



# Continuous School Improvement Plan MERC

School Year 2015-2016

## A. General Information

### District Identification Information

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

### School Identification and Contact Information

<b>School Name:</b> MERC	<b>Phone:</b> 612-872-2777
<b>School Number:</b> 348	
<b>Principal:</b> Sheri Langevin	<b>Email:</b> sheri.langevin@ppl-inc.org
<b>School Address:</b> 2539 Pleasant Ave S, Minneapolis, MN, 55404	
<b>Other School Contact:</b> Amy L Anlauf	<b>Other School Contact</b> amy.anlauf@ppl-inc.org <b>Email:</b>
<b>Title I Status:</b> School wide Title I	

### School Designation and Ratings

<b>School Designation:</b>	
<b>Multiple Measure Rating:</b>	%
<b>Focus Rating:</b>	%

### School Demographics: School Year 2015

<b>Grade Configuration:</b> 7-12	<b>Total Students:</b> 62
<b>Native American:</b> %	<b>Limited English Proficient:</b> 13 %
<b>African American:</b> 52 %	<b>Special Education:</b> 11 %
<b>Asian:</b> 2 %	<b>Free/Reduced Lunch:</b> 68 %
<b>Hispanic:</b> 27 %	<b>All Students:</b> 100 %
<b>Caucasian:</b> 19 %	

## Executive Summary

### **Vision:**

MERC strives to guide and mentor under-served students to make better and safer choices in all aspects of their life.

### **Mission:**

MERC's mission and goals are to provide a safe, caring environment with emphasis on accountability and responsibility for all students.

### **Description of School and Community:**

MERC (Minneapolis Employment Readiness Curriculum) Alternative High School, founded in 1980, exists to support student growth into knowledgeable, skilled, and confident citizens capable of succeeding in their work, education, personal and family life. MERC is a Minneapolis Public School Contract Alternative program and a State Approved Alternative Program (SAAP). We see these children in a high risk area of dropping out of school and want to provide a place for them to get re-connected to school. We are an innovative group who are exploring ways to increase math test results and literacy by applying both math and reading concepts to all areas of teaching. Our student population is currently 55% African American, 23% Hispanic, 11% Native American and 11% Caucasian. Our poverty level remains very high. Issues our students are dealing with include being highly mobile, gang activity and or involvement, issues with the law, high poverty, language issues with parents, cultural differences between parents and child, and coming to our school with very low math and reading skills. These are Minneapolis Public School students but they have fallen through the cracks academically. We always hope we can affect their re-connection to academics and help them make plans for their future. We feel we are a good school for these children at risk for dropping out of school.

