grading data will be tracked.	AVID Coordinator, Staff Development and Assessment Coordinator, Administration
Staff will implement a new PLT (Professional Learning Team) process with a focus on research-based instructional strategies that are culturally responsive.	Each team will meet with the Staff Development and Assessment Specialist weekly. Each teacher will identify each student who partially meets or does not meet state MCA reading standards and will implement classroom interventions for those students.	PLT teams will use their data loop forms to monitor academic progress, design instruction, and track interventions.	Staff Development and Assessment Specialist, each licensed staff member, Equity Teacher, Administrators
All teachers will implement the CLEAR model and use NUA strategies.	All licensed teachers will use the CLEAR model to plan units of instruction. Multiple professional development options will be offered for teachers to advance their implementation of culturally responsive instructional strategies. Each Probationary and High Cycle teacher will evaluate their lesson plans using the CLEAR model for each	CLEAR model forms, summative assessments, grades and NWEA and MCA data.	Staff Development and Assessment Specialist, all licensed staff, Administration, Equity Teacher and equity team members.

	observation. Equity Team members will be available to provide any coaching needed. Probationary teachers will develop a Professional Growth Plan based on implementing culturally responsive instructional strategies.		
Equity Foundational Training 1.5	Adults will continue to apply protocols and tools from 1.0 training and will increase their capacity to identify and respond to the role of race and culture on learning.	Assessment Scores, Engagement Survey Data.	Administration, Equity Team, all staff.
All CORE and Exploratory teams will differentiate instruction for all students.	Teachers will meet with the Staff Development and Assessment Specialist to design lessons using a variety of differentiation strategies.	Assessment data and grades.	Staff Development and Assessment Specialist, all staff.
Additional instructional time during advisory/flex.	By the start of trimester 2, all students will receive an additional period of instruction per week in the four CORE classes (Mathematics, Science, English Language Arts and Social Studies). Teachers will focus on Organizational and Critical Reading strategies in the content area.	Grades and assessment data.	All staff.
Academic Support Teacher	One Academic Support Teacher will be assigned to support students in 6 th grade with lagging literacy skills. The teacher will work on a rotating basis with each team and will use a push in model to co-teach with teachers.	Grading data, assessment data, engagement survey data.	Academic Support Teacher, CORE teachers in 6 th grade.

Priority Two: MATHEMATICS						Measure: MCA Proficiency (Index Rates)			
Column Header									
Results	Index rate for students who had a score from the previous year, were enrolled on October 1 of the next year, and tested the next spring.								
Fall Cohort	Index rate for students tested in the previous year and enrolled in the fall of the next year.								
Basic Goal	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 25.								
Transformational (Trans.) Goal	The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.								
Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational goal			
Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring. The minimum basic goal is 25.									
Group	Spring 2017 Results	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal	Spring 2019 Results	Fall 2019 Cohort	2020 Basic Goal	2020 Trans. Goal

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All Students	73.5	74.5	76.1	76.6	82.5	69.3	68.9	65.7	76.7
Grade 6	72.0	74.2	77.6	77.3	83.7	66.6	73.8	69.4	80.4
Grade 7	75.6	76.3	74.7	75.6	81.5	72.5	62.8	58.0	72.1
Grade 8	72.8	73.2	76.0	77.1	82.4	68.8	70.0	69.0	77.5
Amln						46.4			
Asian	77.3	79.5				70.6			
Black	41.1	40.6				29.5			
Hispanic	50.9	50.9				46.7			
White	81.3	82.5				78.3			
Multiracial	64.9	65.8				65.5			
EL	25.5	27.1				13.3			
Spec Ed	35.6	37.4				37.0			
F/R Lunch	45.7	44.7				37.3			
Female	73.7	73.7				67.7			
Male	73.2	75.5				70.8			

Priority Two: MATHEMATICS *Measure: SIP Growth and Gap-Closing (SGG)*

2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)

