**A. General Information**

### District Identification Information

<table>
<thead>
<tr>
<th><strong>District Name:</strong> Minneapolis Public Schools</th>
<th><strong>District Number:</strong> Special District #1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Superintendent:</strong> Bernadeia Johnson</td>
<td><strong>Email:</strong> <a href="mailto:Bernadeia.Johnson@mpls.k12.mn.us">Bernadeia.Johnson@mpls.k12.mn.us</a></td>
</tr>
<tr>
<td><strong>District Contact:</strong> Nicole Norton</td>
<td><strong>Email:</strong> <a href="mailto:Nicole.Norton@mpls.k12.mn.us">Nicole.Norton@mpls.k12.mn.us</a></td>
</tr>
<tr>
<td><strong>District Address:</strong> 1250 W. Broadway Ave</td>
<td><strong>Fax:</strong> 612-668-0685</td>
</tr>
<tr>
<td>Minneapolis, MN 55411</td>
<td></td>
</tr>
</tbody>
</table>

### School Identification and Contact Information

<table>
<thead>
<tr>
<th><strong>School Name:</strong> ANWATIN MIDDLE COM &amp; SPANISH DI</th>
<th><strong>Phone:</strong> 612-668-2450</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Number:</strong> 309</td>
<td></td>
</tr>
<tr>
<td><strong>Principal:</strong> VaNita Miller</td>
<td><strong>Email:</strong> <a href="mailto:VaNita.Miller@mpls.k12.mn.us">VaNita.Miller@mpls.k12.mn.us</a></td>
</tr>
<tr>
<td><strong>School Address:</strong> 256 Upton Ave. S.</td>
<td></td>
</tr>
<tr>
<td><strong>Other School Contact:</strong> Lorraine Rhodes-Dix</td>
<td><strong>Email:</strong> <a href="mailto:Lorraine.Rhodes-Dix@mpls.k12.mn.us">Lorraine.Rhodes-Dix@mpls.k12.mn.us</a></td>
</tr>
<tr>
<td><strong>Title I Status:</strong> School wide Title I</td>
<td></td>
</tr>
</tbody>
</table>

### School Designation and Ratings

<table>
<thead>
<tr>
<th><strong>School Designation:</strong> Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Measure Rating:</strong> 32.75%</td>
</tr>
<tr>
<td><strong>Focus Rating:</strong> 26.63%</td>
</tr>
</tbody>
</table>

### School Demographics: School Year 2014

<table>
<thead>
<tr>
<th><strong>Grade Configuration:</strong> 6-8</th>
<th><strong>Total Students:</strong> 641</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Native American:</strong> 2 %</td>
<td><strong>Limited English Proficient:</strong> 28 %</td>
</tr>
<tr>
<td><strong>African American:</strong> 44 %</td>
<td><strong>Special Education:</strong> 18 %</td>
</tr>
<tr>
<td><strong>Asian:</strong> 13 %</td>
<td><strong>Free/Reduced Lunch:</strong> 83 %</td>
</tr>
<tr>
<td><strong>Hispanic:</strong> 27 %</td>
<td><strong>All Students:</strong> 100 %</td>
</tr>
<tr>
<td><strong>Caucasian:</strong> 13 %</td>
<td></td>
</tr>
</tbody>
</table>
Executive Summary

Vision:
Every child college and career ready.

Mission:
Anwatin Middle School Develops young people to become principled, open-minded, inquiring members of the global community.

Description of School and Community:
Anwatin is an authorized International Baccalaureate Middle Years Program and is paired with Southwest High School to complete the 6-10 MYP continuum. It is also the site- for the Spanish Dual Immersion Program 6-8, the continuation of the Emerson and Windom pre-K-5 Spanish Dual Immersion Programs. All students receive an IB education and the students in the Spanish Dual Immersion program receive both an IB and an immersion education. The IB program focuses on high academic standards and rigor for ALL students- not just a select few. The IB MYP requires eight subjects each year: Language A (English and/or Spanish), Language B (Spanish, French or Japanese), Humanities, Science, Math, Technology, Arts, and Physical Education. There are also electives from which the students choose: Band, Choir, Theater Arts, Art, Music Exploration, FACS and AVID (Advancement Via Individual Determination). The Spanish Dual Immersion program requires three subjects to be taught in Spanish: Humanities and Language A (Spanish) and Science. Support services are in place for reading, math, special education, ESL and behavior. Anwatin is located in the Bryn Mawr neighborhood of Minneapolis. Our current demographics are: Native American 2.34%; African American 44.15%; Asian American 13.10%; Hispanic American 27.3% and Caucasian 13.10% and ELL 27.30%; Special Education 18.25% Free and Reduced 82.53% and HHM is 10%. Our special education population includes developmentally and cognitively delayed students (3 classrooms)and four resource teachers for students with learning disabilities and/or emotional/behavioral disabilities. We also have a district-wide program for students who are federal setting three and who are mainstreamed into our population depending on how they are doing on their IEP goals.

Organizations within our community that partner with our school are Project Success, Sanctuary Church, Community Education, and RBC Wealth Management. The parent Liaison is working with the community to bring in volunteers to work with students either during class or during after school activities.

