

Form A2 – School Improvement Plan

Principal: Patrick Smith

Assistant Superintendent:

School: Maple Grove Middle School

Date: 2021-22

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 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?

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 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
			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. Fall 2020 FastBridge aReading scores were used to estimate MCA achievement levels for setting Spring 2021 MCA index rate goals.			

Group	Spring 2018	Spring 2019	Fall 2020 Cohort (based on aReading)	2021 Basic Goal	2021 Trans. Goal	Spring 2021 Results (MCA)	Fall 2021 Cohort (based on MCA)	2022 Basic Goal	2022 Trans. Goal
All Students	75.5	74.3	72.1	72.3	79.1	71.6	73.9	74.1	80.5
Grade 6	78.8	80.2	74.8	75.2	81.1	73.4	81.9	78.9	86.4
Grade 7	75.6	73.1	69.9	69.9	77.4	70.3	71.3	69.5	78.5
Grade 8	72.3	69.7	71.7	72.0	78.8	71.2	67.6	68.7	75.7
Amln/Haw		53.6					45.0		
Asian	73.9	72.5					75.9		
Black	50.3	42.8					53.0		
Hispanic	58.3	58.1					47.3		
White	81.4	81.1					80.6		
Multiracial	75.5	77.1					65.8		
EL	16.0	6.9					17.2		
Spec Ed	36.6	38.8							
F/R Lunch	50.7	50.6					51.4		
Female	78.7	77.0					75.6		
Male	72.1	71.7					72.3		
TAG							95.7		
DLA							74.3		

Priority One: READING

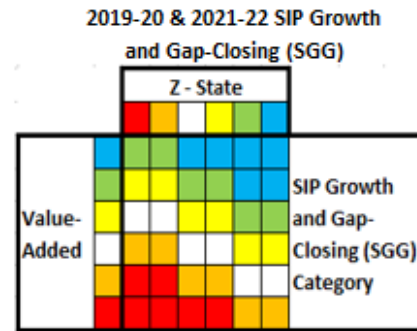
Measure: SIP Growth and Gap-Closing (SGG)

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
All Students	-0.01	-0.01	-0.07	-0.16		0.02
Grade 6	-0.09	-0.04	-0.13	-0.13		-0.04
Grade 7	0.10	0.11	0.02	-0.19		0.09
Grade 8	-0.04	-0.10	-0.10	-0.16		0.02
Am Ind			-0.22	-0.35		-0.21
Asian	0.11	0.07	-0.10	-0.13		0.03
Black	-0.12	-0.23	-0.13	-0.38		0.00
Hispanic	-0.13	-0.12	-0.04	-0.25		-0.15
White	0.00	0.03	-0.06	-0.12		0.05
Multiracial	0.10	-0.03	-0.01	-0.12		-0.04
EL	-0.18	-0.06	0.00	-0.35		-0.08
Spec Ed	-0.44	-0.31	0.10	-0.21		-0.11
F/R Lunch	-0.11	-0.24	-0.16	-0.39		-0.04
Female	0.05	0.09	-0.05	-0.09		0.03
Male	-0.07	-0.12	-0.08	-0.22		0.02
TAG						0.04
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 3)	<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>	<p>AVID Coordinator, Staff Development and Assessment Coordinator, Administration</p>
Staff will continue to implement a PLT (Professional Learning Team) process with a focus on research based instructional strategies that are culturally responsive. Refreshed PLTs for 2021-22	<p>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.</p>	<p>PLT teams will use their data loop forms to monitor academic progress, design instruction, and track interventions.</p>	<p>Staff Development and Assessment Specialist, each licensed staff member, Equity Teacher, Administrators</p>
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. Multiple professional</p>	<p>CLEAR model forms, summative assessments, grades and aReading data</p>	<p>Staff Development and Assessment Specialist, all</p>

	<p>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 observation (incorporated into Pre-observation form. Equity Team members will be available to provide any coaching needed.</p>		<p>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>ADSIS Intervention Teacher and class implementation</p>	<p>ADSIS teacher will provide interventions to a class of 15-18 students per trimester. Student rosters will be determined based on aReading assessment data and teacher recommendations</p>	<p>Grading data, aReading assessment data, engagement survey data.</p>	<p>ADSIS Teachers, CORE teachers.</p>

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 for Spring 2021 (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.			

Group	Spring 2018 Results	Spring 2019 Results	Fall 2020 Cohort (based on aMath)	2021 Basic Goal	2021 Trans. Goal	Spring 2021 Results (MCA)	Cohort (based on MCA)	2022 Basic Goal	2022 Trans. Goal
All Students	74.5	69.3	62.0	63.0	71.5	63.4	66.0	66.5	74.5
Grade 6	74.2	66.6	64.6	65.9	73.5	66.5	73.5	73.2	80.1
Grade 7	76.3	72.5	60.8	62.2	70.6	63.8	61.8	62.6	71.3
Grade 8	73.2	68.8	60.2	60.6	70.2	59.6	61.9	62.9	71.4
Amln/Haw		46.4				57.1	55.0		
Asian	79.5	70.6				70.7	72.6		
Black	40.6	29.5				27.3	33.7		
Hispanic	50.9	46.7				42.7	40.7		
White	82.5	78.3				69.2	73.7		
Multiracial	65.8	65.5				59.8	54.4		
EL	27.1	13.3				8.9	15.8		
Spec Ed	37.4	37.0				31.8	34.1		
F/R Lunch	44.7	37.3				34.6	38.6		
Female	73.7	67.7				60.9	62.6		
Male	75.5	70.8				65.9	69.5		
TAG						95.4	95.0		
DLA							56.9		