**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)**

The objective of MERC is to provide an opportunity for students to earn credits towards a high school diploma, increase their grade point average, gain life and job skills, and help them focus on short and long term goals to better prepare them to be career and college ready when they graduate. Many of the students attending MERC are eligible for Free & Reduced(90%), are behind in school credits, have attended many different schools, have many negative life experiences, and are looking for a safe place where they feel accepted and understood. Because of these social emotional needs and low levels of achievement on MCA tests, we choose to analyze, adjust and improve our instruction through data collection and community and parent involvement. Small group math instruction is offered to all students who are struggling in math. Additional math supports and programs have been added as a supplemental approach to enhance the already existing math classes. The math class size has been decreased to ensure that each student's individual needs are being met. An additional math class focused on MCA/ACT and Accuplacer standards and strands has been created for 10-12th graders - those who will take the MCA/ACT and or Accuplacer test this year and those taking the tests next year. Our current math teacher continues to upgrade and update his curriculum as students needs change. We hold monthly Professional Learning Community (PLC) meetings, and create opportunities for staff to participate in professional development both on site and off. Some of the things we focus on are but not limited to; differentiated instruction, student engagement, test scores, family and community involvement. Reading is stressed and encouraged in every class across all subjects a culturally appropriate Literary Poetry class has been implemented to increase interest and knowledge for struggling readers. Parents are notified both verbally and in writing when test results are released whether they are or are not adequate scores. Family and community connections are critical for us to maintain an open and consistent environment for our participants. We prioritize building relationships with our student's, their families and the community. While parent and guardian surveys show numeric representation of program accountability and success, we also believe that the daily interaction that we have with families allows us to build a strong relationship with families. This relationship not only supports our mission but opens up the opportunity for additional wrap around services through our community support partners as well as our parent organization Project for Pride in Living. We believe that when a student enrolls with us we also have an expectation with the parents and adults in their lives to support this young person on their academic journey. We offer an Open House two times per school year where we take the time with each parent individually to go over Title One information and cover student testing information. Students come into this program with very low skills and although test scores do increase, students continue to struggle to earn required points to pass the MCA test. We will continue to use the NWEA MAP test during the school year to drive curriculum and show achievement, along with pre and post-tests in all classes. We increase student success by making them feel connected to our school and staff; they, in turn, feel more confident about asking for help and staying after school for additional support. We currently have a staff devoted to career and college readiness. This staff will help students to prepare for life after graduation. We are also state approved to offer Work Based learning courses because we have a licensed work based learning coordinator on staff full time. Staff and administration are actively working with MPS District personnel to do what we can to help our school and our students be successful. Teachers are prepared to take extra time and make every effort to work with students. MERC is fortunate to have a full time CTEP AmeriCorps member. The CTEP works with our Work based learning Teacher to assist students to work on job readiness skills so they will be prepared to be College and Career Ready when they graduate. This CTEP member will also focus on NorthStar credentialing with all students who take a careers course at MERC. Through the JAG initiative in collaboration with Check and Connect we will also have one part-time Promise Fellow. member is on site to assist our JAG students with both academic and behavioral interventions as needed.

## 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:**

Staff will collect student and family information throughout the current year, that information will then be reviewed by the leadership team in the fall and winter. Information we will collect but not limited to for review; Math and Reading scores from MCA, pre/post test given in Math and English classes and NWEA results. MERC's graduation rate for eligible seniors in 2014 was 88%. We believe that math requires the most attention.

### **Implementation:**

Our entire SIP Leadership Team, which includes staff, parents, the District Contract Alternative Program's office, have worked together to make this plan. Our school is small with one Licensed Lead Teacher, one Associate Director of Education, 1 Program Coordinator and four core curriculum teachers who are full time. This staff meets daily to discuss school improvement. Information is shared and opportunities for staff development are offered throughout the year. At all times staff are encouraged to voice concerns, identify issues, or make suggestions for implementing the SIP. As a team we facilitates PLC (Professional Learning Community) monthly meetings that cover areas such as the school improvement report, formative assessment, summative assessment, student data and other areas which work towards school improvement.

### **Evaluation of strategies:**

The members of the leadership team closely monitor our SIP and have documentation showing that it has been checked and reviewed in August, October, January and April or May. The data which includes parent involvement, improved test scores, pre and post classroom test scores, and improved attendance, will show the progress made throughout the school year and what improvements need to be implemented. Staff will evaluate NWEA MAP testing data and parents will participate in a SIP meeting in October.

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

Staff will help develop and revise the SIP plan in May of 2015 for the 2015-2016 school year. It will be shared with parents and community members at the Annual Open House in October of 2015. Title One Compact is addressed and covered in person with each student and their parent or guardian at the time of intake. Updates will be shared at the Annual Parent Night in April 2015. After mid year reviews of SIP, the Associate Director of Education will communicate with the appropriate staff and stakeholders any concerns and adjustments that need to be addressed.

