

# Form A2 – School Improvement Plan

Math Principal: Bart Becker

Assistant Superintendent: Kelli Parpart

School: Maple Grove Senior High

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):

<b>Far Below Basic Goal</b>	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?

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- 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.*

<b>Graduation Rate Color Coding</b>	<b>10% + from Basic</b>	5 - 9% from Basic	1 - 4% from Basic	<1% from Basic	Met Basic Goal	Met Transformational Goal
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**MGS**

**Four-Year Graduation Rate - Goals and Results**

	Results 2017	Results 2018	Basic Goal 2019	Transform Goal 2019	Results 2019	Basic Goal 2020	Transform Goal 2020	Results 2020
<b>All Students</b>	93.7	93.5	94.3	95.1	92.9	93.8	94.7	
Am Ind								
Asian	97.2	100.0	100.0	100.0	94.3	95.0	95.7	
Black	71.4	81.4	83.7	86.1	91.5	92.6	93.6	
Hispanic	93.3	95.8	96.4	96.9	76.9	79.8	82.7	
White	95.3	94.5	95.2	95.9	93.8	94.6	95.4	
Multiracial	88.2	84.6	86.5	88.5	82.4	84.6	86.8	
EL					83.3	85.4	87.5	
Spec Ed	62.2	68.1	72.1	76.1	60.4	65.4	70.3	
F/R Lunch	76.0	82.9	85.0	87.1	79.8	82.3	84.9	
Homeless								
Female	95.0	96.5	97.0	97.4	95.7	96.2	96.8	
Male	92.5	90.6	91.8	93.0	90.3	91.5	92.7	

Graduation Rate Basic goal = halfway to 100% in 4 years. Transformational = halfway to 100% in 2 years.

<b>Priority One: READING</b>		<i>Measure: MCA Proficiency (Index Rates)</i>
<b>Column Header</b>		
<b>Results</b>	10th grade index rate for students with 8th grade scores, enrolled on October 1 and tested in the spring.	
<b>Fall Cohort</b>	Index rate for students tested in 8th grade and enrolled in the fall of 10th grade.	
<b>Basic Goal</b>	Adding the fall cohort rate and the district average index rate change. This goal has a minimum of 25.	
<b>Transformational (Trans.) Goal</b>	The MDE index target (reduce non-proficiency by half in two years).	

<b>Color Coding</b>	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
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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
<b>Grade 10</b>	<b>83.8</b>	<b>83.3</b>	<b>73.1</b>	<b>79.0</b>	<b>79.8</b>
Amln/Haw					
Asian	90.5	83.8	87.2		
Black	57.8	68.8	40.3		
Hispanic	80.0	56.7	68.8		
White	86.3	86.1	78.4		
Multiracial	63.9	75.0	74.0		
EL			0.0		
Spec Ed	48.6	53.8	35.5		
F/R Lunch	68.4	56.1	40.6		
Female	87.6	86.9	77.3		
Male	80.1	79.1	68.9		
TAG			89.6		
DLA			62.6		

**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
<b>Grade 10</b>	-0.04	0.02	-0.11	0.03	
Am Ind					
Asian	0.09	0.13	0.04	0.12	
Black	-0.20	-0.18	-0.01	-0.10	
Hispanic		-0.18	-0.38	-0.20	
White	-0.04	0.04	-0.12	0.05	
Multiracial	0.10	-0.30	-0.04	-0.04	
EL					
Spec Ed	-0.09	-0.30	0.33	0.18	
F/R Lunch	-0.19	-0.12	-0.38	-0.39	
Female	-0.06	0.07	-0.08	0.06	
Male	-0.01	-0.04	-0.14	-0.01	
TAG					
DLA					