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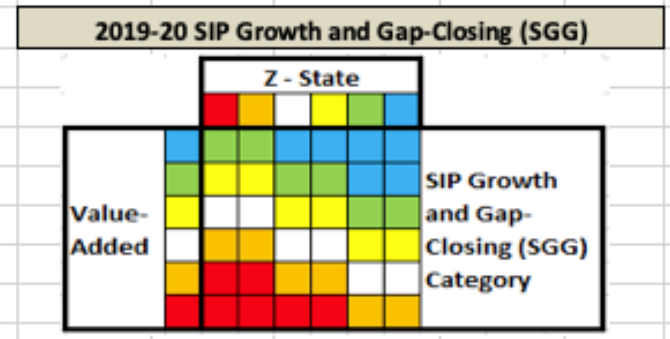
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Below district average	-.10 and below	0	0.1

2020 Goals			
Basic		Transformational	
0.15	Z-State	0.30	Z-State
or		or	
0.15	Val-Add	0.30	Val-Add
Applied to All Groups			



Group	Baseline			2019 Goals		2019 Results			
	2016	2017	2018	Basic	Transform.	Z - Dist	Val-Add	Z - State	SGG
All Students	-0.08	-0.04	0.06	0.05	0.10	-0.08	-0.14	-0.35	
Grade 6	0.06	-0.11	-0.02	0.05	0.10	-0.30	-0.39	-0.48	
Grade 7	-0.08	0.17	0.34	0.15	0.20	0.24	0.21	-0.11	
Grade 8	-0.24	-0.17	-0.14	0.00	0.10	-0.20	-0.26	-0.48	
Am Ind	-0.66					-0.43	-0.47	-0.70	
Asian	-0.03	0.07	0.33	0.15	0.20	0.02	-0.08	-0.24	
Black	-0.30	-0.21	-0.22	0.00	0.10	-0.24	-0.07	-0.52	
Hispanic	-0.16	-0.24	-0.01	0.05	0.10	-0.28	-0.20	-0.55	
White	-0.05	0.01	0.09	0.05	0.10	-0.05	-0.16	-0.32	
EL	-0.23	-0.19	-0.08	0.05	0.10	0.07	0.28	-0.22	
Multiracial		-0.14	-0.08	0.05	0.10	0.01	0.01	-0.26	
Spec Ed	-0.50	-0.33	-0.26	0.00	0.10	-0.29	-0.10	-0.56	
F/R Lunch	-0.29	-0.26	-0.17	0.00	0.10	-0.31	-0.20	-0.58	
Female	-0.02	-0.03	0.11	0.10	0.15	-0.06	-0.14	-0.34	
Male	-0.15	-0.05	0.00	0.05	0.10	-0.10	-0.15	-0.37	

Priority Two: Mathematics			
Mathematics Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies <i>What specific strategies will be implemented?</i>	Adult actions: <i>What adult actions will ensure the strategies are successful?</i>	Measure student progress: <i>What student data will be collected?</i>	Person(s) Responsible:
Mathematics Achievers	We will identify students in the yellow through their MCA and NWEA/MAP mathematics data. Three groups of 7 th grade students and three groups of 8 th grade students will receive an additional hour of mathematics support each day for one or more trimesters. Students will receive additional instruction on the grade level standards.	Diagnostic tools for pre-test and post-test progress monitoring. MCA data, NWEA data, and grading data will be tracked.	Academic Support Teacher, Counselors, Staff Development and Assessment Specialist
Piloting of new Math curriculum CPM/AGILE MIND	Two 7 th grade teachers and one 8 th grade teacher will pilot the CPM math curriculum. Three 6 th grade teachers will pilot the AGILE MIND math curriculum. Professional development will be provided for the pilot teachers. Support through implementation walk-throughs will be provided by the Department of Learning and Achievement.	Pre-test and post-test progress monitoring. MCA data, NWEA data, and grading data will be tracked.	Department of Learning and Achievement staff, Pilot Teachers
All teachers will implement the CLEAR model and use NUA strategies.	All licensed teachers will use the CLEAR model to plan units of instruction. Multiple professional development options will be offered for teachers to advance their implementation of culturally responsive instructional strategies.	CLEAR model forms, summative assessments, grades and NWEA and MCA data.	Staff Development and Assessment Specialist, all licensed staff, Administration, equity Teacher and Equity team members.

