

Form A2 – School Improvement Plan

Principal: **Bart Becker**

Assistant Superintendent: **Kelli Parpart**

School: **Maple Grove Senior High**

Year: **2021-22**

The School Improvement Plan priorities focus on five areas: **reading, mathematics, student behavior, family engagement, and 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 before the start of school using the 2021-2022 cohorts (incoming students for Fall 2021).
- (2) Basic goals represent reasonable student progress (typically district average change).
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) Data tables 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. For Fall of 2020 in last year's SIP, these were students from your school who were entering DLA, and for Fall of 2021 in this year's SIP, these are students returning to your school from DLA.
- (5) Few DLA students participated in MCA testing in 2021, and those who did participate were involved in unusual testing conditions. Because of this (and related issues in other schools), we identified and excluded some FastBridge and/or MCA scores which were inconsistent. Please refer to your preliminary 2021 MCA report (on your school reports page of the Data & Assessment site) for more information.
- (6) Final Fall 2020 cohort index scores for grades 3-8 were based on Fall 2020 FastBridge aReading or aMath scores. For grades 10 and 11, final cohort scores were based on the 2018 or 2019 MCA.
- (7) Initial Fall 2021 cohort index scores for grade 3 were from Spring 2021 FastBridge aReading or aMath scores. For grades 4-8, the 2021 MCA was used. For grades 10-11, cohort scores were from 2019 MCA.
- (8) Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.

(9) Site teams 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? Is this part of a longer trend?
- b. What adult practices might be contributing to the results? What could be root causes?
- c. What research-based actions, strategies, and interventions may help students meet the goals?
- d. What knowledge and skills (professional learning) will adults need to support students so they can meet goals?

<i>Graduation Rate Color Coding</i>	10% + from Basic	5 - 9% from Basic	1 - 4% from Basic	<1% from Basic	Met Basic Goal	Met Transformational Goal		
MGS								
Four-Year Graduation Rate - Goals and Results								
	Results 2018	Results 2019	Basic Goal 2020	Transform Goal 2020	Results 2020	Basic Goal 2021	Transform Goal 2021	Results 2021
All Students	93.5	92.9	93.8	94.7	94.3	95.0	95.7	
Am Ind								
Asian	100.0	94.3	95.0	95.7	97.9	98.1	98.4	
Black	81.4	91.5	92.6	93.6	85.7	87.5	89.3	
Hispanic	95.8	76.9	79.8	82.7	83.3	85.4	87.5	
White	94.5	93.8	94.6	95.4	95.4	96.0	96.5	
Multiracial	84.6	82.4	84.6	86.8	93.8	94.5	95.3	
EL		83.3	85.4	87.5	87.5	89.1	90.6	
Spec Ed	68.1	60.4	65.4	70.3	73.8	77.1	80.4	
F/R Lunch	82.9	79.8	82.3	84.9	90.1	91.3	92.6	
Homeless								
Female	96.5	95.7	96.2	96.8	97.8	98.1	98.3	
Male	90.6	90.3	91.5	92.7	90.7	91.9	93.1	
Graduation Rate Basic goal = halfway to 100% in 4 years. Transformational = halfway to 100% in 2 years.								

School: **Maple Grove Senior High**

Date: 2021-2022

Priority One: READING		<i>Measure: MCA Proficiency (Index Rates)</i>				
Column Header						
Results	10th grade index rate for students with 8th grade scores, enrolled on October 1 and tested in the spring.					
Fall Cohort	Index rate for students tested in 8th grade (for Fall 2020) or 7th grade (for Fall 2021) and enrolled in the fall of 10th grade.					
Basic Goal	Adding the fall cohort rate and the district average index rate change. This goal has a minimum of 25.					
Transformational (Trans.) Goal	The MDE index target (reduce non-proficiency by half in two years).					
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.						

