



Continuous School Improvement Plan SEWARD COMMUNITY

School Year 2013-2014

A. General Information

District Identification Information

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

School Identification and Contact Information

School Name: SEWARD COMMUNITY	Phone: 612-668-4950
School Number: 160	
Principal: Tammy Goetz	Email: Tammy.Goetz@mpls.k12.mn.us
School Address: 2309 28th Ave, S,	
Other School Contact: Verlene Green	Other School Contact: NULL Email:
Title I Status: School wide Title I	

School Designation and Ratings

School Designation:	Focus
Multiple Measure Rating:	50.95%
Focus Rating:	36.54%

School Demographics: School Year 2013

Grade Configuration: PK-8	Total Students: 887
Native American: 3 %	Limited English Proficient: 29 %
African American: 41 %	Special Education: 6 %
Asian: 7 %	Free/Reduced Lunch: 52 %
Hispanic: 4 %	All Students: 100 %
Caucasian: 46 %	HHM: 3 %

Executive Summary

Vision:

Every Seward Montessori student will be prepared to succeed in high school.

- all students will receive high quality, standards-based instruction in all subject areas
- all teachers will focus their instruction on high quality student work that meets the standards while incorporating the principles of Montessori education
- all students will thrive in a just, fair, and caring learning environment that fosters confidence and respect
- every student will study a challenging curriculum that applies their learning to everyday situations, thereby enhancing students' social, emotional and ethical development as they become world citizens

Mission:

To provide a holistic Montessori education, assisting individuals to develop their fullest potential, guiding them to be responsible members of the world community.

Description of School and Community:

Seward Montessori is a magnet school located in a quiet neighborhood in southeastern Minneapolis. Seward School offers Montessori instruction based on the philosophies and practices of Maria Montessori. Seward provides Montessori education to kindergarten through fifth grade students in a supportive and caring environment. Classroom teachers have had additional training to implement Montessori philosophy and instructional techniques. An array of Montessori and staff-designed materials allow students to work from concrete experiences toward an understanding of abstract concepts. Activities are ordered and sequenced to encourage independence and inquiry.

Following six years of Montessori education, our middle school builds on their experiences and prepares them for continuing their education in high school. There are about 300 students in the middle school with nine core subject teachers. Most students in 7th and 8th grade have Spanish added to their core class work.

In total, 866 students attend Seward. The school's demographic breakdowns are as follows:

- Native American 4%
- African American 43%
- Asian 5%
- Hispanic 3%
- Caucasian 44%
- Limited English Proficient 36%
- Special Education 8%
- Free/Reduced Lunch 54%
- HHM 3%

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)

Due to results on MCA assessments in reading and math, the Minnesota Department of Education's Multiple Measures Rating system has designated Seward Montessori as a Focus School. Though Seward held steady on current proficiency rates on the MCA reading test, the following subgroups were identified through the MMR as focus areas in reading: all students and special education students. On the MCA math test the following sub groups were identified through the MMR as focus areas in math: Native students, Black students, English Language Learners, Special education students, and Free and Reduced Priced Lunch. Most students have shown at least one year's growth. However, the growth was not enough to meet the mandate of every child 100% proficient by 2014. Based on data, the School Improvement Plan for Seward is to continue the implementation of balanced literacy K-5 with a focus on non-fiction, increased reading stamina and comprehension strategies. Our ESL teachers will collaborate with classroom teachers and use sheltered language strategies to support our English language learners in literacy and science. In math, our improvement plan is to insure our students know their math facts and gain a solid foundation in place value and rounding, converting between decimals and fractions and reading and interpreting graphs and tables.

We are implementing AVID in 6th - 8th grade, and many of the AVID strategies will be used across content areas in the middle school. Teachers at Seward receive their staff development through the Professional Learning Community Model. Teachers participate in weekly PLCs. In our elementary program (K-5) the first two PLC cycles focus on specific math strands. Our middle school PLCs are content focused. Through these communities, teachers will plan for building students' vocabulary and reading comprehension toward literacy growth and for building students' proficiency in operations and numeracy toward growth in math. They will look at student work and implement best instructional practices according to observed student needs and assess the learning that has taken place. The plan to improve Seward climate is to implement Second Step K-5th grade. Our middle school team is part of a pilot program implementing a social skills curriculum written by several MPS middle school counselors and staff. We also use Responsive Classroom, Developmental Designs and Envoy strategies to create classrooms with positive learning environments. We hired a Somali family coordinator to help us reach out and involve Somali families in their child's learning process and school activities. The Family Involvement Plan was developed spring of 2012. A new committee, The Family Partnership Committee, was formed to implement the plan. The main goal is to engage all parents in a partnership between home and school and to focus on the involvement of parents from diverse backgrounds. The Family Partnership Committee meets monthly and works on ways to involve families in activities and experiences that will enhance the achievement of students.

School Leadership Team

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

Development:

The Seward staff meets to look at the data. After a data review, teams talk about ways to plan for and improve instruction to address areas of need. Each team then sends their ILT representative to our ILT meeting where decisions are made about teaching and learning. The ILT reports to the Site Council to share the MCA data, goals and to influence site council decision making based on our instructional goals. The same data is shared at PTA, our Somali Parent Group and the Middle School Parent Meeting as well.

The SIP is made public at staff meetings, site council meetings, PTA meetings, middle school parent group meetings, published in the Seward Splash and there is a copy of our SIP in the office.

Our parent liaison works with our parent groups to insure parents are informed and involved.

Implementation:

Classroom teachers implement the strategies in the classroom. Teachers bring student work to their team planning meetings to determine whether there is mastery of the standard. They use data: both formative and summative to drive their instruction.

Principal and team leaders report to parents at the Site Based meetings, which meets nine times a year. We are asking our parents to help us reach out to families and share our school improvement goals. Parents and community members participate in and support our Read Around during the month of February. We want parents to network and share ideas that will help students memorize their math facts.