	<p>Each Probationary and High Cycle teacher will evaluate their lesson plans using the CLEAR model for each observation. Equity Team members will be available to provide any coaching needed. Probationary teachers will develop a Professional Growth Plan base on implementing culturally responsive instructional strategies.</p>		
Equity Foundational Training 1.5	<p>Adults will continue to apply protocols and tools from 1.0 training and will increase their capacity to identify and respond to the role of race and culture on learning.</p>	Assessment Scores, Engagement Survey Data	Administration, Equity Team, all staff
All CORE and Exploratory teams will differentiate instruction for all students.	<p>Teachers will meet with the Staff Development and Assessment Specialist to design lessons using a variety of differentiation strategies.</p>	Assessment data and grades.	Staff Development and Assessment Specialist, all staff.
Additional instructional time during advisory/flex.	<p>By the start of trimester 2, all students will receive an additional period of instruction per week in the four CORE classes (Mathematics, Science, English Language Arts and Social Studies). Teachers will focus on Organizational and Critical Reading strategies in the content area. This includes a focus on word problems and mathematical reading for charts, graphs, equations and other non-verbal representations.</p>	Grades and assessment data.	All staff.

Priority Three: Student Behavior

Evidence of Need:

Maple Grove Middle School (MGMS) experienced a disproportionate amount of behavior referrals for students of color (SOC) during the 2018-2019 school year. Data indicated that SOC accounted for 67% of overall referrals. Further, the total number of days of suspension for our SOC calculated at 250.75, while white students accounted for 56 days. The two highest referral categories were disruptive behavior and insubordination. Again, there was a disproportionate number of referrals for students of color in both categories:

Disruptive Behavior –
Black students: 48%
SOC 69%

Insubordination –
Black students 46%
SOC 71%

With regards to students with 10 or more referrals, 93% were SOC. As a result, building priority work will focus on teaching and learning social emotional behaviors to students and providing support to teachers.

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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Decrease the two highest referral sources of disruptive behavior and insubordination. Disruptive behavior accounted for 33% of all referrals and insubordination was the second highest at 15%.	Disruptive Behavior (18-19) Black Students: 185 SOC: 266 Reduce by 15% Insubordination (18-19) Black Students: 72 SOC: 112 Reduce by 7%	For the 2019-20 school year, MGMS will reduce disruptive behavior referrals from 33% to 21% and insubordination to from 15% to 8%.
To reduce the disproportionate days of suspension for students of color. Students of color accounted for 80% of our suspension days.	Goal is to reduce suspensions for disruptive behavior and physical violations.	For the 2019-20 school year, MGMS will reduce overall reduction to the disproportionate number of suspension days from 80% to 60%.

Student Behavior Continuous Improvement Action Plan:			
Strategies: <i>What specific strategies will be implemented?</i>	Adult actions: <i>What adult actions will ensure the strategies are successful?</i>	Measure student progress: <i>What student data will be collected?</i>	Person(s) Responsible:
CMRS - Community Mediation and Restorative Services	Students involved in physical altercations and verbal disputes meet with CMRS personnel to engage in community building circles and restorative conferences/circles.	CMRS attendance data, behavior data for reduction in referrals	Student Management Specialists, Counselors, Assistant Principals

