

# Form A2 – School Improvement Plan

Principal: Click to insert name

Assistant Superintendent: Click to insert name

School: Maple Grove Middle School

Date: 2018-19

The School Improvement Plan priorities focus on three areas: **reading, mathematics, and student behavior**. 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; and, if applicable, (4) a graduation rate goal.

## Guidelines

- (1) The district will insert the baseline data prior to the scheduled site improvement meeting with the Research, Assessment and Accountability Department.
- (2) The district will insert the basic and transformational goals at the start of school using the 2018-19 cohorts. Students enrolled for the 2018-19 school year make up each cohort.
- (3) Basic goals represent reasonable student progress or improvement based on trends. Transformational goals represent the scores that are necessary to close the achievement gaps and are based on state expectations.
- (4) General Color Coding Key (most data tables include a more specific key):

<b>Far Below Basic Goal</b>	Well Below Basic Goal	Below Basic Goal	Near Basic Goal	Met Basic Goal	Met Transformational Goal
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- (5) Site team should use these **guiding questions** for discussion in development of the action plan for each area of the plan:
  - a. What did the data tell you about your current state? What were things the data did not tell you?
  - b. What adult practices might be the cause of the data?
  - c. What are the root causes of the data concerns that will be addressed in action plans?
  - d. What research-based actions, strategies, and interventions will support students in meeting the goals?
  - e. What knowledge and skills (professional learning) will adults need to support students in meeting the goal(s)?

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Priority One: READING					Measure: MCA Proficiency (Index Rates)				
<b>Column Header</b>									
<b>Results</b>	Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.								
<b>Fall Cohort</b>	Index rate for students tested in the previous spring and enrolled the following fall.								
<b>Basic Goal</b>	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 25.								
<b>Transformational (Trans.) Goal</b>	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.								
<b>Color Coding</b>	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational 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.									
<b>Group</b>	<b>Spring 2016 Results</b>	<b>Spring 2017 Results</b>	<b>Fall 2017 Cohort</b>	<b>2018 Basic Goal</b>	<b>2018 Trans. Goal</b>	<b>Spring 2018 Results</b>	<b>Fall 2018 Cohort</b>	<b>2019 Basic Goal</b>	<b>2019 Trans. Goal</b>
All Students	75.9	74.8	78.1	76.9	83.6	75.5	78.8	77.6	84.1
Grade 6	76.6	76.2	83.6	80.9	87.7	78.8	83.1	80.1	87.3
Grade 7	77.5	74.8	76.2	73.9	82.1	75.6	78.6	76.8	84.0
Grade 8	73.7	73.6	74.8	76.4	81.1	72.3	74.7	75.8	81.0
Amln	54.5								
Asian	76.8	74.1				73.9			
Black	49.4	53.1				50.3			
Hispanic	58.4	53.7				58.3			
White	81.7	81.1				81.4			
Multiracial		69.9				75.5			
EL	23.6	17.3				16.0			
Spec Ed	38.9	30.9				36.6			
F/R Lunch	54.3	52.3				50.7			
Female	81.0	78.4				78.7			
Male	70.6	71.0				72.1			

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**Priority One: READING** *Measure: MCA Growth (Z-Score - District)*

**Color Coding for 2016 Results for Growth Z-Score Minus District**

<b>.30 or more below Basic Goal</b>	<b>.15 to .29 below Basic Goal</b>	<b>.04 to .14 below Basic Goal</b>	<b>Within .03 of Basic Goal</b>	<b>Met Basic Goal</b>	<b>Met Transformational Goal</b>
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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.

**Goals**

Description	Result	Basic Goal	Transformational Goal
Well above district avg.	+ .15 and up	0.15	0.2
Above district average	+ .10 to +.14	0.1	0.15
Near district average	- .09 to +.09	0.05	0.1
Below district average	- .10 and below	0	0.1

