

Form A2 – School Improvement Plan

Principal: Bart Becker

Assistant Superintendent: Kelli Parpart

School: Maple Grove Senior High

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):

Far Below Basic Goal	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)?

Graduation Rate Color Coding	10% + from Basic	5 - 9% from Basic	1 - 4% from Basic	<1% from Basic	Met Basic Goal	Met Transformational Goal
MGS						
MGS						

Four-Year Graduation Rate - Goals and Results

	Results 2015	Results 2016	Basic Goal 2017	Transform Goal 2017	Results 2017	Basic Goal 2018	Transform Goal 2018	Results 2018
All Students	97.1	93.4	94.2	95.1	93.7	94.5	95.3	
Am Ind								
Asian	97.2	92.6	93.5	94.4	97.2	97.6	97.9	
Black	92.7	90.0	91.3	92.5	71.4	75.0	78.6	
Hispanic	100.0	65.0	69.4	73.8	93.3	94.2	95.0	
White	97.4	95.0	95.6	96.3	95.3	95.9	96.5	
Multiracial^					88.2	89.7	91.2	
EL		54.6						
Spec Ed	81.6	67.4	71.4	75.5	62.2	66.9	71.7	
F/R Lunch	93.8	81.5	83.8	86.2	76.0	79.0	82.0	
Homeless								
Female	97.7	93.4	94.2	95.1	95.0	95.6	96.2	
Male	96.6	93.4	94.2	95.0	92.5	93.5	94.4	

Graduation Rate Basic goal = halfway to 100% in 4 years. Transformational = halfway to 100% in 2 years.

^ Results reported for the first time in the 2018-19 SIP.

Priority One: READING *Measure: MCA Proficiency (Index Rates)*

Column Header	
Results	10th grade index rate for students with 8th grade scores, enrolled on October 1 and tested in the spring.
Fall Cohort	Index rate for students tested in 8th grade and enrolled in the fall of 10th grade.
Basic Goal	Adding the fall cohort rate and the district average index rate change. This goal has a minimum of 25.
Transformational (Trans.) Goal	The MDE index target (reduce non-proficiency by half in two years).

Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational
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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. Because there was a change in the standards for the 8th grade test in the pre-test year (2014), the actual (versus the projected) district average index rate change was used to set the basic goal in the final report.

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
Grade 10	77.9	86.2	78.4	81.7	83.8	83.8	81.7	86.3	89.6
Amln									
Asian	80.2	89.5				90.5			
Black	42.3	60.6				57.8			
Hispanic	72.9	75.0				80.0			
White	81.8	88.4				86.3			
Multiracial		85.7				63.9			
EL									
Spec Ed	50.0	53.0				48.6			
F/R Lunch	51.9	66.1				68.4			
Female	78.9	87.7				87.6			
Male	77.0	84.9				80.1			

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

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

.30 or more below Basic Goal	.15 to .29 below Basic Goal	.04 to .14 below Basic Goal	Within .03 of Basic Goal	Met Basic Goal	Met Transformational Goal
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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.
Growth	Grade 10	-0.02	-0.04	0.05	0.10	0.02	0.05	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.04	0.09	0.05	0.10	0.13	0.10	0.15
Gap Reduction	Black	-0.34	-0.20	0.00	0.10	-0.18	0.00	0.10
Gap Reduction	Hispanic	-0.09				-0.18	0.00	0.10
Gap Reduction	White	0.00	-0.04	0.05	0.10	0.04	0.05	0.10
Gap Reduction	Multiracial		0.10	0.10	0.15	-0.30	0.00	0.10
Gap Reduction	EL							
Gap Reduction	Spec Ed	-0.03	-0.09	0.05	0.10	-0.30	0.00	0.10
Gap Reduction	F/R Lunch	-0.23	-0.19	0.00	0.10	-0.12	0.00	0.10
Gap Reduction	Female	-0.08	-0.06	0.05	0.10	0.07	0.05	0.10
Gap Reduction	Male	0.04	-0.01	0.05	0.10	-0.04	0.05	0.10

