

Maple Grove Senior High School

Three-Year Operational Plan (2022-23, 2023-24, 2024-25)

<p style="text-align: center;">2022-23 Goal Priority</p>	<p style="text-align: center;">Learning Work Initiatives and Strategic Direction/s Research, testing and development of possible initiatives</p>	<p style="text-align: center;">Implementation Work Initiatives Securing resources, creating processes and procedures, providing professional development, and developing evaluation metrics</p>	<p style="text-align: center;">Standard Work Practices Established, with at least 80% applying effectively (observable) – in continuous improvement</p>				
<p style="text-align: center;">Graduation</p> <p style="text-align: center;">All Students</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Basic Goal</td> <td style="width: 50%; text-align: center;">Trans. Goal</td> </tr> <tr> <td style="text-align: center;">92.6</td> <td style="text-align: center;">93.6</td> </tr> </table>	Basic Goal	Trans. Goal	92.6	93.6	<ul style="list-style-type: none"> ● Creation of culturally responsive lessons for use across subject areas (SD 1, SD 2, SD 5) <ul style="list-style-type: none"> ○ Equity Team will collaborate to research and devise lesson templates accessing resources from the NUA High Operational Practices, Ellevation, subject area literacy and the Key Instructional Strategies ○ Exemplars shared at site monthly meetings and professional workshop days ● Plan implementation of Character Strong curriculum in Foundations (SD 1) <ul style="list-style-type: none"> ○ Support provided via November 8 workshop; lessons begin Tri II ● Plan the centering our Indigenous students (SD 1) <ul style="list-style-type: none"> ○ English teachers facilitate lessons on Tribal Sovereignty ○ Staff plan recognition Indigenous Peoples Day, American Indian Heritage Month, and MN American Indian Heritage Month ○ Collaborate with Indian Education staff to plan learning experiences to students 	<ul style="list-style-type: none"> ● Data analysis and application by PBIS and SAT Teams (SD 1, SD 4) <ul style="list-style-type: none"> ○ Assess student data (academic, discipline, attendance) bi-weekly to identify patterns ○ Utilize Early Warning Indicators within Unified Insights to determine students needing interventions ○ Strengthen implementation of PBIS through ongoing positive feedback with increased use of Crimson Compliments ● Intervention Read+ (ADSIS) sections (SD 5) <ul style="list-style-type: none"> ○ Frequent progress monitoring to effectively differentiate instruction ○ Support and collaboration from Literacy Coach ● Career/Tech Ed (CTE) Pathways (SD 2, SD 4) <ul style="list-style-type: none"> ○ Promote pathways to students/families ahead of Student Registration ○ Collaborate with CTE teachers to prepare for introduction of pathways in 2023-24 	<ul style="list-style-type: none"> ● Engage all staff members in professional learning aligned with the 2022-23 Focus Areas (SD 1, SD 2, SD 5) <ul style="list-style-type: none"> ○ Standards-Based Instruction and Grading ○ Subject Area Literacy ○ Student-Centered Pedagogy and Smart Tech Use for Equity ○ Multilingual Strategies ● Crimson Hour (SD 2, SD 4) <ul style="list-style-type: none"> ○ Increase students utilizing academic support sessions ○ Create new student choice opportunities ● ASAP: After School Achievement Program (SD 2, SD 4) <ul style="list-style-type: none"> ○ Increase licensed staff to provide more opportunity for student support ● Summer Credit Recovery Program (SD 2, SD 4) <ul style="list-style-type: none"> ○ Improve process for identifying and registering students in need of summer credit recovery support ● Writing Lab (SD 2, SD 4)
Basic Goal	Trans. Goal						
92.6	93.6						
<p>* See attached addendum for more detailed information</p>							