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)

Priorities for 2014-2015: Increase reading and math achievement for all students and decrease referral and suspension numbers. 1. Standards based direct core instruction in an 80 minute block tied to focus instruction 2. Positive School-Wide Engagement Plans to increase engagement for all students and more in class time for African American students by decreasing the number of suspensions and referrals through the implementation of Developmental Designs. 3. Collaboration and co-teaching with ELL and Special Education teachers to support EL and special education students. 4. Family engagement as it relates to math. 5. IB teachers fully implement quality reviewed IB curriculum unit planning and assessment frameworks across all of the content areas and grade levels to improve core teaching and provide standards based teaching and learning for all students. SUPPORT CLASSES In order to meet the needs of our students we are offering readers and writers workshop classes for struggling readers. Students are place in these classes based on MCA and MAP data, parent input and teacher input. We have increased the number teachers in ELA to decrease the number of students in class. Students receive 80 minutes of math everyday through the block schedule. We are using math specialist funds to hire more math teachers to reduce the number of students in the math classes. BEHAVIOR We are addressing our behavior goals by developing a behavior plan which includes community building activities in advisory and in content area classes based on Developmental Designs strategies. By building community in classes, students learn to appreciate the skills and talents of other students and increase their respect for others, therefore reducing the number of suspensions. A Positive School-wide Engagement Plan will be developed over the summer and presented to staff during the workshop week of the beginning of the school year. The school is implementing a mentoring system in which teachers mentor a high-need student throughout the year. Teachers will serve as a positive contact for the student and will provide interaction with students that encourages success. The school counselor and social worker will monitor the growth of these students in the areas of academics, attendance and behavior. DATA: PLCs will focus this year on implementing the new IB study guides in all content areas. They will meet in small content area groups and work with the IB coordinator to work on unit writing and assessment. Professional Development will support teacher learning on strategies to use with EL students and also to incorporate AVID strategies into the classrooms and advisory. Professional development will also include Developmental Designs strategies to be used in advisories and during instruction. Instructional Leadership team will plan the professional development for the year.
<table>
<thead>
<tr>
<th><strong>School Leadership Team</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>Development:</strong></td>
</tr>
<tr>
<td>The Site Council, comprised of staff, parents and community members review the goals of the School Improvement Plan. They are also informed of changes and make suggestions based upon their input as the year progresses. Instructional Leadership Team meets weekly to review data and plan for PLCs and Staff Professional Development. Student representatives meet with principal monthly to discuss school improvement.</td>
</tr>
<tr>
<td><strong>Implementation:</strong></td>
</tr>
<tr>
<td>Staff, Family Liaisons, behavior deans are responsible for working with families in implementing and following through on Family Involvement. The administration, grade level teams, and deans are responsible for the ongoing school wide behavior plan to monitor climate. Our counselor and Social Workers work with families by minimizing barriers to their child’s education. Student representatives meet with principal monthly to discuss school improvement. Throughout the course of the school year, our teachers meet in Professional Learning Communities once a week and the ILT monitors the SIP goals. Our Instructional Leadership team plans staff development to meet the goals.</td>
</tr>
<tr>
<td><strong>Evaluation of strategies:</strong></td>
</tr>
<tr>
<td>Throughout the course of the school year the ILT will evaluate the school’s progress towards our SIP goals. The Site Council will receive updates from the staff on progress and recommend changes. The Instructional Leadership Team will review data to drive staff development and PLC plans.</td>
</tr>
<tr>
<td><strong>Describe the Leadership Team’s plan for communicating the goals, strategies and professional development within the School Improvement Plan to staff and community.</strong></td>
</tr>
<tr>
<td>The plan will be communicated to the families and the community through the newsletter and the school web-site. The Instructional Leadership Team presents the SIP to the whole staff at a staff meeting at the end of October. All staff base their individual Professional Development plans on the goals of the School Improvement Plan.</td>
</tr>
</tbody>
</table>
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).

<table>
<thead>
<tr>
<th>Category</th>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Name and Grade/Subject</td>
<td>Heidi Quimby</td>
<td></td>
</tr>
<tr>
<td>Teacher Name and Grade/Subject</td>
<td>Nathan Lee</td>
<td></td>
</tr>
<tr>
<td>Teacher Name and Grade/Subject</td>
<td>Maryann Madison</td>
<td></td>
</tr>
<tr>
<td>Teacher Name and Grade/Subject</td>
<td>Sonja Menard</td>
<td></td>
</tr>
<tr>
<td>Parent Name</td>
<td>Jonathon Scott</td>
<td></td>
</tr>
<tr>
<td>Parent Name</td>
<td>Dan Christiansen</td>
<td></td>
</tr>
<tr>
<td>Parent Name</td>
<td>Cindy Chrisitan</td>
<td></td>
</tr>
<tr>
<td>Parent Name</td>
<td>Colleen Simmons</td>
<td></td>
</tr>
<tr>
<td>Community Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Staff Name</td>
<td>Leah Laurent</td>
<td></td>
</tr>
<tr>
<td>Other Staff Name</td>
<td>Elizabeth Dwight - Spanish Dual Immersion Coordinator</td>
<td></td>
</tr>
<tr>
<td>Other Staff Name</td>
<td>Daniel Burgos - Parent Liaison</td>
<td></td>
</tr>
<tr>
<td>Other Staff Name</td>
<td>Sarah Wernimont - IB Coordinator</td>
<td></td>
</tr>
<tr>
<td>Other Staff Name</td>
<td>Lorraine Rhodes-Dix: AP</td>
<td></td>
</tr>
<tr>
<td>Technical Assistance Provider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Name</td>
<td>VaNita Miller</td>
<td></td>
</tr>
</tbody>
</table>