## 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	Soren Anderson, 9-12, Social Studies	
Teacher Name and Grade/Subject	Sheri Langevin, 9-12, English	
Teacher Name and Grade/Subject	Scott LaPlante, 9-12, Social Studies	
Teacher Name and Grade/Subject	Joe Beck, 9-12, Science	
Teacher Name and Grade/Subject	Becky Clark, 9-12, Health, Work Based Learning	
Parent Name	Catherin Bergstrom, Parent	
Community Member	Michelle Mady, Community Member	
Student Name	Daniel Lopez, Student	
Other Staff Name	Amy Anlauf, Director of Education	
Other Staff Name	Sara Zahn, Program Coordinator	
Other Staff Name	Julie Brekke, Vice President Employment Readiness	
Other Staff Name	Brad Hanson, Student Support Services	
Technical Assistance Provider		
Principal Name	Sheri Langevin	

**Date SIP is approved and signed by Team:** \_\_\_\_\_

## B. Improvement Components

### Comprehensive Needs Assessment Student Achievement Data

<b>PROFICIENCY</b>				
Group	Math		Reading	
	2013	2014	2013	2014
All Students	6.25	3.85	35.00	25.00

Higher than Statewide AYP target

Lower than Statewide AYP target

<b>GROWTH</b>				
Group	Math		Reading	
	2013	2014	2013	2014
All Students	-0.02	-0.19	-0.59	-1.16

High Growth

Low Growth

<b>ACHIEVE</b>				
Group	Math		Reading	
	2013	2014	2013	2014
Native American	0.14	0.55	-0.27	1.49

Decreases the achievement gap

Contributes to the achievement gap

<b>GRAD</b>		
Group	Reading	
	2014	2015
All Students	20.00	16.67
Free/Reduced Lunch	20.00	16.67

Met graduation target rate

Met alternate graduation target rate

Did not meet graduation target rate

## 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)  
**African American, All Students, Free/Reduced Lunch, Hispanic**  
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)  
**All Students, Hispanic**  
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  
**Free/Reduced Lunch**

## 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)

**12th, All Grades**

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)

**All Grades**

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

**12th**

## Comprehensive Needs Assessment: Student Achievement Data

### PLAN

The percent "College Ready" is defined as the percent of students meeting or exceeding the ACT College Readiness benchmarks: English = 15, Math = 19, Reading = 17, Science = 21. The school and district percent college ready information was calculated for all students who had a score in any particular subtest. The district average includes special sites and alternative schools, if applicable. The national percent college ready figures are based on the Fall 2005 norming sample (the percent college ready for the norm group is calculated only on students with a score on all 4 subtests and excludes students who had extended time). Strengths were determined by analyzing which groups performed at or above the national norm group in terms of percent college ready and which groups have shown continuous improvement in the percent of students college ready over the last three years. Needs were determined by analyzing which groups performed the lowest relative to the national norm group and which groups have shown no improvement in the percent of students college ready over the last three years.

#### Strengths:

- For the most recent year tested 2016, the group(s) performing at or above the national norm average is/are
  - n/a on English
  - n/a on Math
  - n/a on Reading
  - n/a on Science
- The percent of students who are college ready has shown continuous improvement for the last 3 years for the following groups:
  - n/a on English
  - n/a on Math
  - n/a on Reading
  - n/a on Science

#### Needs:

- For the most recent year tested 2016, the group(s) performing the lowest relative to the national norm average is/are
  - n/a on English
  - n/a on Math
  - n/a on Reading
  - n/a on Science
- The percent of students who are college ready has shown no improvement for the last 3 years for the following groups:
  - n/a on English
  - n/a on Math
  - n/a on Reading
  - n/a on Science

## Comprehensive Needs Assessment: Student Achievement Data

### RIGOR

Rigorous courses include all kids who enrolled in and passed at least one Advanced Placement (AP), International Baccalaureate (IB), College in the Schools (CIS), advanced level Career and Technical Ed (CTE), or advanced (level 3 or higher) World Language (WL) course. Statements identify a reduction or increase on the representative gap from 2015 to 2016 and continuous improvement in percent of students enrolled in rigorous courses for the last three years.

\* The gap for each group is determined by subtracting their percentage of students in rigorous courses from their percentage in the overall school population.