Priority One: Reading			
Reading Continuous Improvement Action Plan:			
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:
Engage all staff members in professional development aligned with the 2018-19 Focus Areas utilizing system equity tools: <ul style="list-style-type: none"> • NUA High Operational Practices • Literacy • Digital Learning • Standards-Based Instruction and Grading 	Staff members will: <ul style="list-style-type: none"> • complete the Equity Foundational Training • utilize system equity tools in their Professional Learning Teams and small groups • create culturally responsive lessons using NUA High Operational Practices and disciplinary literacy strategies • design student learning experiences that are personalized (in path, place and pace) through increased use of digital learning tools, and • align their instructional practices with ISD 279 Standards for Grading and Reporting 	Professional Learning Team student assessment data, mid-trimester and term grades, MCA scores, and 9th grade MAP Reading scores (all disaggregated by race, gender and SpEd)	Licensed staff members, Professional Learning Teams, Instructional Team, Equity Team
Administer the MAP Reading Assessment to: <ul style="list-style-type: none"> • all 9th grade students, and • all students in SpEd who have a reading goal within their IEP 	English and SpEd Resource teachers will be trained and administer the MAP Reading Assessment utilizing district-issued Chromebooks; scores will be analyzed by the Instructional Team and Literacy Coach (specifically targeting SpEd, EL and students of color)	MAP Reading scores (disaggregated by race, gender and SpEd)	Brad Revolinski, Literacy Coach, English teachers, SpEd Resource teachers, Instructional Team
Identify and incorporate academic language associated with standardized assessments (Reading,	Teachers will examine sample standardized tests to identify academic language and	Formative and summative assessments that intentionally utilize	Subject area teachers, EL and SpEd

Math and Science MCAs, and ACT) across subject areas	collaborate with SpEd and EL teachers to incorporate and utilize during instruction, (specifically targeting SpEd, EL and students of color)	identified academic language, MCA, ACT and MAP Reading scores (all disaggregated by race, gender and SpEd)	teachers, Literacy Coach
Implement MGSJH Literacy Plan	Literacy Coach will facilitate a needs assessment and create literacy cohorts (between 8-24 teachers)	Common formative and summative assessment data (disaggregated by race, gender and SpEd)	Literacy Coach, Instructional Team, and teachers in literacy cohorts
Design literacy instruction across subject areas	Literacy Coach will collaborate with PLTs to provide support and differentiated content-specific literacy strategies	Reading MCA and MAP Reading scores, student formative and summative assessment data (all disaggregated by race, gender and SpEd)	Literacy Coach, Professional Learning Teams
Deliver of needs-based instructional support: <ul style="list-style-type: none"> ● scaffold instruction and curriculum for EL and SpEd students through co-taught (with SpEd and EL teachers) sections of English 9, 10 and 11 	Targeted students (SpEd and EL) are identified and scheduled into sections; English, SpEd, and EL teachers collaborate in PLTs to analyze student assessment data and identify instructional strategies to accelerate learning	ACCESS, MAP Reading testing, student formative and summative assessment data, student term grades (all disaggregated by race, gender, SpEd)	Jill Knutson, English, SpEd and EL teachers, Counselors, Literacy Coach

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

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

Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational
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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.

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
Grade 11	69.1	79.5	85.6	73.0	89.2	76.3	84.4	71.9	88.3
Amln									
Asian	80.0	86.0				88.5			
Black	43.6	50.0				36.7			
Hispanic	57.7	71.9							
White	70.9	81.0				78.5			
Multiracial						76.9			
EL									
Spec Ed	52.3	46.9				27.4			
F/R Lunch	42.2	62.8				46.2			
Female	69.1	80.2				78.3			
Male	69.0	78.9				74.4			

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

Color Coding for Results for Growth Z-Score Minus District					
.30 or more below Basic Goal	.15 to .29 below Basic Goal	.04 to .14 below Basic Goal	Within .03 of Basic Goal	Met Basic Goal	Met Transformational Goal

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			
<i>Description</i>	<i>Result</i>	<i>Basic Goal</i>	<i>Transformational Goal</i>
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.
Growth	Grade 11	0.08	0.26	0.15	0.20	0.46	0.15	0.20
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.39	0.40	0.15	0.20	0.76	0.15	0.20
Gap Reduction	Black	0.05	0.16	0.15	0.20	0.12	0.10	0.15
Gap Reduction	Hispanic	-0.03	0.52	0.15	0.20			
Gap Reduction	White	0.07	0.24	0.15	0.20	0.45	0.15	0.20
Gap Reduction	Multiracial					0.39	0.15	0.20
Gap Reduction	EL							
Gap Reduction	Spec Ed	0.09	0.06	0.05	0.10	0.16	0.15	0.20
Gap Reduction	F/R Lunch	0.10	0.31	0.15	0.20	0.26	0.15	0.20
Gap Reduction	Female	-0.01	0.16	0.15	0.20	0.43	0.15	0.20
Gap Reduction	Male	0.17	0.35	0.15	0.20	0.48	0.15	0.20

