



DAKOTA MIDDLE SCHOOL
SCHOOL CONTINUOUS
IMPROVEMENT PLAN
2025-2026



MTSS 2025-2026 SCIP Dakota

Improvement Goal:

1. Increase the percentage of students who meet the criteria for “on track” in reading on the FastBridge assessment by 3.5 percentage points

Instructions: Please fill in all of the shaded areas below with the requested information.

Initiative A: Scheduling for Student Support		
Who is responsible for overall leadership of this initiative?		
Name	Role	
Kara Merrill	Assistant Principal	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
1. NEW: The MTSS Leadership Team and Building Master Scheduler(s) will coordinate daily schedules to ensure that students receiving multiple support services (i.e., interventions, IEP, MLL, etc.) receive interventions while maintaining access to core instruction.	Mike Widman Teri Linander Kara Merrill Katie Kubat (SPED)	August 1, 2025
2. NEW: <u>Middle School</u> The MTSS Leadership Team and Building Master Scheduler(s) will develop a Tier 2 and 3 intervention schedule that avoids conflicts with core instruction.	Mike Widman Teri Linander Kara Merrill Nikki Molis (Tier 3) Katie Kubat (SPED)	October 1, 2025
Initiative B: MTSS Leadership and Collaboration		

Who is responsible for overall leadership of this initiative?		
Name	Role	
Kara Merrill	Assistant Principal	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
3. COMPLETE / SUSTAIN: Establish an MTSS Leadership Team with clear roles, meeting routines, and feedback systems to guide implementation, monitor progress, and improve effectiveness over time.	Kara Merrill	October 1st, 2025
4. COMPLETE / SUSTAIN: Design and implement a weekly PLC schedule using a consistent cycle of inquiry and data-driven problem-solving process across all teams.	Kara Merrill	September 12, 2025
5. COMPLETE / SUSTAIN: The MTSS Literacy Team will create a clear communication plan to provide regular MTSS updates to staff, students, and families.	Kara Merrill Mike Widman	October 1, 2025
6. COMPLETE / SUSTAIN: <u>Secondary</u> Provide professional development on Translanguaging for staff working with ML students to support literacy in all five language domains.	Natalia Benjamin Natalie Ramirez Maggie Rojas	25-26 school year

Initiative C: Strengthen Tier 1 Literacy and Data-Driven PLCs	
Who is responsible for overall leadership of this initiative?	
Name	Role

What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
1. CONTINUE / ENHANCE: PLCs will select common formative assessments aligned to MN Standards and / or Prioritized Learnings to monitor the effectiveness of core instruction.	Stef Whitney Kyle Casper	
2. CONTINUE / ENHANCE: PLCs will analyze formative data using a problem-solving framework to adjust instruction and implement strategies for improving learning and guiding next steps.		
3. CONTINUE / ENHANCE: PLCs and the MTSS Literacy Team will use assessment data to identify and implement targeted Tier 1 interventions with a clear plan for instruction, monitoring, and follow-up.	Kara Merrill Mike Widman	October 1, 2025 February 1, 2026
4. CONTINUE / ENHANCE: Provide professional development on using the literacy resource map and ongoing training on evidence-based and structured literacy practices.	Katie Kubat	25-26 CAD Days 25-26 school year

Initiative D: Strengthen Tier 2 & 3 Intervention Support	
Who is responsible for overall leadership of this initiative?	
Name	Role
What major action steps will your team take to implement this initiative?	

Action Steps	Lead Staff	Target Completion Date
1. CONTINUE / ENHANCE: The MTSS Leadership Team will review screening data to assess resources and set entry criteria for Tier 2 (about 20% of students) and Tier 3 (15% or fewer), identifying students based on need and prior support.	Nikki Molis Kara Merrill Katie Kubat	August 2025
2. NEW: The MTSS Leadership Team will create a process for conducting diagnostic literacy assessments for Tier 2 & 3 to identify student specific instructional needs.	Katie Kubat Nikki Molis	October 1, 2025
3. CONTINUE / ENHANCE: The MTSS Leadership Team will set expectations for progress monitoring of Tier 2 & 3 students, including frequency, data types, timelines, and who will analyze and review the data.d.	Katie Kubat Nikki Molis Jen Coenen Jen Pralle Mike Widman	October 1, 2025
4. CONTINUE / ENHANCE: Interventionists will choose and implement evidence-based Tier 2 & 3 interventions based on student needs, using the literacy resource map to ensure alignment with recommended strategies.	Nikki Molis ELA Teachers	October 20, 2025
5. CONTINUE / ENHANCE: The MTSS Leadership Team will establish a communication protocol to inform families when Tier 2 & 3 supports begin and provide strategies to reinforce these interventions at home.	Nikki Molis	October 20, 2025

1. CONTINUE / ENHANCE: MTSS Problem Solving Teams will use the taxonomy of intervention intensity to strengthen Tier 3 interventions for students not making expected progress, ensuring targeted support.	Mike Widman Kara Merrill Jen Pralle Nikki Molis Jen Coenen Maggie Rojas Jesse McMahon Sarah Chapman	25-26 school year Bi-monthly meetings
2. CONTINUE / ENHANCE: The MTSS Leadership Team will define a process for Problem Solving Teams to document and review Tier 3 plans quarterly, evaluating intervention fidelity and student progress.	Katie Kubat Nikki Molis Jen Coenen Jen Pralle Mike Widman	

	MTSS Leadership Team (system)	MTSS Problem Solving Team (student data)
Members	Katie Kubat Nikki Molis Jen Pralle Mike Widman Jen Coenen	Mike Widman Kara Merrill Jen Pralle Nikki Molis Jen Coenen Maggie Rojas Jesse McMahon Sarah Chapman

Meetings	Monthly	Every other week
Roles & Responsibilities	-Determine systems process of MTSS -Looks at whole building data -Conducts Data Team Meetings	-Review individual student data -Determine next steps in the intervention process based on student data

Post-secondary Pathways Template for 2025-2026 SCIPs

Improvement Goal(s):

1. Achieve an 80% completion rate of assignments in Xello at each grade level 6-8.

Instructions: Please fill in all of the shaded areas below with the requested information.