Evaluation of strategies:

The SIP is evaluated throughout the year by the learning community. Teachers look at baseline data and monitor student achievement through formative and summative assessments as well as daily work. The results are shared with parents at the following parent meetings: Site Council, PTA, Somali Parent Group, Middle School Parent Group.

The Instructional Leadership Team will assess the overall progress made toward SIP goals, 1/12 and 5/12.

If the strategies are not working we make instructional changes according to the data.

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

The School Improvement Plan is communicated to all staff and learning community members as staff meetings and the following parent group meetings: PTA, Middle School Parent Group, Somali Parent Group and the Family Involvement Team. In addition, The Seward SIP at a Glance is available in our office for anyone to look at or take a copy.

It will also be posted on our web site.

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	Kaisa Lee - MS counselor (ILT)	
Teacher Name and Grade/Subject	Gretchen Mattson - MS Reading Coach (DT)	
Teacher Name and Grade/Subject	Lisa Herr (ILT)	
Teacher Name and Grade/Subject	Douglas Brown- MS Science (ILT/DT)	
Teacher Name and Grade/Subject	Cathy Heyne (ILT)	
Teacher Name and Grade/Subject	Barbara Rice (ILT)	
Teacher Name and Grade/Subject	Mary Brownrigg - E-1 (ILT)	
Teacher Name and Grade/Subject	Brie Monahan - ELL (ILT)	
Teacher Name and Grade/Subject	Erin Kasper - Special Education (ILT)	
Parent Name	Pam Berry	
Parent Name	Theresa Bulander	
Parent Name	Chris Campbell	
Parent Name	Julie Dinger	
Parent Name	Hawa Mohamud	
Parent Name	Mouktar Aynan	
Community Member		
Student Name		
Other Staff Name	Mary Delander - Family Liaison	
Other Staff Name	Verlene Green- AP	
Technical Assistance Provider	Diego DePaz	
Principal Name	Tammy Goetz	

Date SIP is approved and signed by Team: _____

B. Improvement Components

Comprehensive Needs Assessment Student Achievement Data

students' progress towards the state academic standards in reading and mathematics. The MCA-II (including MTELL for math) results will be analyzed by grade level percent proficient and identify which grades performed above or below the district and

Group	Math			Reading		
	2011	2012	2013	2011	2012	2013
African American	37.34	35.23	39.15	65.38	59.66	36.97
All Students	60.52	59.36	61.03	80.73	77.08	62.82
Asian	52.94	54.35	56.98	71.57	61.96	48.84
Caucasian	78.79	80.04	82.94	93.16	92.80	87.30
Free/Reduced Lunch	40.36	38.01	39.68	65.65	60.53	41.01
Hispanic	64.00	53.70	62.96	90.00	88.89	72.22
Limited English Proficient	34.35	31.79	38.29	58.85	52.32	30.70
Native American	26.00	27.27		54.17	50.00	
Special Education	40.00	33.87	35.59	54.08	46.77	38.60

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

Higher than Statewide AYP target

Lower than Statewide AYP target

Group	Math			Reading		
	2011	2012	2013	2011	2012	2013
All Students	-0.20	0.06	0.14	0.34	0.14	0.17

High Growth

Low Growth

Group	Math			Reading		
	2011	2012	2013	2011	2012	2013
Native American	0.47	0.65	0.25	0.47	0.53	-0.22

Decreases the achievement gap

Contributes to the achievement gap

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
African American, Free/Reduced Lunch
 - 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, Asian, Caucasian, 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
Limited English Proficient

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)
Asian, Caucasian, Free/Reduced Lunch
- 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
Hispanic
- and the group with the smallest percentage was
n/a
- OR the group in school year in the 50-59% growth range with the least amount of growth was
n/a

NWEA By Grade

Math

Strengths:

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

- Grades in 2013 where at least 60% of the students made one year's growth (fall to fall or fall to spring)

2nd, 3rd, 6th, 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 2013 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 2013 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 2013 where at least 60% of the students made one year's growth (fall to fall or fall to spring)

2nd, 7th

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 2013 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 2013 in the 50-59% growth range with the least amount of growth was

8th

Comprehensive Needs Assessment: Student Achievement Data

Kindergarten

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

Numeracy Strengths:

- Continuous improvement in Numeracy for the last 3 years was noted for groups
African American, Limited English Proficient, Free/Reduced Lunch
- Groups performing at or above the district average on Numeracy in 2013 were
n/a
and the highest performing among these groups was
n/a

Numeracy Needs:

- No improvement in Numeracy for the last three years was noted for groups
n/a
- Groups performing below the district average on Numeracy in 2013 were
n/a
and the lowest performing among these groups was
n/a

Early Literacy Strengths:

- Continuous improvement in Phonemic Awareness for the last 3 years was noted for groups
n/a
- Groups performing at or above the district average on Phonemic Awareness in 2013 were
n/a
and the highest performing among these groups was
n/a
- Continuous improvement in Alphabetic Principle for the last 3 years was noted for groups
n/a
- Groups performing at or above the district average on Alphabetic Principle in 2013 were
n/a
and the highest performing among these groups was
n/a

Early Literacy Needs:

- No improvement in Phonemic Awareness for the last three years was noted for groups
n/a
- Groups performing below the district average on Phonemic Awareness in 2013 were
n/a
and the lowest performing among these groups was
n/a
- No improvement in Alphabetic Principle for the last three years was noted for groups
n/a
- Groups performing below the district average on Alphabetic Principle in 2013 were
n/a
and the lowest performing among these groups was
n/a

Grade One

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

Math

Strengths:

- Continuous improvement for the last three years was noted for groups
Caucasian
- Groups performing at or above the district average in 2013 were
Caucasian
and the highest performing among these groups was
Caucasian

Needs:

- No improvement for the last three years was noted for groups
Limited English Proficient
- Groups performing below the district average in 2013 were
African American, Limited English Proficient, Free/Reduced Lunch
and the lowest performing among these groups was
Limited English Proficient

