

Maple Grove Senior High School Operational Plan 2025-26

Strategic Direction Alignment	Expected Outcomes		Strategies	Measures	
				Process	Outcome
A ▾	Graduation		Continue implement of AVID building-wide (SD 2, 4, 5) • Employ critical reading process across subject areas • Offer three AVID elective sections (9th, 10th, and 11th grades) • Deliver effective professional development within site and system meetings each month	Staff members will: • Engage in professional development focused on AVID, specifically the critical reading process • Counselors and case managers conduct credit checks and communicate appropriately • Monitor student progress, designing and implementing interventions through our Student Assistance Team (SAT)	Achieve at least a 3% increase in graduation rates for black and Hispanic students in the Class of 2026, to 92% and 93%, respectively.
	Basic	Transform			
	95.5	96.2			
A ▾	Reading		Implement critical reading process building-wide (SD 2, 4) • Consistently employ critical reading process across subject areas • Analyze Fastbridge data and implement interventions • Amplify student voice and agency in English 9-12 courses	Staff members will: • Collaborate within PLTs to utilize critical reading process strategies (marking text, writing in the margins, highlighting) • Engage in professional development focused on the critical reading process • Participate in system-provided professional development on the FastBridge assessment • Work with SDASs to review and analyze data in core English classes each trimester	Achieve at least a 5% decrease in the number of black and Hispanic students who scored “High Risk” as measured by the FastBridge assessment.
	Basic	Transform			
	77.7	82.7			

				• Increase choice offerings for what texts students read and what topics students write about in English classes	
A ▾	Math		Implement <i>Building Thinking Classrooms</i> (SD 2, 4) • Routinely utilize vertical surfaces (wall-mounted whiteboards) for students to collaborate and problem-solve • Consistently employ critical reading process as part of AVID schoolwide initiative • Analyze Fastbridge data and implement interventions	Math teachers will: • Engage in professional development on <i>Building Thinking Classrooms</i> and critical reading process • Integrate key components of the model into all lessons (randomized groups, vertical surfaces, teacher facilitation) • Collaborate within PLTs to utilize critical reading process strategies (marking text, writing in the margins, highlighting) • Work with SDASs to review and analyze data in core math classes each trimester	Achieve at least a 5% decrease in the number of black and Hispanic students who scored “High Risk” as measured by the FastBridge assessment.
	Basic	Transform			
	59.9	64.9			

A ▾	Student Management	Tier 1: Core Instruction and Support (SD 2, 4) • Implement PBIS and The Crimson Way in Foundations and all classrooms • Respond to behavior concerns consistently Tier 2: Targeted Supplemental Instruction and Intervention • Analyze student data to identify students in need of academic and/or behavior intervention. • Seek perspectives, stories, and feedback from students, particularly those on the margins. Tier 3: Intensive Individualized Instruction and Intervention • Implement a new MTSS structure to analyze data and problem-solve collaboratively to create and implement interventions	<i>Staff members will:</i> • Teach schoolwide expectations and employ Character Strong lessons throughout the year in Foundations • Utilize schoolwide systems to communicate and document concerns to families, student support providers, and administrators • Analyze dropout prevention data, Unified Insights, RTI Stored, and SAEBRS, standardized tests, along with teacher observations to identify student needs within the MTSS Tier 2 and Tier 3 Teams • Conduct student panels with students identified based on grade, attendance and behavior data, to gain perspective on their sense of trust and belonging at MGSJ. • Utilize small groups, Crimson Hour and 1:1 sessions to provide intervention support within the MTSS framework	Reduce by 25% the total incidents of out-of-school suspensions by students identified as black, Native American, Hispanic, and two or more races, from 77 to 58.
A ▾	Family and Community Engagement FACE Rubric Communications Plan	Employ elements of communications plan (SD 3) • Continue to strive for excellence in communications Facilitate AVID family night	Staff members will: • Utilize Smore, mass communication tools, and social media • Plan, prepare, and communicate with families the AVID presentations at	Increase by 10% the number of Crimson families who report staff communicate effectively with their students, from 84% to 94%.

		event (SD 2, 3) • Preview of the AVID program scope and sequence mid-trimester conferences • Host post-high school options presentation for families	conferences • Devise means for follow-up and continued support for families who seek additional information and support	
Strategic Directions: 1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. 2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. 3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. 4. Create a system of operational innovation, excellence, accountability and sustainability. 5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.				