Date SIP is approved and signed by Team: _____________________
### B. Improvement Components

#### Comprehensive Needs Assessment Student Achievement Data

<table>
<thead>
<tr>
<th>PROFICIENCY</th>
<th>Math</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group</strong></td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>African American</td>
<td>29.72</td>
<td>26.85</td>
</tr>
<tr>
<td>All Students</td>
<td>40.46</td>
<td>40.96</td>
</tr>
<tr>
<td>Asian</td>
<td>55.88</td>
<td>44.93</td>
</tr>
<tr>
<td>Caucasian</td>
<td>67.20</td>
<td>62.79</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>32.41</td>
<td>35.05</td>
</tr>
<tr>
<td>Hispanic</td>
<td>29.43</td>
<td>45.92</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>31.12</td>
<td>34.13</td>
</tr>
<tr>
<td>Special Education</td>
<td>21.51</td>
<td>22.34</td>
</tr>
</tbody>
</table>

Higher than Statewide AYP target
Lower than Statewide AYP target

<table>
<thead>
<tr>
<th>GROWTH</th>
<th>Math</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group</strong></td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>All Students</td>
<td>-0.11</td>
<td>-0.30</td>
</tr>
</tbody>
</table>

High Growth
Low Growth

<table>
<thead>
<tr>
<th>ACHIEVE</th>
<th>Math</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group</strong></td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Native American</td>
<td>0.02</td>
<td>0.58</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Math</th>
<th>Strengths:</th>
<th>Needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- The percent of students meeting or exceeding the standards equal or above the state average occurred in year(s): n/a</td>
<td>- The percent of students meeting or exceeding the standards below the district and the state average occurred in year(s): n/a</td>
</tr>
<tr>
<td></td>
<td>- The percent of students meeting or exceeding the standards above the district but below the state average occurred in year(s): n/a</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th>Strengths:</th>
<th>Needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- The percent of students meeting or exceeding the standards equal or above the state average occurred in year(s): n/a</td>
<td>- The percent of students meeting or exceeding the standards below the district and the state average occurred in year(s): n/a</td>
</tr>
<tr>
<td></td>
<td>- The percent of students meeting or exceeding the standards above the district but below the state average occurred in year(s): n/a</td>
<td></td>
</tr>
</tbody>
</table>
## 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
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 2014 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 2014 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 2014 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 2014 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 2014 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 2014 in the 50-59% growth range with the least amount of growth 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 2013 to 2014 noted for group(s):
  Native American, African American, Hispanic, Caucasian, Special Education, Free/Reduced Lunch, All Students

• In 2014, 95% attendance was noted for eighty percent or more of students in group(s):
  Asian

Needs:

• There was no increase noted in the percentage of students attending school 95% of the time from 2013 to 2014 for group(s):
  Asian, Limited English Proficient

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 2013 to 2014 noted for group(s):
  Native American, African American, Asian, Hispanic, Limited English Proficient, Special Education, Free/Reduced Lunch, 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:
  Caucasian
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.

This is data that shows student proficiency increases over time. *Reading and Math MCA data was reviewed for increases and decreases in proficiency- needs continue specifically in the area of reading (4% decrease in 6th grade reading, 1% increase in 7th grade reading, 9% increase in 8th grade reading, 3% increase in 6th grade math, 12% increase in 7th grade math, 9% increase in 8th grade math); *Behavior data was reviewed for referrals, removals, and suspensions showing overall decreases with implementation of Developmental Designs- continues to show a disparity with our students of color (African American students are 48.6% of the total school population but are 72% of the students referred, 83% of the students removed, and 80% of students suspended); *IB district-level (Fall 2013) site visit data showing IB MYP implementation level and needs for professional development for staff

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Priority Needs/Where We Need to Focus – Up to 3 priorities per area</th>
</tr>
</thead>
</table>
| Student Achievement       | 1. Reading: Growth in number of students proficient on Reading MCA  
2. Math: Growth in number of students proficient on Math MCA  
3.                                                                                 |
| Climate                   | 1. Student engage in their own learning  
2. Increase collaboration between school and families;  
3. Increase on task, in class time by implementing the positive school-wide engagement plan. |
| Professional Practices    | 1. Collaboration within and among PLC's to improve instructional practice through the use of IB units and assessments.  
2. Implementation of Developmental Designs in advisory and academic classes  
3. AVID, EL and Behavior (including equity discussions) strategy Professional Development |

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 earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at Anwatin Middle School will increase from 39.48% in 2014 to 41.45% in 2015, to 43.52% in 2016, and to 45.59% in 2017. The percent of Students of Color in all grades tested who achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at Anwatin Middle School will increase by 8%.

Additional Reading SMART Goals(s)

Professional Development Strategies to Support Reading Goal(s)
In PLCs, we will focus on IB unit planning, especially the assessment rubrics. Teachers will meet every two weeks with the IB coordinator in small, mostly content based groups to work on the merging of IB and Focus Instruction units. They will use the Dufour Model to evaluate their work with students as they implement the IB/Focus Instruction units.

Whole staff bi-monthly meetings will focus on professional development around EL and AVID strategies that support reading for all learners.