	<ul style="list-style-type: none"> ● Examine how the practices within <i>Street Data</i> can be applied to our data-driven work (SD 4, SD 5) <ul style="list-style-type: none"> ○ Discuss within Equity and Instructional Teams ○ PLTs, Fastbridge, MCAs, ACTs, and student achievement data 		<ul style="list-style-type: none"> ○ Collaborate with English and social studies teachers to increase referral students in need of writing support 								
<table border="1"> <tr> <th colspan="2" data-bbox="52 407 424 448">Reading</th> </tr> <tr> <td colspan="2" data-bbox="52 448 424 483">All Students</td> </tr> <tr> <td data-bbox="52 483 239 553">Basic Goal</td> <td data-bbox="239 483 424 553">Trans. Goal</td> </tr> <tr> <td data-bbox="52 553 239 591">84.8</td> <td data-bbox="239 553 424 591">89.8</td> </tr> </table>	Reading		All Students		Basic Goal	Trans. Goal	84.8	89.8	<ul style="list-style-type: none"> ● Design facilitation of the PreACT for all 10th graders (SD 5) <ul style="list-style-type: none"> ○ Analyze data, disaggregated data by race, to identify student needs ● Explore Ellevation resources across subject areas to differentiate instruction, specifically for multilingual students (SD 1) <ul style="list-style-type: none"> ○ English teachers design differentiated instruction for all students, specifically those receiving EL services ● Invest in incorporation Native American texts within English curriculum (SD 1) <ul style="list-style-type: none"> ○ Plan culturally responsive instructional strategies to strengthen core sense of belonging ● Design “How to be a good reader” strategies across subject areas (SD 1) <ul style="list-style-type: none"> ○ Provide training and support for classroom teachers ○ Track success in PLTs, disaggregating data by race 	<ul style="list-style-type: none"> ● Intervention Read+ (ADSIS) sections (SD 5) <ul style="list-style-type: none"> ○ Increase progress monitoring to effectively differentiate instruction ○ Support new teacher with collaboration from Literacy Coach and SDAS ● Facilitate strategies by Instructional Team to strengthen student literacy (SD 5) <ul style="list-style-type: none"> ○ Incorporation of NUA High Operational Practices and Key Instructional Strategies ○ Employ ACE (Answer, Cite, Explain) writing method with literacy strategies ● Implement procedures to empower students to use approved choice novels in English classes (SD 1) <ul style="list-style-type: none"> ○ Students may choose books to read in which to demonstrate proficiency of standards 	<ul style="list-style-type: none"> ● Incorporate academic language associated with higher-level learning and standardized assessments (SD 1) <ul style="list-style-type: none"> ○ Continue to embed academic language within daily instruction and assessments ○ Continue to collaborate with SpEd and EL teachers in PLTs to utilize academic language (specifically targeting SpEd, EL, and students of color) ● Site reading interventions and procedures (SD 5) <ul style="list-style-type: none"> ○ Implement Crimson Hour reading support sessions ○ Administer Fastbridge aReading assessment every trimester to all 9th grade students, analyzing data (disaggregated by race, gender, EL and SpEd) ○ Continue to schedule students in need of reading intervention into Read+ sections ○ Continue to schedule striving readers into co-taught English sections ● Collaborate in Professional Learning Teams (SD 1)
Reading											
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			<ul style="list-style-type: none"> ○ Implement instructional strategies which build student literacy ○ Progress monitor Fastbridge aReading scores 								
<table border="1"> <tr> <th colspan="2">Math</th> </tr> <tr> <td colspan="2">All Students</td> </tr> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td>77.3</td> <td>82.3</td> </tr> </table> <p>* See attached addendum for more detailed information</p>	Math		All Students		Basic Goal	Trans. Goal	77.3	82.3	<ul style="list-style-type: none"> ● Explore collaborative teaching in Nonlinear Algebra for students receiving EL services (SD 1, SD 5) <ul style="list-style-type: none"> ○ Examine CPM model and supports ● Design facilitation for the PreACT for all 10th graders (SD 5) <ul style="list-style-type: none"> ○ Analyze data, disaggregated data by race, to identify student needs ● Research Grading for Equity practices in core math classes (SD 5) <ul style="list-style-type: none"> ○ Formative and summative scores are displayed by standard in Gradebook ● Explore specific PLT for PreCalc teachers (SD 4) <ul style="list-style-type: none"> ○ Develop supports and interventions to accelerate learning 	<ul style="list-style-type: none"> ● Continue implementation of College Preparatory Mathematics (CPM) in core math classes (SD 2, SD 4) <ul style="list-style-type: none"> ○ Assign every math teacher to a CPM math class ○ Collaborate and share strategies in PLTs ● Administer Fastbridge aMath assessment every trimester to all 9th grade students, analyzing disaggregated data (SD 4) <ul style="list-style-type: none"> ○ Continue to schedule students in need of math support and intervention into Math Lab sections ○ Explore scheduling higher needs students in sections with smaller class sizes ○ Recommend students for ASAP 	<ul style="list-style-type: none"> ● Site math interventions and supports (SD 4) <ul style="list-style-type: none"> ○ Implement Crimson Hour math support sessions ○ Provide additional math support for ASAP Program ● Continue Math Lab course to provide for support and credit recovery (SD 2) <ul style="list-style-type: none"> ○ Review trimester data and Fastbridge data to determine student placement ● Increase math co-taught sections to six core sections (SD 2) <ul style="list-style-type: none"> ○ Assign same teachers for all three trimesters for consistency
Math											
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<p>Student Management</p> <p>Measured Behavior: Behavior incidents resulting in out-of-school suspension of students identified as Black and Two or More Race</p> <p>Baseline Data by Target Group: During the 2021-2022 School year, 39 behavior incidents resulted in out-of-school suspensions. 26 of those suspensions were assigned to students identified as Black or</p>	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Support planning of Tribal Sovereignty lessons for all students to increase the sense of belonging within our school (SD 1) ○ Plan delivery of Character Strong curriculum in Foundations (SD 1) ○ Collaboratively design a matrix to plan student interventions based on data and research-based interventions (SD 4) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> 	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Assess student data (academic, discipline, attendance) bi-weekly to identify school-wide patterns (SD 4) ○ Utilize Early Warning Indicators within Unified Insights to determine students needing interventions (SD 4) ○ Strengthen implementation of PBIS through ongoing positive feedback with increased use of Crimson Compliments (SD 1) 	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Utilize the PBIS Framework to promote student expectations of The Crimson Way (SD 1) ○ Monitor building and student discipline data to determine patterns of behavior (SD 5) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Utilize ATS to reflect on past behaviors and restore harm (SD 1) ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> 								