Priority Two: Mathematics			
Mathematics Continuous Improvement Action Plan:			
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:
Engage all staff members in professional development aligned with the 2018-19 Focus Areas utilizing system equity tools: <ul style="list-style-type: none"> • NUA High Operational Practices • Literacy • Digital Learning • Standards-Based Instruction and Grading 	Staff members will: <ul style="list-style-type: none"> • complete the Equity Foundational Training • utilize system equity tools in their Professional Learning Teams and small groups • create culturally responsive lessons using NUA High Operational Practices and disciplinary literacy strategies • design student learning experiences that are personalized (in path, place and pace) through increased use of digital learning tools, and • align their instructional practices with ISD 279 Standards for Grading and Reporting 	Professional Learning Team student assessment data, mid-trimester and term grades, MCA scores, and 9th grade MAP Reading scores (all disaggregated by race, gender and SpEd)	Licensed staff members, Professional Learning Teams, Instructional Team, Equity Team
Continue targeted support in Algebra II to students (specifically Black, SpEd and females) who struggled in Nonlinear Algebra and/or scored low on 8th grade Math MCA	Algebra II teachers will: <ul style="list-style-type: none"> • analyze Nonlinear Algebra term grades and 8th grade Math MCA scores to identify learning gaps; • devote a curriculum planning day to develop pre-assessments and select instructional strategies to address learning gaps; 	Formative and summative assessment data, Algebra II term grades, practice MCA results (all disaggregated by race, gender, and SpEd).	Algebra II teachers

	<ul style="list-style-type: none"> • administer a practice Math MCA for all Algebra II students 		
<p>Deliver needs-based instructional support:</p> <ul style="list-style-type: none"> • Math Lab • Co-taught (with SpEd teachers) sections of Nonlinear Algebra, Algebra II, Geometry, • EL clusters in Nonlinear Algebra and Geometry • Star Math 	<p>Targeted students (Black, SpEd, and EL) will be identified and scheduled into sections; Math teachers will collaborate in PLTs to analyze student assessment data and identify instructional strategies to accelerate learning</p>	<p>Student formative and summative assessment data, student term grades (disaggregated by race, gender and SpEd)</p>	<p>Math, Science, SpEd and EL teachers, Counselors, Jill Knutson</p>
<p>Assign co-teaching SpEd Resource teachers to content-based Professional Learning Teams</p>	<p>Math and SpEd Resource teachers will collaborate in PLTs to:</p> <ul style="list-style-type: none"> • identify key learning targets and pacing • design appropriate accommodations and modifications • differentiate curriculum to meet needs of striving learners 	<p>Student formative and summative assessment data, student mid-trimester and term grades (disaggregated by race, gender and SpEd)</p>	<p>Math and SpEd teachers</p>
<p>Design spiral curriculum to improve acquisition and retention of math skills and concepts</p>	<p>Teachers will review and assess previously taught skills and concepts, growing in complexity to reinforce previous learning</p>	<p>Student formative and summative assessment data, mid-trimester grades (disaggregated by race, gender and SpEd)</p>	<p>Math teachers</p>