Success Criteria to Evaluate Effectiveness of Professional Development Strategies
During the process of teacher evaluation, learning walks and PDPLC documentation, the implementation of the strategies will be monitored. Unit, benchmark, and MAP and MCA assessments will monitor the effectiveness of the strategies.

Family Involvement Strategies to Support Reading Goal(s)

Success Criteria to Evaluate Effectiveness of Family Involvement Strategies
1. Families will set aside a minimum of 30 minutes of silent reading each night. Families will be given discussion prompts to help them interact with their students around the reading that is occurring. These strategies will also be shared via the newsletter and the school website. 2. At conferences, there will be a station with planners and binders. Parents will be shown what a complete planner should look like and where to sign. 3. Information about the Parent Portal will be made available in the newsletter and on the school website.

<table>
<thead>
<tr>
<th>Extended Learning Opportunities that Support Reading Goal(s)</th>
<th>Success Criteria to Evaluate Effectiveness of Extended Learning Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afterschool ALC-extended day programs are offered four days a week. The program includes extended learning opportunities in Reading, Math, and Science. Specifically for Reading support, there will be book clubs that offer extra support for all students. Most students who are identified as not meeting standards are recommended to participate in an additional reading class within the school day.</td>
<td>Teachers will do pre-assessments, formative, and a summative assessment to monitor progress. The MAP scores will be analyzed for students participating in the ALC program. In each of these assessments, the students will improve by a minimum of 5% and 8% for our Students of Color.</td>
</tr>
</tbody>
</table>

### Math SMART Goal(s):

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 Anwatin Middle School will increase from 46.69% in 2014 to 49.02% in 2015, to 51.53% in 2016, and to 54.10% in 2017. The percent of Students of Color in all grades tested who achieve levels of Meets the Standards or Exceeds the Standards on the Math MCA at Anwatin Middle School will increase by 8%.

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

### Professional Development Strategies to Support Math Goal(s)

In PDPLCs, we will focus on IB unit planning, especially the assessment rubrics. Teachers will meet every two weeks with the IB coordinator in small, mostly content-based groups to work on the merging of IB and Focus Instruction units. They will use the Dufour Model to evaluate their work with students as they implement the IB/Focus Instruction units.

Whole staff bi-monthly meetings will focus on professional development around EL and AVID strategies that support math for all learners.

### Family Involvement Strategies to Support Math Goal(s)

Parent-teacher conferences will give teachers and parents opportunity to discuss math progress of the students. Parents will be provided with math homework help. Parent portal updated every two weeks. Teachers will call home for students who are not mastering 70% or more of the objectives.

### Extended Learning Opportunities that Support Math Goal(s)

After-school ALC-extended day programs are offered at least two times per week for mathematics. The program includes extended learning opportunities using peer tutoring with licensed math teachers facilitating the program.

### Climate SMART Goal(s):

The number of All Students who are suspended at Anwatin Middle School will decrease from 107 by 10% each year for the next three years. The number of African American Students who are suspended at Anwatin Middle School will decrease from 90 by 10% each year for the next three years. The percent of students who attend school 95% of the time at Anwatin Middle School will increase from 48% in 2014 to 52.5% in 2015, to 57% in 2016, and to 61.5% in 2017.

### Additional Climate Goal(s):
### Professional Development Strategies to Support Climate Goal(s)

All school staff will engage in Developmental Designs training to implement and maintain a School-wide Positive (meet weekly) Behavior Support plan to include the following criteria:
- Relationship building activities designed and implemented;
- Behavioral expectations defined; Behavioral expectations taught;
- Developmentally appropriate recognition and interventions designed and implemented; Social skills development integrated into daily lesson plans; Spectrum of consequences for problem behavior defined; Data for decision making continuously collected and used; Behavioral expectations and intervention structures are clearly defined and communicated to stakeholders; Process for assessing effectiveness of plan clearly defined.

Teachers who are new to Developmental Designs will pair up with teachers who have been trained in Developmental Designs to learn how to implement the program effectively.

The school will partner with Project SUCCESS for monthly character building workshops and a spring musical.

### Success Criteria to Evaluate Effectiveness of Professional Development Strategies

The number of suspensions and referrals will decrease.

Attendance percentage will improve.

### Family Involvement Strategies to Support Climate Goal(s)

The school will engage all families in the following ways:
- Teachers will update the Parent Portal every two weeks to accurately reflect students’ academic progress.
- Parent/Teacher Conferences will be promoted to all families. Alternative ways for parents to meet with teachers will be offered to families who cannot attend on conference night.
- The school will offer various family involvement nights throughout the year. Examples include the Taste of Anwatin, Spring Choir and Band Concerts, Project SUCCESS Musical, and Creation and Innovation Evening.

Teachers will document parent communication in Classroom for Success that is used for each grade level. It is expected that when communication and collaboration with families increases, the number of negative behavior incidences will decrease. Grade-level teams will monitor behavior patterns of high-need students at the winter and spring behavior screener interval, or more frequently as needed. Teachers will examine if the increased communication with families has indeed had a positive effect on the students’ behavior.

### Success Criteria to Evaluate Effectiveness of Family Involvement Strategies

### Building Climate:

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?

