



Continuous School Improvement Plan CITYVIEW

School Year 2015-2016

A. General Information

District Identification Information

District Name: Minneapolis Public Schools	Phone: 612-668-0690
District Number: Special District #1	
Superintendent: Michael Goar	Email: Michael.Goar@mpls.k12.mn.us
District Contact: Nicole Norton	Email: Nicole.Norton@mpls.k12.mn.us
District Address: 1250 W. Broadway Ave Minneapolis, MN 55411	Fax: 612-668-0685

School Identification and Contact Information

School Name: CITYVIEW	Phone: 612-668-2770
School Number: 293	
Principal: Renee Montague	Email: Renee.Montague@mpls.k12.mn.us
School Address: 3350 N 4th St	
Other School Contact: Sonrisa Shaw- Assistant Principal	Other School Contact Email: Sonrisa.Shaw@mpls.k12.mn.us
Title I Status: School wide Title I	

School Designation and Ratings

School Designation:	Continuous Improvement
Multiple Measure Rating:	0%
Focus Rating:	0%

School Demographics: School Year 2015

Grade Configuration: K-5	Total Students: 187
Native American: 3 %	Limited English Proficient: 11 %
African American: 79 %	Special Education: 20 %
Asian: 8 %	Free/Reduced Lunch: 82 %
Hispanic: 4 %	All Students: 100 %
Caucasian: 6 %	

Executive Summary

Vision:

Every child college, career, and life ready!

Cityview scholars will become innovative and engaged global citizens. We will provide prekindergarten through fifth-grade students with a student-centered learning experience that is academically and socially enriching, globally minded, culturally conscious, and forward-thinking. By partnering with parents and families, Cityview will be a nurturing learning environment, focused on vigorous core instruction, and individualized plans for students who need acceleration or support. Together we can ensure that all students excel!

Mission:

We exist to ensure that all students learn. We support their growth into knowledgeable, skilled and confident citizens capable of succeeding in their work, personal and family lives into the 21st century.

Team work makes the Dream work!

Description of School and Community:

Cityview Community School serves approximately 325 students from High five through fifth grade on Perkins Hill Park in North Minneapolis. We offer an Innovative, Individualized and Interactive learning experience for all of our students. We currently have two High five classrooms that consist of two AM and one PM section for students. We have two classrooms each from Kindergarten through Fourth grade and three French Immersion classrooms for Kindergarten, First, and Second grade. We have one Fifth grade classroom. In addition, we have two Early Childhood Special Education classrooms, two classrooms that serve students with Autism, one CLASS classroom, two Early Childhood Family Education classrooms, and additional support for students with speech concerns. Approximately 95% of our students are eligible for Free or Reduced Lunch. Roughly 90% of our students are African American, 2% of our students are Asian, 1% are Hispanic, 2% are Native American, and 5% are Caucasian. On average, between 25-30% of our students are Homeless or Highly Mobile and 20% qualify for Special Education services.

At Cityview, we strive to create a nurturing and safe environment that encourages our students to take risks by building and maintaining classroom communities and strong rituals and routines. We support students in learning how to be successful in school and provide ongoing support to our students. Our building has a focus on engagement, and to support this, many of our teachers have been trained in Responsive Classroom. We use several of the Responsive Classroom components building wide. We provide robust and focused instruction to meet every child's needs. This is done through small group instruction, acceleration and intervention for students who need it, and daily integration of science and social studies in Reading and Math.

Our school offers an enriched environment where students can demonstrate their strengths. We offer Physical Education to our students up to three times a week, as well as Media and a Performing Arts class that is based on literacy standards and infuses French culture. We also offer an after-school program, which includes GEMS (Girls in Science and Engineering) and GISE (Guys in Science and Engineering). We have a reading specialist and a math specialist to support our classroom teachers and help to provide individualized interventions as well as monitor student progress. Grades K-5 practice inquiry-based learning and rich conversation through the implementation of Junior Great books. Reading Buddies is provided as a one on one tutoring program for grades K-4 twice a week for 45 minutes with each student. Fourth and fifth grade participate in hands-on learning at Starbase on the Air Force Reserve Base of Minnesota. Fifth grade students work with the Children's Theater to experience learning through performing arts in the Bridges program. We have partnerships with the Junior League of Minneapolis and Second Harvest to provide additional food to our families on a weekly basis. The Loppett Foundation of Minneapolis has partnered with us to provide cross-country skiing experiences for our fourth and fifth grade students, as well as their families, during Family Fun night.

Our school values diversity and actively works to retain and recruit students of all cultural backgrounds. To support this mission, we have a bilingual Secretary to help families feel welcome, as well as three bilingual Associate Educators to support classroom instruction. We also have three Foster Grandparents who volunteer with our students and support our staff in a variety of ways. We have two Minnesota Reading Corps members who provide one-on-one literacy support to our K-2 students on a daily basis.

Overview of School Improvement Plan (this includes a summary of the goals, strategies and professional development within the plan, as well as how the school will address the MMR/FR designation)

1- Our Family Engagement strategy strives to engage the school community. It informs the community of our progress toward the design and implementation of instruction and interventions to meet student needs, and it gives them an opportunity to provide input. Our Family Engagement strategy also seeks to provide ongoing mechanisms for family and community involvement in school activities, volunteer opportunities, and other forms of community support. Cityview Community School will engage school staff and the surrounding community to share leadership in the planning process, as well as throughout implementation of our School Improvement Plan. The goal of this strategy is to provide appropriate academic, social-emotional, and community-oriented services and supports for students and families.

2- We have Professional Development Process Learning Communities (PDPLCs) that focus on student learning and meet weekly throughout the school year. The PDPLCs focus on examining student work, reviewing student assessment data, and ensuring that instruction is aligned to individual student needs. PDPLCs effectively measure the fidelity of classroom-level implementation of evidence-based instructional practices. The goal of this strategy is to provide ongoing, job-embedded professional development and implement the continuous use of student data to inform instructional practice in the classroom.

3- Our Positive School-wide Engagement strategy focuses on a student-centered, constructivist approach to learning to establish schedules and strategies that provide increased learning time for all students. We have common, building-wide expectations that are based upon the Responsive Classroom approach and work accomplished at the Positive School-wide Engagement Institute.

4- We provide Standards-based Instruction in all grades and use the Focused Instruction curriculum guides that are directly aligned to Minnesota standards. Teachers review state standards and write student-friendly learning targets aligned to the Minnesota standards in all grade levels and content areas. The goal of this strategy is to effectively implement a comprehensive, research-based, vertically aligned instructional program for all students. Focused Instruction begins the process of creating and implementing a comprehensive system of formative and summative data collection to track student progress to drive instructional decision-making. Reading and Math specialists support our staff and students in standards-based instruction.

5- Our teachers collaboratively teach in order to fully implement quality programming and instruction for all students. Math and Reading Specialists, as well as Special Education Resource Teachers, work in classrooms with homeroom teachers to provide support for Advanced Learners, students who receive Special Education support, and provide support/enrichment for all learners by using an instructional model that includes co-planning and co-teaching. Co-planning involves developing learning targets that are standards-based, problem-solving around student needs, and planning activities that are differentiated. It also involves creating and utilizing formative assessment to monitor student progress and adjust instruction as needed. Co-teaching takes place to provide support to students, to differentiate instruction in the classroom setting, and to ensure that all students are receiving the core instruction. Our Reading and Math specialists provide PD to staff about strategies, integration, and best practices. PDPLCs monitor student data on formative assessments to make adjustments to groups on a frequent basis. Special Education Resource teachers support classrooms as needed according to student data. We continue to improve instruction in the classroom by providing feedback through formal and informal observations with the SOEI rubric. We aim to have suspension rates and behavior referrals well below the district average by paying particular attention to how we are responding to our African American male students. We are proactive with community-building and have created strong rituals and routines to limit behavior that interferes with instruction and learning by implementing components of Responsive classroom building-wide. Our Instructional Leadership Team, which is led by the Principal and includes the Assistant Principal, Reading and Math Specialists, classroom representation and Special Education staff, is critical in the development, monitoring, and evaluation of this plan.

School Leadership Team

Stakeholders, including staff, families and community members must be represented in the school improvement planning process. This section describes in detail the process for including stakeholders and identifies those represented members who have input into the development, implementation and evaluation of the school improvement plan.

Development:

The Minneapolis Public School Board adopted a five-year enrollment plan December 2013 to address the projected student increase, totaling nearly 5000 additional students over the course of the next five years. A significant portion of the projected enrollment is to occur in the north Minneapolis area of the city and a primary strategy to address the increase is to open additional schools to receive students.

Through a series of community engagement sessions beginning during the summer of 2013 and continuing monthly until the board vote in December, it became evident that there was a need to open an additional elementary school in north Minneapolis. Cityview was a former MPS school leased to a charter, most recently, and we decided to re-open its doors as a PK-5 community school as part of the larger enrollment strategies.

Families were asked during the engagement sessions about the type of academic program they desired and the grade level structure. Additionally, families provided extensive feedback about secondary pathways where students would eventually attend.

Our ability to express a letter of Title I intent by November 2013, which is MDE's regulation, was prohibited based upon the fact that our school board did not have a final vote to approve its opening until December 2013. This fall, we opened Cityview and based upon our student projections, it is evident that about 95% of the students qualify for F/R lunch; therefore, we are formally requesting school wide Title I status.