Group	Spring 2018 Results	Spring 2019 Results	Fall 2020 Cohort	2021 Basic Goal	2021 Trans. Goal	Spring 2021 Results	Fall 2021 Cohort	2022 Basic Goal	2022 Trans. Goal
Grade 10	83.8	83.3	77.5	80.8	83.1	80.9	73.4	78.7	80.0
Amin/Haw									
Asian	90.5	83.8					78.6		
Black	57.8	68.8					40.4		
Hispanic	80.0	56.7					65.6		
White	86.3	86.1					76.9		
Multiracial	63.9	75.0					76.7		
EL									
Spec Ed	48.6	53.8					37.2		
F/R Lunch	68.4	56.1					50.0		
Female	87.6	86.9					74.6		
Male	80.1	79.1					72.1		
TAG							87.1		
DLA							57.4		

Priority One: READING

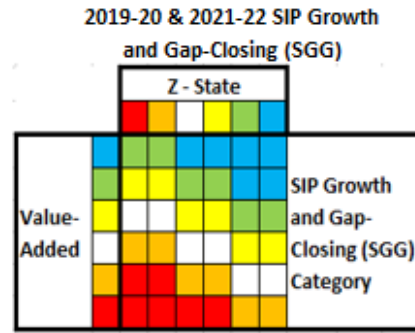
Measure: SIP Growth and Gap-Closing (SGG)

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

-.30 or below	-.15 to -.29	-.14 to 0	+.0001 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. 2021 Z-State results not available due to COVID-19.

2021 & 2022 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State



Group	Baseline		2019 Results			2021 Results
	2017	2018	Val-Add	Z - State	SGG	Val-Add
Grade 10	-0.04	0.02	-0.11	0.03		-0.07
Am Ind						
Asian	0.09	0.13	0.04	0.12		0.04
Black	-0.20	-0.18	-0.01	-0.10		0.03
Hispanic		-0.18	-0.38	-0.20		0.14
White	-0.04	0.04	-0.12	0.05		-0.09
Multiracial	0.10	-0.30	-0.04	-0.04		-0.23
EL						
Spec Ed	-0.09	-0.30	0.33	0.18		0.24
F/R Lunch	-0.19	-0.12	-0.38	-0.39		-0.17
Female	-0.06	0.07	-0.08	0.06		-0.17
Male	-0.01	-0.04	-0.14	-0.01		0.03
TAG						-0.08
DLA						

Priority One: Reading			
Reading Continuous Improvement Action Plan:			
Strategies:	Adult actions:	Measure student progress:	Person(s) Responsible:
<p>Engage all staff members in professional development aligned with the 2021-22 Focus Areas utilizing the ISD 279 System Tools:</p> <ul style="list-style-type: none"> ● Standards-Based Instruction and Grading ● Pathways to Learning <ul style="list-style-type: none"> - Equity - Using Core Tools in Student-Centered Learning - Multilingual Learners - Build Your Own - Math (CPM) ● Literacy 	<p>Staff members will:</p> <ul style="list-style-type: none"> ● align their instructional practices with ISD 279 Standards for Grading and Reporting ● engage in their selected pathway to learning ● apply their knowledge and skills from Equity Foundational Training 1.0 and 1.5 ● utilize the ISD 279 System Tools in their Professional Learning Teams (PLTs) and small groups ● implement content-specific literacy strategies 	<p>PLT student assessment data, mid-trimester and term grades, MCA scores, and 9th grade aReading FastBridge scores (all disaggregated by race, gender, EL and SpEd)</p>	<p>Licensed staff members, PLTs, Instructional Leadership Team, Equity Team, Literacy Cohorts, Literacy Coach</p>
<p>Administer the aReading Fastbridge Assessment in the fall, winter, and spring to all 9th grade students</p>	<p>English teachers will be trained to administer the aReading Fastbridge 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>aReading Fastbridge scores (disaggregated by race, gender, EL, and SpEd)</p>	<p>Brad Revolinski, Literacy Coach, English teachers, SpEd Resource teachers, Instructional Leadership Team</p>
<p>Continue to identify and incorporate academic language associated with higher level learning and standardized assessments (Reading, Math and Science MCAs, and ACT) across</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> ● identify academic language to use in daily instruction that supports learning and standardized assessments; 	<p>Formative and summative assessments that intentionally utilize academic language, MCA, ACT and aReading Fastbridge scores (all</p>	<p>Subject area teachers, EL and SpEd teachers, Literacy Coach, Literacy</p>