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?
The foundation for the Positive School-wide behavior system that is applied in all areas of the school, classroom and non-classroom settings, before and after school are the Anwatin IB Bs: Be Respectful, Be Responsible, Be Safe and Be your Best. These are presented in grade level assemblies twice at the beginning of the year, one during the first week of school and the other during the third week of school. They are repeated at the beginning of each quarter as a reminder to students. They are also taught and reviewed during advisory activities. The ten IB Learner Character Traits are also introduced and taught during advisory and acknowledged and practiced in classrooms as part of unit lessons.

As part of Developmental Designs, the students are given the opportunity to “fix” their behavior. They are given a Take A Break In the classroom (TAB In), Take A Break Out (TAB Out) at which time the student goes to another classroom, reflects on their behavior by filling out a “Fix It” sheet, process with the receiving teacher and then returning to class.

<table>
<thead>
<tr>
<th>Social skills are taught in advisory through the use of Developmental Designs. During the use of CPR circles, which include greetings, sharing and games or activities, students practice social skills. Second Step is used one day a week in advisory to address social and emotional learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
</tr>
<tr>
<td>Assessment of school climate is done by the Instructional Leadership Team (ILT), the grade level teams and the academic deans. The ILT looks at the information provided in Discovery and CFS that keeps track of the number of referrals and suspensions. The teams meet every other week to discuss students of concern and bring the TAB Out reflection sheets to see whose behavior is becoming a trend. Teams work on interventions to help the students become more successful in their behavior. Academic Deans meet weekly to assess the needs of the students they are frequently seeing and develop interventions to help the student succeed. They are also a part of the weekly team meetings.</td>
</tr>
</tbody>
</table>

### 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**

IB teachers will fully implement quality IB curriculum unit planning and assessment frameworks, merging with district Focused Instruction, across all of the content areas and grade levels to improve core teaching and provide standards based teaching for all students.

**Research and Rationale**

The Middle Years Programme of the International Baccalaureate provides a framework of academic challenge and 21st century skills by embracing and transcending traditional school subjects. Students acquire knowledge as an interrelated whole through linking disciplines, conceptual and inquiry-based methodologies, and developing a global view of issues. Learning about their own and others' social and national cultures, students develop the attitudes, knowledge and skills needed to consider multiple perspectives and make real-life learning connections. Students' reflection and expression in multiple forms create a relevant and applicable foundation for learning and the acquisition of languages, the development of the whole child, and 21st Century skills. The rigorous criterion/standards based assessment that IB utilizes is the fairest, most authentic and effective type of assessments for college and career readiness as they help reinforce a rigorous academic curriculum and create a better alignment of teaching, learning, and assessment. David Conley, Summary Brief: International Baccalaureate Standards Development and Alignment Project International Baccalaureate, May 2009 Principal Investigator, David T. Conley, PhD Primary Project Staff, Terri Ward, PhD © 2009 Richard C. Atkinson, president emeritus, University of California, and Saul Geiser, University of California, Berkeley, Center for Studies in Higher Education, Reflections on a Century of College Admissions Tests, April 2009

**This strategy supports:**

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

**Action Plan**

**Start Date:**

<table>
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<th>Action Step</th>
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<tr>
<td>8/20/2014</td>
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**PLAN:** Subject-specific IB information will be provided to all teachers, along with key resources (access to IB Online Curriculum Centre and Managebac).

**Success Criteria**

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<tr>
<th>Interim 1</th>
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<th>Interim 2</th>
<th>Checkpoint</th>
<th>End Point</th>
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</thead>
</table>
| - IB program overview presented to staff at a staff meeting  
- New teachers to be provided with information and individual planning sessions | 8/20/2014 | - IB coordinator will identify and offer areas needed for PD while meeting with PDPLC small groups. | 3/24/2015 | Teachers will celebrate IB implementation successes from their PDPLCs at a Tuesday morning staff meeting. | 5/19/2015 |

**Personnel**

- VaNita Miller, Principal  
- Lorraine Rhodes-Dix, Assistant Principal  
- Sarah Wernimont, IB Coordinator

**Required Resources**

- Time to meet and plan/determine needs  
- New subject guide paper copies for teachers

**Implementation Notes**
### Action Step

**Start Date:** 8/20/2014  
**DO:** Teachers will analyze student progress during PDPLC time using the MYP and FI assessment frameworks. Every other week, PDPLC small groups will meet with Sarah Wernimont as a support and these groups will determine next steps and goals.

### Success Criteria

<table>
<thead>
<tr>
<th>Interim 1</th>
<th>Interim 2</th>
<th>End Point</th>
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<tbody>
<tr>
<td>-After Sarah has met with each group, she will determine what additional PD will be needed to meet our SIP goals related to IB.</td>
<td>-During PDPLCs, teachers will analyze student data using the MYP and FI assessment frameworks. They will share out with other groups and share their progress with the ILT.</td>
<td>Teachers will celebrate their work completed through their PDPLCs.</td>
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<tr>
<th>Interim 1</th>
<th>Interim 2</th>
<th>End Point</th>
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<tbody>
<tr>
<td>Checkpoint 11/7/2014</td>
<td>Checkpoint 5/7/2015</td>
<td>Checkpoint 5/7/2015</td>
</tr>
</tbody>
</table>

### Personnel

- VaNita Miller, Principal
- Lorraine Rhodes-Dix, Assistant Principal
- Sarah Wernimont, IB Coordinator

### Required Resources

- Time for planning and meeting by PDPLC groups
- Training/PD resources created by Sarah Wernimont to support teachers in their learning.