Reading

Strengths:

- Continuous improvement for the last three years was noted for groups
Caucasian
- Groups performing at or above the district average in 2013 were
Caucasian
and the highest performing among these groups was
Caucasian

Needs:

- No improvement for the last three years was noted for groups
n/a
- Groups performing below the district average in 2013 were
African American, Limited English Proficient, Free/Reduced Lunch
and the lowest performing among these groups was
Limited English Proficient

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 2012 to 2013 noted for group(s):
Native American, Asian, Hispanic
- In 2013, 95% attendance was noted for eighty percent or more of students in group(s):
Hispanic

Needs:

- There was no increase noted in the percentage of students attending school 95% of the time from 2012 to 2013 for group(s):
African American, Caucasian, Limited English Proficient, Special Education, Free/Reduced Lunch, 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 2012 to 2013 noted for group(s):
Asian, Hispanic, Caucasian

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:
Native American, African American, Limited English Proficient, Special Education, Free/Reduced Lunch, All Students

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.

We know that our 3rd - 5th grade math scores were lower than expected. Specifically, our students of color, students who receive free and reduced lunch and English learners did not perform well. Our 6th - 8th grade math scores showed improvement and about 1/3 of the students who showed growth are students of color.

Overall our 3rd - 5th grade students maintained their proficiency levels. In middle school we know our 6th graders improved their proficiency while our 7th and 8th graders showed a slight decrease in proficiency. Specifically our students of color showed decreases in reading.

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

Area	Priority Needs/Where We Need to Focus – Up to 3 priorities per area
Student Achievement	<ol style="list-style-type: none"> 1. Increase student achievement in math for all students with an emphasis on our English Learners and students who receive Free and Reduced lunch 2. Increase student achievement in reading for all students with an emphasis on our English Learners 3. Improve growth towards reducing the achievement gap
Climate	<ol style="list-style-type: none"> 1. Increase the amount of time students spend in the classroom by reducing referrals and suspensions for all students 2. Identify clear expectations and consequences using Second Step and Responsive Classroom strategies 3.
Professional Practices	<ol style="list-style-type: none"> 1. Implement Focused Instruction at K-4 and middle school, improve alignment to standards in 1, 2, 4, 5, 7, 8 2. Establish and implement more effective formative assessment-descriptive feedback processes 3. Increase the level of cultural competency through professional development: IDI, NEP

School Improvement Goals

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

Reading Smart Goal(s):

1. 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-II at SEWARD COMMUNITY School will increase from 52 % in 2013 to 57 % in 2014 and to 62 % in 2015

Additional Reading SMART Goals(s)

Professional Development Strategies to Support Reading Goal (s)

In PLCs teachers will be learning to use more non-fiction in balanced literacy, including a focus on comprehension strategies. We are also working to increase reading stamina for all Seward students. Middle school teachers also have a focus on content specific vocabulary. All students in the yellow and red receive guided reading instruction 3x per week. Our ELL teachers, K-5 Science Specialist and several elementary teachers participated in a Science Writing professional development that focused on scaffolding strategies and writing integration. For the 2013-2014 School Year we will have a rotation of content during PLC time--balancing between literacy and math.

Success Criteria to Evaluate Effectiveness of Professional Development Strategies

Use the PLC data cycle to drive and make adjustments to instruction based on formative assessment results and student work. Use Focused Instruction reading benchmarks to monitor progress.

<p>Family Involvement Strategies to Support Reading Goal(s)</p> <p>Each year, 98% of our parents attend both fall and winter conferences. We make every effort to reach the remaining 2%, including driving to the homes to pick up parents, or communicating with parents over the phone, if nothing else works. Parents are informed of their child's reading progress as teachers review MCA and MAP test scores and the Fountas and Pinnell Reading Assessment during the conference. Teachers review the instructional strategies to meet student needs. Reading goals are set for the year and reviewed at the follow-up conference. Students are encouraged to read at home at their Independent Level. Parents have been informed via the Splash, PTA and Leadership Council meetings to read more non-fiction at home.</p>	<p>Success Criteria to Evaluate Effectiveness of Family Involvement Strategies</p> <p>Teachers use both formative and summative assessments and testing data to monitor student progress. If classroom instruction is effective and there is follow up at home with independent reading, the school will see students advance in reading levels and an increase in scores on the MAP and MCA tests.</p>
<p>Extended Learning Opportunities that Support Reading Goal(s)</p> <p>We recommend students who are in the red and yellow based on MCA and MAP test scores participate in our ALC, which meets twice each week. All other students are encouraged to attend as well. Here students are given further reading instruction and are grouped based upon their F & P Reading Levels. We have two Minnesota Reading Corps Members working with Kindergarten and E1 (1st-3rd grade students). We have a Title 1 teacher that is working with students in the red zone on their reading. We use our Associate Educators and Educational Assistants to support small group instruction in our regular program. We have 3 ESL teachers who are collaborating and planning with teachers to implement instruction for ELL students.</p>	<p>Success Criteria to Evaluate Effectiveness of Extended Learning Opportunities</p> <p>We share student ILP plans with our after school teachers. The success criteria that we use to evaluate effectiveness are the Fountas and Pinnell assessments given three times a year, formative assessments given in the ALC classrooms, the MAP Test, and the MCA III.</p>
<p>Math SMART Goal(s):</p> <p>1. 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-II at <u>SEWARD COMMUNITY</u> School will increase from 49 % in 2013 to 54 % in 2014 and to 59 % in 2015</p>	
<p>Additional Math SMART Goal(s):</p>	
<p>Professional Development Strategies to Support Math Goal(s)</p> <p>Montessori math curriculum and sequence will be aligned with MN standards. K-5 teachers will focus on specific math strands for the first two PLC action cycles. We have a Montessori teacher emeritus who serves as a math coach during the day and offers additional Montessori math training (extensions and review lessons) on Wednesdays. We bought IXL for every student to be used as math homework. 1st -8th grade take a two-minute fact drill once per week. Middle school math teachers are teaching students to explain their thinking using process and connections to get the correct answer.</p>	<p>Success Criteria to Evaluate Effectiveness of Professional Development Strategies</p> <p>Use the PLC data cycle to drive and make adjustments to instruction based on formative assessment results and student work. Middle School: Use Focused Instruction math benchmarks and formative assessments are used to measure progress. Mad Minute scores are updated quarterly.</p>
<p>Family Involvement Strategies to Support Math Goal(s)</p> <p>Families will support Math goals in the following manners: Families will monitor weekly homework to support skills learned during weekly math instruction. Teachers will provide ongoing communication with any concerns of student math performance. Use of IXL at home.</p>	<p>Success Criteria to Evaluate Effectiveness of Family Involvement Strategies</p> <p>IXL use, mastery and progress toward mastery will be monitored. Student knowledge of facts will improve.</p>
<p>Extended Learning Opportunities that Support Math Goal(s)</p>	<p>Success Criteria to Evaluate Effectiveness of Extended Learning Opportunities</p>