School: **Maple Grove Senior High**

Date: 2021-2022

<p>subject areas in every educational model</p>	<ul style="list-style-type: none"> • collaborate with SpEd and EL teachers within PLTs to incorporate and utilize academic language during instruction (specifically targeting SpEd, EL, and students of color); • consistently utilize the “Academic Writing Terms” visual in all classes 	<p>disaggregated by race, gender, EL, and SpEd)</p>	<p>Cohorts, Instructional Leadership Team, PLTs</p>
<p>Schedule striving readers into a tiered Reading intervention class (Read+)</p>	<p>Literacy Coach and ADSIS Coordinator will:</p> <ul style="list-style-type: none"> • identify students in need of Reading intervention; Assistant Principal will schedule students into Read+ sections; <p>Reading teacher will:</p> <ul style="list-style-type: none"> • deliver tiered supports guided by FastBridge Progress Monitoring Tools administered bi-monthly 	<p>Reading MCA, Fastbridge aReading scores, and student formative and summative assessment data (all disaggregated by race, gender, EL, and SpEd)</p>	<p>Literacy Coach, Assistant Principals, ADSIS District Coordinator, ADSIS Reading Intervention Teacher</p>
<p>Place struggling readers in co-taught English classes with academically proficient peers</p>	<p>English and Reading teacher will:</p> <ul style="list-style-type: none"> • collaborate to identify at-risk students • employ culturally responsive practices that promote engagement and foster comprehension for all students in literacy <p>Literacy Coach will:</p> <ul style="list-style-type: none"> • collaborate and support Reading and English teachers with resources to incorporate culturally 	<p>Formative and summative assessments, mid-tri, nine-week and final term grades</p>	<p>Literacy Coach, Assistant Principals, Reading and English teachers</p>

School: **Maple Grove Senior High**

Date: 2021-2022

	responsive and evidence-based practices		
Provide reading intervention support during Crimson Hour	English and Reading teachers create Crimson Hour sessions to provide intervention support for students, specifically those with low academic scores	Formative and summative assessments, mid-tri, nine-week and final term grades	English teachers

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

Group	Spring 2018 Results	Spring 2019 Results	Fall 2020 Cohort	Basic Goal	2021 Trans. Goal	Spring 2021 Results	Fall 2021 Cohort	2022 Basic Goal	2022 Trans. Goal
Grade 11	76.3	69.1	81.0	61.0	85.7	65.1	75.1	55.1	81.3
Amln/Haw									
Asian	88.5	80.6				73.3	83.9		
Black	36.7	22.9				28.6	38.0		
Hispanic						56.3	55.0		
White	78.5	71.3				67.9	81.3		
Multiracial	76.9	59.1				73.7	69.0		
EL							0.0		
Spec Ed	27.4	31.6				20.0	36.4		
F/R Lunch	46.2	38.8				23.9	30.6		
Female	78.3	71.6				68.9	76.3		
Male	74.4	66.6				61.3	73.7		
TAG						83.6	89.9		
DLA							55.9		

Priority Two: MATHEMATICS

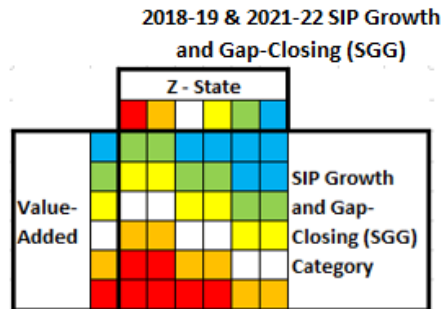
Measure: SIP Growth and Gap-Closing (SGG)

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

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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. 2021 Z-State results not available due to COVID-19.

2021 & 2022 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State



Group	Baseline		2019 Results			2021 Results
	2017	2018	Val-Add	Z - State	SGG	Val-Add
Grade 11	0.26	0.46	0.08	-0.22		0.10
Am Ind						
Asian	0.40	0.76	0.16	-0.29		0.56
Black	0.16	0.12	0.09	-0.57		0.38
Hispanic	0.52					0.00
White	0.24	0.45	0.06	-0.18		0.06
Multiracial		0.39	0.11	-0.25		0.05
EL						
Spec Ed	0.06	0.16	0.22	-0.29		0.05
F/R Lunch	0.31	0.26	0.15	-0.44		0.45
Female	0.16	0.43	0.05	-0.29		0.08
Male	0.35	0.48	0.11	-0.14		0.12
TAG						0.09
DLA						