#### Strengths:

- Continuous improvement on the % of students enrolled in rigorous courses for the last 3 years was noted for groups  
n/a  
and the group(s) with the highest % of student enrolled in 2016  
n/a
- Reduction on the representative gap from 2015 to 2016 was noted for groups  
n/a

#### Needs:

- No improvement on the % of students enrolled in rigorous courses for the last 3 years was noted for groups  
n/a  
and the group(s) with the lowest % of student enrolled in 2016  
n/a
- Increase in the representative gap from 2015 to 2016 was noted for groups  
n/a  
and the group(s) with the largest representative gap in 2016 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):  
**Hispanic, Caucasian, Free/Reduced Lunch**
- 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):  
**African American, Asian, Limited English Proficient, Special Education, All Students**

## 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):

**African American, All Students**

### **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:

**Free/Reduced Lunch**

## 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.**

MERC has a core belief that student success comes with instruction that is personalized to the needs of our students. Focused instruction, frequent teacher-student interaction, one-on-one instruction, and daily communication between families and teachers are key ways that MERC does this. We track student growth using a combination of academic assessments, and more recently, social-emotional assessments including: NWEA MAP, MCA, DAP (social-emotional). Social-emotional growth has a direct connection to positive academic outcomes and we will continue to track and measure growth in both areas. ("Building Academic Success on Social and Emotional Learning; what does the research say", 2004) We also offer multiple evaluations for both Students, families and staff. MERC students have historically low performance on MCA tests and have shown no real significant gains in recent NWEA MAP tests-- our students are in many cases way behind the curve. Information gained from these evaluations helps us improve program structure and student instruction to support academic growth. We will continue to strengthen our program using data-driven PLC's. Areas of growth in our program include increased GPA and credit attainment. Most students come to us dramatically behind in credits. In 2013-14 MERC students earned an average of 5.59 credits each trimester. The combination of a Trimester system and sound academics have allowed many of our students to get back on track with their credits and closer to an on-time graduation. Historically we have seen student GPA's increase while at MERC. Family engagement is integral to the success of our students. Once students and families feel safe and supported and are clear with what to expect at MERC, we see improved student attendance and a decrease in suspensions. MERC administers family and student surveys throughout the year. Currently 82% of MERC students are attending 95% of the time, 27% are attending 90% of the time, 91% of the students are attending 85% of the time. We will continue to monitor and support our students who are struggling. Since closing our Middle School (Spring 2012) our suspension rate has dropped dramatically. We want students in school. Title I funds have enabled MERC to developed a position that targets Career and College Readiness. This position supports students with their "My Life Plan" goals and graduation requirements. This staff works with 100% of our seniors to do college tours, assist with FAFSA forms and other application forms; to complete waivers for students who are eligible and to provide general support. This person does frequent check-ins with students, providing the consistent and ongoing support that many students are lacking at home. A resent survey (2012-13) administered to students showed that just 22% of their parents held a two or four year degree; 33% had parents had attended some college or a trade school (no program completion) and 44% of MERC parents' highest grade completed was grade 12, two of whom had only completed grade six. (We plan to update this survey again this school year, 2016)

**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"> <li>1. Math: increases the percent of students meeting or exceeding grade level norms</li> <li>2. Focus on students who are not passing pre/post tests and or not passing core class</li> <li>3. Increase student knowledge through cross curricula vocabulary tied to terminology from MCA, ACT and Accuplacer</li> </ol>
Climate	<ol style="list-style-type: none"> <li>1. Increase attendance for Hispanic sub group</li> <li>2. Increase attendance rates for African American sub group</li> <li>3. Increase graduation rates for free/reduced lunch, all students</li> </ol>
Professional Practices	<ol style="list-style-type: none"> <li>1. Provide Professional Learning Community meetings.</li> <li>2. Create time to plan strategically and discuss the performance and progress of staff and students.</li> <li>3. Develop a common grading policy between and across subjects and grades.</li> </ol>

## School Improvement Goals

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

### Reading Smart Goal(s):

The percent of all students in all grades tested who meet 80% of their growth target from Fall to Spring according to NWEA MAP at MERC will increase from 47% in 2014 to 52% in 2015, to 56% in 2016, to 60% in 2017. (2014 Data from MPS REA SIR)