Students who are in the red and yellow based on MCA and MAP test scores will be recommended to our ALC program in order to support individual math needs. We offer Math Challenge for our advanced math students. We hired an associate educator who works with our 4th and 5th grade students on math.	Students will show gains on the MCA III, MAP test and formative, summative assessments.
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Climate SMART Goal(s):	
1. The number of All Students who are suspended at <u>SEWARD COMMUNITY</u> School will decrease from 824 in 2013 by 10 % in 2014 and 10 % in 2015	
2. The number of African American who are suspended at <u>SEWARD COMMUNITY</u> School will decrease from 624 in 2013 by 10 % in 2014 and 10 % in 2015	
Additional Climate Goal(s):	

We want to promote effective and open classroom environments where students feel safe, included, encouraged to learn and participate.

Professional Development Strategies to Support Climate Goal(s)	Success Criteria to Evaluate Effectiveness of Professional Development Strategies
We implement and get updated PD on Second Step each year. We also have a bully prevention program that our social worker leads. Every Seward staff member took the Intercultural Development Inventory spring of 2012. Classroom teachers and administrators received individual results and a consultation. Support staff will meet in small groups to get results. We also received a whole school result. Our goal is to move from minimization to acceptance and adaptation. The middle school is piloting a social skills curriculum written by middle school counselors.	Each teacher has strategies and ideas about how to develop a more intercultural mindset. These will be addressed through the PDP, however they are personal and each teacher will need to monitor his/her growth in this area. We will take the IDI again either in the spring or fall of 2014 to see if we have moved toward acceptance as a group. Every February our students take a survey and we compare data from year to year to monitor increases or decreases in bullying at Seward School. fewer suspensions and removals from class.

Family Involvement Strategies to Support Climate Goal(s)	Success Criteria to Evaluate Effectiveness of Family Involvement Strategies
Seward families are encouraged and welcomed to participate in a variety of activities and meetings throughout the school year. Seward families join with the staff and students each year to kick off the new school year with an annual Ice Cream Social. Early in September, families gather for an All-School Pot Luck picnic. Families also are actively involved in our PTA, fund-raising events, Site Base committee, Family Involvement Committee and Parent-Teacher conferences. We hired a Somali family coordinator who does outreach to our Somali families about school -- academics, programming and events.	We will collect parent signatures so we know about attendance at all of our events to determine whether our goal is being met.

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?
Successful, Honest, Accountable, Respectful and Kind (SHARK)	Second Step, Responsive Classroom, Developmental Design and Envoy strategies are implemented on a regular basis. Piloting a Middle School social skills curriculum

<p>Assessment is a vital first step in making improvements in school climate; using data to guide actions provides the foundation for effective change. Does your school have a team that reviews school climate? What data do they review and how often? How is this team connected to the work of your PLC?</p>	
<p>Our student concern team (middle school counselor, social worker, and behavior team monitor behavior referrals and attendance data twice a month. We meet with teachers and students to implement strategies to improve behavior and/or attendance.</p>	

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 participate in professional learning communities that improve instructional practices through action planning, collaboration, and professional development that is based on student achievement data.

Research and Rationale

Research on schools that improve student achievement levels reveals that students learn more in schools where teachers are engaged in professional learning communities and work collaboratively to address student needs that have been identified through data analysis. Based on the National Staff Development Council, "The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving." The NSDC standard states: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.
<http://www.nsd.org/standards/learningcommunities.cfm>

Phillips, J. (2003, Spring). Powerful learning: Creating learning communities in urban school reform. *Journal of Curriculum and Supervision*, 18(3), 240-258.

Weiss, I. R. and Pasley J. D. (2006). Scaling up instructional improvement through teacher professional development: Insights from the local systemic change initiative. Philadelphia, PA: Consortium for Policy Research in Education (CPRE) Policy Briefs.

Read at <http://www.cpre.org/Publications/rb44.pdf>

This strategy supports:

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

Action Plan

Start Date:	Action Step
8/6/2013	PLAN: Develop and communicate a clearly articulated weekly 90 minute PLC structure that includes a schedule with objectives based upon data. The data review cycle (Doug Reeves Data Teams, DuFour Action/Inquiry, etc.) will be utilized during PLC time. Establish roles and responsibilities for PLCs.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
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<p>-PLC schedule established – ILT integrates data review cycle into ILT meetings - ILT establishes expectation for roles and responsibilities within PLC structure (PLC Leads, etc.) –ILTs discuss PLC log structure for reporting – ILT analyzes data and discusses school-wide objectives</p>	<p>8/15/2013</p>	<p>- PLC calendar created - PLC expectations and protocols are established for data review cycle - PLC leads, roles and responsibilities are defined and identified - Create or refine PLC log structure for reporting - School-wide PLC objectives are established</p>	<p>8/27/2013</p>	<p>- Finalized PLC calendar communicated and documented to staff - PLC expectations and protocols are documented and communicated for data review cycle - PLC Leads are assigned and communicated - PLC recording tools are communicated and are accessible to staff -School-wide PLC objectives are documented and communicated</p>	<p>8/27/2013</p>
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<p>Personnel Lead: Instructional Specialist at K, 3, 6, Instructional Leader at 1,2,4,5,7,8. Monitor: Instructional Specialist, Instructional Leader, School Improvement Specialist, Instructional Leadership Team, Title 1 Coordinator, Associate Superintendent</p>	<p>Required Resources Time: - Allocated for Instructional Leadership Team to meet - PD for Doug Reeves Data Teams cycle??? - Meet with whole staff, in teams, and individually to communicate leadership opportunities in PLCs - Communicate PLC expectations and structures Financial: - Extended time for staff Resources: - Doug Reeves PD materials - Rick DuFour PD materials</p>
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<p>Implementation Notes</p>

<p>Start Date: 8/27/2013</p>	<p>Action Step DO: Implement a clearly articulated weekly 90 minute PLC structure that includes a schedule with objectives based upon data. The data review cycle will be utilized during PLC time. Implement roles and responsibilities for PLCs.</p>
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<p>Success Criteria</p>

<p>Interim 1 -Data Team collects and compiles PLC data packets for PLCs - PLCs create norms and protocols - PLCs review incoming student data utilizing most recent student achievement results provided by Data Team - PLCs develop a plan utilizing short and long term SMART Goals that are both instructional and results-based -PLC goal setting is informed by data (student data, SOEI data, etc.) and aligned to the SIP -PLCs research best practice strategies that support the needs identified from data</p>	<p>Checkpoint 9/4/2013</p>	<p>Interim 2 - PLC members will collect and review student data including most recent student work, MAP, Quarterly and Benchmark Assessments, etc. – PLCs implement norms and protocols - ILT will make recommendations to PLCs based upon review of PLC and school-wide data – ILT and PLCs continue the data review cycle - Implement instructional strategies and assessments based upon PLC plan and SMART Goals –PLCs select instructional strategies</p>	<p>Checkpoint 1/7/2014</p>	<p>End Point - Continue steps from Interim 2 (data review cycle is ongoing throughout the year) – PLCs review norms and protocols and make adjustments as needed - PLCs are reporting PD recommendations to ILT - Reflecting on PLC successes and identifying areas of growth –ILT and PLC cycle is ongoing</p>	<p>Checkpoint 1/7/2014</p>
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<p>Personnel</p>	<p>Required Resources</p>
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Lead: Instructional Specialist at K, 3, 6, Instructional Leader at 1,2,4,5,7,8. Monitor: Instructional Specialist, Instructional Leader, School Improvement Specialist, Instructional Leadership Team, Title 1 Coordinator, Associate Superintendent	Time: - Allocated for Instructional Leadership Team to meet - PD for Doug Reeves Data Teams cycle??? - Meet with whole staff, in teams, and individually to communicate leadership opportunities in PLCs - Communicate PLC expectations and structures Financial: - Extended time for staff Resources: - Doug Reeves PD materials - Rick DuFour PD materials
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Implementation Notes

For more guidance, please refer to the PLC handbook on the MPS website-- <http://staffdev.mpls.k12.mn.us/plcs>, or the Cycles of Learning, or the Doug Reeves Leadership Institute materials. For models of effective PLC cycles in practice at Seward, refer to 2011-12 action research activity: in it, teachers would focus on very specific measures as the basis of their discussion. For instance, they would target a pocket of students struggling with a specific strand on the MCA and/or MAP and focus on this area. They would then follow up with a series of formative assessments before measuring growth summatively via year-end MCA and or MAP scores.

The action research is based on an inquiry cycle: analyze data, set a goal, choose a strategy/strategies to address the issue, teach, assess, analyze the data, repeat.

Three priorities to drive above activity: finding an effective protocol for looking at student work, identifying current staff who are “experts” in areas of need (e.g., MAP data, technology, standards, creating classroom websites, etc.), and historical data analysis to identify and target long-term trends and patterns.

Start Date:	Action Step
12/3/2013	STUDY and ACT: Monitor, evaluate, and adjust PLC structure. To be completed Mid-year and at Year-end

Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
- ILT reviews the data PLCs collect - PLC visits - Review PLC logs - Conduct twice yearly PLC Implementation -Survey to collect baseline data and progress monitor PLC work	12/3/2013	-ILT analyzes and evaluate effectiveness of PLCs - Based upon PLC visits, share observations with ILT, staff, and PLCs Assess student outcomes aligned to PLC work - Discuss impact of PLC time on instructional and results- based goals - Collect and share data from PLC Implementation Survey, student work, and PLC visits - PLC leads will communicate progress towards SMART Goals to ILT quarterly	1/7/2014	-ILT make recommendations for adjustments as needed - Refine PLC structure as needed according to PLC Implementation Survey - Develop next steps for areas of growth - Identify resources needed for refinement of PLCs - Refine PLC structure as needed according to PLC Year-end Survey – All PLCs identify successes and share with school community	1/7/2014

Personnel	Required Resources
Lead: Instructional Specialist at K, 3, 6, Instructional Leader at 1,2,4,5,7,8. Monitor: Instructional Specialist, Instructional Leader, School Improvement Specialist, Instructional Leadership Team, Title 1 Coordinator, Associate Superintendent	- PLC checklist, rubric, etc. - PLC Implementation Survey - PLC Year-end Survey