<p>Two or More Races, which comprised 67% of total out-of-school suspensions. This number is disproportionate as students identified as Black and Two or More Race only made up 17% of the student population.</p>	<ul style="list-style-type: none"> ○ MTSS training to provide teachers necessary instruction and support for implementing interventions and gathering data in the classroom (SD 2) 	<ul style="list-style-type: none"> ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Interpret data bi-weekly to determine students who need individual or small group interventions (SD 4) ○ Ongoing support and training to utilize IM4 interventions (SD 2) ○ Collaboratively design interventions to increase student learning and engagement to decrease negative behaviors (SD 2) 	<ul style="list-style-type: none"> ○ Resource Teachers, Social Workers and Student Management Specialists will provide Check and Connect services to students who receive SPED services (SD 1)
<p>Goal: In the 2022-23 school year, reduce the total days of out-of-school suspensions for students identified as Black and Two or More Races by 25%, from 26 to 19.</p>	<ul style="list-style-type: none"> ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Expand Check and Connect intervention to serve targeted general education students (SD 2) 	<ul style="list-style-type: none"> ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Collaborate to design individual interventions to increase student learning (SD 2) 	
<p>Family Engagement</p> <p>Evidence of Need:</p> <ul style="list-style-type: none"> ● 85% of Crimson families reported their student feels emotionally safe at school, while 89% reported they feel physically safe at school. ● 73% of Crimson families reported staff communicate effectively with their students, which is lower than the district result of 81%. ● 77% of Crimson families reported they understand how to access the various communication tools from school, which is higher than the district result of 74%. 	<ul style="list-style-type: none"> ● Explore transition to Smore via Blackboard (SD 3) <ul style="list-style-type: none"> ○ Newsletters, consistent periodic updates to families with branded visual display ● Design Crimson Careers (SD 2) <ul style="list-style-type: none"> ○ Seeking Crimson families and alumni to present to students about their career path after high school 	<ul style="list-style-type: none"> ● Expand use of Talking Points (SD 3) <ul style="list-style-type: none"> ○ Examine how to better incorporate this tool in alignment with Blackboard messages ● Coffee with the Principal (SD 3) <ul style="list-style-type: none"> ○ Examine opportunities to host families at school during the day 	<ul style="list-style-type: none"> ● Learning Conference presentation (SD 1, SD 3) <ul style="list-style-type: none"> ○ Elevate theme of belonging ● Social media posts on theme of belonging (SD 1, SD 3) <ul style="list-style-type: none"> ○ Clips of classrooms, learning, and life at Maple Grove which show a variety of students and activities ● Family listening sessions (SD 1, SD 3) <ul style="list-style-type: none"> ○ Open door meetings during conferences to gather lived racial and cultural lived experiences of students and families
<p>Goal:</p>			

- Increase by 10% percentage of Crimson families who report staff communicate effectively with their students, from 73% to 83%.

Strategic Directions (SD); please indicate in parenthesis behind each initiative listed above:

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

<p style="text-align: center;">2023-24 Goal Priority</p>	<p style="text-align: center;">Learning Work Initiatives and Strategic Direction/s Research, testing and development of possible initiatives</p>	<p style="text-align: center;">Implementation Work Initiatives Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</p>	<p style="text-align: center;">Standard Work Practices Established, with at least 80% applying effectively (observable) – in continuous improvement</p>				
<p style="text-align: center;">Graduation</p> <p style="text-align: center;">All Students</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Basic Goal</td> <td style="width: 50%; text-align: center;">Trans. Goal</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	Basic Goal	Trans. Goal			<ul style="list-style-type: none"> ● Explore starting an AVID program at Maple Grove Senior High (SD 1, SD 2, SD 5) <ul style="list-style-type: none"> ○ Research needs for staffing, programming, and effective communication with students and families ○ Seek collaboration from secondary principals with existing AVID programs ● Examine credit-bearing internship or work-based course proposal (SD 2, SD 4) <ul style="list-style-type: none"> ○ Utilize multitude of local companies across career areas ○ Examine existing programs at area high schools ● Pursue updates to Foundations curriculum to align with Osseo and Park Center (SD 4) <ul style="list-style-type: none"> ○ With Character Strong imbedded, updates would follow the work created to the curriculum by Osseo and Park Center ○ Identify staff member(s) to lead the work 	<ul style="list-style-type: none"> ● Creation of culturally responsive lessons for use across subject areas (SD 1, SD 2, SD 5) <ul style="list-style-type: none"> ○ Equity Team will continue collaborating to research and devise lesson templates accessing resources from the NUA High Operational Practices, Ellevation, subject area literacy and the Key Instructional Strategies ○ Exemplars shared at site monthly meetings and professional workshop days ● Continue facilitation of Character Strong curriculum in Foundations (SD 1) <ul style="list-style-type: none"> ○ Gather feedback from Foundations teachers and apply learnings ● Centering our Indigenous students (SD 1) <ul style="list-style-type: none"> ○ Teachers facilitate lessons on Tribal Sovereignty ○ Staff recognize Indigenous Peoples Day, American Indian Heritage Month, and MN American Indian Heritage Month ○ Collaborate with Indian Education staff to deliver learning experiences to students ● Apply practices within <i>Street Data</i> to our data-driven work (SD 4, SD 5) 	<ul style="list-style-type: none"> ● Engage all staff members in professional learning aligned with the 2023-24 Focus Areas (SD 1, SD 2, SD 5) <ul style="list-style-type: none"> ○ Standards-Based Instruction and Grading ○ Subject Area Literacy ● Data analysis and application by PBIS and SAT Teams (SD 1, SD 4) <ul style="list-style-type: none"> ○ Assess student data (academic, discipline, attendance) bi-weekly to identify patterns ○ Utilize Early Warning Indicators within Unified Insights to determine students needing interventions ○ Strengthen implementation of PBIS through ongoing positive feedback with increased use of Crimson Compliments ● Intervention Read+ (ADSIS) sections (SD 5) <ul style="list-style-type: none"> ○ Frequent progress monitoring to effectively differentiate instruction ○ Support and collaboration from Literacy Coach ● Career/Tech Ed (CTE) Pathways (SD 2, SD 4) <ul style="list-style-type: none"> ○ Continue promotion of pathways to students/families ahead of Student Registration
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		<ul style="list-style-type: none"> ○ Facilitate within PBIS, SAT, Equity and Instructional Teams ○ PLTs, Fastbridge, MCAs, ACTs, and student achievement data 	<ul style="list-style-type: none"> ○ Continue collaboration with CTE teachers strength pathways 								
<table border="1"> <tr> <th colspan="2">Reading</th> </tr> <tr> <td colspan="2">All Students</td> </tr> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td colspan="2">* No data available at this time</td> </tr> </table>	Reading		All Students		Basic Goal	Trans. Goal	* No data available at this time		<ul style="list-style-type: none"> ● Align course curricula to new English priority standards (SD 1) <ul style="list-style-type: none"> ○ Support ISD 279-adopted ELA standards within all grade levels of English courses ● Disaggregate aReading data by race, gender, EL and SpEd for grades 10-11 (SD 5) <ul style="list-style-type: none"> ○ Explore scheduling higher needs students in core sections with smaller class sizes for stronger supports and interventions ● Form subject area literacy cohorts (SD 4) <ul style="list-style-type: none"> ○ Literacy Coach provides professional learning to cohorts from multiple subject areas, focusing on literacy strategies ○ Teachers employ strategies and track student achievement in PLTs 	<ul style="list-style-type: none"> ● Continue facilitation of the PreACT for all 10th graders (SD 5) <ul style="list-style-type: none"> ○ Analyze data, disaggregated data by race, to identify student needs ● Utilize Ellevation resources across subject areas to differentiate instruction, specifically for multilingual students (SD 1) <ul style="list-style-type: none"> ○ English teachers implement differentiated instruction for all students, specifically those receiving EL services ● Incorporate Native American texts within English curriculum (SD 1) <ul style="list-style-type: none"> ○ Employ culturally responsive instructional strategies to strengthen core sense of belonging ● Implement “How to be a good reader” strategies across subject areas (SD 1) <ul style="list-style-type: none"> ○ Continue training and support for classroom teachers ○ Track success in PLTs 	<ul style="list-style-type: none"> ● Intervention Read+ (ADSIS) sections (SD 5) <ul style="list-style-type: none"> ○ Frequent progress monitoring to effectively differentiate instruction ○ Support and collaboration from Literacy Coach ● Continue facilitation of strategies by Instructional Team to strengthen student literacy (SD 1) <ul style="list-style-type: none"> ○ Continue incorporation of NUA High Operational Practices and Key Instructional Strategies ○ Employ ACE (Answer, Cite, Explain) writing method with literacy strategies ● Continue empowerment of students to use approved choice novels in English classes (SD 1) <ul style="list-style-type: none"> ○ Students may choose books to read in which to demonstrate proficiency of standards
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Math											
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	<ul style="list-style-type: none"> ○ Teachers strategically place students in groups to mix skill levels and promote student collaboration ● Explore Ellevation resources in core math classes to differentiate instruction, specifically for multilingual students (SD 5) ○ Math teachers implement differentiated instruction for all students, specifically those receiving EL services 	<ul style="list-style-type: none"> ● Implement Grading for Equity practices in core math classes (SD 5) <ul style="list-style-type: none"> ○ Formative and summative scores are displayed by standard in Gradebook ● Establish specific PLT for PreCalc teachers (SD 4) <ul style="list-style-type: none"> ○ Develop supports and interventions to accelerate learning 	<p>grade students, analyzing data (disaggregated by race, gender, EL and SpEd) (SD 4)</p> <ul style="list-style-type: none"> ○ Continue to schedule students in need of math support and intervention into Math Lab sections ○ Explore scheduling higher needs students in sections with smaller class sizes ○ Recommend students for ASAP
<p>Student Management</p> <p>Measured Behavior:</p> <hr/> <p>Baseline Data by Target Group:</p> <hr/> <p>Goal:</p>	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Train staff on facilitating Restorative Circles as common classroom practice to build a sense of community and trust within each class (SD 1) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Create small group lessons to use as an intervention to teach targeted behavior skills during Crimson Hour (SD 2) ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Develop a behavior intervention plan template to identify unwanted, desired and replacement behaviors and the implementation plan (SD 1) 	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Employ Tribal Sovereignty lessons to all students to increase the sense of belonging within our school (SD 1) ○ Integrate and deliver Character Strong curriculum in Foundations (SD 1) ○ Collaboratively design a matrix to plan student interventions based on data and research-based interventions (SD 4) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ MTSS training to provide teachers necessary instruction and support for implementing interventions and gathering data in the classroom (SD 2) ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Expand Check and Connect intervention to serve targeted general education students (SD 2) 	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Assess student data (academic, discipline, attendance) bi-weekly to identify school wide patterns (SD 4) ○ Utilize Early Warning Indicators within Unified Insights to determine students needing interventions (SD 4) ○ Strengthen implementation of PBIS through ongoing positive feedback with increased use of Crimson Compliments (SD 1) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Interpret data bi-weekly to determine students who need individual or small group interventions (SD 4) ○ Ongoing support and training to utilize IM4 interventions (SD 2) ○ Collaboratively design interventions to increase student learning and engagement to decrease negative behaviors (SD 2)