### Implementation Notes

- Google Docs notes / eCompass notes
Strategy

All classroom teachers will implement standards based, direct core and differentiated instruction in an 80 minute block tied to focus instruction and incorporating the AVID strategies of Cornell Notes, AVID Critical Reading, Binders, Weekly Learning Log and Planner use through the lens of IB and Spanish Dual Immersion.

Research and Rationale

The value added information on growth for all students, especially ELL, Special Education, and students of color, are not showing adequate growth. The intensive math pacing schedule requires more minutes allotted per day. The block schedule allows for math to be taught everyday. All other classes, as they meet on an every other day rotation, will allow for in depth access to curriculum while providing opportunities to continue giving students strategies for accessing reading comprehension skills, organizational skills, and reflection in the content areas.

This strategy supports:

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

Action Plan

<table>
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<tr>
<th>Start Date</th>
<th>Action Step</th>
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<tbody>
<tr>
<td>8/20/2014</td>
<td>PLAN: Staff will receive initial training to prepare them for 80 min block implementation. Teachers will receive block schedule PD. Teachers will use parts of Developmental Designs in setting up the 80 minute teaching block.</td>
</tr>
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Success Criteria

<table>
<thead>
<tr>
<th>Interim 1</th>
<th>Interim 2</th>
<th>End Point</th>
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</thead>
<tbody>
<tr>
<td>-Leadership determines expectations of 80 minute block</td>
<td>-Leadership sets PD calendar for the year to support implementation of block schedule</td>
<td>Learning walks and SOEI observations are used to monitor the 80 minute block expectations.</td>
</tr>
<tr>
<td>-Leadership sets PD calendar for the year to support implementation of block schedule</td>
<td>Administration sets expectations for staff regarding the development of rituals and routines through the DD framework</td>
<td></td>
</tr>
<tr>
<td>Administration sets expectations for staff regarding the development of rituals and routines through the DD framework</td>
<td>Learning walks and SOEI observations are used to monitor the 80 minute block expectations.</td>
<td></td>
</tr>
</tbody>
</table>

Personnel

| VaNita Miller, Principal Assistant Principal Sonja Menard, IS |

Required Resources

| Development Design Training and follow-up District content and on-site staff lead support and professional development around 80 minute instructional block. |

Implementation Notes
**Start Date:** 8/20/2014  
**Action Step**  
AVID strategies will be implemented in the 80 minute blocks and in advisory with professional development around Cornell Notes, learning logs, binder checks and training on WICOR Strategies.

### Success Criteria

<table>
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<tr>
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<th>Interim 2</th>
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</thead>
<tbody>
<tr>
<td>AVID leadership will share learning logs and binder check information and research along with templates to be used with students once a week during advisory.</td>
<td>8/20/2014</td>
<td>Cornell Notes will be taught during an all staff PD meeting. Research will also be shared with staff. Learning walks and SOEI observations will look for teachers implementing the Cornell Notes strategies.</td>
<td>9/30 2014</td>
<td>WICOR strategies will be shared with staff to continue the reading and writing strategies that have been part of previous PLC work.</td>
<td>11/18/2014</td>
</tr>
</tbody>
</table>

### Personnel

- AVID evidence collection
- Learning Walks and SOEI observations

### Required Resources

- Time for training in the WICOR and Cornell Notes.

### Implementation Notes
Strategy

All school staff will engage in designing, developing, implementing and maintaining a School-wide Positive Engagement plan. Development Designs will be the core program to achieve this goal.

Research and Rationale


This strategy supports:

<table>
<thead>
<tr>
<th>Reading Goal(s):</th>
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<th>Climate Goal(s):</th>
<th>Graduation Goal(s):</th>
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<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>

Action Plan

Start Date: 8/20/2014

Action Step

PLAN: ILT/behavior team, teachers and support staff will develop a positive school climate plan based on the principles of Developmental Designs.

Success Criteria

**Interim 1**
Positive School-wide behavior plan is developed by a core group of teachers and shared with staff during workshop week. It is based on Developmental Designs

**Checkpoint** 8/20/2014

**Interim 2**
All teachers will plan and implement an advisory following the Developmental Designs protocol. Teachers new to Developmental Designs will be paired with a trained teacher to learn the strategies of CPR.

**Checkpoint** 2/10/2014

**End Point**
Learning walk done Principal, Assistant principal, ILT member and positive engagement plan team member to see DD and positive engagement plan implementation.

**Checkpoint** 2/10/2014

Personnel

VaNita Miller, Principal
Assistant Principal
ILT memmbers
Positive engagement team member

Required Resources

Time for training with DD trained teachers and other staff
Time for learning walks, reflection and report to the staff
Advisory books "Face to Face" for staff members

Implementation Notes
**Start Date:** 8/20/2014  
**Action Step**  
DO: Staff and support team implements positive school-wide engagement plan using the principles of Developmental Designs. Staff develops their individual classroom engagement plans based on the positive school-wide engagement plan created by the team.