<b>Priority One: Reading</b>			
<b>Reading Continuous Improvement Action Plan:</b>			
<b>Strategies:</b>	<b>Adult actions:</b>	<b>Measure of student progress:</b>	<b>Person(s) Responsible:</b>
<p>Engage all staff members in professional development aligned with the 2020-21 Focus Areas utilizing the ISD 279 System Tools:</p> <ul style="list-style-type: none"> <li>● Pathways to Learning                             <ul style="list-style-type: none"> <li>- Routines, Processes and Procedures</li> <li>- Path, Place and Pace</li> <li>- Culturally Responsive Classrooms</li> </ul> </li> <li>● Standards-Based Instruction and Grading</li> <li>● Literacy</li> </ul>	<p>Staff members will:</p> <ul style="list-style-type: none"> <li>● engage in their selected pathway to learning</li> <li>● apply their knowledge and skills from Equity Foundational Training 1.0 and 1.5</li> <li>● utilize the ISD 279 System Tools in their Professional Learning Teams (PLTs) and small groups</li> <li>● align their instructional practices with ISD 279 Standards for Grading and Reporting</li> <li>● implement content-specific literacy strategies</li> </ul>	<p>PLT student assessment data, mid-trimester and term grades, MCA scores, and 9th grade MAP Reading scores (all disaggregated by race, gender and SpEd)</p>	<p>Licensed staff members, PLTs, Instructional Leadership Team, Equity Team, Literacy Cohorts, Literacy Coach</p>
<p>Continue to administer the MAP Reading Assessment to:</p> <ul style="list-style-type: none"> <li>● all 9th grade students;</li> <li>● all students in SpEd who have a reading goal within their IEP; and</li> <li>● all students new to ISD 279</li> </ul>	<p>English and SpEd Resource teachers will be trained to administer the MAP Reading Assessment utilizing district-issued Chromebooks; scores will be analyzed to inform programming and instruction by the Instructional Leadership Team and Literacy Coach (specifically targeting SpEd, EL and students of color)</p>	<p>MAP Reading scores (disaggregated by race, gender and SpEd)</p>	<p>Brad Revolinski, Literacy Coach, Janell Leisen, Counseling AESP, English teachers, SpEd Resource teachers, Instructional Leadership Team</p>
<p>Continue to identify and incorporate academic language associated with standardized</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>● examine sample standardized tests to</li> </ul>	<p>Formative and summative assessments that intentionally utilize</p>	<p>Subject area teachers, EL and SpEd</p>

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<p>assessments (Reading, Math and Science MCAs, and ACT) across subject areas in every educational model</p>	<p>identify academic language and collaborate with SpEd and EL teachers to incorporate and utilize during instruction (specifically targeting SpEd, EL and students of color);</p> <ul style="list-style-type: none"> <li>• create and display “Academic Writing Terms” visual in all classrooms, and utilize the visual aid consistently during distance learning</li> </ul>	<p>identified academic language, MCA, ACT and MAP Reading scores (all disaggregated by race, gender and SpEd)</p>	<p>teachers, Literacy Coach, Literacy Cohorts, Instructional Leadership Team, PLTs</p>
<p>Continue to implement literacy instruction across subject areas per the MGSJH Literacy Plan in every educational model</p>	<p>Literacy Coach will:</p> <ul style="list-style-type: none"> <li>• collaborate with PLTs and literacy cohorts to provide support and differentiated content-specific literacy strategies;</li> <li>• review and monitor responses to literacy prompt on PLT form</li> </ul>	<p>Reading MCA and MAP Reading scores, student formative and summative assessment data (all disaggregated by race, gender and SpEd)</p>	<p>Literacy Coach, PLTs, Literacy Cohorts</p>
<p>Schedule striving readers into a tiered Reading intervention class (Read Lab)</p>	<p>Literacy Coach will identify students in need of Reading intervention; Assistant Principal will schedule students into Read Lab sections; Reading Teacher will deliver tiered supports using the Edge curriculum with support from Literacy Coach</p>	<p>Reading MCA and MAP Reading scores, student formative and summative assessment data (all disaggregated by race, gender and SpEd)</p>	<p>Literacy Coach, Assistant Principal, Reading Teacher</p>

<b>Priority Two: MATHEMATICS</b>		<i>Measure: MCA Proficiency (Index Rates)</i>				
<b>Column Header</b>						
<b>Results</b>	11th grade index rate for students with 8th grade scores, enrolled on October 1 and tested in the spring.					
<b>Fall Cohort</b>	Index rate for students tested in 8th grade and enrolled in the fall of 11th grade.					
<b>Basic Goal</b>	Adding the fall cohort rate and the district average index rate change. This goal has a minimum of 25.					
<b>Transformational (Trans.) Goal</b>	The MDE index target (reduce non-proficiency by half in two years).					
<b>Color Coding</b>	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.						