			<ul style="list-style-type: none"> ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Collaborate to design individual interventions to increase student learning (SD 2)
Family Engagement Evidence of Need: Goal:	<ul style="list-style-type: none"> ● Explore bi-weekly YouTube videos (SD 3) <ul style="list-style-type: none"> ○ Content may include announcements to school highlights ○ Identify themes to promote about the school, such as instruction, technology, etc. ● Examine latest Family Stakeholder Survey data to identify potential gaps in communication (SD 1, SD 3, SD 5) <ul style="list-style-type: none"> ○ Plan adjustments for identified gaps 	<ul style="list-style-type: none"> ● Implement transition to Smore via Blackboard (SD 3) <ul style="list-style-type: none"> ○ Newsletters, consistent periodic updates to families with branded visual display ● Crimson Careers (SD 2) <ul style="list-style-type: none"> ○ Increase Crimson families and alumni to present to students about their career path after high school ○ Explore ways to reach more students 	<ul style="list-style-type: none"> ● Talking Points (SD 3) <ul style="list-style-type: none"> ○ Strengthen frequency and incorporation in alignment with Blackboard messages ● Coffee with the Principal (SD 3) <ul style="list-style-type: none"> ○ Apply feedback and learnings to host families at school during the day on specific topics related to students and families

Strategic Directions (SD); please indicate in parenthesis behind each initiative listed above:

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

<p style="text-align: center;">2024-25 Goal Priority</p>	<p style="text-align: center;">Learning Work Initiatives and Strategic Direction/s Research, testing and development of possible initiatives</p>	<p style="text-align: center;">Implementation Work Initiatives Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</p>	<p style="text-align: center;">Standard Work Practices Established, with at least 80% applying effectively (observable) – in continuous improvement</p>							
<p style="text-align: center;">Graduation</p>	<ul style="list-style-type: none"> ● Examine additional Crimson Hour interventions (SD 4) <ul style="list-style-type: none"> ○ Possible directed destinations such as Learning Lab or Positive Direction ● Research AVID reading and math strategies (SD 5) <ul style="list-style-type: none"> ○ Core English and math teachers research and develop strategies with support from Literacy Coach and AVID Coordinator 	<ul style="list-style-type: none"> ● Start AVID program at Maple Grove Senior High (SD 1, SD 2, SD 5) <ul style="list-style-type: none"> ○ Identify needs for staffing, programming, and effective communication with students and families ○ Collaborate with secondary principals and staff members ● Create credit-bearing internship or work-based course proposal (SD 2, SD 4) <ul style="list-style-type: none"> ○ Utilize multitude of local companies across career areas ○ Continue examination of existing programs at area high schools ● Implement Foundations curriculum to align with Osseo and Park Center (SD 4) <ul style="list-style-type: none"> ○ With Character Strong imbedded, updates follow the work created to the curriculum by Osseo and Park Center ○ Support identified staff member(s) involved 	<ul style="list-style-type: none"> ● Engage all staff members in professional learning aligned with the 2024-25 Focus Areas (SD 1, SD 2, SD 5) <ul style="list-style-type: none"> ○ Standards-Based Instruction and Grading ○ Subject Area Literacy ● Creation of culturally responsive lessons for use across subject areas (SD 1, SD 2, SD 5) <ul style="list-style-type: none"> ○ Equity Team will continue collaborating to research and devise lesson templates accessing resources from the NUA High Operational Practices, Ellevation, subject area literacy and the Key Instructional Strategies ○ Exemplars shared at site monthly meetings and professional workshop days ● Continue facilitation of Character Strong curriculum in Foundations (SD 1) <ul style="list-style-type: none"> ○ Gather feedback from Foundations teachers and apply learnings ● Centering our Indigenous students (SD 1) <ul style="list-style-type: none"> ○ Teachers facilitate lessons on Tribal Sovereignty ○ Staff recognize Indigenous Peoples Day, American Indian Heritage 							
<p style="text-align: center;">All Students</p>										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Basic Goal</td> <td style="width: 50%; padding: 5px;">Trans. Goal</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>				Basic Goal	Trans. Goal					
Basic Goal				Trans. Goal						
<p>* No data available at this time</p>										