**Success Criteria**

<table>
<thead>
<tr>
<th>Interim 1</th>
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<th>Checkpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff hands in a copy of their classroom engagement plan that will be shared with families and students.</td>
<td>8/20/2014</td>
<td>Learning walk done with Principal, and Assistant Principal, and members of the ILT to see DD and the new engagement plan implementation</td>
<td>9/15/2014</td>
<td>Second learning walk to be conducted to determine areas of strength and growth</td>
<td>1/12/2015</td>
</tr>
</tbody>
</table>

**Personnel**

- VaNita Miller, Principal
- Assistant Principal
- ILT members
- Positive School-wide Engagement Plan team member

**Required Resources**

- Time for training in DD
- Time for learning walks, reflection and report to the staff
- Advisory books for staff members

**Implementation Notes**

Topics needing to be addressed: Developmental Designs continue implementation in advisory and classrooms; Classroom engagement plans; Equity discussions and professional development

**Start Date:** 11/11/2014  
**Action Step**  
STUDY/ACT: ILT, behavior team, teachers, and support staff gather evidence of implementation, monitor implementation and evaluate behavior plans effectiveness.

**Success Criteria**

<table>
<thead>
<tr>
<th>Interim 1</th>
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<th>Checkpoint</th>
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<th>Checkpoint</th>
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</thead>
</table>
| - ILT and the positive engagement team will monitor implementation of Developmental Designs and the positive engagement plan and study climate data  
- Teachers will be provided with their referral data from the second quarter of the school year | 11/11/2014 | - Teachers will be provided with their referral data from the second quarter of the school year | 2/17/2015 | - ILT will conduct an end of the year review of the implementation and determine next steps for 2014-2015 based upon climate data, staff survey, and learning walks | 5/19/2015 |

**Personnel**

- VaNita Miller, Principal
- Assistant Principal
- ILT
- Positive School-Wide Engagement Team

**Required Resources**

- Time for Training in DD
- Time for learning walks, reflection and report to the staff

**Implementation Notes**

Teacher Observations; ILT and PSWET behavior data reviews; Developmental Design Checklist; Learning walks

**Start Date:** 10/14/2014  
**Action Step**  
Staff will participate in monthly professional development with district personnel to help reduce the number of referrals and suspensions with PD around restorative justice and equity.

**Success Criteria**
Staff will have gone through one PD session with three district employees to look at level 1 and 2 behaviors and what strategies can be used to take care of it in the classroom. Anwatin will also have the site-council and other community members use the equity rubric to analyze our school's level of equity and plan for implementation.

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>VaNita Miller</td>
<td>District employees for Behavior and equity PD</td>
</tr>
<tr>
<td>Lorraine Rhodes-Dix</td>
<td>Equity rubric</td>
</tr>
</tbody>
</table>

**Implementation Notes**
Strategy
Collaboration and co-teaching with ELL, Special Education teacher with content teachers to support EL and special education students. Teachers collaboratively teach in order to fully implement quality programming and instruction for EL and Special Education learners using an instructional model which includes the following practices: co-planning-- to develop learning and language 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.

Research and Rationale

This strategy supports:

<table>
<thead>
<tr>
<th>Reading Goal(s):</th>
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<th>Climate Goal(s):</th>
<th>Graduation Goal(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
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</tbody>
</table>

Action Plan

Start Date: 8/15/2014

Action Step
PLAN: Develop and communicate a clear co-teaching and collaboration plan that includes professional development around the ESL strategies, time to plan, time in the schedule to co-teach and time to monitor student progress and make adjustments to instruction.

Success Criteria

<table>
<thead>
<tr>
<th>Interim 1</th>
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<th>Interim 2</th>
<th>Checkpoint</th>
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<th>Checkpoint</th>
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<tbody>
<tr>
<td>Conduct co-teaching needs assessment; Create a schedule in which teachers have time for co-teaching and co-planning; Leadership teams research and discuss best practice in a co-teaching model; Provide on-going PD for teachers around language acquisition strategies; Select and provide instructional resources for collaborative teaching</td>
<td>8/20/2014</td>
<td>Analyze needs assessment and determine school and teachers needs in regards to PD and resources; Co-planning calendar is created; Co-teaching schedule is created; Expectations for co-teaching is established based on best practice; PD options identified</td>
<td>8/20/2014</td>
<td>Co-planning schedule is communicated to staff; Co-teaching expectations are communicated to staff both written and verbally; PD calendar is communicated to staff; Resources to support implementation is distributed to staff</td>
<td>8/20/2014</td>
</tr>
</tbody>
</table>

Personnel
Lead: ESL teachers
Monitor: Admin, Instructional Leadership Team, School Improvement Specialist, Instructional Leader, Instructional, Specialist, Liaison from Multilingual department

Required Resources
Time: Time for ILT to meet and establish calendar and expectations, time for ESL teachers to do needs assessments and plan for PD, time in workshop week to go over calendar
Resources: Multilingual department, Co-teaching resource books
Budget: TBD by sites (may include $ for extended planning time and resources materials)

Implementation Notes
### Items covered in training throughout the year:
- Framework for placement and how students are served;
- How to find information about students and what the information tells us;
- Can Do statements, Americorps services, accountability strategies.