The Instructional Leadership Team is responsible for creating the process for all stakeholders to participate and provide input into the creation and monitoring of the School Improvement Plan. Current data, District trends and School Improvement Goals were examined and discussed extensively by the ILT. Using the information gained from our discussions and survey results, we created a process that provided the entire staff to reflect on each SIP goal and comment on what's working, what's not working as well as offer suggestions for improvements and change.

The results were compiled and discussed at ILT to determine key findings for each goal and this information was used to revise our School Improvement Plan.

Members from the Site Council, staff, parents and community members provided input into the creation of the School Improvement Plan.

Implementation:

The Instructional Leadership Team is comprised of the Principal, Assistant Principal, Reading Specialist, Math Specialists, and Teacher Leaders. This team is responsible for monitoring this School Improvement Plan, data, and adjusting Professional Development to ensure that teachers are using the most effective instructional strategies and materials and ensure that the SIP is being implemented. School wide data determines the focus of professional development. The entire staff's activities are aligned to the SIP through the Professional Development Plan.

In addition, the Site Team, Instructional Leadership Team and the staff aid in monitoring and adjusting the School Improvement Plan. The School Improvement Plan is an agenda item for the Instructional Leadership Team. The ILT will report on the progress of the SIP at the three quarterly review meetings.

Evaluation of strategies:

New data is analyzed, shared and discussed. Any necessary changes are addressed and action taken as needed.

The Instructional Leadership Team and Site Council work together to rewrite or amend the School Improvement Plan. Parents and community members are apprised of progress on the previous year's SIP goals through our school newsletter, on the school website, the State of the Schools, Quarterly Review meetings and at Site Council.

Ongoing Throughout the Year: The Instructional Leadership Team, Staff Members, and Site Council review current data and progress toward SIP goals. Input is taken and revisions to the SIP (if needed) are written by the Instructional Leadership Team and shared with all stakeholders. Data collected and reviewed includes: MCA III, NWEA- MAP in grades 1-5, Kindergarten BKA, math and literacy benchmark assessments throughout the year and common and formative assessment data collected through PLCs and/or collaborative teams. Additionally attendance; suspension and referral data is reviewed. The Site Council is presented with information about current data as it relates to the SIP. The Family Involvement and Climate plans are also reviewed to determine progress toward goals.

Describe the Leadership Team's plan for communicating the goals, strategies and professional development within the School Improvement Plan to staff and community.

Communication is the essential element that the Instructional Leadership Team uses to build and maintain support for the implementation of the School Improvement Plan. The Instructional Leadership Team communicates the goals and strategies from the SIP at Staff meetings, Professional Learning Communities, Collaborative Grade Level Team meetings, and Site Council. SIP Goals will be part of the agenda of every PLC meeting and whole group PD. All staff will get "SIP at a glance" for quick reference.

Instructional Leadership Team will revisit school wide goals to ensure PLCs are aligned to the SIP goals and current needs according to the data. The Site Council, which consists of parents, staff, community members and principal meet once a month. All building data and School Improvement Plan are shared with this team for their review and input. This team reviews the action steps, time line and progress on the School Improvement goals. The progress will be communicated to families through the school newsletter, emails, the State of the Schools meeting three times a year and to the broader community through the school website

School Leadership Team, cont.

This School Improvement Plan has been developed with the involvement of the community to be served and individuals who will carry out the plan. The planning process is used to align all major programs at your site to improve teaching and learning. The planning team assumes responsibility for planning and implementing the School Improvement plan. It should represent the diversity of the school population and include all stakeholder groups (principals, teachers, other staff, students, family and community).

Category	Name	Signature
Teacher Name and Grade/Subject	David Traslavina -French Immersion	
Teacher Name and Grade/Subject	Christine Roiland - Reading Specialists	
Teacher Name and Grade/Subject	Julie Brandon- Specialists	
Teacher Name and Grade/Subject	David Woodland- Social Worker	
Teacher Name and Grade/Subject	Andy Oldenburg- SPED	
Teacher Name and Grade/Subject	Tim Yurecko- K-1 and High Five	
Teacher Name and Grade/Subject	David Davies- 2-3	
Teacher Name and Grade/Subject	Karen Adams 4-5	
Teacher Name and Grade/Subject	Sonja Menard- Instructional Specialist	
Teacher Name and Grade/Subject	Danny Thornton-Math Specialist	
Teacher Name and Grade/Subject	Terry Collins- DARE coordiantor	
Teacher Name and Grade/Subject	Sonny Shaw -AP	
Parent Name	Takara Scott	
Parent Name	Aleece Araka	
Community Member		
Student Name		
Other Staff Name	Breanna Nichols - Admin Intern	
Technical Assistance Provider		
Principal Name	Renee Montague	

Date SIP is approved and signed by Team: _____

B. Improvement Components

Comprehensive Needs Assessment Student Achievement Data

PROFICIENCY		
	Math	Reading
Group	2015	2015
African American	29.41	18.57
All Students	34.04	19.79
Free/Reduced Lunch	33.72	18.18

Higher than Statewide AYP target

Lower than Statewide AYP target

GROWTH		
	Math	Reading
Group	2015	2015
All Students	-0.58	-0.74

High Growth

Low Growth

ACHIEVE		
	Math	Reading
Group	2015	2015
African American	0.34	0.78

Decreases the achievement gap

Contributes to the achievement gap

Comprehensive Needs Assessment: Student Achievement Data

The MCA tests are aligned with the current academic standards. Hence, the major purpose of the MCA-II tests is to measure students' progress towards the state academic standards in reading and mathematics. The MCA-II (including MTELL for math) results here are analyzed by grade level percent proficient and identify which grades performed above or below the district and state or above the district, but below the state.

Math

Strengths:

- The percent of students meeting or exceeding the standards equal or above the state average occurred in year(s):

n/a

Needs:

- The percent of students meeting or exceeding the standards below the district and the state average occurred in year(s):

n/a

- The percent of students meeting or exceeding the standards above the district but below the state average occurred in year(s):

n/a

Reading

Strengths:

- The percent of students meeting or exceeding the standards equal or above the state average occurred in year(s):

n/a

Needs:

- The percent of students meeting or exceeding the standards below the district and the state average occurred in year(s):

n/a

- The percent of students meeting or exceeding the standards above the district but below the state average occurred in year(s):

n/a

Comprehensive Needs Assessment: Student Achievement Data

NWEA By Group

NWEA CALT and MAP are state-aligned computerized adaptive reading and math tests that reflect the instructional level of each student and measure growth over time. The results are analyzed by identifying continuous improvement in percent of students meeting the target growth for the last three years and by identifying students' making a year or more growth or less than a year's growth. The results are then disaggregated by ethnicity, programs and grade levels.

Math

Strengths:

- Improvement in the percent of students meeting the target growth for the last three years was noted for groups
n/a
 - Groups in where at least 60% of the students made one year's growth (fall to fall or fall to spring)
n/a
- OR the highest subgroup in the 50-59% growth range
n/a

Needs:

- No improvement or a drop in the percent of students meeting target growth for the last three years was noted for groups:
n/a
 - Groups in School Year where less than 50% of the students made one year's growth were
n/a
- and the group with the smallest percentage was
n/a
- OR group in School Year in the 50-59% growth range with the least amount of growth was
n/a

Reading

Strengths:

- Improvement in the percent of students meeting the target growth for the last three years was noted for groups :
n/a
 - Groups in School Year where at least 60% of the students made one year's growth (fall to fall or fall to spring)
n/a
- OR the highest subgroup in the 50-59% growth range
n/a

Needs:

- No improvement or a drop in the percent of students meeting target growth for the last three years was noted for groups
n/a
 - Groups in school year where less than 50% of students made one year's growth were
n/a
- and the group with the smallest percentage was
n/a
- OR the group in school year in the 50-59% growth range with the least amount of growth was
n/a

NWEA By Grade

Math

Strengths:

- Improvement in the percent of students meeting the target growth for the last three years was noted for groups
n/a

- Grades in 2015 where at least 60% of the students made one year's growth (fall to fall or fall to spring)
n/a

OR the highest grade in the 50-59% growth range

n/a

Needs:

- No improvement or a drop in the percent of students meeting target growth for the last three years was noted for groups:

n/a

- Grades in 2015 where less than 50% of the students made one year's growth were

n/a

and the grade with the smallest percentage was

n/a

OR the grade in 2015 in the 50-59% growth range with the least amount of growth was

n/a

Reading

Strengths:

- Improvement in the percent of students meeting the target growth for the last three years was noted for groups :
n/a

- Grades in 2015 where at least 60% of the students made one year's growth (fall to fall or fall to spring)
n/a

OR the highest grade in the 50-59% growth range

n/a

Needs:

- No improvement or a drop in the percent of students meeting target growth for the last three years was noted for groups

n/a

- Grades in 2015 where less than 50% of students made one year's growth were

n/a

and the grade with the smallest percentage was

n/a

OR the grade in 2015 in the 50-59% growth range with the least amount of growth was

n/a

Comprehensive Needs Assessment: Student Achievement Data

Kindergarten

All Kindergarten students are assessed in early literacy and numeracy skills. Phonemic awareness, the alphabetic principle, and language domains are assessed in the fall and spring. In addition, passage reading is assessed at the end of kindergarten. Numeracy is assessed by asking students to count forward and backward orally, identify and order numbers, and say a number that comes before or after a target number. Benchmarks have been established for both numeracy and literacy. The results are analyzed by identifying continuous improvement in percent of students meeting the benchmarks for the last three years and by identifying groups performing at, above or below the district average.