			<p>Month, and MN American Indian Heritage Month</p> <ul style="list-style-type: none"> ○ Collaborate with Indian Education staff to deliver learning experiences to students <p>● Apply practices within <i>Street Data</i> to our data-driven work (SD 4, SD 5)</p> <ul style="list-style-type: none"> ○ Facilitate within PBIS, SAT, Equity and Instructional Teams 				
<p>Reading</p> <p>All Students</p> <table border="1"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>* No data available at this time</p>	Basic Goal	Trans. Goal			<ul style="list-style-type: none"> ● Explore AVID reading strategies (SD 5) <ul style="list-style-type: none"> ○ Core math teachers develop strategies with support from Literacy Coach and AVID Coordinator ● Design targeted Foundations for reading support (SD 5) <ul style="list-style-type: none"> ○ Examine creation of Foundations sections with students who need math support based on Fastbridge aReading data 	<ul style="list-style-type: none"> ● Align course curricula to new English priority standards (SD 1) <ul style="list-style-type: none"> ○ Implement of ISD 279-adopted ELA standards within all grade levels of English courses ● Disaggregate aReading data by race, gender, EL and SpEd for grades 10-11 (SD 5) <ul style="list-style-type: none"> ○ Explore scheduling higher needs students in core sections with smaller class sizes for stronger supports and interventions ● Implement additional subject area literacy cohorts (SD 4) <ul style="list-style-type: none"> ○ Literacy Coach provides professional learning to cohorts from multiple subject areas, focusing on literacy strategies ○ Teachers employ strategies and track student achievement in PLTs 	<ul style="list-style-type: none"> ● Facilitate the PreACT for all 10th graders (SD 5) <ul style="list-style-type: none"> ○ Analyze data, disaggregated data by race, to identify student needs ● Utilize Ellevation resources across subject areas to differentiate instruction, specifically for multilingual students (SD 1) <ul style="list-style-type: none"> ○ English teachers implement differentiated instruction for all students, specifically those receiving EL services ● Incorporate Native American texts within English curriculum (SD 1) <ul style="list-style-type: none"> ○ Employ culturally responsive instructional strategies to strengthen core sense of belonging ● Implement “How to be a good reader” strategies across subject areas (SD 1) <ul style="list-style-type: none"> ○ Provide training and support for classroom teachers ○ Track success in PLTs
Basic Goal	Trans. Goal						
<p>Math</p> <p>All Students</p> <table border="1"> <tr> <td>Basic</td> <td>Trans.</td> </tr> </table>	Basic	Trans.	<ul style="list-style-type: none"> ● Explore AVID math strategies (SD 5) 	<ul style="list-style-type: none"> ● Realign Algebra III curriculum (SD 2) <ul style="list-style-type: none"> ○ Reform course curriculum to the Functions, Stats, Trig model 	<ul style="list-style-type: none"> ● Continue collaborative teaching in Nonlinear Algebra for students receiving EL services (SD 1, SD 5) 		
Basic	Trans.						

Goal	Goal			
		<ul style="list-style-type: none"> ○ Core math teachers design strategies with support from Math SDAS and AVID Coordinator 	<ul style="list-style-type: none"> ● Alignment of Geometry classes (SD 2) 	<ul style="list-style-type: none"> ○ Implement CPM model and supports
* No data available at this time		<ul style="list-style-type: none"> ● Design formation of Math cohorts (SD 4) ○ Math SDAS provides professional learning to CPM teams to increase student achievement ● Align Algebra II curriculum (SD 4) ○ Student learning experiences will be strengthened within the CPM model by eliminating HP Algebra II sections ○ Teachers strategically place students in groups to mix skill levels and promote student collaboration ● Explore Targeted Foundations for math support (SD 4) ○ Examine creation of Foundations sections with students who need math support based on Fastbridge aMath data 	<ul style="list-style-type: none"> ○ Student learning experiences will be strengthened within the CPM model by eliminating HP Geometry sections ○ Teachers strategically place students in groups to mix skill levels and promote student collaboration ● Explore Ellevation resources in core math classes to differentiate instruction, specifically for multilingual students (SD 5) ○ Math teachers implement differentiated instruction for all students, specifically those receiving EL services ● Implement Algebra III curriculum (SD 2) ○ Reform course curriculum to the Functions, Stats, Trig model 	<ul style="list-style-type: none"> ● Facilitate the PreACT for all 10th graders (SD 5) ○ Analyze data, disaggregated data by race, to identify student needs ● Continue Grading for Equity practices in core math classes (SD 5) ○ Formative and summative scores are displayed by standard in Gradebook ● Continue specific PLT for PreCalc teachers (SD 4) ○ Develop supports and interventions to accelerate learning
		<p>Student Management</p> <p>Measured Behavior:</p> <p>Baseline Data by Target Group:</p> <p>Goal:</p>	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> ○ Create student, staff, and family focus groups to review The Crimson Way expectations to determine they are still accessible and meaningful to students (SD 1) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> ○ Adjust Alternative To Suspension to be more restorative; include skill-building and problem-solving lessons, and community service (SD 2) ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> 	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> ○ Teachers regularly use Restorative Circles as common classroom practice to build a sense of community and trust within each class (SD 1) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> ○ Utilize data to implement small group intervention on teaching targeted behavior skills during Crimson Hour (SD 2) ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i>