Implementation Notes

Begin the planning cycle for next school year based upon data collected in PLCs

Strategy					
Teachers fully implement Focused Instruction across content areas to improve core teaching and provide standards based learning to all students.					
Research and Rationale					
Focused Instruction, which is sometimes called aligned or managed instruction, is simply an instructional process that reflects what we know to be good teaching and learning. It aligns what we teach with how we teach and what we assess in a continuous cycle. Features of Focused Instruction include the following: Planning lessons using high-quality curriculum derived directly from state standards Engaging students in rigorous learning using a variety of instructional strategies Adapting instruction to meet individual students' needs at all levels Conducting frequent assessments to provide students with the opportunity to demonstrate their knowledge and skills Using data to identify students who would benefit from additional help or accelerated learning opportunities.					
This strategy supports:					
Reading Goal(s): X		Math Goal(s): X		Climate Goal(s):	Graduation Goal(s):
Action Plan					
Start Date:		Action Step			
8/6/2013		PLAN: Plan and communicate expectations for K, 3, 6 classrooms' implementation of Focused Instruction and all other grade levels' development and implementation of instruction based upon the following criteria: - Planning lessons using high-quality curriculum derived directly from state standards - Engaging students in rigorous learning using a variety of instructional strategies - Adapting instruction to meet individual student need at all levels - Conducting frequent assessments to provide students with the opportunity to demonstrate their knowledge and skills - Using data to identify students who would benefit from additional targeted instructional opportunities during and after school - Utilize data to design appropriate instructional interventions according to student need			
Success Criteria					
Interim 1		Checkpoint	Interim 2		Checkpoint
- Clarify expectations for Focused Instruction implementation at all grade levels - Create Focused Instruction needs assessment based upon Focused Instruction criteria		8/10/2013	- Identify necessary resources, PD needs, expert input, and other resources necessary for implementation - Determine plan for administering support according to identified needs - Cycle is ongoing		5/14/14
					End Point
					- Communicate expectations and plan - Cycle is ongoing -We will be rotating content in the 2013-2014 School year for K-5 PLCs.
					5/14/14
Personnel			Required Resources		
Lead: Instructional Specialist at K, 3, 6, Instructional Leader at 1,2,4,5,7,8. Monitor: Instructional Specialist, Instructional Leader, School Improvement Specialist, Instructional Leadership Team K-5 Montessori teachers are responsible for implementing the scope and sequence, developing common formative assessments			Time: Dedicated PLC time for grade level teacher collaboration to implement Focused Instruction, ILT time to determine and support teacher needs, time allocated for PD support, and both PLC/ILT time to review, monitor, and adjust Focus Instruction implementation based upon data, extended time. Resources: Focused Instruction curriculum guides (K,3,6), curriculum support as needed in terms of PD and materials (K-8). common formative assessments The summer of 2013, 10 teachers will be aligning stat		
Implementation Notes					
Start Date:		Action Step			

8/20/2013

DO: K, 3, 6 classrooms implement Focused Instruction. All other grade levels develop instruction based upon the following criteria: - Planning lessons using high-quality curriculum derived directly from state standards - Engaging students in rigorous learning using a variety of instructional strategies - Adapting instruction to meet individual student need at all levels - Conducting frequent assessments to provide students with the opportunity to demonstrate their knowledge and skills - Using data to identify students who would benefit from additional targeted instructional opportunities during and after school - Utilize data to design appropriate instructional interventions according to student need

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
All grade level teams will review student data – Teachers study and plan implementation of Focused Instruction curriculum guides at K,3,6 (YAGs) For Grades 1,2,4,5,7,8: - Identify differentiated instructional strategies aligned with student need - Review state standards and align curriculum and instruction accordingly - Plan standards-based lessons and include Learning Targets - Design common formative assessments - Use most recent data to identify students needing targeted support	8/24/2013	Implement Focused Instruction curriculum guides at K,3,6,(YAGs) -For Grades 1,2,4,5,7,8: - Adapt instruction to meet individual student need at all levels - Post and implement Learning Targets that are in student-friendly language - Implement frequent common formative assessments to provide students with the opportunity to demonstrate their knowledge and skills - Implement differentiated instructional strategies	11/19/2013	- Continuously collect and review student data to inform instruction (Benchmark and quarterly assessments, student work, common formative and summative assessments, MAP, MCA, behavior data, SOEI feedback, etc.) - Communicate student progress with students and parents including areas of strength and areas identified for improvement - Cycle is ongoing	11/19/2013

Personnel

Lead: Instructional Specialist at K, 3, 6, Instructional Leader at 1,2,4,5,7,8. Monitor: Instructional Specialist, Instructional Leader, School Improvement Specialist, Instructional Leadership Team

Required Resources

Time: Dedicated PLC time for grade level teacher collaboration to implement Focused Instruction, ILT time to determine and support teacher needs, time allocated for PD support, and both PLC/ILT time to review, monitor, and adjust Focus Instruction implementation based upon data, extended time.
Resources: Focused Instruction curriculum guides (K,3,6), curriculum support as needed in terms of PD and materials (K-8).

Implementation Notes

1. Students in grs. 2-8 take a 2-minute math fact timing at least once per week. (See recommendations of NMAP re: basic math facts.)
2. STAFFING: Budget dedicated staffing a Montessori math coach. A retired Montessori-trained teacher, this staff will coach teachers to align Montessori lessons with MN state content standards. The coach will also assist with aligning benchmarks and other standards-based formative assessments to the Montessori curriculum. In addition, an added associate educator will work with 4th and 5th grade students needing additional time and/or support to master a math standard.
3. EFFECTIVE DIFFERENTIATION: ELL STRATEGIES, SPECIAL EDUCATION IEPs - Staff will use Focused Instruction resources to design and implement effective strategies for English Learners. Our special educators will be writing standards-based IEPs to maintain alignment to required core content.