Group	Spring 2018 Results	Spring 2019 Results	Fall 2020 Cohort	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
<b>Grade 11</b>	<b>76.3</b>	<b>69.1</b>	77.9	57.5	83.4
Amln/Haw					
Asian	88.5	80.6	87.9		
Black	36.7	22.9	48.9		
Hispanic			50.0		
White	78.5	71.3	82.1		
Multiracial	76.9	59.1	76.0		
EL					
Spec Ed	27.4	31.6	21.2		
F/R Lunch	46.2	38.8	47.0		
Female	78.3	71.6	81.0		
Male	74.4	66.6	74.8		
TAG			92.1		
DLA			64.9		

**Priority Two: MATHEMATICS**

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

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

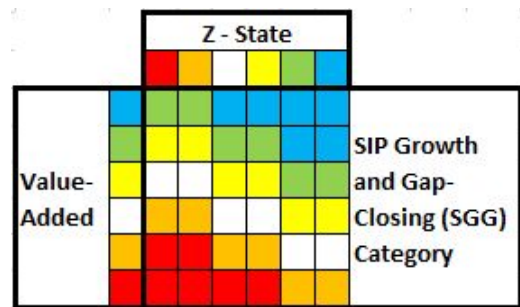
-.30 or below	-.15 to -.29	-.14 to -.01	+.01 to +.14	+.15 to +.29	+.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational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

(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
<b>Grade 11</b>	0.26	0.46	0.08	-0.22	
Am Ind					
Asian	0.40	0.76	0.16	-0.29	
Black	0.16	0.12	0.09	-0.57	
Hispanic	0.52				
White	0.24	0.45	0.06	-0.18	
Multiracial		0.39	0.11	-0.25	
EL					
Spec Ed	0.06	0.16	0.22	-0.29	
F/R Lunch	0.31	0.26	0.15	-0.44	
Female	0.16	0.43	0.05	-0.29	
Male	0.35	0.48	0.11	-0.14	
TAG					
DLA					



<b>Priority Two: Mathematics</b>			
<b>Mathematics Continuous Improvement Action Plan:</b>			
<b>Strategies:</b>	<b>Adult actions:</b>	<b>Measure of student progress:</b>	<b>Person(s) Responsible:</b>
<p>Engage all staff members in professional development aligned with the 2020-21 Focus Areas utilizing the ISD 279 System Tools:</p> <ul style="list-style-type: none"> <li>● Pathways to Learning                             <ul style="list-style-type: none"> <li>- Routines, Processes and Procedures</li> <li>- Path, Place and Pace</li> <li>- Culturally Responsive Classrooms</li> </ul> </li> <li>● Standards-Based Instruction and Grading</li> <li>● Literacy</li> </ul>	<p>Staff members will:</p> <ul style="list-style-type: none"> <li>● engage in their selected pathway to learning</li> <li>● apply their knowledge and skills from Equity Foundational Training 1.0 and 1.5</li> <li>● utilize the ISD 279 System Tools in their Professional Learning Teams (PLTs) and small groups</li> <li>● align their instructional practices with ISD 279 Standards for Grading and Reporting</li> <li>● implement content-specific literacy strategies</li> </ul>	<p>PLT student assessment data, mid-trimester and term grades, MCA scores, and 9th grade MAP Math scores (all disaggregated by race, gender and SpEd)</p>	<p>Licensed staff members, PLTs, Instructional Leadership Team, Equity Team, Literacy Cohorts, Literacy Coach</p>
<p>Continue to identify and incorporate academic language associated with standardized assessments into Algebra II</p>	<p>Algebra II teachers will:</p> <ul style="list-style-type: none"> <li>● collaborate with Literacy Coach in pull-out sessions and PLTs to provide support and differentiated content-specific literacy strategies</li> <li>● administer a practice Math MCA for all Algebra II students</li> <li>● display “Academic Writing Terms” visual representation in all Math classrooms and</li> </ul>	<p>Formative and summative assessment data, Algebra II term grades, practice MCA results (all disaggregated by race, gender, and SpEd).</p>	<p>Algebra II teachers, Literacy Coach</p>