Numeracy Strengths:

- Continuous improvement in Numeracy for the last 3 years was noted for groups
n/a
- Groups performing at or above the district average on Numeracy in 2015 were
n/a
and the highest performing among these groups was
n/a

Numeracy Needs:

- No improvement in Numeracy for the last three years was noted for groups
n/a
- Groups performing below the district average on Numeracy in 2015 were
n/a
and the lowest performing among these groups was
n/a

Early Literacy Strengths:

- Continuous improvement in Phonemic Awareness for the last 3 years was noted for groups
n/a
- Groups performing at or above the district average on Phonemic Awareness in 2015 were
n/a
and the highest performing among these groups was
n/a
- Continuous improvement in Alphabetic Principle for the last 3 years was noted for groups
n/a
- Groups performing at or above the district average on Alphabetic Principle in 2015 were
n/a
and the highest performing among these groups was
n/a

Early Literacy Needs:

- No improvement in Phonemic Awareness for the last three years was noted for groups
n/a
- Groups performing below the district average on Phonemic Awareness in 2015 were
n/a
and the lowest performing among these groups was
n/a
- No improvement in Alphabetic Principle for the last three years was noted for groups
n/a
- Groups performing below the district average on Alphabetic Principle in 2015 were
n/a
and the lowest performing among these groups was
n/a

Grade One

All students in first grade are assessed with the district-developed Grade One Assessment. In reading, students receive scores on each of three reading dimensions: words read per minute, reading expression, and reading comprehension. In math, students are asked to identify numbers and quantities, count sets of objects, add and subtract numbers orally, and add single digit numbers. Benchmarks have been established for reading. The results are analyzed by identifying continuous improvement in percent of students meeting the benchmark in reading for the last three years. In math, the results are analyzed by identifying the percent of students performing at, above or below the district average.

Math

Strengths:

- Continuous improvement for the last three years was noted for groups
n/a
- Groups performing at or above the district average in 2015 were
n/a
and the highest performing among these groups was
n/a

Needs:

- No improvement for the last three years was noted for groups
n/a
- Groups performing below the district average in 2015 were
n/a
and the lowest performing among these groups was
n/a

Reading

Strengths:

- Continuous improvement for the last three years was noted for groups
n/a
- Groups performing at or above the district average in 2015 were
n/a
and the highest performing among these groups was
n/a

Needs:

- No improvement for the last three years was noted for groups
n/a
- Groups performing below the district average in 2015 were
n/a
and the lowest performing among these groups was
n/a

Comprehensive Needs Assessment: Climate Data

95% or Higher Attendance

Minneapolis Public Schools recognizes that daily attendance is critical to academic achievement and therefore expects every student to attend school and class on time every day. Ninety-five percent attendance has been set as the minimum standard, as stated in the MPS school board policy. The statements reflect the continuous improvement in percent of students in each group who attended 95% of the time for the last two years, as well as any groups that have eighty percent or more of students attending 95% of the time.

Strengths:

- There was an increase in the percentage of students attending school 95% of the time from 2014 to 2015 noted for group(s):
n/a
- In 2015, 95% attendance was noted for eighty percent or more of students in group(s):
n/a

Needs:

- There was no increase noted in the percentage of students attending school 95% of the time from 2014 to 2015 for group(s):
n/a

Suspension

Suspensions reflect loss of instructional time resulting from in-school suspensions, out-of-school suspensions and removals. Total suspensions are displayed as the combined total of all actual suspensions. The statements reflect a reduction or no reduction in total suspensions across two years for each of the subgroups.

Strengths in the area of removal from instruction due to behavior:

- There was a reduction in the total number of suspensions from 2014 to 2015 noted for group(s):
n/a

Needs in the area of removal from instruction due to behavior:

- No reduction in the number of total suspensions for the last two years was noted for groups:
n/a

Comprehensive Needs Assessment: Summary Analysis

The Data Summary Analysis synthesizes the findings from the Comprehensive Needs Assessments and identifies how students are performing across multiple data sources. It enables schools to identify common strengths and needs, and to determine priority focus areas for improvement.

Summary Analysis/ Relevant Findings

What are some common strengths and common areas of need from the multiple data sources? Describe the relationships between the above data sources. Be sure to address the educationally disadvantaged and typically underserved student populations.

4% of students tested in Reading met the standards, 29% partially met the standards. We will need to identify who these students are and focus our formative assessments early in the year to determine the areas that they excelled and where they need more practice. This data will be used to analyze and adjust schedules and curriculum in order to maximize opportunities for students to master and exceed the standards. This includes taking time to make sure that instruction and assessment is aligned vertically so that instruction in PK-2 prepares third grade students for the standards they will be expected to master. We also need to guarantee that students who met the standard last year continue to make growth. 67% of students did not meet the standard in Reading. This suggests that we need to be proactive to support students by differentiating our core instruction. We will need PD and ongoing support, instructional feedback for teachers to do this.

16% of our students met or exceeded the standards in Math. We will identify who these students are and work to ensure that they continue to master the standards and to make at least a year's growth. 29% of our students partially met the standards in math. We will identify who these students are and determine what skills they need more practice with in order to meet mastery. 67% of students did not meet the standard in Math. A thorough assessment of their skills and knowledge must be done early in the year. Support by the Math Specialist with assessments and co-planning for differentiated core instruction as well as the creation of small groups will need to happen early in the year. We will use our Associate Educators, and Math and Reading Specialists to push into classrooms to offer support to students and create small targeted groups.

We need to thoroughly analyze the data in K, 1 and 2 on an ongoing basis so that we know where and who to target instruction. We did a thorough analysis of our engagement data to determine who needs to be targeted for attendance and behavior. We found that for behavior there was a small group of students (12) that struggled with positive engagement for the year and made up a large percentage of our referrals and suspensions.. We will set up a plan for them at the beginning of the year. We have created a position to provide a welcome camp for students who come after the start of the year to create an induction program with explicit expectations for students and families. We also plan to implement several incentive and recognition programs for students that are following expectations and showing leadership.

A high mobility rate continues to be a challenge for us. We analyzed the percentage of students we had Oct. 1st with those that are still enrolled - 65% of our students have been with us since Oct. 1st and 35% of our current enrollees have come after October first. This means that 93 students have come and gone since Oct. 1st.

Based on the data analysis/synthesis of the above measures, the priority needs/focus areas for our school are:

Area	Priority Needs/Where We Need to Focus – Up to 3 priorities per area
Student Achievement	<ol style="list-style-type: none"> 1. Increase the number of students meeting or exceeding reading proficiency in all grade levels. 2. Increase the number of students meeting or exceeding math proficiency in all grade levels. 3. Increase the number of students making at least a year or more growth.
Climate	<ol style="list-style-type: none"> 1. Maintain suspension and referral rates lower than the district average for all students and demographic groups 2. Increase attendance rates for students who attend less than 95% of school days. 3. Create and maintain a thriving culture and climate through a School-wide behavior plan and a focus on community building using Responsive Classroom Components and Social/Emotional health.
Professional Practices	<ol style="list-style-type: none"> 1. Establish high functioning PLC's to maximize collaboration among staff with a focus on student learning. 2. Implement Responsive Classroom components in all rooms. 3. Implement an ongoing data cycle that provides constant monitoring of student learning, documentation of interventions and supports.

School Improvement Goals

Based on the priority needs for our school, the goals are:

Reading Smart Goal(s):	
Proficiency on MCAs The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at Cityview Community school will increase from 5%in 2015 to 13% in 2016, 20% in 2017 and 29% in 2018.	
Additional Reading SMART Goals(s)	
Professional Development Strategies to Support Reading Goal (s)	Success Criteria to Evaluate Effectiveness of Professional Development Strategies
<p>PD to support Reading SMART goals includes:</p> <ul style="list-style-type: none"> -Implement Focused Instruction at all grade levels -Create common formative assessments to review student work in PLCs -Integrate Science and Social Studies to Reading and math daily -Differentiate Core curriculum as needed -Utilize advanced differentiation resources for students -Align curriculum to standards/fill gaps -Use of support staff for intervention/acceleration time and collaboration -Reading specialist will engage staff in PD and coaching around best practices for literacy, Close reading, evidence from text etc.) 	<ul style="list-style-type: none"> -Data Cycle to examine student data and work in PLCs and ILT -ILT will progress monitor student and PLC data -ILT will progress monitor implementation of Focused Instruction -ILT will monitor student data and School Improvement Plan
Family Involvement Strategies to Support Reading Goal(s)	Success Criteria to Evaluate Effectiveness of Family Involvement Strategies
<p>All teachers create learning plans with parents and students at the fall conferences. This improves communication and provides parents with benchmarks on where their child currently is and strategies are shared on how to help them improve. Teachers also provide parents with frequent and thorough progress checks throughout the year to communicate student successes to parents.</p> <p>Parents will be provided ideas for how to support math and reading at home during conferences and the State of the School meetings.</p> <p>Families are recruited to volunteer in class, participate in Site council and provide input at Open House, Conferences and when they register their students. We also work to recruit parents when they come in to drop students off and pick them up.</p> <p>Newsletters and the school's website provide information as well.</p> <p>ILT will do research on and consult Epstein's Six ways to involve parents and to create our FIP.</p> <p>We will have CPAO and during ECFE parents are taught strategies to support Math and reading.</p> <p>Robo calls home to advertise key events and messages Stickers sent home to help advertise key events and messages</p>	<p>Cityview will monitor attendance by family members at all events. The Parent Liaison and parent members serving on Site Council will have continual contact with members of the families to assess the effectiveness of our family involvement strategies and obtain additional suggestions. Parent and family survey results will be analyzed to measure effectiveness.</p>
Extended Learning Opportunities that Support Reading Goal(s)	Success Criteria to Evaluate Effectiveness of Extended Learning Opportunities