Priority Two: Mathematics			
Mathematics Continuous Improvement Action Plan:			
Strategies:	Adult actions:	Measure student progress:	Person(s) Responsible:
<p>Engage all staff members in professional development aligned with the 2021-22 Focus Areas utilizing the ISD 279 System Tools:</p> <ul style="list-style-type: none"> ● Standards-Based Instruction and Grading ● Pathways to Learning <ul style="list-style-type: none"> - Equity - Using Core Tools in Student-Centered Learning - Multilingual Learners - Build Your Own - Math (CPM) ● Literacy 	<p>Staff members will:</p> <ul style="list-style-type: none"> ● align their instructional practices with ISD 279 Standards for Grading and Reporting ● engage in their selected pathway to learning ● apply their knowledge and skills from Equity Foundational Training 1.0 and 1.5 ● utilize the ISD 279 System Tools in their Professional Learning Teams (PLTs) and small groups ● implement content-specific literacy strategies 	<p>PLT student assessment data, mid-trimester and term grades, MCA scores, and 9th grade aMath FastBridge scores (all disaggregated by race, gender, EL and SpEd)</p>	<p>Licensed staff members, PLTs, Instructional Leadership Team, Equity Team, Literacy Cohorts, Literacy Coach</p>
<p>Implement College Preparatory Mathematics (CPM) curriculum in core math classes (Nonlinear Algebra, Geometry, and Algebra II)</p>	<p>Teachers of core math classes will:</p> <ul style="list-style-type: none"> ● ensure all lessons include key components (launch, explore, summarize) ● utilize learning logs and study teams to support student learning ● use the CPM Principles of Assessment to align assessment practices 	<p>Student formative and summative assessment data, student mid-trimester and term grades</p>	<p>Math teachers</p>
<p>All math teachers assigned a grade-level math class (Nonlinear Algebra, Geometry, or Algebra II) to teach new CPM curriculum</p>	<p>Math teachers will:</p> <ul style="list-style-type: none"> ● collaborate in PLTs to determine instructional strategies 	<p>Student formative and summative assessment data and mid-trimester grades (all disaggregated by race, gender, EL, and SpEd)</p>	<p>Math teachers</p>

	<ul style="list-style-type: none"> • collaborate with math teachers across high schools in PLTs • receive monthly system-based professional development on the implementation of CPM • continue to spiral curriculum to improve acquisition and retention of new skills and concepts 		
<p>Continue delivery of needs-based instructional support:</p> <ul style="list-style-type: none"> • Increased number of sections of Math Lab and Math Star classes • Increased number of collaborative sections of co-taught Math classes from three to six sections in Nonlinear Algebra, Geometry, and Algebra II • Scaffold instruction and curriculum for EL students through co-taught sections of Nonlinear Algebra, Geometry, and Algebra II 	<ul style="list-style-type: none"> • Targeted students (SpEd and EL) will be identified and scheduled into sections; Math, SpEd, and EL teachers will collaborate in PLTs to analyze student assessment data and identify instructional strategies to accelerate learning, specifically for students of color • Facilitate the testing of all 9th grade math students (fall, winter, spring) using Fastbridge to identify students for instructional support • Identify students for accelerated learning to ensure on-time graduation 	<p>ACCESS scores, Math MCA scores, Fastbridge aMath scores, student formative and summative assessment data, student term grades (all disaggregated by race, gendesr, SpEd)</p>	<p>Bradley Revolinski, Math, SpEd and EL teachers, Counselors, Literacy Coach</p>

Provide math intervention support during Crimson Hour	Math teachers create Crimson Hour sessions to provide intervention support for students, specifically those with low academic scores	Formative and summative assessments, mid-tri, and term grades	Math teachers
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Priority Three: Student Behavior

Evidence of Need:	<p>**There were three instances of out-of-school suspension (OSS) in the 2020-21 school year, all due to one physical altercation among three white students. Our behavior goals are based on the 2018-19 school year as it was the most recent year in which we were in-person for the entire year:</p> <ul style="list-style-type: none"> • 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. • 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. • 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.
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Student Behavior	Baseline data by target group	Goal
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.