	utilize the visual aid consistently during distance learning		
<p>Continue integration of SpEd Resource teachers into general education classrooms:</p> <ul style="list-style-type: none"> <li>● Assign co-teaching SpEd Resource teachers to content-based PLTs</li> <li>● Assign SpEd teachers into multiple co-teaching assignments within the same content area</li> <li>● Schedule SpEd teachers to co-lab with same content teacher from previous year</li> </ul>	<p>SpEd Resource teachers will collaborate with general education teachers to:</p> <ul style="list-style-type: none"> <li>● identify key learning targets and pacing</li> <li>● design appropriate accommodations and modifications</li> <li>● differentiate curriculum to meet the needs of striving learners (specifically targeting SpEd, EL and students of color)</li> <li>● apply strategies obtained from collaboration with Literacy Coach</li> </ul>	<p>Student formative and summative assessment data, student mid-trimester and term grades (disaggregated by race, gender and SpEd)</p>	<p>SpEd teachers, Math teacher, and Science teachers</p>
<p>All math teachers are assigned a grade-level math class (Nonlinear Algebra, Geometry, or Algebra II) to teach the new CPM curriculum</p>	<p>Math teachers will:</p> <ul style="list-style-type: none"> <li>● collaborate in PLTs to determine instructional strategies</li> <li>● collaborate with math teachers across high schools in PLTs</li> <li>● continue to spiral curriculum to improve acquisition and retention of new skills and concepts</li> </ul>	<p>Student formative and summative assessment data, mid-trimester grades (all disaggregated by race, gender and SpEd)</p>	<p>Math teachers</p>
<p>Continue delivery of needs-based instructional support in every educational model:</p>	<p>Targeted students (SpEd and EL) will be identified and scheduled into sections;</p>	<p>ACCESS, MCA State Standardized Assessment, student formative and</p>	<p>Bradley Revolinski, Math, SpEd and</p>

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<ul style="list-style-type: none"> <li>• scaffold instruction and curriculum for EL and SpEd students through co-taught (with SpEd and EL teachers) sections of Nonlinear Algebra, Geometry, Algebra II</li> <li>• scheduling of students who need additional support into Star Math and Math Lab</li> </ul>	<p>Math, SpEd, and EL teachers will collaborate in PLTs to analyze student assessment data and identify instructional strategies to accelerate learning, specifically of students of color</p>	<p>summative assessment data, student term grades (all disaggregated by race, gender, SpEd)</p>	<p>EL teachers, Counselors, Literacy Coach</p>
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<b>Priority Three: Student Behavior</b>	
<b>Evidence of Need:</b>	<ul style="list-style-type: none"> <li>• There were 104.25 total days of out-of-school suspension during the 2018-19 school year, and 24 were for Black (not of Hispanic origin) students which accounted for 23% of the total out-of-school suspension days. This number is disproportionate as Black (not of Hispanic origin) students made up only 9.5% of the total student population at Maple Grove Senior High.</li> <li>• There were 104.25 total days of out-of-school suspension during the 2018-19 school year, and 25 were for Hispanic students which accounted for 23.9% of the total out-of-school suspension days. This number is disproportionate as Hispanic students made up only 3.7% of the total student population at Maple Grove Senior High.</li> <li>• Of the 104.25 total days of out-of-school suspension during the 2018-19 school year, 19 were for students in Special Education which accounted for 22.7% of the total out-of-school suspension days. This number is disproportionate as students in Special Education accounted for only 7.5% of the total student population at Maple Grove Senior High.</li> </ul>

<b>Student Behavior</b>	<b>Baseline data by target group</b>	<b>Goal</b>
Suspensions	Of the 104.25 total days of out-of-school suspension during the 2018-19 school year, 24 were for Black (not of Hispanic origin) students which accounted for 23% of the total out-of-school suspension days.	Reduce the total days of out-of-school suspensions for Black (not of Hispanic origin) students by 25%, from 24 to 18, by responding appropriately to student behaviors on a case-by-case basis.
Suspensions	Of the 104.25 total days of out-of-school suspension during the 2018-19 school year, and 25 were for Hispanic students which accounted for 23.9% of the total out-of-school suspension days.	Reduce the total days of out-of-school suspensions for Hispanic students by 25%, from 25 to 19, by responding appropriately to student behaviors on a case-by-case basis.
Suspensions	Of the 104.25 total days of out-of-school suspension	Reduce the total days of out-of-school suspensions for students in Special Education by 25%, from 23.75 to 18, by responding