### Additional Reading SMART Goals(s)

<p><b>Professional Development Strategies to Support Reading Goal (s)</b></p> <p>The English and Social Studies teachers have developed cross curriculum classes to support reading comprehension in various styles of reading content to deepen their skills and literary confidence.</p>	<p><b>Success Criteria to Evaluate Effectiveness of Professional Development Strategies</b></p> <p>Not only will we see this in classroom achievement with pre/post test scores, class grades, and an increase in their daily school attendance but it will also be evident in teacher and student evaluations as well as classroom observation.</p>
<p><b>Family Involvement Strategies to Support Reading Goal(s)</b></p> <p>Will hold an Open House in the Fall and a Parent Night in the Spring. Part of that time staff will go over when and what the reading test is, testing strategies, and ways parents can assist the school with reading at home. We strive to maintain contact with our families throughout the year with program mailings and phone calls home. We do this to support our parents to encourage their students towards academic achievement and better attendance.</p>	<p><b>Success Criteria to Evaluate Effectiveness of Family Involvement Strategies</b></p> <p>During Open House and Parents Night we touch base with each students parent about how the reading activities done in school are helping at home. From this information we can better assess how to continue to support the student and family. Improvement in student reading scores from this method of family involvement over the school year would indicate success.</p>
<p><b>Extended Learning Opportunities that Support Reading Goal(s)</b></p> <p>Students who need to improve reading skills are identified and will be tutored by our English teacher and AmeriCorps support staff. This will allow for significant one-on-one teaching. Students focus on improving reading skills such as reading for main ideas, note-taking, summarizing, vocabulary, and comprehension. Our ELL students will be provided additional help in comprehension and literacy.</p>	<p><b>Success Criteria to Evaluate Effectiveness of Extended Learning Opportunities</b></p> <p>Improvement in NWEA MAP reading scores and MCA III reading scores of all students in literacy class as well as students who received regular individual and small group support.</p>

**Math SMART Goal(s):**  
The percent of all students in all grades tested who meet 80% of their growth target from Fall to Spring according to NWEA MAP at MERC will increase from 32% in 2014 to 36% in 2015, to 40% in 2016, to 44% in 2017.(2014 Data from MPS REA SIR)

**Additional Math SMART Goal(s):**

<p><b>Professional Development Strategies to Support Math Goal(s)</b></p> <p>During PLC's math staff will offer other staff ways to incorporate math into their core subjects. School leadership will meet with the Math teacher, to review math assessments and learn about student needs for improvement.</p>	<p><b>Success Criteria to Evaluate Effectiveness of Professional Development Strategies</b></p> <p>Students will show gains in in-class assessments, post tests, as well as NWEA MAP math tests.</p>
<p><b>Family Involvement Strategies to Support Math Goal(s)</b></p> <p>We will hold an Open House in the Fall and a Parent Night in the Spring that will go over what the math test is, testing strategies, and ways parents can assist the school with math at home. (Parent surveys will be administered by title one funded staff) Math staff will lead PLC meetings to help with formative assessments and data dissemination.</p>	<p><b>Success Criteria to Evaluate Effectiveness of Family Involvement Strategies</b></p> <p>We will follow-up with parents about their students academics success regarding their students; math grades, credits received and credits needed in order to graduate. Improved academic success according to parent surveys and the students transcripts would indicate success.</p>
<p><b>Extended Learning Opportunities that Support Math Goal(s)</b></p> <p>1. Students who need to improve math skills are identified and will be supported with math intervention courses. This will allow for significant one-on-one teaching time. Students will focus on improving math skills such as recalling rules and formulas, recognize patterns, invoke rules about sequential ordering to solve multi-step problems, use advanced language skills to understand vocabulary and instructions and explain processes and rationale. 2. Professional Development activities will help increase mathematical concepts across the curriculum.</p>	<p><b>Success Criteria to Evaluate Effectiveness of Extended Learning Opportunities</b></p> <p>Improvement in NWEA MAP math scores and MCA III math scores of all students in math class as well as students who received regular individual and small group support.</p>