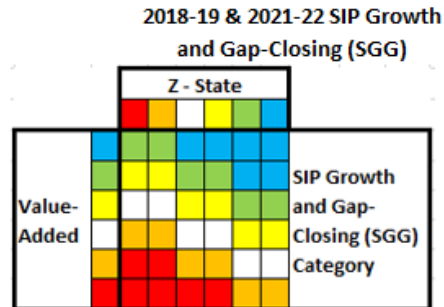
Priority Two: MATHEMATICS *Measure: SIP Growth and Gap-Closing (SGG)*

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
All Students	-0.04	0.06	-0.14	-0.35		0.09
Grade 6	-0.11	-0.02	-0.39	-0.48		0.05
Grade 7	0.17	0.34	0.21	-0.11		0.16
Grade 8	-0.17	-0.14	-0.26	-0.48		0.05
Am Ind			-0.47	-0.70		0.12
Asian	0.07	0.33	-0.08	-0.24		0.43
Black	-0.21	-0.22	-0.07	-0.52		0.11
Hispanic	-0.24	-0.01	-0.20	-0.55		-0.04
White	0.01	0.09	-0.16	-0.32		0.06
Multiracial	-0.14	-0.08	0.01	-0.26		0.11
EL	-0.19	-0.08	0.28	-0.22		-0.23
Spec Ed	-0.33	-0.26	-0.10	-0.56		-0.26
F/R Lunch	-0.26	-0.17	-0.20	-0.58		0.03
Female	-0.03	0.11	-0.14	-0.34		0.06
Male	-0.05	0.00	-0.15	-0.37		0.11
TAG						0.18
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 3)	<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. Refreshed PLTs for 2021-22	<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

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<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. 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 aReading 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>ADSIS Intervention Teacher and class implementation</p>	<p>ADSIS teacher will provide interventions to a class of 15-18 students per trimester. Student rosters will be determined based on aMath assessment data and teacher recommendations</p>	<p>Grading data, aReading assessment data, engagement survey data.</p>	<p>ADSIS Teachers, CORE teachers.</p>
<p>Implementation of new math curriculum – CPM math</p>	<p>Math teachers will implement the new CBM math curriculum.</p>	<p>Pre-test and post-test progress monitoring. aMath assessment data and grading</p>	<p>All math teachers</p>

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		data will be tracked	
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Priority Three: Student Behavior

Evidence of Need:	<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>
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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: 131 violations (40%) SOC: 193 violations (59%)	For the 2020-21 school year, MGMS will reduce the total number of disruptive behavior referrals by 25% (82 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	<p>Work with Paula Forbes and Christine Wroblewski from Team works to continue student led conference planning and implementation.</p> <p>Site level team will organize and lead the student conference project, working with student leadership</p>	<p>Student and family engagement survey data</p> <p>Student created feedback data</p>	Site level team, student leaders
Restorative Practices Pilot (Year 2)	<p>Pilot teacher training occurred in August 2020. 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</p>	Staff survey data	All staff

	implementing restorative practices/circles.		
School Based Therapist	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.	Number of referrals, overall behavior data	Counselors, School Based Therapists
PBIS – Tier 1 Behavior Building Wide	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.	Attendance, referrals, reduction in classroom referrals	Teachers, Student Management Specialists, Hall Monitors, Administration
IM4 Tier 2 Behavior	Students identified for Tier II Interventions for behavior concerns will be entered into the IM4 system and matched with interventions based on their needs.	Intervention tracking in IM4 to determine student progress and overall positive response to the matched interventions.	MGMS SAT Team Counselors Social worker Administration
Check and Connect Tier 3 Behavior	Mentor partnership with Special Ed. students and families; regular check-in with students' utilizing school data to	SPED referrals, C&C attendance, increase in mentors and students	Check & Connect Mentors Elizabeth Xiong Check & Connect SDAS

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	monitor students' adjustment, behavior, and educational progress.		Cedric Fuller Check & Connect Admin Liaison Simu Sikka MGMS Special Ed. Building Coordinator
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	Academic Support Teacher, 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

School: Maple Grove Middle School

Date: 2021-2022

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, develop a PTO group, design parent involvement groups, REAL Talks, etc.

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 PTO 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

Form A2 – School Improvement Plan

School: Maple Grove Middle School

Date: 2021-2022

Site Improvement Team

Name	Position	Name	Position
1. Patrick Smith	Principal	7. Dawn Olson	PE/Health Teacher
2. Cedric Fuller	Asst. Principal	8. Colleen Hanson	Science Teacher
3. Jennifer Hinker	Asst. Principal	9. Joe Haukus	Social Studies Teacher
4. Julie Spanier	Social Studies Teacher	10. Ruth Koran	FACS Teacher
5. Elizabeth Albrecht	Science Teacher	11. Kay Kust	Resource Special Ed. Teacher
6. Amy DelCotto	ADSIS 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: _____