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<p>School Based Therapist</p>	<p>Students who demonstrate a need for therapeutic support will be serviced by therapists from Lee Carlson Center and Prairie Care. Need includes trauma, aggression, depression, anxiety, and others determined to prevent student success.</p>	<p>Number of referrals made, overall behavior data</p>	<p>Counselors, School Based Therapists</p>
<p>PBIS – Tier 1 Behavior Building Wide</p>	<p>Students who are eloping (avoiding class), insubordinate, or disruptive, will be addressed using the push in model of discipline and support. Staff will make every effort to have a supportive conversation with students to teach behavior, repair relationships, and engage in active hallway supervision.</p>	<p>Attendance, referrals, reduction in classroom referrals</p>	<p>Teachers, Student Management Specialists, Hall Monitors, Administration</p>
<p>IM4 Tier 2 Behavior</p>	<p>Students identified for Tier II Interventions for behavior concerns will be entered into the IM4 system and matched with interventions based on their needs.</p>	<p>Intervention tracking in IM4 to determine student progress and overall positive response to the matched interventions.</p>	<p>MGMS SAT Team Counselors Social worker Administration</p>
<p>Check and Connect Tier 3 Behavior</p>	<p>Mentor partnership with Special Ed. students and families; regular check-in with students’ utilizing school data to monitor students’ adjustment, behavior, and educational progress.</p>	<p>SPED referrals, C&C attendance, increase in mentors and students</p>	<p>Check & Connect Mentors Elizabeth Xiong-Check & Connect SDAS Cedric Fuller-Check & Connect Admin Liaison Simu Sikka-MGMS Special Ed. Building Coordinator</p>

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Alternatives to Suspension/Restorative Room	Restorative room will provide a space to process behavior, provide academic support, and work towards restoring relationships. PBIS intervention lessons will also be provided.	Attendance, referrals, reduction in students who are assigned multiple days in ATS	Restorative Room supervisor, Student Management Specialists
Second Step Advisory Curriculum	Second Step is a SEL (Social Emotional Learning) curriculum to help teach powerful skills and competencies—like handling strong emotions, setting and meeting goals, making good decisions, and forging positive relationships.	Advisory grades (P/F)	MGMS Advisory Teachers Kari Vollrath-SDAS Cedric Fuller-Advisory Admin Liaison

Priority Four: Family Engagement

Evidence of Need:	In the spring of 2019, Osseo Area Schools’ School Board set a district wide expectation that all sites/departments would develop and implement a family engagement goal.
Goal:	Examples: Strengthen existing PTO work around engaging all families and including multiple perspectives.

Family Engagement Continuous Improvement Action Plan: (add steps as needed by using tab key)

Strategies: <i>What specific strategies will be implemented?</i>	Adult actions: <i>What adult actions will ensure the strategies are successful?</i>	Measure progress: <i>What data will be collected?</i>	Person(s) Responsible:
Why Treaties Matter Community Event	MGMS will host the exhibit and invite the	Track number of participants	Administration

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	community to participate in an evening event.		
Host an educational event around vaping	The American Heart Association will give a presentation after conferences on October 8, 2019 for parents/guardians.	Track number of participants	Administration
Meet monthly with PTO	The PTO will continue its work on the following items: Communications Diversity and Inclusion Engagement Events: Family Fun Night/Coffee and Connect/ 8 th grade End of Year Celebration/Family Color Run	Track number of participants	PTO officers and Administration
REAL Talk Parent Night	The parents/guardians of students will be invited to participate in a REAL Talk parent night.	Track number of participants	Equity Specialist and Administration

Site Improvement Team

Name	Position	Name	Position
1. Lisa Hartman	Principal	7. Simu Sikka	Special Education Building Coordinator
2. Cedric Fuller	Assistant Principal	8. Joe Haukos	Social Studies Teacher
3. Jennifer Hinker	Assistant Principal	9. Mary Olson	Mathematics Teacher

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4. Kari Vollrath	Staff Development and Assessment Specialist	10. Sandra Otto	English Language Arts Teacher
5. Jill Simon	Mathematics Teacher	11. Haley Travis-Eull	Mathematics Teacher
6. Julia Fromm	AVID Coordinator		

The Principal and Assistant Superintendent will sign the School Improvement Plan to indicate that the school performance goals and action plan have been shared, discussed, and agreed upon.

Principal: _____ Date: _____

Assistant Superintendent: _____ Date: _____