Start Date: **Action Step**

9/24/2013 STUDY and ACT: Monitor, evaluate, and adjust K, 3, 6 classrooms' implementation of Focused Instruction and all other grade levels' development and implementation of instruction based upon the following criteria: - Planning lessons using high-quality curriculum derived directly from state standards - Engaging students in rigorous learning using a variety of instructional strategies - Adapting instruction to meet individual student need at all levels - Conducting frequent assessments to provide students with the opportunity to demonstrate their knowledge and skills - Using data to identify students who would benefit from additional targeted instructional opportunities during and after school

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Observe and monitor implementation of Focused Instruction Strategies: - Review the data PLCs and Data Teams collect -Classroom observations - Review PLC logs - Conduct twice yearly Implementation Survey to collect baseline data and progress monitor Focused Instruction	12/3/2013	- Analyze and discuss effectiveness of Focused Instruction: - Assess student outcomes aligned to Focused Instruction work - Discuss impact of Focused Instruction on instructional and results-based goals - Based upon classroom visits, share observations with ILT, staff, and PLCs - Collect and share results of Focused Instruction Implementation Survey	1/7/2014	Adjust as needed: - Refine Focused Instruction as needed according to Implementation Survey - Identify resources needed for refinement of Focused Instruction - Refine Focused Instruction as needed according to Year-end Survey - Identify resources needed for refinement of Focused Instruction	1/7/2014

Personnel	Required Resources
Lead: Instructional Specialist at K, 3, 6, Instructional Leader at 1,2,4,5,7,8. Monitor: Instructional Specialist, Instructional Leader, School Improvement Specialist, Instructional Leadership Team	Time: Dedicated PLC time for grade level teacher collaboration to implement Focused Instruction,ILT time to determine and support teacher needs, time allocated for PD support, and both PLC/ILT time to review, monitor, and adjust Focus Instruction implementation based upon data, extended time. Resources: Focused Instruction curriculum guides (K,3,6), curriculum support as needed in terms of PD and materials (K-8).

Implementation Notes

For grades 2-8's timed math facts action, we will be able to progress monitor student success via Classroom for Success in the intervention area. Standards of Effective Instruction framework to be applied as monitor of Focused Instruction alignment and standards-based planning: all teachers to be observed formally and informally by building administration with support from Instructional Specialist. Areas of need to be addressed with individual practitioners and, if more widely observed patterns, elevated to PLC as items appropriate for structured professional development.

We have had two different checkpoints where we have collected and analyzed data from our "Mad Minute" 2 minute timed tests. First grade worked on addition, second grade worked on addition and subtraction, third, fourth, and fifth grade worked on addition, subtraction, multiplication, and division. Middle School focused on all four areas. We have seen growth in these areas as evidenced by student scores.

Strategy					
Schools will improve partnerships with parents, families and the community through the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents; and providing opportunities for collaboration and feedback with parents and the community.					
Research and Rationale					
Research indicates that, through high school, family involvement contributes to positive results for students, including higher achievement, better attendance, more course credits earned, more responsible preparation for class, and other indicators of success in school (Catsambis, 2001; Simon, 2004). The studies of homework and targeted outcomes reinforce the importance of well-designed, subject-specific or goal-linked activities for family and community involvement for strongest impact on student achievement and success in school. The research identifies "essential elements" for effective programs and specific processes and paths that strengthen (1) leadership for partnerships, (2) program plans, (3) outreach to involve more families, (4) responses of families and community partners, and (5) impact on student achievement and other indicators of success in school.					
This strategy supports:					
Reading Goal(s): X		Math Goal(s): X		Climate Goal(s): X	
Graduation Goal(s):					
Action Plan					
Start Date:		Action Step			
8/27/2013		PLAN: Leadership team creates a Family Involvement Plan (FIP) that includes the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents; and providing opportunities for collaboration and feedback with parents and the community.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Review previous Family Involvement Plans to assess effectiveness - Create or revise Family Involvement Plan that includes community input and is based upon Epstein framework - Create or revise student goal-setting form - Create or revise framework for providing and communicating academic, behavioral, and social support options for parents	8/27/2013	-Revise Family Involvement Plan after all stakeholder input is gathered and reflected in draft form	11/9/2013	-Communicate Family Involvement Plan in multiple mediums - Clarify staff expectations for communicating student learning goals and academic progress with families	11/9/2013
Personnel			Required Resources		
-Lead: Family Liaison - Monitor: Principal, Instructional Leadership Team, Social Worker, School Improvement Specialist, Instructional Leader			Time: Meeting time for community and families to collaborate with schools, planning time for school leadership teams, organizational planning time to develop engagement activities. Financial: TBD Resources: Office of Family and Community Engagement		
Implementation Notes					
Start Date:		Action Step			
8/27/2013		DO: School implements the Family Involvement Plan (FIP) that includes the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents; and providing opportunities for collaboration and feedback with parents and the community.			
Success Criteria					

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Implement Family Involvement Plan: - Communicate student learning goals as well as academic successes and areas of growth during conferences and as needed or requested by parents - Provide and communicate academic, behavioral, and social support options for parents (CPEO, community services, parenting classes, etc.) - Provide opportunities for collaboration and feedback with parents and the community (Site Council, PTO, principal and parent meetings, curriculum night, volunteering, etc.)	10/17/2013	- Continue implementation of Family Involvement Plan - Cycle is ongoing	3/22/2014	- Conduct parent survey - Revise Family Involvement Plan and adjust strategies based upon data	3/22/2014

Personnel	Required Resources
-Lead: Family Liaison -Monitor: Principal, Instructional Leadership Team, Social Worker, School Improvement Specialist, Instructional Leader-	Time: Meeting time for community and families to collaborate with schools; planning time for school leadership teams; review Parent Survey results Financial: TBD Resources: Office of Family and Community Engagement

Implementation Notes

Share information with families about Focused Instruction, informing about how it is family-friendly. Focused Instruction-related information will be shared with our parents via meetings, curriculum nights, the school website, newsletters, and our weekly middle school update.

The school PTA, Somali parent group, and site council were informed of our achievement gap at our meetings in November 2011, and actions were created toward addressing this gap. For example, a brochure was created and distributed at local mosques and residences to inform families of students entering kindergarten about what they should know/experience before coming to school. Informative campaigns will continue. A range of community-engaging events will also be held: Curriculum nights (September), Read around (February), Kindergarten make and take (March), Parent-Teacher Conferences (October and March), PDP surveys, and various student presentations/performances based on academics and achievement (continent studies, Natural Disaster Wax Museum, Coral Reef Night).

