

Form A2 – School Improvement Plan

Principal: Patrick Smith

Assistant Superintendent: Kelli Parpart

School: MGMS

Date: 2020-21

The School Improvement Plan priorities focus on five areas: **reading, mathematics, student behavior, family engagement, and, if applicable, graduation**. 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; (4) family engagement and, if applicable, (5) a graduation rate goal.

Guidelines

- (1) The district will insert the basic and transformational goals at the start of school using the 2020-2021 cohorts. Students enrolled for the 2020-2021 school year make up each cohort.
- (2) 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.
- (3) 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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- (4) New for 2020-21, data tables will include rows for students served in Talent Development, Academic Challenge and Gifted Support (TAG), Title I, and/or Distance Learning Academy (DLA) as relevant to the site.
- (5) For each student, their Fall 2020 cohort MCA index score is the first score available of the following: 2020 MCA, 2019 MCA, Fall 2019 MAP, Spring 2019 MAP, Winter 2020 FastBridge CBM (current 3rd grade only), and 2018 MCA.
- (6) Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.
- (7) 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)*?

** Form A-2 School Improvement Plans have been modified to reflect the spring of 2020 COVID-19 pandemic and subsequent school closures. As a result, data from the spring of 2020 will not appear on this form. Additionally, goals from 2019-2020 will continue into the 2020-2021 school year.*

Revised 8.31.2020

School: MGMS

Date: November 13, 2020

Priority One: READING		Measure: MCA Proficiency (Index Rates)
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 20 (previously the minimum was 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 2018 Results	Spring 2019 Results	Fall 2020 Cohort	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
All Students	75.5	74.3	76.9	71.5	82.7
Grade 6	78.8	80.2	74.8	68.6	81.1
Grade 7	75.6	73.1	79.9	71.6	84.9
Grade 8	72.3	69.7	75.9	74.2	81.9
Amln/Haw		53.6	81.7		
Asian	73.9	72.5	74.1		
Black	50.3	42.8	45.1		
Hispanic	58.3	58.1	58.7		
White	81.4	81.1	85.2		
Multiracial	75.5	77.1	74.7		
EL	16.0	6.9	9.8		
Spec Ed	36.6	38.8	33.6		
F/R Lunch	50.7	50.6	50.8		
Female	78.7	77.0	80.7		
Male	72.1	71.7	73.2		
TAG			97.7		
DLA			73.3		

Priority One: READING

Measure: SIP Growth and Gap-Closing (SGG)

2019 Color Coding for MCA Value-Added and Z-State Results

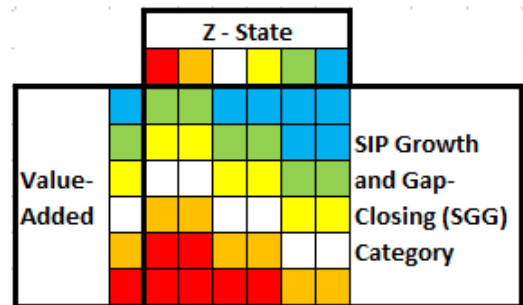
-0.30 or below	-0.15 to -0.29	-0.14 to -0.01	+0.01 to +0.14	+0.15 to +0.29	+0.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

(For 2020 school improvement planning purposes, 2019 data is being used.)

2021 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State

2019-20 & 2020-21 SIP Growth and Gap-Closing (SGG)



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

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 (Year 2)	<p>Two AVID exploratory classes in 7th and two in 8th will be implemented.</p> <p>Nine teachers will fully implement WICOR in model classrooms.</p> <p>All staff will implement Organizational and Critical Reading Strategies in their curricular area.</p> <p>All staff will engage in continued learning around implementing WICOR</p>	<p>AVID Secondary Coaching and Certification Instrument will be used to monitor fidelity of implementation.</p> <p>aReading assessment data and grading data will be tracked.</p>	AVID Coordinator, Staff Development and Assessment Coordinator, Administration
Staff will continue to implement a PLT (Professional Learning Team) process with a focus on research-based instructional strategies that are culturally responsive.	<p>Each team will meet with the Staff Development and Assessment Specialist bi-monthly.</p> <p>Each teacher will identify students who need intervention and will implement classroom interventions for those students.</p>	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.	<p>All licensed teachers will use the CLEAR model to plan units of instruction.</p> <p>Multiple professional development options will be offered for teachers to advance their implementation of culturally responsive instructional strategies.</p> <p>Each Probationary and High Cycle teacher will evaluate</p>	CLEAR model forms, summative assessments, grades and aReading data	Staff Development and Assessment Specialist, all licensed staff, Administration, Equity Teacher and equity team members.