Initiative A: Implement Xello and supporting lessons to help every student develop and implement a plan for life after high school, referred to as the “postsecondary plan”		
Who is responsible for overall leadership of this initiative?		
Name	Role	
Admin & Counselors	Team Leads	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
1. Convene a Postsecondary Pathways Team or other designated team, that includes school counselors, the principal or assistant principal, teachers, and other appropriate staff to guide the school’s postsecondary pathways strategy.	Admin Counselors 21st Century Teacher, MSS Teachers	ongoing 21st Century - quarterly Middle School Skills - all year
2. Identify delivery model to be used for teaching and supporting required activities during designated postsecondary readiness time using Xello and the supporting curriculum, and document progress using the assignment feature in Xello.	21st Century Teacher, MSS Teachers	21st Century - quarterly Middle School Skills - all year
3. Provide all school staff with an introduction to the core components of postsecondary and career readiness, the functionalities of Xello, and promote reflection and discussion of ways they can integrate postsecondary and career readiness into their teaching and other work with students	Counselors	Workshop Week Revisit during staff meetings

4. Identify the staff members who will guide students through the use of Xello and the Success Plan curriculum and provide staff with written instructions and professional development to prepare them to lead students through the content.	21st Century Teacher, MSS Teachers	21st Century - quarterly Middle School Skills - all year
5. Engage the school's postsecondary pathways leadership team, or other designated team, in reviewing and monitoring the completion of postsecondary readiness tasks, assignments and steps as recorded in Xello. Review and response to data will be completed at minimum on a quarterly basis.	Admin Counselors 21st Century Teacher, MSS Teachers	quarterly
6. Develop a plan for sharing completion data and response plan with staff.	Admin Counselors	quarterly

Dakota Restorative Practices 2025-2026 SCIP

Improvement Goal(s):

1. Improve the percentage of students who report a high level of feeling safe in school on the Saebrs Survey administered in the fall, winter, and spring of the 2025 - 2026 by a statistically significant amount over the percentage who reported a high level of feeling safe in school on the survey administered in the the fall of 2025.
2. Improve the percentage of students who report a high level of belonging in school on the Saebrs Survey administered in the fall, winter, and spring of the 2025 - 2026 by a statistically significant amount over the percentage who reported a high level of belonging in school on the survey administered in the the fall of 2025.
3. Monitor, respond, and reflect on Level 1 behaviors on a weekly basis throughout the 25-26 school year in advisory and team meetings (weekly data provided by admin).

Instructions: Please fill in all of the shaded areas below with the requested information.

Initiative A: Implement and continually improve the use of restorative and community circles throughout the school		
Who is responsible for overall leadership of this initiative?		
Name	Role	
Teri Linander	Principal	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
1. Provide all appropriate staff with training in leading restorative and community circles	Teri Linander Counselor(s)	Start date: workshop week Monthly staff meetings
2. Define when and how restorative and community circles should be used with students and disseminate the information to all staff	Classroom teachers Admin (*create a menu of topics *troubleshooting tools)	1x/month scheduled in advisory; on an as-needed basis in classrooms and advisory; organic

3. Convene a team to monitor and, as appropriate, adjust the use of restorative practices across the school	Admin	Monthly survey for staff (2-ish questions)
4. Involve students in the creation and implementation of community circles	Teachers (during Flex time)	ongoing

Initiative B: Review and revise the school’s disciplinary procedures and, as appropriate, to integrate restorative practices into the disciplinary procedures		
Who is responsible for overall leadership of this initiative?		
Name	Role	
Teri Linander Mike Widman Kara Merrill	Administrators	
What major action steps will your team take to implement this initiative?		
Action Steps	Lead Staff	Target Completion Date
1. Engage the school’s administrative team and other staff as appropriate in reviewing a concise summary of ways that schools can take a restorative approach to school discipline beyond the use of restorative and community circles that will be prepared and presented by the Office of School Support based upon <i>The Restorative Practices Playbook: Tools for Transforming Discipline in Schools</i> (2022), by Doug Fisher, Nancy Frey, and Dominique Smith	Admin Staff	ONGOING workshop week: de-escalation, responses to behavior Involve staff who were affected and involved in Level 2s (during Flex time) Re-entries: involve staff, student, and family, admin

2. Select at least three specific tools for restorative practices other than the use of circles that the school will integrate into its disciplinary procedures and provide all appropriate staff with professional development and support in the use of those procedures	Admin	Love & Logic (staff meetings, CAD) Peer support groups? STAR points
3. Engage the administrative team and other staff as appropriate in continually reviewing and, as necessary, adapting the use of tools for restorative practices other than restorative circles	Admin Staff	ONGOING Monthly staff survey about circles