Cityview plans to have an After-School Program that offers classes which support academic achievement in the areas of Reading and Math. The coursework in these classes are aligned with the standards at all grade levels. Students needing additional support are identified and informed of this resource and encouraged to attend. This after-school program will begin in October. Students will have opportunities to work on their reading and math skills with licensed staff and support staff. In additions GEMS and GUYS for grades 1-5 to provide accelerated learning opportunities to ensure that every student makes gains and that students who are currently proficient students make at least one year's growth.

In addition, our Homeless and Highly Mobile students receive support at the shelter in which they reside. MPS has provided several shelters with math and reading curriculum that is being used in the classrooms, so that they may support our students through their after-school programs.

Winter break academy will be offered to students who need acceleration. This will consist of four additional days of instruction in Reading and Math over Winter break. Student data will be collected to determine impact.

Cityview students take multiple assessments which include district kindergarten assessments, MCA and MAP in both reading and math, and benchmark These assessments will serve as baseline data. Formative Assessments will be administered various times throughout the year to measure progress. The Instructional Leadership Team will coordinate with the after-school coordinator to evaluate the effectiveness of these services.

Data is reviewed during Professional Development and during team meetings as well. Students who have been identified as needing this additional support are followed to determine growth. If changes are needed to promote further growth, this is relayed to parents.

The MAP is administered 3 times per year and provides further data to assess student needs, growth and achievement.

Math SMART Goal(s):

Math Proficiency on MCAs The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA at Cityview Community school will increase from 18% in 2015 to 26% % in 2016, 34%in 2017 and 42% in 2018.

Additional Math SMART Goal(s):

Professional Development Strategies to Support Math Goal(s)

- Math specialist will support teachers with how to differentiate core curriculum to meet all needs
- PD will be provided by the Department of Talent Development lead on the turn around team for students who need it
- Align math standards to the curriculum/fill gaps
- use remedial and acceleration resources
- Understanding how to differentiate core math VS interventions

Success Criteria to Evaluate Effectiveness of Professional Development Strategies

- Data Cycle to examine student data and work in PLCs and ILT
- ILT will progress monitor student and PLC data
- ILT will progress monitor implementation of Focused Instruction
- ILT will monitor student data and the School Improvement Plan
- Survey to staff regarding the effectiveness of the Professional Development sessions

Family Involvement Strategies to Support Math Goal(s)

Success Criteria to Evaluate Effectiveness of Family Involvement Strategies

All teachers create learning plans with parents and students at the fall conferences. This improves communication and provides parents with benchmarks on where their child currently is and strategies are shared on how to help them improve. Teachers also provide parents with frequent and thorough progress checks throughout the year to communicate student successes to parents.

Parents will be provided ideas for how to support math and reading at home during conferences and the State of the School meetings.

Families are recruited to volunteer in class, participate in Site council and provide input at Open House, Conferences and when they register their students. We also work to recruit parents when they come in to drop students off and pick them up.

Newsletters and the school's website provide information as well.

ILT will do research on and consult Epstein's Six ways to involve parents and to create our FIP.

We will have CPAO and during ECFE parents are taught strategies to support Math and reading.

Robo calls home to advertise key events and messages
Stickers sent home to help advertise key events and messages

Cityview will monitor attendance by family members at all events. The Parent Liaison and parent members serving on Site Council will have continual contact with parents/family members to assess the effectiveness of our family involvement strategies and obtain additional suggestions. Parent and family survey results will be analyzed to measure effectiveness.

Extended Learning Opportunities that Support Math Goal(s)

Cityview plans to have an After-School Program that offers classes which support academic achievement in the areas of Reading and Math. The coursework in these classes are aligned with the standards at all grade levels. Students needing additional support are identified and informed of this resource and encouraged to attend. This after-school program will begin in October. Students will have opportunities to work on their reading and math skills with licensed staff and support staff. In additions GEMS and GUYS for grades 1-5 to provide accelerated learning opportunities to ensure that every student makes gains and that students who are currently proficient students make at least one year's growth.

In addition, our Homeless and Highly Mobile students received support at the shelter in which they reside. MPS has provided several shelters with math and reading curriculum that is being used in the classrooms, so that they may support our students through their after-school programs.

Winter break academy will be offered to students who need acceleration. This will consist of four additional days of instruction in Reading and Math over Winter break. Student data will be collected to determine impact.

Success Criteria to Evaluate Effectiveness of Extended Learning Opportunities

Cityview students will take the Kindergarten Assessment, MAP in 1-5 for math. These assessments will serve as baseline data. These assessments will be administered various times throughout the year to measure progress. The Instructional Leadership Team will coordinate with the after-school coordinator to evaluate the effectiveness of these services.

Data is reviewed during Team meetings. Students who have been identified as needing this additional support are followed to determine growth. If changes are needed to promote further growth, this is relayed to parents. If students chose not to take advantage of this opportunity, this too, is presented to parents/families to encourage participation.

MAP is administered 3 times per year and provides further data to assess student needs, growth and achievement.

Climate SMART Goal(s):

Suspension: The number of All Students who are suspended at Cityview Community school will be fifty percent lower than the district average and will decrease by 10% each year for the next three years. The percent of students who attend school 95% of the time at Cityview Community school will be 5% higher than the district average in 2016.

Additional Climate Goal(s):

<p>Professional Development Strategies to Support Climate Goal(s)</p> <p>Our professional Development plan focuses on improving instruction in both reading and math, engaging students in learning, decreasing behavioral issues, implementing Morning Meeting and other rituals and routines.</p> <p>Teachers and Administrators make positive phone calls home to establish relationships with parents.</p> <p>Many teachers were trained in Responsive Classroom this classroom. One of the Turnaround team specialists will work with teachers during the first PLC cycle to do the First Six Weeks and will support and consult with Cityview staff all year.</p> <p>A core group of teachers will receive professional development during the summer and will share ideas and information with staff.</p> <p>Cultural competency, cultural awareness and equity and diversity opportunities will be communicated to staff throughout the year.</p> <p>Staff will be offered the opportunity for PD in Second Step</p> <p>The behavior team will monitor climate data on a weekly basis.</p> <p>Administration will meet with teachers individually with every teacher to check in and help trouble shoot engagement and behavior concerns.</p>	<p>Success Criteria to Evaluate Effectiveness of Professional Development Strategies</p> <p>Referral and Suspension Data</p> <p>Teacher Evaluations with the Standards of Effective Instruction - related to cultural competency.</p> <p>Student surveys</p>
<p>Family Involvement Strategies to Support Climate Goal(s)</p>	<p>Success Criteria to Evaluate Effectiveness of Family Involvement Strategies</p>

<p>Cityview School will engage and communicate with parents through Parent Involvement/Communications. School expectations are communicated in English, Spanish, and Somali frequently through the use of the school calendar, monthly school newsletters and classroom newsletters. Numerous family involvement nights such as Teacher Meet and Greet, Open House, Family Reading and Math night will be offered to ensure a connection with the school.</p> <p>Cityview informs families of behavior expectations. Positive phone calls are made home for students, certificates are sent home, Lunch bunch meets to reward students and extra gym or computer time are offered as a daily incentive.</p> <p>We communicate with families about the progress of their children through the use of school newsletters, conferences, report cards, classroom newsletters and phone calls or “good” notes sent home.</p> <p>Families are encouraged to visit their child’s classroom.</p> <p>Families can request a meeting to provide input as to supporting positive behavior in their child.</p> <p>Family fun nights – Turkey Bingo and PTA, Family Fitness night, Talent show performance</p> <p>Robo calls home to advertise key events and messages Stickers sent home to help advertise key events and messages</p>	<p>Cityview will monitor attendance by family members at all events. The Parent Liaison and parent members serving on Site Council will have continual contact with families to assess the effectiveness of our family involvement strategies and obtain additional suggestions.</p> <p>Parent and family surveys will be provided and the results will be analyzed to measure effectiveness. Student data will be analyzed to determine growth. We will also gauge our progress by looking at student behavior data to see if the number of suspensions is reduced.</p> <p>We will survey students to see what they would like for recognition for great behavior and improved behavior.</p>
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Building Climate:	
<p>School-wide expectations provide the foundation for all positive school-wide behavior systems. These school-wide expectations are applied in all areas of the school- classroom & non-classroom settings and at all times-before, after and during the school day. What are your school-wide rules and expectations? How do you teach, practice and reinforce these expectations in your school?</p>	<p>One component of a positive school-wide behavior system includes proactive teaching of social skills to students. Is Social Emotional Learning embedded into regular academic plans? How? Are you using a specific curriculum?</p>
<p>All school staff engaging in designing, developing, implementing and maintaining a School-wide Positive Behavior Support plan which will include common building wide expectations that are based on the Responsive Classroom approach.</p> <p>MPS will host PD for a team of 10 staff members to begin the plan for the school. This team will be responsible for leading the rest of the staff through PD around positive behavior interventions and classroom/school wide plans in the fall.</p> <p>Will update when created.</p>	<p>Second Step curriculum</p> <p>Responsive Classroom components</p>
<p>Assessment is a vital first step in making improvements in school climate; using data to guide actions provides the foundation for effective change. Does your school have a team that reviews school climate? What data do they review and how often? How is this team connected to the work of your PLC?</p>	

ILT reviews climate data on ongoing basis throughout the school year.