Growth Z - District		Baseline		2018 Goals		Results	2019 Goals	
Indicator	Group	2016	2017	Basic	Trans.	2018	Basic	Trans.
<b>Growth</b>	<b>All Students</b>	<b>0.00</b>	<b>-0.01</b>	<b>0.05</b>	<b>0.10</b>	<b>-0.01</b>	<b>0.05</b>	<b>0.10</b>
Growth	Grade 6	-0.03	-0.09	0.05	0.10	-0.04	0.05	0.10
Growth	Grade 7	0.04	0.10	0.10	0.15	0.11	0.10	0.15
Growth	Grade 8	0.00	-0.04	0.05	0.10	-0.10	0.00	0.10
Gap Reduction	Am Ind	-0.39						
Gap Reduction	Asian	0.13	0.11	0.10	0.15	0.07	0.05	0.10
Gap Reduction	Black	-0.03	-0.12	0.00	0.10	-0.23	0.00	0.10
Gap Reduction	Hispanic	-0.11	-0.13	0.00	0.10	-0.12	0.00	0.10
Gap Reduction	White	0.00	0.00	0.05	0.10	0.03	0.05	0.10
Gap Reduction	Multiracial		0.10	0.10	0.15	-0.03	0.05	0.10
Gap Reduction	EL	0.02	-0.18	0.00	0.10	-0.06	0.05	0.10
Gap Reduction	Spec Ed	-0.22	-0.44	0.00	0.10	-0.31	0.00	0.10
Gap Reduction	F/R Lunch	-0.12	-0.11	0.00	0.10	-0.24	0.00	0.10
Gap Reduction	Female	0.07	0.05	0.05	0.10	0.09	0.05	0.10
Gap Reduction	Male	-0.06	-0.07	0.05	0.10	-0.12	0.00	0.10

<b>Priority One: Reading</b>			
<b>Reading Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Reading Lab class will be offered by an Academic Support Teacher	Identify students through their MCA and NWEA/MAP reading data for intervention. Use diagnostic tools to identify specific lagging skills. Provide interventions day 1 or day 2 for at least one trimester. Use progress monitoring to ensure improvement.	Fastbridge assessments will be used to pre-test and post-test progress.  MCA data; NWEA data; grading data will be tracked.	Academic Support Teacher
Ensure that all staff use data to provide insight and to guide actions for transformative change.	Focus on 4 skill areas for all licensed staff: <ol style="list-style-type: none"> <li>1. Developing Tier 1 and Tier 2 reading interventions in the classroom to provide extra time and support.</li> <li>2. Each teacher will identify each student who partially meets or doesn't meet state MCA reading standards and implement classroom interventions for those students.</li> <li>3. Ensure data-driven teaching practices are employed as</li> </ol>	Professional Learning Team data loop forms that include pre-assessment data, common summative assessment data, tracking of instructional strategies and documentation of interventions.	Staff Development and Assessment Specialist; each licensed staff member; Equity Teacher; Administrators; Advisory Teachers

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	<p>part of our daily practice.</p> <p>4. Drive student awareness of academic needs through formal Academic Check Ins during advisory that include progress monitoring and setting SMART goals for each student.</p>		
<p>All teachers will implement the CLEAR model and 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 practices. Trimester 2 and 3, professional development opportunities on the High Operational Practices will be taught monthly.</p>	<p>CLEAR model forms, summative assessments, grades and testing data.</p>	<p>Staff Development and Assessment Specialist, all licensed staff, Administration, Equity Teacher, Equity Team members.</p>
<p>All probationary and high-cycle staff will receive individual coaching on the CLEAR model through the observation process.</p>	<p>Each probationary and high-cycle staff will evaluate their lesson plans using the CLEAR model for each observation. Each probationary teacher will have an individual coaching session with the Equity Teacher to review their work. High Cycle Teachers will receive individual coaching on the CLEAR model with Equity Team members as requested. Probationary teachers will develop a Professional Growth Goal based on culturally responsive instructional strategies.</p>	<p>Summative assessment data and grades.</p>	<p>Probationary and High-Cycle teachers, Equity Teacher, Administration, Equity Team Members.</p>

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Equity Foundational Training for every employee will be required.	Adults will learn protocols and tools to identify and respond to the role of race and culture on learning.	Assessment Scores, Student Survey Data	Administration, Equity Team, all staff
A literacy committee will be convened to identify common research-based strategies that can be implemented across all subject matters.	The committee will identify current strategies that are being used by staff. The committee will research literacy strategies that can be implemented building wide. The committee will submit a recommendation to Building Leaders for implementation during the 2019-2020 school year.	Grades, summative assessment scores.	Literacy Committee Members, Building Leaders, Administration
All CORE and Exploratory Teams will differentiate instruction for all learners.	Teachers will meet with the Staff Development and Assessment Specialist to design lessons using a variety of differentiation strategies.	Assessment data and grades.	Staff Development and Assessment Specialist, all licensed staff.
All CORE and Exploratory teams will implement interdisciplinary planning and design interdisciplinary instruction.	Teachers will meet with the Staff Development and Assessment Specialist to implement interdisciplinary planning and design interdisciplinary instruction.	Grades and assessment data.	Staff Development and Assessment Specialist, all licensed staff.