	<ul style="list-style-type: none"> ○ Collaborate with high school assistant principals to compare learnings from applied Tier 3 interventions (SD 5) 	<ul style="list-style-type: none"> ○ Intervention planning teams regularly utilize a behavior intervention plan template to identify desired, unwanted and replacement behaviors and the implementation plan (SD 1) 	<ul style="list-style-type: none"> ○ MTSS training to provide teachers necessary instruction and support for implementing interventions and gathering data in the classroom (SD 2) ● Tier 3: Intensive Individualized Instruction and Intervention <ul style="list-style-type: none"> ○ Expand Check and Connect intervention to serve targeted general education students (SD 2)
Family Engagement Evidence of Need:	<ul style="list-style-type: none"> ● Explore hosting a Multicultural Family Night (SD 1, SD 3) <ul style="list-style-type: none"> ○ Target our multilingual students and families ○ Encourage our EL teachers to contact those at Park Center to learn of past events, and lessons learned ● Post-high school options presentation for families (SD 3) <ul style="list-style-type: none"> ○ Collaborate with CRC Specialist to plan a presentation targeting 10th-11th grade families about post-high school options, highlighting alternatives to four-year colleges 	<ul style="list-style-type: none"> ● Develop bi-weekly YouTube videos (SD 3) <ul style="list-style-type: none"> ○ Content may include announcements to school highlights ○ Identify themes to promote about the school, such as instruction, technology, etc. ● Examine latest Family Stakeholder Survey data to identify potential gaps in communication (SD 1, SD 3, SD 5) <ul style="list-style-type: none"> ○ Plan adjustments for identified gaps 	<ul style="list-style-type: none"> ● Establish Smore via Blackboard as primary communication tool to families (SD 3) <ul style="list-style-type: none"> ○ Newsletters, consistent periodic updates to families with branded visual display ● Crimson Careers (SD 2) <ul style="list-style-type: none"> ○ Increase Crimson families and alumni to present to students about their career path after high school ○ Explore ways to grow and reach more students
Goal:			

Strategic Directions (SD); please indicate in parenthesis behind each initiative listed above:

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. (SD 1)
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. (SD 2)
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. (SD 3)
4. Create a system of operational innovation, excellence, accountability and sustainability. (SD 4)
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. (SD 5)

Graduation Rate

Graduation Rate Color Coding	10% + from Basic	5 - 9% from Basic	1 - 4% from Basic	<1% from Basic	Met Basic Goal	Met Transformational Goal		
MGSH								
Four-Year Graduation Rate - Goals and Results								
	Results 2019	Results 2020	Basic Goal 2021	Transform Goal 2021	Results 2021	Basic Goal 2022	Transform Goal 2022	Results 2022
All Students	92.9	94.3	95.0	95.7	91.5	92.6	93.6	
Am Ind/Haw*					60.0	65.0	70.0	
Asian	94.3	97.9	98.1	98.4	87.8	89.3	90.9	
Black	91.5	85.7	87.5	89.3	80.0	82.5	85.0	
Hispanic	76.9	83.3	85.4	87.5	89.5	90.8	92.1	
White	93.8	95.4	96.0	96.5	84.2	86.2	88.2	
Multiracial	82.4	93.8	94.5	95.3	93.8	94.6	95.4	
EL	83.3	87.5	89.1	90.6	55.6	61.1	66.7	
Spec Ed	60.4	73.8	77.1	80.4	59.5	64.5	69.6	
F/R Lunch	79.8	90.1	91.3	92.6	75.5	78.6	81.6	
Homeless								
Female	95.7	97.8	98.1	98.3	95.3	95.9	96.5	
Male	90.3	90.7	91.9	93.1	87.5	89.0	90.6	
Graduation Rate Basic goal = halfway to 100% in 4 years. Transformational = halfway to 100% in 2 years. * Five (5) students identified as American Indian or Hawaiian on state or federal race								

MCA Reading Index Rates

Priority One: READING				<i>Measure: MCA Proficiency (Index Rates)</i>				
Column Header								
Index Rate	Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested; Please note: non-proficient students are assigned zero points							
Results	Index rate for 10th grade students with scores from 8th grade who were enrolled on October 1							
Basic Goal Calculation	Given the lack of cohort baseline data due to COVID, basic goals for this year will be one point above the previous highest index rate for the school							
Transformational (Trans.) Goal	Basic goal plus five index rate points							
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		
Group	Results Spring 2018	Results Spring 2019	Results Spring 2021	2022 Basic Goal	2022 Trans. Goal	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal
Grade 10	83.8	83.3	80.9	78.7	80.0	73.4	84.8	89.8
Amln/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		
ML/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		

MCA Reading % Proficient

Priority One: READING		<i>Measure: MCA Proficiency (% Proficient)</i>
Column Header	Definition	
Results	% Proficient on MCA Reading	
Trend	Shows directional change in proficiency from Spring 2019 to Spring 2022	

Key:	
Symbol	Description
→	Less than +/- 1.0% change in 3-Year trend from first data point to third data point
↑	Increase of 1.1% or greater in 3-Year trend from first data point to third data point
↓	Decrease of 1.1% or greater in 3-Year trend from first data point to third data point
□	Indicates an N-size of fewer than 5 students in at least one year

Note: At the high school level only students in grade 10 take the MCA Reading assessment. The 2019 results were pre-COVID.

Group	MCA (% Proficient)				Trend
	Results Spring 2018	Results Spring 2019	Results Spring 2021	Results Spring 2022	
All Students - State	60%	60%	53%	52%	↓
All Students - District	57%	56%	51%	50%	↓
All Students - Site	74%	71%	69%	67%	↓
Am Ind	50%	n<5	n<5	n<5	□
Asian	63%	71%	83%	72%	↑
Black	39%	49%	34%	42%	↓
Hispanic	44%	36%	78%	75%	↑
White	74%	77%	73%	70%	↓
Multiracial	68%	61%	53%	55%	↓
EL	7%	0%	0%	15%	↑
SPED	28%	33%	32%	24%	↓
F/R Meals	38%	40%	19%	45%	↑
Female	70%	78%	72%	71%	↓
Male	64%	64%	67%	64%	→

FastBridge aReading Growth

Priority One: READING

Measure: Growth (% Making F-S Natnl Growth Pctl)

Column Header	Definition
<i>Typical Growth</i>	The percentage of students making growth from fall to spring at the 50th percentile or higher based on national growth percentiles.
<i>Aggressive Growth</i>	The percentage of students making growth from fall to spring at the 75th percentile or higher based on national growth percentiles.