School: MGMS

Date: November 13, 2020

	<p>their lesson plans using the CLEAR model for each observation (incorporated into Pre-observation form. Equity Team members will be available to provide any coaching needed.</p>		
<p>All CORE and Exploratory teams will differentiate instruction for all students.</p>	<p>Teachers will meet with the Staff Development and Assessment Specialist to design lessons using a variety of differentiation strategies.</p>	<p>Assessment data and grades.</p>	<p>Staff Development and Assessment Specialist, all staff.</p>
<p>Academic Support Teachers</p>	<p>Academic Support Teachers will be assigned to support students with lagging literacy skills. The teacher(s) will work with each team and will use a push in model to co-teach with teachers. There may be some one on one, pull out interventions as well.</p>	<p>Grading data, aReading assessment data, engagement survey data.</p>	<p>Academic Support Teachers, CORE teachers.</p>

School: MGMS

Date: November 13, 2020

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 20 (normal minimum = 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

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 2018	Spring 2019	Fall 2020	2019-20 & 2020-21	2019-20 & 2020-21
	Results	Results	Cohort	Basic Goal	Trans. Goal
All Students	74.5	69.3	71.8	65.9	78.9
Grade 6	74.2	66.6	78.8	70.9	84.1
Grade 7	76.3	72.5	72.4	66.6	79.3
Grade 8	73.2	68.8	64.0	59.9	73.0
Amln/Haw		46.4	61.3		
Asian	79.5	70.6	75.0		
Black	40.6	29.5	38.1		
Hispanic	50.9	46.7	49.2		
White	82.5	78.3	81.0		
Multiracial	65.8	65.5	67.6		
EL	27.1	13.3	10.2		
Spec Ed	37.4	37.0	35.8		
F/R Lunch	44.7	37.3	41.9		
Female	73.7	67.7	71.1		
Male	75.5	70.8	72.5		
TAG			99.2		
DLA			65.8		

Priority Two: MATHEMATICS

Measure: SIP Growth and Gap-Closing (SGG)

2019 Color Coding for MCA Value-Added and Z-State Results

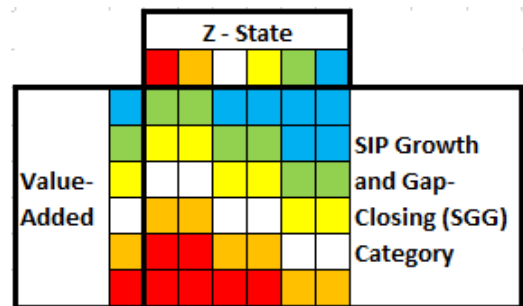
-0.30 or below	-0.15 to -0.29	-0.14 to -0.01	+0.01 to +0.14	+0.15 to +0.29	+0.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

(For 2020 school improvement planning purposes, 2019 data is being used.)

2021 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State

2019-20 & 2020-21 SIP Growth and Gap-Closing (SGG)



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

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:
AVID will be implemented (Year 2)	Two AVID exploratory classes in 7 th and two in 8 th will be implemented. Nine teachers will fully implement WICOR in model classrooms. All staff will engage in continued learning around implementing WICOR	AVID Secondary Coaching and Certification Instrument will be used to monitor fidelity of implementation. aMath assessment data and grading data will be tracked.	AVID Coordinator, Staff Development and Assessment Coordinator, Administration
Staff will continue to implement a 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 bi-monthly. Each teacher will identify students who need intervention 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
Academic Support Teachers	Academic Support Teachers will be assigned to support students with lagging mathematics skills. The teacher(s) will work with each team and will use a push in model to co-teach with teachers. There may be some one on one, pull out interventions as well.	Grading data, assessment data, engagement survey data.	Academic Support Teachers, CORE teachers.
Implementation of new math curriculum – CPM math On hold due to COVID	Last year’s pilot teachers are continuing to use CPM math materials.	Pre-test and post-test progress monitoring. aMath assessment data and grading data will be tracked.	All math teachers