Teacher input/data is gathered throughout the year (needs assessments). ILT takes action/responds as needed.

Review student surveys and staff survey at ILT

Schoolwide Reform Strategies: Action Plan

Schoolwide reform strategies are selected to strengthen the core academic program, increase the amount and quality of learning time, address the needs of historically underserved populations and provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. The action plans describe in detail how the school plans to implement and monitor the effectiveness of the reform strategies.

Strategy

We will develop, support, and monitor building-wide engagement plans that emphasize alternatives to suspension. Positive engagement strategies will include all school staff engaging in designing, developing, implementing, and maintaining a School-wide Positive Behavior Support plan with common building-wide expectations that are based on the Responsive Classroom approach and the work done in the Positive School-wide Engagement Institute.

Research and Rationale

School-wide Positive Behavior Support is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success.

Cohen, R., Kincaid, D., and Childs, K. (in press). Measuring school-wide positive behavior support implementation: Development and validation of the "Benchmarks of Quality." Journal of Positive Behavior Interventions

Irvin, L.K., Tobin, T., Sprague, J., Sugai, G. and Vincent, C. (2004). Validity of office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral interventions. Journal of Positive Behavioral Interventions 6, 131-147.

This strategy supports:

Reading Goal(s): **X** Math Goal(s): **X** Climate Goal(s): **X** Graduation Goal(s): **X**

Action Plan

Start Date:	Action Step
8/19/2015	PLAN: Positive Behavior/Climate strategies will include all school staff engaging in modifying, implementing, and maintaining a School-wide Positive Behavior Support plan which will include common building wide expectations that are based on the Responsive Classroom approach.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
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Revise School-wide Student Engagement Plan based on RC components and work done at the MPS Positive School-wide Engagement institute. -Review school-wide and classroom expectations, consequences and system of referral – ILT/Positive Engagement Team will review behavior data monthly - Social emotional learning instruction will occur (RC, Second Step)	8/19/2015	-Continue to identify appropriate PD for staff (RC, Second Step) -Identify and acquire resources needed for implementation - Review expectations for staff to engage in community building with their students. - Refine reporting system –Build capacity	8/23/2015		8/23/2015
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Personnel Lead: Administration, Student Engagement/Behavior Support Team, Team that attended summer institute ILT, Turn around team specialist	Required Resources Required Resources: Time: Time during back to school week to introduce plan and clarify expectations, time in ILT to assess and monitor plan, time for behavior team to analyze data and the impact of strategies, time to review and revisit expectations. Resources: RC Resource Library (First 6 Weeks of School, The Power of Our Words, The Morning Meeting Book), responsiveclassroom.org, originsonline.org, Second Step resources, Student Support Services,
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Implementation Notes

Start Date:	Action Step
8/25/2015	DO: Staff will implement School-wide positive engagement plan.

Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint

Staff implement School-wide Student Engagement Plan which includes: -ILT/Positive Engagement Team will analyze suspension and referral data -Teachers implement strategies to build relationships with students and parents (Morning Meeting, Communicating with Parents, Hopes and Dreams) -Teachers implement strategies to ensure students know defined expectations, rituals and routines (democratic rule making, model and practice, Y charts) -Teachers goal set with students (Hopes and Dreams) constitutional convention	8/25/2015	Problem-Solving support is given when necessary - Student goals (Hopes and Dreams) and Rules are posted -Students follow the expectations and are redirected or provided opportunities to problem-solve when needed - Students in need of additional social/emotional support are identified -Teachers introduce and begin to implement spectrum of consequences based on student behavior and developmental needs -RtI (problem-solving) team meets to review student data and discuss student engagement concerns - continuous	10/23/2015		10/23/2015
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Personnel Lead: Administration, Student Engagement/Behavior Support, Monitor: ILT, Turn around team specialist	Required Resources Time: Time in ILT to look at student data and continue to refine/develop plan, time for behavior team to meet and problem-solve strategies for especially challenging behaviors
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Implementation Notes NULL

Start Date: 8/26/2015	Action Step STUDY/ACT: School leadership will monitor and adjust the School-wide Positive Engagement plan.
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Success Criteria					
Interim 1 Observe and monitor implementation of behavior plan: - ILT will review the behavior data, -Review implementation data of plan (informal observations- learning walks) -Conduct classroom and school-wide observations with an emphasis on Domain 2 as needed.- Secondary observers will meet bi-weekly to discuss monitoring next steps, as well as patterns building wide and bring noticings to ILT.	Checkpoint 10/15/2015	Interim 2	Checkpoint 5/30/2015	End Point -Review end of year data - Based on findings make recommendations for staff PD, 2015 student placements and adjustments to the Student behavior Plan	Checkpoint 5/30/2015

Personnel Lead: Administration, Student Engagement/Behavior Support team, Monitor: ILT, Turnaround specialist	Required Resources Time: Time during ILT to review data and make necessary adjustments to plan, time for behavior team to review data, meet with teachers and attend necessary PD Resources: RC Resource Library (First 6 Weeks of School, The Power of Our Words, The Morning Meeting Book), responsive classroom.org, originsonline.org, Second Step resources, Student Support Services,
Implementation Notes	

Strategy					
We will fully implement Standards Based Instruction across content areas to improve core teaching and provide standards based learning to all students. In the area of literacy, students will receive quality instruction with support from the literacy specialist that builds on the unique language and cultural strengths of the students and rapidly accelerates the learning of foundational literacy skills and oral language development. In the area of math, students will receive quality instruction, enrichment, and support from the math specialist. Guided math groups will be implemented.					
Research and Rationale					
Focused Instruction, which is sometimes called aligned or managed instruction, is simply an instructional process that reflects what we know to be good teaching and learning. It aligns what we teach with how we teach and what we assess in a continuous cycle. Features of Focused Instruction include the following: Planning lessons using high-quality curriculum derived directly from state standards Engaging students in rigorous learning using a variety of instructional strategies Adapting instruction to meet individual students' needs at all levels Conducting frequent assessments to provide students with the opportunity to demonstrate their knowledge and skills Using data to identify students who would benefit from additional help or accelerated learning opportunities.					
This strategy supports:					
Reading Goal(s): <input checked="" type="checkbox"/>		Math Goal(s): <input checked="" type="checkbox"/>		Climate Goal(s):	Graduation Goal(s):
Action Plan					
Start Date:		Action Step			
8/19/2015		PLAN: School leadership will communicate expectations for Planning, Teaching, Assessment, and Analysis using standards-based instruction in content areas using the following framework: Planning- Use high-quality curriculum to plan strong units. Teaching- Engage all students in meaningful learning. Assessment- Evaluating the effectiveness of teaching strategies. Analysis- Using data and student work to inform instruction.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
School Leadership will communicate expectations for Focused Instruction for all Teachers in all grades and content areas •Teachers new to FI will attend district training. Time opening week for grade level teams, EL/SPED to identify standards review grade level pacing assessments, and curricula ideas •PDPLC groups, co-teachers, Grade-level teams, and AEs guided by teachers, use information from FI to help with common formative and benchmark assessments	8/28/2015	Learning walks, lesson plans, PDPLC documentation and SOEI observations show evidence of implementation of focused instruction YAG's and benchmark assessments.	5/30/2016	Teachers are able to identify shifts in their practice in planning, implementation, assessment and use of student data and standards based classrooms. Data team is able to articulate the shifts and communicate to all stakeholders.	5/30/2016
Personnel			Required Resources		
Monitoring District content leads, building administrators, IS, Turnaround specialist, Math and Reading specialists, French Immersion Coordinator			Ongoing professional development and coaching. ILT and PDPLCs will align all work to focused instruction. Individual job embedded coaching and mentoring.		
Implementation Notes					
French Immersion Teachers will use standards based assessments and curricula that was developed for each content area in French.					