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**Priority Two: MATHEMATICS** *Measure: MCA Proficiency (Index Rates)*

<b>Column Header</b>	
<b>Results</b>	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.
<b>Fall Cohort</b>	Index rate for students tested in the previous year and enrolled in the fall of the next year.
<b>Basic Goal</b>	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 25.
<b>Transformational (Trans.) Goal</b>	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.

<b>Color Coding</b>	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational
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Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring. The minimum basic goal is 25.

Group	Spring 2016 Results	Spring 2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal
<b>All Students</b>	<b>72.9</b>	<b>73.5</b>	<b>75.5</b>	<b>75.3</b>	<b>81.6</b>	<b>74.5</b>	<b>74.3</b>	<b>74.8</b>	<b>80.7</b>
Grade 6	73.4	72.0	77.3	72.1	83.0	74.2	75.5	75.3	81.7
Grade 7	74.1	75.6	72.8	75.4	79.6	76.3	73.1	73.9	79.8
Grade 8	71.3	72.8	76.2	78.2	82.2	73.2	74.2	75.3	80.7
Amln	40.9								
Asian	77.7	77.3				79.5			
Black	41.5	41.1				40.6			
Hispanic	53.6	50.9				50.9			
White	79.2	81.3				82.5			
Multiracial		64.9				65.8			
EL	23.3	25.5				27.1			
Spec Ed	32.6	35.6				37.4			
F/R Lunch	48.4	45.7				44.7			
Female	75.2	73.7				73.7			
Male	70.5	73.2				75.5			

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**Priority Two: MATHEMATICS** *Measure: MCA Growth (Z-Score - District)*

**Color Coding for Results for Growth Z-Score Minus District**

<b>.30 or more below Basic Goal</b>	<b>.15 to .29 below Basic Goal</b>	<b>.04 to .14 below Basic Goal</b>	<b>Within .03 of Basic Goal</b>	<b>Met Basic Goal</b>	<b>Met Transformational Goal</b>
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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.

**Goals**

Description	Result	Basic Goal	Transformational Goal
Well above district avg.	+ .15 and up	0.15	0.2
Above district average	+ .10 to +.14	0.1	0.15
Near district average	- .09 to +.09	0.05	0.1
Below district average	- .10 and below	0	0.1

Growth Z - District		Baseline		2018 Goals		Results	2019 Goals	
Indicator	Group	2016	2017	Basic	Transform.	2018	Basic	Transform.
<b>Growth</b>	<b>All Students</b>	<b>-0.08</b>	<b>-0.04</b>	<b>0.05</b>	<b>0.10</b>	<b>0.06</b>	<b>0.05</b>	<b>0.10</b>
Growth	Grade 6	0.06	-0.11	0.00	0.10	-0.02	0.05	0.10
Growth	Grade 7	-0.08	0.17	0.15	0.20	0.34	0.15	0.20
Growth	Grade 8	-0.24	-0.17	0.00	0.10	-0.14	0.00	0.10
Gap Reduction	Am Ind	-0.66						
Gap Reduction	Asian	-0.03	0.07	0.05	0.10	0.33	0.15	0.20
Gap Reduction	Black	-0.30	-0.21	0.00	0.10	-0.22	0.00	0.10
Gap Reduction	Hispanic	-0.16	-0.24	0.00	0.10	-0.01	0.05	0.10
Gap Reduction	White	-0.05	0.01	0.05	0.10	0.09	0.05	0.10
Gap Reduction	Multiracial		-0.14	0.00	0.10	-0.08	0.05	0.10
Gap Reduction	EL	-0.23	-0.19	0.00	0.10	-0.08	0.05	0.10
Gap Reduction	Spec Ed	-0.50	-0.33	0.00	0.10	-0.26	0.00	0.10
Gap Reduction	F/R Lunch	-0.29	-0.26	0.00	0.10	-0.17	0.00	0.10
Gap Reduction	Female	-0.02	-0.03	0.05	0.10	0.11	0.10	0.15
Gap Reduction	Male	-0.15	-0.05	0.05	0.10	0.00	0.05	0.10