**Climate SMART Goal(s):**

The percent of students who attend school 95% of the time at MERC will increase from 40% in 2014, to 44% in 2015, to 48% in 2016, and to 55% in 2017. (2014 % from MPS REA SIR) The percent of students average daily attendance rate of students continuously enrolled at MERC for the majority of the school year (>=171 days) was 86.5% in 2014, by 2016 our goal is 90%. In 2014 MERC suspended 2.2%. (2014 Data provided by Office of New Schools Staff, pulled from MPS data base)

**Additional Climate Goal(s):**

<p><b>Professional Development Strategies to Support Climate Goal(s)</b></p> <p>Staff development time and PLC time will be held to cover data reported for parent involvement according to family attendance and parent surveys offered at both the Open house and Parents night, student attendance as reported by Classroom for success and student body social emotional results according to the "DAP" assessment that is offered both Fall and Spring and the available on site access to our licensed Therapist.</p>	<p><b>Success Criteria to Evaluate Effectiveness of Professional Development Strategies</b></p> <p>1. Increase in family attendance at Parent's events 2. Overall student body increase daily attendance from previous program. 3. Students will show improved assets according to the DAP assets assessment tool. 4. Goal development and completion in students CLP. 5. Track the number of students who are utilizing the support of our onsite licensed Therapist.</p>
---	--

<p><b>Family Involvement Strategies to Support Climate Goal(s)</b></p> <p>1. Staff will contact parents if a student is not in school. MERC will use attendance contracts that are signed by students and staff to assist students with poor attendance. 2. MERC will continue to implement an after school program that will decrease suspension rates and improve attendance. 3. Students will be offered elective classes that target specific assets according to data collected from DAP survey. 4. Families will be informed about student goals set in CLP.</p>	<p><b>Success Criteria to Evaluate Effectiveness of Family Involvement Strategies</b></p> <p>1. Parents will be involved in making sure their students attend school. 2. Students attendance will improve. 3. Students will show a gain in their DAP assessment scores from Fall to Spring. 4. Students will reach goals set in their CLPs. 5. Students will utilize Therapist as their needs arise.</p>
--	--

**Building Climate:**

<p><b>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 &amp; 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?</b></p>	<p><b>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?</b></p>
--	--

<p>We at MREC believe that maintaining the right environment is a shared responsibility of school staff, students and parents/guardians. It is our expectations that the adults in the school model appropriate and moral behaviors in all aspects of our student school life. We feel that it is our job to teacher students to respect others and manage personal interactions in a way that makes everyone feel respected, valued and most importantly safe. It is also critical for us to have parent/guardian involvement as well as have them on board with our schools culture and goals to support their youth. There are four very important obligations that the staff here at MERC have: • That students feel safe and secure at school; • That students are able to get an education free of disruption or threats; • That students who lack self-discipline or are disruptive in the class will be corrected by staff, and • Staff will serve as role models of good character and provide opportunities for students to learn and practice positive behaviors. In order for the above to happen, all students and their parents/guardians and staff are expected to sign our school guidelines/rules. During our intake, school guidelines/rules and how they can gain access to our free Therapist are clearly defined and an opportunity for questions and concerns is give quality time for discussion.</p>	<p>Using Positive Behavior Intervention Systems (PBIS) as a tool to structure behavior interventions has provided our program with additional knowledge and ways to intervene with appropriate support and structure when needed. This has allowed staff to maintain a safe, caring environment while still emphasizing accountability and personal responsibility of each student and staff. PBIS supports a healthy learning environment at MERC and has contributed to greater student and family satisfaction with the program. We know that we cannot go back in time and address our student's achievement gaps from early childhood, but what we are trying to do is personalize our settings to meet the students' needs and provide a safe and secure learning environment, which can begin to close the existing gap.</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?**