School: MGMS

Date: November 13, 2020

<p>All teachers will implement the CLEAR model and use NUA strategies.</p>	<p>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.</p> <p>Each Probationary and High Cycle teacher will evaluate their lesson plans using the CLEAR model for each observation (incorporated into Pre-observation form. Equity Team members will be available to provide any coaching needed.</p>	<p>CLEAR model forms, summative assessments, grades and aMath assessment data</p>	<p>Staff Development and Assessment Specialist, all licensed staff, Administration, equity Teacher and Equity team members.</p>
<p>All CORE and Exploratory teams will differentiate instruction for all students.</p>	<p>Teachers will meet with the Staff Development and Assessment Specialist to design lessons using a variety of differentiation strategies.</p>	<p>Assessment data and grades.</p>	<p>Staff Development and Assessment Specialist, all staff.</p>

<p>Priority Three: Student Behavior</p>	
<p>Evidence of Need:</p>	<p>Due to COVID and the changing of instructional models (Hybrid and Distance Learning), MGMS’s behavior goal is based on the evidence of need prior to COVID.</p> <p><u>2019-20</u> Disruptive Behavior – 329 incidents Tri I and II (add 165 for potential Tri III) = 495 incidents Black students: 40% SOC 59%</p> <p>Out of school suspensions – 71 actions Tri I and II (add 35 for potential Tri III) = 106 actions Black students: 45% SOC 63%</p>

School: MGMS

Date: November 13, 2020

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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Disruptive Behavior	Black Students: 198 referrals (40%) SOC: 292 violations (59%) *Based on 495 total referrals	For the 2020-21 school year, MGMS will reduce the total number of disruptive behavior referrals by 25% (371 or less referrals)
Out of school suspensions	Black Students: 32 incidents (45%) SOC: 45 incidents (63%) *Based on 71 total incidents	For the 2020-21 school year, MGMS will reduce the number of out of school suspensions by 25% (53 or less incidents).

Student Behavior 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:
Student Conference Project	Work with Paula Forbes and Christine Wroblewski from Team works to continue student led conference planning and implementation. Site level team will organize and lead the student conference project, working with student leadership	Student and family engagement survey data Student created feedback data	Site level team, student leaders
Restorative Practices Pilot	Pilot teacher training occurred in August 2020.	Staff survey data	All staff

	<p>9 pilot teachers were identified for training and are now working with Hanaa Arafat, RP coach, throughout the year, co-teaching and collaborating on implementing restorative practices including restorative circles with students.</p> <p>All staff will experience restorative circles throughout the school year.</p> <p>Academic support teacher will collaborate with Hanaa Arafat to schedule circles and provide staff support with implementing restorative practices/circles.</p>		
<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, 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>

School: MGMS

Date: November 13, 2020

<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>
<p>Alternatives to Suspension/Restorative Room</p>	<p>Restorative room will provide a space to process behavior, provide academic support, and work towards restoring relationships. PBIS intervention lessons will also be provided.</p>	<p>Attendance, referrals, reduction in students who are assigned multiple days in ATS</p>	<p>Academic Support Teacher, Student Management Specialists</p>
<p>Second Step Advisory Curriculum</p>	<p>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.</p>	<p>Advisory grades (P/F)</p>	<p>MGMS Advisory Teachers Kari Vollrath- SDAS Cedric Fuller- Advisory Admin Liaison</p>

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:	Strengthen existing PACT work, REAL Talks, and offer more opportunities for families to be connected with current events at MGMS through live meeting offerings.

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:
Meet monthly with PACT	The PACT will continue its work on the following items: Communications Diversity and Inclusion Engagement Events: Family Fun Night/ 8 th grade End of Year Celebration, Friday Career Exploration for students	Track number of participants	PACT 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
Parent Distance Learning and Hybrid Q&A Sessions	Administration will offer multiple parent Q&A sessions leading up to the start of distance learning and hybrid model implementation.	Track number of participants	Administration

School: MGMS

Date: November 13, 2020

Site Improvement Team

Name	Position	Name	Position
1. Patrick Smith	Principal	9. Mark Bruemmer	Tech Ed Teacher
2. Cedric Fuller	Assistant Principal	10. Ann Mack	SS Teacher
3. Jennifer Hinker	Assistant Principal	11. Susan Wilder	Math Teacher
5. Julia Fromm	AVID Coordinator	12. Sheila Hessburg	Academic Support Teacher
6. Julie Spanier	SS Teacher	13. Kay Kust	Special Ed. Teacher
7. Beth Albrecht	Sci Teacher	14. Dennis Droughn	Equity Teacher
8. Sandra Otto	ELA Teacher	15. Audra Stevenson	Equity Specialist

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: _____