**Priority Two: Mathematics**

**Mathematics Continuous Improvement Action Plan:** (add steps as needed by using tab key)

<b>Strategies</b>	<b>Adult actions:</b>	<b>Measure student progress:</b>	<b>Person(s) Responsible:</b>
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<i>What specific strategies will be implemented?</i>	<i>What adult actions will ensure the strategies are successful?</i>	<i>What student data will be collected?</i>	
<p>Mathematics Achievers class will be offered by an Academic Support Teacher</p>	<p>Identify students through their MCA and NWEA/MAP mathematics data for intervention. Use diagnostic tools to identify specific lagging skills. Provide interventions day 1 or day 2 for at least one trimester. Use progress monitoring to ensure improvement.</p>	<p>Fastbridge assessments will be used to pre-test and post-test progress. MCA data; NWEA data; grading data will be tracked.</p>	<p>Academic Support Teacher</p>
<p>Ensure that all staff use data to provide insight and to guide actions for transformative change.</p>	<p>Focus on 4 skill areas for all licensed staff:</p> <ol style="list-style-type: none"> <li>5. Developing Tier 1 and Tier 2 mathematics interventions in the classroom to provide extra time and support.</li> <li>6. Each Mathematics teacher will identify each student who partially meets or doesn't meet state MCA reading standards and implement classroom interventions for those students.</li> <li>7. Ensure data-driven teaching practices are employed as part of our daily practice.</li> <li>8. Drive student awareness of academic needs through formal</li> </ol>	<p>Professional Learning Team data loop forms that include pre-assessment data, common summative assessment data, tracking of instructional strategies and documentation of interventions.</p>	<p>Staff Development and Assessment Specialist; each licensed staff member; Equity Teacher; Administrators; Advisory Teachers</p>

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	Academic Check Ins during advisory that include progress monitoring and setting SMART goals for each student.		
All teachers will implement the CLEAR model and NUA strategies.	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 practices. Trimester 2 and 3, professional development opportunities on the High Operational Practices will be taught monthly.	Pre-assessments, CLEAR model forms, summative assessments, grades and testing data.	Staff Development and Assessment Specialist, all licensed staff, Administration, Equity Teacher, Equity Team members.
All probationary and high-cycle staff will receive individual coaching on the CLEAR model through the observation process.	Each probationary and high-cycle staff will evaluate their lesson plans using the CLEAR model for each observation. Each probationary teacher will have an individual coaching session with the Equity Teacher to review their work. High Cycle Teachers will receive individual coaching on the CLEAR model with Equity Team members as requested. Probationary teachers will develop a Professional Growth Goal based on culturally responsive instructional strategies.	Pre-assessment, summative assessment data and grades.	Probationary and High-Cycle teachers, Equity Teacher, Administration
All Mathematics teachers will review the strategies and PLT practices used in the past two years. Teachers will	All Mathematics teachers will review data loops	NWEA, MCA data, PLT data loop results.	All Mathematics teachers.

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<p>identify which strategies and practices have resulted in increased performance.</p>	<p>from the 7th grade PLT team. All Mathematics teachers will identify strategies that are producing results by grade level. All Mathematics teachers will identify strategies to be used in all grades for the 2019-2020 school year.</p>		<p>Staff Development and Assessment Specialist  Administration  District CIES staff.</p>
<p>All CORE and Exploratory Teams will differentiate instruction for all learners.</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 licensed staff.</p>
<p>All CORE and Exploratory teams will implement interdisciplinary planning and design interdisciplinary instruction.</p>	<p>Teachers will meet with the Staff Development and Assessment Specialist to implement interdisciplinary planning and design interdisciplinary instruction.</p>	<p>Grades and assessment data.</p>	<p>Staff Development and Assessment Specialist, all licensed staff.</p>
<p>Equity Foundational Training for every employee will be required.</p>	<p>Adults will learn protocols and tools to identify and respond to the role of race and culture on learning.</p>	<p>Assessment Scores, Student Survey Data</p>	<p>Administration, Equity Team, all staff</p>