MERC has a core belief that we need to personalize our students' educational needs. We do this in a variety of ways. Teacher focused instruction, personal direct and daily family contact, free on site counseling, staff development and PLC's, multiple student measurement forms (NWEA MAP, MCA, and DAP social emotional assessment, CLP, student and family surveys), small class sizes, individual tutoring for students with additional needs, teacher and student interaction and multiple evaluations for both staff and programs, are key components of MERC programs. MERC staff use a variety of tools and resources to assist in measuring and evaluating our program on a continual basis. Teams meet on a regularly to evaluate, review and modify curriculum and policies in order to make effective change. To be true to our vision, it is a program priority to offer supportive staff development that will teach, guide and support staff in their role as positive leaders and mentors to our students. We believe in the power of being consistent and strive to provide a daily environment that supports each student not only with their academic needs, but also their social emotional needs.

## 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

Teachers will incorporate strategies into their instruction to help students improve reading skills by providing explicit vocabulary instruction, direct and explicit comprehension strategy instruction, and opportunities for extended discussion of text meaning and interpretation.

### Research and Rationale

The National Center for Educational Evaluation and Regional Assistance's Institute for Educational Sciences review of research regarding reading improving adolescent literacy resulted in five recommendations, including three recommendations specifically related to classroom practices of content-area teachers. These three strategies, listed above, not only improve student reading achievement but also compliment their achievement in core content areas and support a school culture in which reading instruction is viewed as part of every teacher's curriculum. Kamil, M.L., Borman, G.D., Dole, J., Kral, C.C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A practice guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Services, U.S. Department of Education. National Reading Panel. (2000a). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). Washington, DC: U.S. Department of Health and Human Services, National Institute of Child Health and Human Development.

### This strategy supports:

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

### Action Plan

Start Date:	Action Step
8/25/2015	<ol style="list-style-type: none"> <li>1. Give pre-post tests to evaluate student base knowledge in all classes.</li> <li>2. Provide small group instruction for struggling readers.</li> <li>3. Use NWEA lexile scores to support students with appropriate and challenge text.</li> </ol>



### Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
<ol style="list-style-type: none"> <li>1. Look at post test data at the end of each Quarter.</li> <li>2. Evaluate classes and student need</li> </ol>	10/29/2015	Analyze post test data and see if there are improvements from 1st to 2nd quarter. Give feed back to teachers during check ins or evaluations.	1/28/2016	Analyze post test data and see if there are improvements from 3rd to 4th quarter. Look at MAP Lexil results from Fall to Spring	6/1/2016

### Personnel

Teachers will take lead on the pre and post tests, test-coordinator and lead Teacher

### Required Resources

Staff meetings after school, NWEA MAP testing 3 times per year and data analysis

### Implementation Notes

<b>Strategy</b>					
Teachers will implement a balanced math approach designed to engage and meet the math needs of all students.					
<b>Research and Rationale</b>					
Coherent instruction balancing conceptual knowledge with procedural skills will result in high student engagement, increased understanding, and accelerated learning to meet the math standards. TIMSS report The Thinking Curriculum, Lauren Resnick, Helping Children Learn Mathematics, National Research Council Principles and Standards for School Mathematics, National Council of Teachers of Mathematics Adding It Up, National Academy of Science National Council of Teachers of Mathematics (NCTM) Focal Points QUASAR (Quantitative Understanding: Amplifying Student Achievement and Reasoning) Research					
<b>This strategy supports:</b>					
Reading Goal(s):		Math Goal(s): <b>X</b>	Climate Goal(s):		Graduation Goal(s):
<b>Action Plan</b>					
<b>Start Date:</b>		<b>Action Step</b>			
8/25/2015		<ol style="list-style-type: none"> <li>1. Implement Khan academy as a supplemental approach to math</li> <li>2. Use NWEA MAP test data to assess our students needs</li> <li>3. Additional support staff for student identified as struggling learners</li> </ol>			
<b>Success Criteria</b>					
<b>Interim 1</b>	<b>Checkpoint</b>	<b>Interim 2</b>		<b>Checkpoint</b>	<b>End Point</b>
PLC will focus on students math ability using information from pre-post test and NWEA results	10/29/2015	Review student progress and identify students who need additional one to one support		10/29/2015	Review student progress and evaluate supplemental approach for next eyar
					5/28/2016
<b>Personnel</b>			<b>Required Resources</b>		
Instructional leadership team and math teacher will monitor student progress, as well as Americorps member who will work with struggling students			Supervisor support for support staff with math instruction, PLC time for all staff, PD training time and funds for supplemental math materials and or instructional supports.		
<b>Implementation Notes</b>					