Start Date:	Action Step
8/25/2015	DO: Facilitate/support PDPLC teams with the Looking at Student Work Protocol in order for analysis of benchmark assessments and planning to be meaningful. Teachers will participate in ongoing professional development and training, coaching, monitoring and feedback regarding essential benchmarks, pacing, and suggested resources to help clarify for teachers the road map of concepts and skills necessary to teach and students to learn.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
School leadership reviews and documents teacher attendance at FI training. Clear expectations for PDPLC binders, team meetings show evidence of Standards based discussions, Learning Walks and SOEI observations show consistency of pacing and planning across grade levels, support with progress monitoring and common formative assessments. Support teachers with how to use the materials for advanced learners for all students	8/25/2015	Implement Focused Instruction curriculum at all grade levels and content areas. Use district provided resources to adapt instruction to meet individual student need at all levels. Post and implement Learning Targets that are in student-friendly language. Implement frequent common formative assessments to provide students with the opportunity to demonstrate their knowledge and skills.	5/30/2016	Continuously collect and review student data to inform instruction (Benchmark and quarterly assessments, student work, common formative and summative assessments, MAP, MCA, behavior data, SOEI feedback, etc.) - Communicate student progress with students and parents including areas of strength and areas identified for improvement. The cycle is ongoing Feedback and support from MPS central office planned FI PD cohort groups and school site teams will assist teachers with any misunderstandings	5/30/2016

Personnel	Required Resources
Lead: Instructional Specialist; Instructional Leadership Team; PDPLC facilitators; Reading and Math Specialists; French Immersion Coordinator	Time: Dedicated PDPLC time for grade level teacher collaboration to implement Focused Instruction, ILT time to determine and support teacher needs, time allocated for PD support, and both PDPLC/ILT time to review, monitor, and adjust Focused Instruction implementation based upon data, extended time. Midyear assessments, learning walk protocol, YAGs from grades and content areas that have been developed by MPS

Implementation Notes
French Immersion teachers will use standards based curricula and assessments aligned to each content area.

Start Date:	Action Step
8/25/2015	STUDY and ACT: Supplementary programs and resources are examined for alignment to the Focused Instruction pacing, planning, and resource suggestions to assure alignment of strategies and support.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
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Observe and monitor implementation of Focused Instruction Strategies: - Review the data PDPLCs and Data Teams collect -Classroom observations - Review PDPLC binders - monitor Focused Instruction implementation through benchmark assessments	10/30/2015	Mid-year data will be examined to measure effect of current support and assure that adjustments are made to match resources with current student need	5/15/2016	Adjust as needed: - Refine Focused Instruction as needed according to observations and benchmark assessment data -Identify resources needed for refinement of Focused Instruction - Refine Focused Instruction as needed according to Year-end Survey - Identify resources needed for refinement of Focused Instruction and plan for the 2016-2017 school year.	5/30/2016
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Personnel PDPLC binders PDPLC share outs Observations Admin, ILT, French Immersion Coordinator, IS	Required Resources Time: Time Dedicated PDPLC time for grade level teacher collaboration to implement Focused Instruction, ILT time to determine and support teacher needs, time allocated for PD support, and both PDPLC/ILT time to review, monitor, and adjust Focus Instruction implementation based upon data, extended time
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Implementation Notes
French Immersion teachers will use standards based curricula and assessments aligned to each content area

Start Date: 9/4/2015	Action Step Implement Junior Great Books in all grades.
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Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Reading Specialist will support teachers' implementation of JGB by modeling, co-planning and co-facilitating. Teachers will attend training.	11/3/2015	Learning walk to assess level of implementation of JGB and identify next steps.	5/29/2016	ILT members will survey the staff to identify next steps for implementation for the following year.	5/29/2016

Personnel Reading Specialist will support and co-teach with teachers. ILT members will conduct a learning walk to assess implementation.	Required Resources Time; Training of staff as needed; Books and teacher materials.
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Implementation Notes
French Immersion teachers will utilize inquiry strategies with French literature.

Strategy

We will support the diverse needs of Special Education students, English Language Learners, and advanced learners in the general classroom. Teachers collaboratively teach using an instructional model which includes the following practices: co-planning-- to develop learning and language targets that are standards based, problem-solving around student challenges, and planning activities that are differentiated, and creating and utilizing formative assessment to monitor student progress and adjust instruction as needed; co-teaching-- to provide support to students, to differentiate instruction in a classroom setting, and to ensure students are receiving the core instruction. Co-teaching includes the Reading and Math specialists.

Research and Rationale

Collaboration is intentional planning which values input, expertise, and skills to achieve a common goal. Effective teaching of language through academic content requires that "teachers across the grade levels and subject areas have to work collaboratively to shoulder the responsibility of equipping students with the lexical skills to successfully navigate today's high-stakes, standards-based educational environment" (Feldman, K., & Kinsella, K., 2005, p. 10). PLCs or school environments where teachers learn and reflect together have shown increased student achievement. Abdallah, J. (2009, February). Empirical research: Benefits of co-teaching for ESL classrooms. Academic Leadership. Chapman, C. & Hyatt, C.H. (2011). Critical conversations in co-teaching: A problem-solving approach. Bloomington, IN: Solution Tree Press. Honigsfeld, Dove. (2010). Co-Teaching Strategies for English Learners. Corwin Rojas, V. P. (n.d.). Co-teaching Models. Resource materials provided to Multilingual Department, Minneapolis Public Schools. Villa, R.A., Thousand, J.S., & Nevin, A.I. (2008). A guide to co-teaching: Practical tips for facilitating student learning. Thousand Oaks, CA: Corwin Press.

This strategy supports:

Reading Goal(s): **X** Math Goal(s): **X** Climate Goal(s): **X** Graduation Goal(s): **X**

Action Plan

Start Date:	Action Step
8/17/2015	PLAN: Revise and communicate a clear co-teaching model and schedule including: Time to plan - weekly collaborative meeting for Spec. Ed and Resource teachers, common preparation time daily for grade level teachers, time in the schedule to co-teach and time to monitor student progress and make adjustments to instruction

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
	9/30/2015	-Revisit co-teaching expectations/norms through a survey. - Determine needs for PD and resources and next steps based on results.	5/15/2016	Final reflection, have staff provide input on success, challenges of strategy and suggestions for refinement	5/15/2016

Personnel	Required Resources
Admin, Instructional Leadership Team, Instructional Specialist, Turnaround team, Math and Reading Specialists	Time: Time for ILT to meet and establish calendar and expectations, time in workshop week to go over calendar, schedule, and expectations.

Implementation Notes

In our French Immersion classes co-teaching will take the form of daily collaboration with Native language AE.

Start Date:	Action Step
9/30/2015	Do: Implement revised Co-teaching model which includes the following practices; co-planning-- to develop learning targets that are standards based, to problem-solve around student challenges, to plan activities that are differentiated, to create and utilize formative assessment to monitor student progress and adjust instruction as needed; co-teaching-- to provide support to students, to differentiate instruction in a classroom setting, to ensure students are getting the core instruction.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint

	9/30/2015	Collaborating teachers implement selected co-teaching model - Collaborating teachers provide appropriate strategies to meet the language, cognitive and social development needs of students -Collaborating teachers implement lessons which include learning targets, and differentiated instructional strategies -Collaborating teachers utilize support materials and strategies during co-taught lessons - Collaborating teachers utilize common formative assessments -Communicate recommendation for intervention	6/3/2016		6/3/2016
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Personnel Monitor: Admin, Instructional Leadership Team, Instructional Specialist, French Immersion Coordinator	Required Resources Time: Time for ILT to meet and discuss progress of co-teaching model and its impact on student achievement.
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Implementation Notes
In our French Immersion classes co-teaching will take the form of daily collaboration with Native language AE.

Start Date:	Action Step
10/23/2015	STUDY and ACT: Monitor and adjust the co-teaching model by reflecting on the process, the model's success and challenges as well as adjust and plan for the following year.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Observe and monitor implementation of Co-teaching model: - Review the data co-teaching teams and Data Teams collect -Conduct classroom observations - Conduct twice yearly Implementation Survey to collect baseline data and progress monitor Co-teaching model - Collaborating teachers collect and analyze student data regularly to determine effectiveness of strategy and adjust instruction accordingly	11/16/2015		5/30/2016	Adjust as needed: - Refine Co-teaching model as needed according to Implementation Survey - Identify resources needed for refinement of Co-teaching model - Refine Co-teaching model as needed according to Year-end Survey - Identify resources needed for refinement of Co-teaching model - Celebrate successes	5/30/2016

Personnel	Required Resources
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Monitor: Admin, Instructional Leadership Team,
Instructional Specialist

Time: Time for ILT to meet and discuss progress of co-teaching model and its
impact on student achievement. Provide time for collaborative teams to meet.
Resources: Multilingual department, Co-teaching resource books

Implementation Notes

In our French Immersion classes co-teaching will take the form of daily collaboration with Native language AE.

Strategy
 We will develop partnerships with parents, families, and the community through the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options to parents; and providing opportunities for collaboration and feedback with parents and the community.

Research and Rationale
 Research indicates that, through high school, family involvement contributes to positive results for students, including higher achievement, better attendance, more course credits earned, more responsible preparation for class, and other indicators of success in school (Catsambis, 2001; Simon, 2004). The studies of homework and targeted outcomes reinforce the importance of well-designed, subject-specific or goal-linked activities for family and community involvement for strongest impact on student achievement and success in school. The research identifies "essential elements" for effective programs and specific processes and paths that strengthen (1) leadership for partnerships, (2) program plans, (3) outreach to involve more families, (4) responses of families and community partners, and (5) impact on student achievement and other indicators of success in school.