Priority Three: Student Behavior

Evidence of Need:	<ul style="list-style-type: none"> • There were 52 total days of out-of-school suspension during the 2017-18 school year, and 30 were for Black (not of Hispanic origin) students which accounted for 57.7% of the total out-of-school suspension days. This number is disproportionate as Black (not of Hispanic origin) students made up only 9.5% of the total student population at Maple Grove Senior High. • Of the 52 total days of out-of school suspension during the 2017-18 school year, 19 were for students in Special Education which accounted for 35.5% of the total out-of-school suspension days. This number is disproportionate as students in Special Education accounted for only 7.3% of the total student population at Maple Grove Senior High. • During the 2017-18 school year, the Maple Grove PBIS recognized students on a monthly basis for their positive behavior, contributions and commitment to The Crimson Way. However, the process was not systemized to ensure input was available from all staff members.
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Student Behavior	Baseline data by target group	Goal
Suspensions	Of the 52 total days of out-of-school suspension for the 2017-18 school year, 30 were for Black (not of Hispanic origin) students, which accounted for 57.7% of the total out-of-school suspension days at MGS.	Reduce the total days of out-of-school suspensions for Black (not of Hispanic origin) students by 40%, from 30 to 18, by responding appropriately to student behaviors on a case-by-case basis.
Suspensions	Of the 52 total days of out-of-school suspension for the 2017-18 school year, 19 were for students in Special Education, which accounted for 35.5% of the total out-of-school suspension days at MGS.	Reduce the total days of out-of-school suspensions for students in Special Education by 25%, from 19 to 14, by responding appropriately to student behaviors on a case-by-case basis in collaboration with case managers and the SEBC.
Positive Student Behavior Intervention and Supports (PBIS)	During the 2017-18 school year, the Maple Grove PBIS did not have a systemized process to ensure input was available from all staff members.	Create a system in which all staff members can contribute on a consistent basis to recognize students who model the values of The Crimson Way: Motivation Gratitude Scholarship, and Honor.

Student Behavior Continuous Improvement Action Plan:

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:
Continue to utilize the Alternative to Suspension (ATS) program	Continue the of use of ATS forms ATS folders for each Student Management Specialist to use prior to referring students to ATS	Student discipline data (disaggregated by race)	Janell Leisen, Danny Hernandez, Jen Hinker, Jonathan Richmond, Deanne Drewelow
Create and utilize Student Success Plans	Student Management Specialists will identify students with ongoing behavioral/attendance needs, and meet with students and families to develop Student Success Plans	Student discipline and attendance data, Student Assistance Team data (disaggregated by race)	Janell Leisen, Jonathan Richmond, Danny Hernandez, Jen Hinker, School Counselors
Continue implementation of the Check and Connect Program	SpEd Resource Teachers, Social Workers and Student Management Specialists will provide check and connect services (academic, attendance and behavior) to students	Student academic, attendance and behavior data (disaggregated by race)	Brad Revolinski, Penny Newell, Social Workers, SpEd Teachers, Jonathan Richmond, Jen Hinker
Strengthen implementation of Positive Student Behavior Intervention and Supports (PBIS)	The PBIS Committee will develop a system for ensuring all staff members can contribute feedback to recognize students on a consistent basis who exhibit characteristics of The Crimson Way	Student academic, attendance and behavior data, and PBIS Top 5 dashboard data (disaggregated by race)	Janell Leisen, Jonathan Richmond, Danny Hernandez, Jen Hinker, PBIS Committee
Enhance SAT process to design research-based interventions	The SAT team will develop a system to create research-based interventions and necessary	Student discipline and attendance data, Student Assistance Team data (disaggregated by race)	SAT members: Assistant Principals, SMSs, Counselors, Social Workers, Student

	documentation for students who are struggling		Assistance Counselor, School-based Therapist, and School Nurse
Continue to utilize partnerships with outside agencies to develop additional supports for students with mental health and chemical concerns	Add a school-linked therapist intern; Student Services team will host Family Awareness events with a focus on mental and chemical health education; collaborate with outside agencies to link support for students who are referred by the Student Assistance Team as in need of additional SEL support	Student discipline and attendance data, Student Assistance Team data (disaggregated by race)	SAT members: Assistant Principals, SMSs, Counselors, Social Workers, Student Assistance Counselor, School-based Therapist, and School Nurse

School Improvement Team

Name	Position	Name	Position
1. Bart Becker	Principal	12. Heather Lovely	Math Teacher
2. Jill Knutson	Assistant Principal	13. Marty Medley	Math Teacher
3. Janell Leisen	Assistant Principal	14. Sharon Poppendeck	Resource Teacher
4. Brad Revolinski	Assistant Principal	15. Linda Rud	Instructional Coach
5. Penny Newell	SEBC	16. Jeff Rush	Social Studies Teacher
6. Stacy Backstrom	PhyEd/Health Teacher	17. Jenny Toms	Math Teacher
7. Jen Bourbonais	Math Teacher	18. Trish VanHorn	English Teacher
8. Paula Caron	Social Studies Teacher	19. Jen Weinzerl	English Teacher
9. John Grafstrom	Science Teacher	20. Deb Will	Math Teacher
10. Pam Hennen	Science Teacher	21. Johnathan Richmond	Student Management Specialist
11. Aaron Kadera	Math Teacher	22. Jennifer Hinker	Student Management Specialist

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: _____