Note: At the high school level only students in grade 9 take the FastBridge assessment. The percentage of students making aggressive growth are also included in the percentage of those making typical growth.

Group	FastBridge Results Spring 2021		FastBridge Results Spring 2022	
	Typical Growth (50th pctl)	Aggressive Growth (75th pctl)	Typical Growth (50th pctl)	Aggressive Growth (75th pctl)
All Students			45%	21%
Am Ind			n<5	n<5
Asian			59%	38%
Black			48%	25%
Hispanic			32%	5%
White			51%	21%
Multiracial			50%	35%
EL			63%	25%
SPED			50%	43%
F/R Meals			52%	17%
Female			48%	22%
Male			52%	24%
Very Low Risk			44%	16%
Low Risk			66%	34%
Some Risk			76%	58%
High Risk			53%	33%

MCA Math Index Rates

Priority Two: MATHEMATICS				<i>Measure: MCA Proficiency (Index Rates)</i>			
Column Header							
Index Rate	Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested; Please note: non-proficient students are assigned zero points						
Results	Index rate for 11th graders with scores from 8th grade who were enrolled on October 1						
Basic Goal	Given the lack of cohort baseline data due to COVID, basic goals for this year will be one point above the previous highest index rate for the school						
Transformational (Trans.) Goal	Basic goal plus five index rate points						
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	

Group	Results Spring 2018	Results Spring 2019	Results Spring 2021	2022 Basic Goal	2022 Trans. Goal	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal
Grade 11	76.3	69.1	65.1	57.2	80.3	61.0	77.3	82.3
Amln/Haw						33.3		
Asian	88.5	80.6	73.3			71.2		
Black	36.7	22.9	28.6			24.0		
Hispanic			56.3			42.3		
White	78.5	71.3	67.9			67.6		
Multiracial	76.9	59.1	73.7			47.7		
ML/EL						0.0		
Spec Ed	27.4	31.6	20.0			22.7		
F/R Lunch	46.2	38.8	23.9			25.5		
Female	78.3	71.6	68.9			58.5		
Male	74.4	66.6	61.3			63.1		

MCA Math Percent Proficient

Priority Two: MATH		<i>Measure: MCA Proficiency (% Proficient)</i>
Column Header	Definition	
<i>Results</i>	% Proficient on MCA Math	
<i>Trend</i>	Shows directional change in proficiency from Spring 2019 to Spring 2022	

Key:	
Symbol	Description
→	Less than +/- 1.0% change in 3-Year trend from first data point to third data point
↑	Increase of 1.1% or greater in 3-Year trend from first data point to third data point
↓	Decrease of 1.1% or greater in 3-Year trend from first data point to third data point
□	Indicates an N-size of fewer than 5 students in at least one year

Note: At the high school level only students in grade 11 take the MCA Math assessment. The 2019 results were pre-COVID.

Group	MCA (% Proficient)				Trend
	Results Spring 2018	Results Spring 2019	Results Spring 2021	Results Spring 2022	
All Students - State	58%	55%	44%	46%	↓
All Students - District	54%	50%	41%	43%	↓
All Students - Site	64%	54%	53%	50%	↓
Am Ind	n<5	50%	n<5	n<5	□
Asian	80%	72%	63%	64%	↓
Black	21%	13%	18%	15%	↑
Hispanic	42%	29%	33%	27%	↓
White	68%	58%	56%	57%	→
Multiracial	71%	59%	52%	38%	↓
EL	10%	0%	0%	0%	→
SPED	6%	19%	13%	11%	↓
F/R Meals	27%	16%	13%	14%	↓
Female	64%	57%	54%	47%	↓
Male	65%	53%	51%	54%	→

FastBridge aMath Growth

Priority Two: MATH

Measure: Growth (% Making F-S Natnl Growth Pctl)

Column Header	Definition
<i>Typical Growth</i>	The percentage of students making growth from fall to spring at the 50th percentile or higher based on national growth percentiles.
<i>Aggressive Growth</i>	The percentage of students making growth from fall to spring at the 75th percentile or higher based on national growth percentiles.

Note: At the high school level only students in grade 9 take the FastBridge assessment. The percentage of students making aggressive growth are also included in the percentage of those making typical growth.

Group	FastBridge Results Spring 2021		FastBridge Results Spring 2022	
	Typical Growth (50th pctl)	Aggressive Growth (75th pctl)	Typical Growth (50th pctl)	Aggressive Growth (75th pctl)
All Students			51%	25%
Am Ind			n<5	n<5
Asian			32%	5%
Black			34%	13%
Hispanic			38%	19%
White			43%	17%
Multiracial			47%	18%
EL			55%	36%
SPED			45%	21%
F/R Meals			36%	11%
Female			45%	14%
Male			37%	16%
Very Low Risk			25%	7%
Low Risk			49%	18%
Some Risk			41%	15%
High Risk			56%	36%