	<p>during the 2018-19 school year, 23.75 were for students in Special Education which accounted for 22.7% of the total out-of-school suspension days.</p>	<p>appropriately to student behaviors on a case-by-case basis in collaboration with case managers and the SEBC.</p>
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<b>Student Behavior Continuous Improvement Action Plan:</b>			
<b>Strategies:</b>	<b>Adult actions:</b>	<b>Measure student progress:</b>	<b>Person(s) Responsible:</b>
<p>Increase the development of intervention plans within the Student Assistance Team (SAT) in every educational model</p>	<p>SAT members will:</p> <ul style="list-style-type: none"> <li>● process referrals to designate interventions in a collaborative manner,</li> <li>● utilize IM4, and</li> <li>● employ the SpEd referral process when necessary</li> </ul>	<p>Student discipline and attendance data, SAT data (disaggregated by race, gender, SpEd), intervention data</p>	<p>Janell Leisen, Jonathan Richmond, Danny Hernandez, Candice Ledman, School Counselors</p>
<p>Continue implementation of the Check and Connect Program in every educational model</p>	<p>SpEd Resource Teachers, Social Workers and Student Management Specialists will provide check and connect services (academic, attendance and behavior) to students</p>	<p>Student academic, attendance and behavior data (disaggregated by race, gender, SpEd)</p>	<p>Brad Revolinski, Penny Newell, Social Workers, SpEd Teachers, Jonathan Richmond, Candice Ledman</p>
<p>Strengthen implementation of Positive Student Behavior Intervention and Supports (PBIS) in every educational model</p>	<p>The PBIS Committee will strengthen the system for ensuring all staff members contribute feedback to recognize students on a consistent basis who exhibit characteristics of The Crimson Way.</p>	<p>Student academic, attendance and behavior data from Hoonuit (disaggregated by race, gender, SpEd)</p>	<p>Janell Leisen, Jonathan Richmond, Danny Hernandez, Candice Ledman, PBIS Committee</p>

<b>Priority Four: Family Engagement</b>	
<b>Evidence of Need:</b>	<ul style="list-style-type: none"> <li>• In the spring of 2019, the ISD 279 School Board set a district-wide expectation that all sites would develop and implement a family engagement goal.</li> <li>• 90% of families, up from 78% in 2018, believe our school keeps them informed about school improvement, events/activities and other important information.</li> <li>• Only 76% of families reported they felt like they belong at our school, down from 83% in 2018.</li> </ul>
<b>Goal:</b>	Produce three “Q&A with Principal Becker” videos by the end of the 2020-21 school year, formulated from questions submitted by Crimson families.

<b>Family Engagement Continuous Improvement Action Plan:</b>			
<b>Strategies:</b>	<b>Adult actions:</b>	<b>Measure progress:</b>	<b>Person(s) Responsible:</b>
Invite Crimson families to submit questions through proactive SchoolMessenger communications	Create a Google Form, send SchoolMessenger to all families, and then utilize InfoSystems to access a full list of Crimson families of students of color, specifically inviting them to submit questions	Total number of families submitting questions (quantitative), and the uploaded videos (qualitative) which will provide answer to the themes of questions	Bart Becker
Identify themes of questions from those submitted	Review questions submitted by the Google Form and categorize them based upon topic and theme	Sort and categorize questions into topics/themes from which to plan responses	Kelly Rausch
Share each video with Crimson families upon completion	Post video to YouTube and communicate to families via SchoolMessenger and social media	Feedback from families and volume of continued engagement with successive videos	Bart Becker

Site Improvement Team

Name	Position	Name	Position
1. Bart Becker	Principal	9. Stacy Denman	Health/PhyEd Teacher
2. Jill Knutson	Assistant Principal	10. John Grafstrom	Science Teacher
3. Janelle Leisen	Assistant Principal	12. Sally Platt	Literacy Coach
4. Brad Revolinski	Assistant Principal	13. Rob Bennett	English Teacher
5. Penny Newell	SEBC	14. Tom Laughlin	English Teacher
6. Danny Hernandez	Student Management Specialist	15. Trish VanHorn	English Teacher
7. Candice Ledman	Student Management Specialist	16. Matt Gifford	Math Teacher
8. Johnathan Richmond	Student Management Specialist	17. Aaron Kadera	Math Teacher

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: \_\_\_\_\_