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<tr>
<th>Start Date:</th>
<th>Action Step</th>
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<tbody>
<tr>
<td>8/20/2014</td>
<td>Do: Implement a collaboration model which includes the following practices: co-planning: to develop learning and language 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, to implement structured student-to-student interaction. co-teaching: to provide support to students, to differentiate instruction in a classroom setting, to ensure students are getting the core instruction.</td>
</tr>
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### Success Criteria

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<th>Interim 1</th>
<th>Interim 2</th>
<th>End Point</th>
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<tbody>
<tr>
<td><strong>Collaborating teachers</strong> review student data; Collaborating teachers co-plan lessons which include standards based learning targets, differentiated instructional strategies; Collaborating teachers determine which co-teaching model to use; Collaborating teachers select appropriate support strategies and materials to be utilized during co-taught lessons that permit meaningful access to grade-level content; Collaborating teachers develop common formative assessments; Select possible interventions.</td>
<td>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.</td>
<td>Collaborating teachers collect and analyze student data regularly to determine effectiveness of strategy and adjust instruction accordingly. (Benchmark and quarterly assessments, student work, common formative and summative assessments, MAP, MCA, behavior data, SOEI feedback, etc.); Collaborating teachers meet weekly to discuss student progress and make necessary adjustment; Communicate student progress with students and parents including areas of strength and areas identified for improvement.</td>
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<tr>
<th>Checkpoint</th>
<th>Checkpoint</th>
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<tbody>
<tr>
<td>8/20/2014</td>
<td>12/16/2014</td>
<td>2/17/2015</td>
</tr>
</tbody>
</table>

### Personnel

Lead: ESL teachers Monitor: Admin, Instructional Leadership Team, Instructional Specialist, Liaison from Multilingual department; Pre-conferences for full and focused observations; look-fors during observations

### Required Resources

Time: Time for ILT to meet and discuss progress of co-teaching model and its impact on student achievement. Time for collaborating teams to meet.

Resources: Multilingual department, Co-teaching resource books

Budget: TBD by sites (may include $ for extended planning time and resources materials)

### Implementation Notes

Topics covered:
The framework for placement and how students are served; how to find information about students and what the information tells us; Can Do statements, AmeriCorps services; accountability strategies.

Staff will bring rosters to a staff meeting and discuss student needs based upon WIDA date; ESL and Spec. Ed attendance at grade-level meetings

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<tr>
<th>Start Date:</th>
<th>Action Step</th>
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<tbody>
<tr>
<td>10/14/2014</td>
<td>STUDY and ACT: Monitor and adjust the co-teaching model by reflecting on the process, the model's success and challenges as well as plan for the following year.</td>
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### Success Criteria

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<th>Interim 1</th>
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<tr>
<td>10/14/2014</td>
<td>Observe and monitor implementation of co-teaching and collaboration: Review the data co-teaching teams and data team collect; Conduct classroom observations; Conduct twice yearly Implementation Survey to collect baseline data and progress monitor collaboration model; ESL teachers make recommendations for any adjustments or PD needs; Collaborating teachers collect and analyze student data regularly to determine effectiveness of strategy and adjust instruction accordingly.</td>
<td></td>
</tr>
<tr>
<td>2/10/2015</td>
<td>Analyze and discuss effectiveness of co-teaching and collaboration; Assess student outcomes aligned to co-teaching and collaboration; Discuss impact of co-teaching and collaboration on instructional goals; Based upon classroom visits, share observations with ILT, staff, and PLCs; Collect and share results of co-teaching and collaboration Implementation Survey</td>
<td></td>
</tr>
<tr>
<td>5/19/2015</td>
<td>Adjust as needed: Refine co-teaching and collaboration as needed according to Implementation Survey; Identify resources needed for refinement of co-teaching and collaboration; Celebrate successes</td>
<td></td>
</tr>
</tbody>
</table>

**Personnel**

Lead: ESL teachers
Monitor: Admin, Instructional Leadership Team, School Improvement Specialist, Instructional Leader, Instructional, Specialist, Liaison from Multilingual department

**Required Resources**

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

Budget: TBD by sites (may include $ for extended planning time and resources materials)

**Implementation Notes**
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 X 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:
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 learning 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

1. RTI is used to target students who need assistance. Completing worksheet one assists teachers in identifying specific academic concerns and target classroom interventions to address the concern. After six weeks of classroom intervention the teachers review the students progress to determine if the intervention is resulting in student progress. If the student is not making adequate progress, the team meets to discuss the students academic needs and completes worksheet two. If need be, special education referrals could be made after this process is repeated and completed.

2. Ten to fifteen students per grade level will be chosen to receive targetd support to increase student success on the MCAs and other formative and summative assessments.

3. All EL and Special Education students are in mainstream classes, taught by licensed teachers, and receive their academic and behavior support in those classes from their special education teachers and ESL teachers. Federal Level III students participate in mainstream classes as determined by their support classes and needs.

4. Students needing reading support either receive READ 180 Classes or Reader’s Workshop classes. Math classes occur every day for 80 Minutes in order to implement the fast-paced curriculum. It is during the class time that they also receive added support by the teacher. Students are encouraged to particpate in ALC classes after school for extra added support in reading and math.

5. We have been identified as a Focus School this year. In order to support students not meeting academic and behavior standards, our school will use 20% of our Title I allocation for 1.75 FTE. These employees work with students who are struggling with behavior and/or academics. They will focus on reducing the number of referrals and suspensions by teaching social and school skills to students as part of our positive behavior goals. Students will also work in small academic groups, and receive help in class, in order to review and practice the classroom lesson.

**Plan to include teachers in decisions regarding use of academic assessments:**
All teachers participate in reviewing data. Teaching staff review data for individual students, and alter instruction to meet the needs of their students. Teachers will be looking at data, in the form of student work, formative and summative assessments, in their PLCs and during team meetings.