**Priority Three: Student Behavior**

<p><b>Evidence of Need:</b></p>	<p><b>Student Population:</b>                  American Indian 1%                  Asian 9%                  Hispanic 7%                  Black 15%                  White 69%</p> <p><b>Behavior data shows:</b>  <b>Office Referrals</b>                  American Indian = .56%                  Asian/PI = 1.8%                  Black = 52.6%                  Hispanic = 7.4%                  White = 28.8%                  Two or more =8.8%</p> <p><b>Suspensions:</b>                  American Indian = 2.9%                  Asian/PI = 5.8%                  Black = 61.5%                  Hispanic = 5.8%                  White = 24%</p> <p>MGMS experienced a disproportionality in behavior referrals and suspensions for our black students when compared to enrollment data for the 2017-18 school year; referrals for our black students made up 52% of the total referrals and suspensions were 61.5% of total suspensions, compared to our population at 15%.</p> <p>When we drilled down into the individual students we focused on those with the most referrals (10 or more). We found that 26 black students made up 68% of the students with the most referrals, 3 students identifying as 2 or more races made up .07%, 1 Asian student made up .02%, 4 Hispanic students made up 11 %, and 4 white students made up 11%. We also noted that 34 students of color made up of 89% of the referrals for these individuals with 26 of them being males of color, representing 68% of our individuals with the most referrals.</p> <p>We decided to take a closer look at the students who were being suspended and discovered that 64 black students were suspended for 61.5% of total suspensions resulting in missing 101 days of school, 3 American Indian students 2.9% missing 6 days of school, 6 Asian students at 5.8% missing 6 days of school, 6 Hispanic students with 5.8% missing 11 days of school and 25 white students for 24% missing 30 days of school.</p> <p>Again, these numbers are disproportionate. In total we had 104 suspensions, resulting in 154 missed days.</p>
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<b>Student Behavior</b> (Example: office referrals, suspensions, etc.)	<b>Baseline data by target group</b> (Example: ethnicity, socioeconomic, grade level, etc.)	<b>Goal</b>
Students with 10+ Office Referrals	Ethnicity (# of students) 2 or More = (3) .07% Asian/PI = (1) .02% Black =(26) 68% Hispanic = (4) 11% White = (4) 11%	For the 2018-19 school year, we will decrease students with 10 or more referrals, with a focus black students, from 31 students to 23 students, a reduction of 25%.
Students who were suspended	Ethnicity (# of students) American Indian = (3) 2.9% Asian/PI =(6) 5.8% Black = (64) 61.5% Hispanic = (6) 5.8% White = (25) 24%	For the 2018-19 school year, we will decrease students with suspensions, with a focus on black students, from 64 students to 38 students, a reduction of 25%.

<b>Student Behavior Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Implementing Suite 360 to teach SEL standards.	Create a monthly lesson Calendar. Educate Staff. Teachers do lessons during advisory	Student Stakeholder Survey Results	Advisory Committee, CORE Teachers
We will amplify student voice with staff and provide leadership opportunities to students around identifying and responding to the role of race in learning.	The Equity Specialist and Equity Team will continue the REAL Talk student groups. Opportunities for service will be created. Students will share perspectives with Building Leaders and staff.	Student Stakeholder Survey Results, Parent Stakeholder Survey Results	Equity Specialist, Equity Staff, Administration, Building Leaders
Staff will identify shared commitments for student accountability through a Consensus Workshop.	All staff agree to fully adhere to the following principles to create a culture of KINDNESS, RESPECT, and POSITIVITY	Staff and student engagement stakeholder data	Every employee, Building Leaders, Administration

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	<p>at Maple Grove Middle School.</p> <ul style="list-style-type: none"> <li>•Clear, consistent expectations</li> <li>•Teach and Reteach Expectations</li> <li>•Clear, consistent response with follow-through</li> <li>•Foster authentic and respectful relationships</li> <li>•Culturally responsive and challenging instruction</li> <li>•Inclusive, collaborative community</li> </ul>		
Implement the PBIS flowchart for responding to behaviors with fidelity.	<p>Create a culture of KINDNESS, RESPECT, and POSITIVITY at Maple Grove Middle School by using positive student recognition strategies and consistent response to behaviors.</p> <p>Staff will follow through with fidelity on tardiness. Staff will document PBIS interventions in Synergy. Implement the use of PBIS World to identify common interventions.</p>	Behavior and attendance data. Synergy notes. Suite 360 data. ISS 360 data.	Administration, all employees
Restorative Circles	<p>Include staff in restorative circle practices. Provide professional development on restorative chats and restorative circle procedures.</p>	Restorative Circle attendance data and feedback google doc	Student Services Team
Circles of Power and Respect (CPR)	<p>All CORE teachers will continue to implement and refine the CPR strategy to build relationships twice a week.</p>	Referral Data Stakeholder Survey Data	CORE Teachers, Advisory Committee
Mustang Spirit Shop	<p>Create a Mustang Pride Spirit Shop</p>	Drawings of tickets data Sales from Spirit Shop	PBIS Team Student

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			Recognition Committee
Positive Alternative to Student Suspension Program – PASS	Create a restorative room for reteaching skills. Implement the ISS360 tool. Implement restorative strategies. Teaching PBIS intervention lessons.	PASS Program data; Behavior data; ISS360 data	Student Services Team

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Site Improvement Team

Name	Position	Name	Position
1. Lisa Hartman	Principal	5. Mathew MacPhail	Science Teacher
2. Cedric Fuller	Assistant Principal	6. Amy DelCotto	Mathematics Teacher
3. Sara Looby	Assistant Principal	7. Lucas Pedersen	Social Studies
4. Kari Vollrath	Staff Development and Assessment Specialist (English Language Arts Teacher)	8. Chris Kestly and Joe Haukos	Social Studies

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: Lisa A. Hartman

Date: November 19, 2018

Assistant Superintendent: Patrick Smith

Date: November 19, 2018