This strategy supports:
 Reading Goal(s): **X** Math Goal(s): **X** Climate Goal(s): **X** Graduation Goal(s):

Action Plan

Start Date:	Action Step
9/30/2015	PLAN: Leadership team revises and adds to the Family Involvement Plan that includes the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents; and providing opportunities for collaboration and feedback with parents and the community.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Revise plan as needed based upon beginning of the year data.	9/30/2015	Gather parent and community feedback from fall events and conferences.	11/20/2015		11/20/2015

Personnel	Required Resources
Personnel Lead: Family Liaison Monitor: Principal, Assistant Principal, Instructional Leadership Team, Social Worker, French Immersion Coordinator	Time: Meeting time for community and families to collaborate with school, planning time for school leadership teams, organizational planning time to develop engagement activities. Financial: TBD Resources: Office of Family and Community Engagement; on-going training for Family Liaison

Implementation Notes

Start Date:	Action Step
9/30/2015	DO: School implements the Family Involvement Plan that includes the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents; and providing opportunities for collaboration and feedback with parents and the community.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint

Continue to implement Family Engagement Plan: - Communicate student learning goals as well as academic successes and areas of growth during conferences and as needed or requested by parents - Provide and communicate academic, behavioral, and social support options for parents - Provide opportunities for collaboration and feedback with parents and the community (Site Council, Title 1 night, principal and parent meetings, curriculum night, volunteering, etc.)	10/19/2015	Continue to conduct parent survey - Revise Family Engagement Plan and adjust strategies based upon data	8/21/2016	Continue implementation of Family Engagement Plan - Cycle is ongoing	8/21/2016
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Personnel Lead: Family Liaison Monitor: Principal, Assistant Principal, Instructional Leadership Team, Social Worker, Instructional Specialist, French Immersion Coordinator	Required Resources Time: Meeting time for community and families to collaborate with schools; planning time for school leadership teams; review Parent Survey results Financial: TBD Resources: Office of Family and Community Engagement
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Implementation Notes
Bilingual staff will be utilized whenever possible to increase effective communication with parents. Bilingual and bi-cultural staff will advise and consult with staff members on culturally relevant topics as needed to increase communication and positive interactions.

Start Date:	Action Step
10/23/2015	STUDY and ACT: Leadership team monitors and makes adjustments to Family Involvement Plan that includes the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents; and providing opportunities for collaboration and feedback with parents and the community.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Revise Family Involvement Plan as needed based upon feedback.	10/23/2015	Utilize data to determine revisions to our plan.	6/6/2016		6/6/2016

Personnel Lead: Family Liaison Monitor: Principal, Assistant Principal, Instructional Leadership Team, Social Worker, French Immersion Coordinator	Required Resources Time: Meeting time for community and families to collaborate with school; planning and reflection time for school leadership teams; review Parent Survey results Financial: Reserve or Extended time for teachers Resources: Office of Family and Community Engagement, ALC PD for Classroom for Success when needed
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Implementation Notes

Strategy					
We will build capacity to use assessment, and other data, to improve teaching practice and student outcomes through participation in Professional Development Process Learning Communities that improve instructional practices through action planning, collaboration, and professional development that is based on student achievement data.					
Research and Rationale					
Research on schools that improve student achievement levels reveals that students learn more in schools where teachers are engaged in professional learning communities and work collaboratively to address student needs that have been identified through data analysis. Based on the National Staff Development Council, "The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving." The NSDC standard states: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district. http://www.nsd.org/standards/learningcommunities.cfm					
Phillips, J. (2003, Spring). Powerful learning: Creating learning communities in urban school reform. Journal of Curriculum and Supervision, 18(3), 240-258.					
Weiss, I. R. and Pasley J. D. (2006). Scaling up instructional improvement through teacher professional development: Insights from the local systemic change initiative. Philadelphia, PA: Consortium for Policy Research in Education (CPRE) Policy Briefs. Read at http://www.cpre.org/Publications/rb44.pdf					
This strategy supports:					
Reading Goal(s): <input checked="" type="checkbox"/>		Math Goal(s): <input checked="" type="checkbox"/>		Climate Goal(s): <input checked="" type="checkbox"/>	
Graduation Goal(s):					
Action Plan					
Start Date:		Action Step			
8/5/2015		PLAN: Continue to communicate a clearly articulated PDPLC structure that includes a schedule with objectives based upon data. Clearly articulate differences between PDPLC's and PD and the roles of both. The data review cycle will be utilized during PDPLC time. Establish roles and responsibilities for PDPLCs.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
	8/30/2015		9/18/2015	- Finalized PDPLC/PD calendar communicated and documented to staff - PDPLC expectations and protocols are documented and communicated for data review cycle including differences between PD and PDPLC's - PDPLC Leads are assigned and communicated	9/18/2015
Personnel			Required Resources		
Lead: PDPLC Facilitator's will be members of ILT, Math and Reading Specialist will provide PD as needed Monitor: Instructional Leadership Team, Associate Superintendent and team French Immersion Coordinator			Time: - Allocated for Instructional Leadership Team to meet to plan. Communicate PLC expectations and structures Financial: - Extended time for staff Resources:		
Implementation Notes					
Differentiation will occur by grade level and for French Immersion teachers as needed and depending on the content/focus of the PD and/or PLC topic.					

Start Date:		Action Step			
9/3/2015		DO: Implement a clearly articulated PDPLC structure that includes a schedule with objectives based upon data. The data review cycle will be utilized during PDPLC time. Implement roles and responsibilities for PDPLCs.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
DO: Implement a clearly articulated PDPLC structure that includes a schedule with objectives based upon data. The data review cycle will be utilized during PDPLC time. Implement roles and responsibilities for PDPLCs.	9/3/2015	DO: Implement a clearly articulated PDPLC structure that includes a schedule with objectives based upon data. The data review cycle will be utilized during PDPLC time. Implement roles and responsibilities for PDPLCs.	5/27/2016	Data review cycle is ongoing throughout the year) PLCs are reporting PD recommendations to ILT - Reflecting on PDPLC successes and identifying areas of growth and success. ILT and PDPLC cycle is ongoing	5/27/2016
Personnel		Required Resources			
Lead: PDPLC Facilitators Monitor: Instructional Leadership Team, Associate Superintendent, Turn Around team specialists, French Immersion Coordinator		Time: - Allocated for Instructional Leadership Team to meet – PD with Data cycle- Communicate PDPLC expectations and structures Financial: - Extended time for staff Resources: -			
Implementation Notes					
Differentiation will occur by grade level and for French Immersion teachers as needed and depending on the content/focus of the PD and/or PDPLC topic.					
Start Date:		Action Step			
10/30/2015		STUDY and ACT: Monitor, evaluate, and adjust PDPLC structure on an ongoing basis.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
- ILT members attend PDPLC's weekly, PDPLC facilitators share progress and data at ILT. Conduct twice yearly PDPLC self assessment to collect baseline data and progress monitor PDPLC work for ILT.	12/6/2015	ILT analyzes and evaluates effectiveness of PDPLC's by analyzing student data and adjusts long range PD plan and PDPLC focus as needed.	5/27/2016	PDPLC's take self-assessment survey to identify growth and areas of need. Refine next steps for PDPLC's Identify resources needed for refinement of PDPLCs - All PDPLCs identify successes and share with school community.	5/27/2016
Personnel		Required Resources			
Lead: Monitor: Instructional Leadership Team, Turn around team Associate Superintendent French Immersion Coordinator		PDPLC checklist, rubric, quilt, self-assessment. Reserve teacher funding for grade level PDPLC's to participate in half day sabbatical to co-plan in collaborative teams, to align standards and determine essential learning for upcoming units.			
Implementation Notes					
Differentiation will occur by grade level and for French Immersion teachers as needed and depending on the content/focus of the PD and/or PDPLC topic.					

Title I Requirements

Coordination and integration of federal, state and local resources:

Each school receives its budget from the General Fund, Compensatory Education, Title I, LEP and Special Education at the same time to support integrated planning. Schools develop a budget that is based on the District's Academic Agenda and the individual school's improvement plan.

Instruction by Highly Qualified Staff:

All paraprofessionals in MPS are Highly Qualified. MPS has a plan in place to assure that teachers are both licensed and meet the NCLB definition of "highly qualified" in the subject areas that they teach. Every teacher who does not meet the NCLB definition of "highly qualified" has been contacted by the MPS Human Resources Department and has received assistance in developing a plan to become highly qualified.

All teachers at this school are highly qualified Yes No

Teacher Name	Grade(s)*	Subject	Plan	When
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*Grade(s) is/are based on the value assigned in the STAR Manual

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All teachers at this school are highly qualified Yes No

Highly Qualified Teachers to High Needs Schools:

Recruiting and hiring teachers is managed at the district level. A school team comprised of the principal and other licensed staff, interview staff for open positions at the school. These interviews provide an opportunity for the school team to discuss school priorities with the applicants.