<b>Strategy</b>					
All school staff will engage in designing, developing, implementing and maintaining a School-wide Positive Behavior Support plan.					
<b>Research and Rationale</b>					
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.					
<b>This strategy supports:</b>					
Reading Goal(s):		Math Goal(s):		Climate Goal(s): <b>X</b>	Graduation Goal(s):
<b>Action Plan</b>					
<b>Start Date:</b>		<b>Action Step</b>			
9/30/2015		1. All students complete an intake with School staff and their parent or guardian. During this intake, school expectations, Title One compact and program policy is covered 2. All students complete a Continuous Learning Plan (CLP) 3. College readiness and Careers classes are offered to all students			
<b>Success Criteria</b>					
<b>Interim 1</b>	<b>Checkpoint</b>	<b>Interim 2</b>		<b>Checkpoint</b>	<b>End Point</b>
100% of students had a welcome enrollment intake.	9/30/2015	100% of students have CLP's		6/3/2016	All students have participated in one or both classes at MERC (College readiness and or Careers Class)
<b>Personnel</b>			<b>Required Resources</b>		
Educational Program Coordinator's, Lead Teacher			Intakes are offered to students and families based on their and the schools availability. Staff and Lead Teacher time to meet and schedule with students.		
<b>Implementation Notes</b>					

<b>Strategy</b>					
Develop a Professional Learning Community that supports the school staff with professional development.					
<b>Research and Rationale</b>					
Richard DuFour, May 2004   Volume 61   Number 8 Schools as Learning Communities Pages 6-11 This way we can create a Professional Learning Community, focused on learning rather than teaching, work collaboratively, and hold ourselves accountable for results.					
<b>This strategy supports:</b>					
Reading Goal(s): <b>X</b>		Math Goal(s): <b>X</b>		Climate Goal(s): <b>X</b>	
Graduation Goal(s):					
<b>Action Plan</b>					
<b>Start Date:</b>		<b>Action Step</b>			
8/18/2015		1. Meet on a Monthly basis 2. Utilize the Student Testing Data to direct instruction 3. Use data to support staff and student progress			
<b>Success Criteria</b>					
<b>Interim 1</b>	<b>Checkpoint</b>	<b>Interim 2</b>	<b>Checkpoint</b>	<b>End Point</b>	<b>Checkpoint</b>
Set Annual PLC schedule as a team.	8/18/2015	PLC meeting are focused on student data and achievement with an emphasis on Math and Reading.	12/17/2015	Teacher are participating and implement changes to increase student learning.	2/19/2016
<b>Personnel</b>			<b>Required Resources</b>		
Sheri Langevin, Scott LaPlante and Amy Anlauf			Meeting time and space provided for weekly team meetings and staff meeting and staff development.		
<b>Implementation Notes</b>					



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.

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.

**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**

All classroom teachers review state and district assessment data in math and reading within the first month of school. For students in Grades 9-12, MCA and MAP data in math and reading will be used. Teachers will review and adjust curriculum based on pre- and post-test data for each subject. Teachers will review student progress on a monthly basis to determine students who need additional support/assistance.

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

Our school is small – we have 7 full time and one part-time staff members, five of whom teach full time. The entire staff knows the needs of each of our students and the staff are involved in all decision making at this school. As a team, we work together to provide individualized help to students needing academic assistance. We plan to monitor student progress by implementing pre- and post-tests, monitoring daily work, quizzes, tests, and classroom participation. PLCs will be held monthly and staff will be members of the academic leadership team.