School: **Maple Grove Senior High**

Date: 2021-2022

Suspensions	Of the 104.25 total days of out-of-school suspension during the 2018-19 school year, 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 suspensions 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.	Reduce the total days of out-of-school suspensions for students in Special Education by 25%, from 23.75 to 18, by responding appropriately to student behaviors on a case-by-case basis in collaboration with case managers and the SEBC.

Student Behavior Continuous Improvement Action Plan:			
Strategies:	Adult actions:	Measure student progress:	Person(s) Responsible:
Improve the development and use of Tier II interventions within the Student Assistance Team (SAT) for academics, attendance and behavior patterns	SAT members will: <ul style="list-style-type: none"> • process referrals to designate interventions in a collaborative manner, • utilize IM4 and training for student services • employ the SpEd referral process when necessary • Provide teachers necessary instruction and support for implementing interventions and gathering data 	Student discipline and attendance data, grades, and intervention data (disaggregated by race, gender, SpEd), intervention data	Assistant Principals, Student Management Specialists, School Counselors, Social Workers
Continue implementation of the Check and Connect Program	SpEd Resource Teachers, Social Workers and Student Management	Student academic, attendance and behavior	Assistant Principals, Special

School: **Maple Grove Senior High**

Date: 2021-2022

	Specialists will provide check and connect services (academic, attendance and behavior) to students	data (disaggregated by race, gender, SpEd)	Education Building Coordinator, Social Workers, SpEd Teachers, Student Management Specialists
Strengthen implementation of Positive Student Behavior Intervention and Supports (PBIS)	<p>The PBIS Committee will:</p> <ul style="list-style-type: none"> continue to use the “Shout Out” process for ensuring all staff members contribute feedback to recognize students on a consistent basis who exhibit characteristics of The Crimson Way develop a matrix for to address behaviors in the classroom (with strategies for implementation) and those to be referred to the office 	Student academic, attendance, and behavior data from Hoonuit (disaggregated by race, gender, SpEd)	Assistant Principals, Student Management Specialists, PBIS Committee

Priority Four: Family Engagement	
Evidence of Need:	<ul style="list-style-type: none"> 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. 90% of Crimson families, up from 78% in 2018, believe Maple Grove keeps them informed about school improvement, events/activities and other important information. Only 76% of Crimson families reported they felt like they belong at Maple Grove, down from 83% in 2018. 83% of Crimson families, up from 81% in 2018, believe Maple Grove as a whole is welcoming to their family. Only 76% of Crimson families, down from 83% in 2018, believe they belong at Maple Grove.
Goal:	

	Convene three listening sessions with Crimson families to attain the lived racial/cultural experiences of students and families at Maple Grove Senior High.
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Family Engagement Continuous Improvement Action Plan:			
Strategies:	Adult actions:	Measure progress:	Person(s) Responsible:
Invite Crimson families to attend open door listening sessions each trimester through proactive and scaffolded communications	Utilize SchoolMessenger and TalkingPoints to send invitations, stating the purpose and desired outcome	Total number of families attending each night (quantitative), and the minutes of meetings (qualitative) to capture the substance of each discussion	Bart Becker
Engage in authentic dialogue focused on the gathering the lived racial and cultural experiences of Crimson students and families	Create discussion prompts for each meeting while listening for understanding and honoring each voice	Minutes recorded of each meeting	Bart Becker
Invite Crimson families to write and submit their lived racial and cultural experiences	Create a Google Form and send it to Crimson families via SchoolMessenger and TalkingPoints	Total number of responses (quantitative), and the lived experiences communicated within each response (qualitative)	Bart Becker
Communicate themes of discussion and perspectives of families to Crimson staff members	Utilize Equity Team to process the lived racial and cultural experiences of Crimson families	E-Team members will facilitate small groups and record qualitative feedback of staff members' discussions and application	Bart Becker, Equity Team members

School Improvement Team

Name	Position	Name	Position
1. Bart Becker	Principal	9. Rob Maas	English Teacher
2. Jill Knutson	Assistant Principal	10. John Grafstrom	Science Teacher
3. Janell Leisen	Assistant Principal	12. Ruth Dubuque	Literacy Coach
4. Brad Revolinski	Assistant Principal	13. Rob Bennett	English Teacher
5. Kristen Myers	Special Education Building Coordinator	14. Per Lee	Science 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. Ryan Olson	Social Studies 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: _____