Teacher Turnover Rate:

Average Experience Level of Teaching Staff:

Strategies for transition; preschool / early childhood to kindergarten, elementary to middle, middle to HS:

1. Does the district or school offer early learning programming (Pre-K)? If so, please describe the program.

Yes: MPS offers early childhood education programming through its High Five Programs and a Three School program. High Five is a preschool program for Minneapolis children who turn four by September 1st, will start kindergarten the following fall, and live in Minneapolis. Three School is a half day preschool program for children who turn three by September 1st. The District offers 44 sections of ½ day programming and 4 sections of full day High Five and 1 section of Three School. Each High Five and Three School child has an Individual Learning Plan created by the family and the teacher designed to meet each child's stage of development and learning style. Teachers use a whole-child approach and work on language, literacy, numeracy, movement, social, and emotional development. Instructional supplies for High Five and Three School are provided. MPS uses both Title 1 and Minnesota School Readiness funds to provide High Five at every school with 50% or more free/ reduced priced meal eligibility. Children who qualify for free/reduced meals are given priority in the registration process. In addition, children who are identified through Early Childhood Screening as being at risk for school failure are given priority entrance into the program. We serve over 960 preschoolers annually through these programs.

2. Describe the collaborations and strategies that are evident between the elementary school and feeder early learning programs (e.g. Head Start, community-based programs, school readiness) to transition early learning students, especially those considered "at-risk"?

Minneapolis Public Schools (MPS) has a long history of collaboration with community early childhood partners and of implementing shared strategies with early learning feeder programs to support positive transitions in kindergarten. These activities include the following:

- Early Childhood Screening collaborates extensively with HeadStart and other community agencies and providers
- Kindergarten registration information to parents at screening, online, shelters, medical clinics, and other community locations and events

- School Tours
- School Information Fair
- Kindergarten registration day support
- IEP Transition meetings provided to ECSE families over summer. ECSE teachers also attends IEP meetings at child's new school
- Parent Resource Connections through the Multilingual Department (MLL)
- MLL Early Childhood Parent Workshops
- Joint HeadStart and MPS Transition to Kindergarten Committee
- Back Pack Presentations at HeadStart sites: McKnight, Fraser, Glendale, Northeast & Park Place
- Parent Resource Fair
- Teacher Summit
- Kindergarten Tours at Green, Loring , Bryn Mawr, Waite Park & Pratt
- MPS New Family Center staff visits preschool sites: Joyce, CCC, St. Johns, ECFE housed sites, and Centro
- Early Childhood sessions of Connecting Parents to Educational Opportunities (CPEO)
- School Readiness contracts with community partners
- MPS Early Childhood Education invite community partners to participate MPS Early Childhood training opportunities
- High Five Teachers track and follow up on school request cards
- Partner with Northside Achievement Zone and Minneapolis Youth Coordinating Board to improve services and transition to kindergarten for families entering MPS

3. Describe how the collaboration with early learning providers in the implementation of the District K-3 Literacy Plan and the B-12 Blueprint for Literacy plan aligns the feeder early learning program to the elementary school reading achievement.

The MPS PK-3 Literacy plan is in the process of being rewritten with a target date for completion end of July 2013. This is being rewritten to reflect the Pk-3 alignment in curriculum, assessment and professional development that is happening within the District and with key community partners. Over the past 18 months, MPS has worked on developing and introducing Focused Instruction. Focused Instruction is one of MPS' key strategies for raising the achievement of all students, closing the achievement gap and preparing students for college and careers. Put simply, Focused Instruction is about making sure that learning expectations are consistent and high across MPS. It also helps ensure that teachers have the materials, training and time they need to provide all children with rigorous learning opportunities. Curriculum guides have been developed for four year olds programs, kindergarten, first and third grade. The guides for second grade will be completed in the 2013-2014 school year. Professional development has been planned to ensure teachers and principals have a deep understanding of how to utilize the guides to maximize student learning. Online resources are being developed to increase teacher utilization and to provide parents and community partners with clear information about MPS expectations, curriculum, assessments and learning targets. These are shared with community early childhood providers with the goal of increasing alignment and ensuring smooth effective transitions into kindergarten.

In addition, specific activities undertaken that align MPS PreK to k-3 are as follows:

- The MPS ECE Master Teachers regularly meet with literacy team, Pre-K - 5 Literacy RTI team, and McKnight Literacy groups to ensure alignment in the work.
- Pre-K is one of the key steps delineated in the district's literacy plan as well as the MPS Academic plan.
- High Five programs are located in MPS elementary schools and serve primarily targeted populations. Programming is intentionally focused on eliminating disparities in student achievement.
- Both Pre-K and K-3 utilize Minnesota Reading Corps Members and strategies in the classrooms to improve student literacy skills
- MPS Early Childhood Education and K-3 Literacy TOSA's provide ongoing professional development and support to HeadStart and Way-To-Grow around early literacy, focus on kindergarten and first grade standards and how to prepare students, how to help families support learning at school.
- MPS provide information and support on a monthly to other community partners through our Early Childhood Family Education program.

To support students' transition between the elementary and middle schools, open houses are hosted at many middle schools to orient elementary school parents and students to middle school programs and to inform their school choices. Middle school counselors then visit elementary schools each spring to assist students with academic planning. As students enter middle school in the fall, schools utilize their advisory programs to orient students to school policies and procedures. Advisory program's curriculums continue to support successful student transitions throughout the year through academic support, character education, student advocacy, service learning, and community building.

Students transitioning from middle schools to high schools are supported through specific transition and orientation activities as well as ongoing academic planning throughout the middle and high school years. Middle school students complete yearly planning activities that continue into high school with counselors via the My Life Plan. My Life Plan supports a continuous connection for students between academics in schools and their post-graduation plans. In addition, eighth-grade students participate in the Camp 2013 summer program that orients them to the high school academic program. Finally, a number of other programs such as student shadowing and ninth grade academies support students' transitions into high schools.

The Minneapolis Public Schools works through the Minneapolis School Readiness Collaborative to partner with community organizations. This group focuses on inter-agency problem solving and effective communication with families. The Collaborative has a Transition Advisory Group that specifically works on supporting families as they transition into kindergarten. Early Childhood Education staff work with partnering agencies to meet the needs of the communities they serve. Open houses, information sessions, Early Childhood Family Education classes, tours for families and Kindergarten Registration Events are all used to help support the transition. In addition, the District has created and distributes a booklet, Getting Ready for Kindergarten, to help families prepare their children for kindergarten and guide them through the enrollment process.

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Family Involvement:

All Title I schools are required to develop, annually review and evaluate the effectiveness of a Family Involvement Plan with input from parents of students who attend their school. See attached Family Involvement Plan and Parent/School Compact.

Schoolwide Title I

All schools receiving Title I funds must write a schoolwide improvement plan that adheres to federal requirements as stated in Public Law 107-110, the No Child Left Behind Act of 2001. The following sections address each of the ten required components, not already addressed in the plan.

Strategies for effective and timely assistance for low achieving students:

How does the school ensure instruction is standards-based and that all students have equal access to instruction that meets MN standards?

If you are a Priority, Focus or Continuous Improvement school, please describe how you use an amount equivalent to 20% of your Title I allocation for improvement activities that directly support students not meeting academic standards

Cityview Community School ensures instruction is standards-based and that all students have equal access to instruction by fully implementing Focused (Standards-Based) Instruction across content areas to improve core teaching and provide standards based learning to all students. Teachers participate in professional learning communities that focus on improving instructional practices through action planning, collaboration, and professional development that is based on student achievement data. In addition, schools will improve partnerships with parents, families and the community through the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents; and providing opportunities for collaboration and feedback with parents and the community.

All classroom teachers review state and district assessment data in Reading and Math within the first month of school. For students in grades 3-5, we will use the MCA II, MCAIII. For students 1-5 we will use MAP data and Benchmark Assessments. We will also use Reading Horizon data for K-5 students. We will use the first grade district fall assessments for our first grade students and Kindergarten students will be reviewed using the district Early Measures data. If the student is not making adequate progress, the teacher refers the student to the MTSS team. This Team meets weekly to discuss students' academic needs, identifies areas to be addressed and makes a plan to implement more intensive interventions for the student. The Team plans the implementation of interventions and follow-up meetings to review the impact on student learning. Depending on the impact of the interventions on student learning, the student may be referred for a comprehensive special education referral. A Math Specialist and Reading Specialist provide ongoing PD for teachers and data review in PDPLCs.

In addition, a long range professional development plan was written based on student data. All staff participates in this professional development plan by attending weekly Meetings and Looking at Students Work as well as Math Differentiation and Intervention and individual Professional Learning Communities based on their needs.

For the 2015-16 school year we used our 20% set aside to fund a full time Math Specialist to support students in math. The Math Specialist assesses and progress monitors students on an ongoing basis and provides math interventions to help them reach proficiency.

Plan to include teachers in decisions regarding use of academic assessments:

Cityview Community School has an Instructional Leadership Team, made up of Administrators and lead teachers who represent all teachers in the school. The charge of this team is to look at and understand data and to use this information to provide input into the School Improvement Plan. This team makes the decisions regarding the use of academic assessments and then monitors this plan. They are continually looking at data, discussing the plan for professional development and monitoring the SIP. Changes are discussed and changes are made when necessary.

Additionally, teachers participate in weekly PLC meetings with the Math Specialist, Reading Specialist and Special Education Resource teaches to discuss student progress and learning. Part of the focus is to establish common assessments in order to monitor student learning and adjust instruction. These meetings support teachers in making instructional decisions based on formative and summative assessments, as well as other data (attendance and behavior), using research and best practice to select instructional strategies. It provides a forum for professional conversations and reflection on student learning and instruction.