In addition, K-5 classrooms have room parents and other parent volunteers who assist teachers with requests for academic support: tutoring, listening to students read, etc. Suggestion: have volunteers target specific standards when tutoring

Start Date:	Action Step
1/7/2014	STUDY and ACT: Leadership team monitors and makes adjustments to a Family Involvement Plan (FIP) that includes the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents; and providing opportunities for collaboration and feedback with parents and the community.

Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint

<p>-Collect data on the effectiveness of the Family Involvement Plan actions - Monitor the use of student goal-setting form and assess its impact - Assess impact of academic, behavioral, and social support options for parents -Find summer extension and support options for students</p>	<p>12/3/2013</p>	<p>Analyze data on the effectiveness of Family Involvement Plan actions - Make necessary adjustments to the use of student goal-setting form and implementation - Discuss academic, behavioral, and social support options for parents -Select and communicate possible summer extension and support options for students</p>	<p>5/20/2014</p>	<p>Make adjustments to the Family Involvement Plan actions -Plan for following year implementation of Family Involvement Plan - Ensure parents are aware and utilize recommended summer interventions (extension and support)</p>	<p>5/20/2014</p>
<p>Personnel Lead: Family Liaison Monitor: Principal, Instructional Leadership Team, Social Worker, School Improvement Specialist, Instructional Leader</p>		<p>Required Resources Time: Meeting time for community and families to collaborate with schools; planning and reflection time for school leadership teams; review Parent Survey results Financial: TBD Resources: Office of Family and Community Engagement, ALC</p>			
<p>Implementation Notes</p>					

Strategy

All school staff will engage in designing, developing, implementing and maintaining a School-wide Positive 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 collection and used
 Behavioral expectations and intervention structures are clearly defined and communicated to stakeholders
 Process for assessing effectiveness of plan clearly defined

Research and Rationale

School-wide Positive Behavior Support is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. Keeping students engaged in, and attending school can be a challenge particularly for vulnerable students. However, research on school attendance consistently shows that low absenteeism is correlated to students' positive school behavior, participation in extracurricular activities, higher grades, and better long term educational outcomes. (Bureau of School Attendance) Cohen, R., Kincaid, D., and Childs, K. (in press). Measuring school-wide positive behavior support implementation: Development and validation of the "Benchmarks of Quality." Journal of Positive Behavior Interventions Irvin, L.K., Tobin, T., Sprague, J., Sugai, G. and Vincent, C. (2004).Validity of office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral interventions. Journal of Positive Behavioral Interventions 6, 131-147.

This strategy supports:

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

Action Plan	
Start Date:	Action Step
8/20/2013	PLAN: School leadership, with input from staff, will design a School-wide Student Engagement Plan Support plan to include best practices.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Create or refine School-wide Student Engagement Plan that includes: -Researched strategies and practices - Defined school-wide and classroom expectations, consequences and system of referral - Recognition system based on best practice – Data review cycle - Communication protocols between adults in the school and at home -Social emotional learning instruction (RC, Second Step, etc.) - Expectations around using Classroom for Success behavior data - Needs assessment based upon Positive Behavior Plan	8/17/2013	-Identify appropriate PD for staff (RC, PBIS, Second Step, etc.) -Identify and acquire resources needed for implementation - Refine reporting system -Train behavior support staff in positive behavior practices –Build capacity and establish routines around using Classroom for Success behavior data	8/24/2013	-Communicate behavior plan to staff -Provide staff appropriate PD -Distribute necessary resources to staff- Provide PD and or communicate expectations for use of Classroom for Success behavior data –Communicate expectations to staff for establishing classroom/school-wide rituals, routines and rules	8/24/2013

Personnel Lead: Administration, Behavior Support, PBIS coach Monitor: ILT, School Improvement Specialist, Instructional Leader	Required Resources Time: Time during back to school week to introduce plan and clarify expectations, time in ILT to begin to develop plan, time for behavior team to conduct the needs assessment Resources: RC Resource Library (First 6 Weeks of School, The Power of Our Words, The Morning Meeting Book), responsiveclassroom.org, originsonline.org, PBIS website, Second Step resources, Student Support Services, Ellen Shulman and Kandace Logan (SIS and IL--RC trainers)
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Implementation Notes

Start Date:	Action Step
8/27/2013	DO: Staff will implement School-wide Student Engagement Support plan to include best practices.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Staff implement Student Engagement Plan which includes: -PLCs collection and analysis of 2011-12 suspension and referral data -Implementation of strategies to build relationships with students and parents (Morning Meeting, Structured Recess, Communicating with Parents, Hopes and Dreams) – Implementation of strategies to ensure students know defined expectations, rituals and routines (democratic rule making, model and practice, Y charts, PBIS matrix) –Goal-setting with students (Hopes and Dreams)	8/27/2013	Problem-Solving support is given when necessary - Student goals (Hopes and Dreams) and Rules are posted -Students follow the expectations and are redirected or provided opportunities to problem-solve when needed - Students in need of additional social/emotional support are identified – Spectrum of consequences is introduced and implemented based on student behavior and developmental needs – Problem-solving team meets to review student data and discuss student engagement concerns - Cycle is ongoing	12/17/13	-Social emotional support/interventions are provided to students in need of additional help by the teacher, student support staff consulted as necessary -Communicate student goals and classroom expectations to families -Begin to develop interventions for students who struggle with social expectations (Tier 2 strategies), communicate student behavior successes and areas of growth to staff members and parents – Problem-solving team continually meets -Cycle is ongoing	12/17/13

Personnel Lead: Administration, Student Engagement Support, building Climate Committee. PBIS coach Monitor: ILT, School Improvement Specialist, Instructional Leader	Required Resources Time: PLC time to discuss student data, select appropriate strategies; ILT time to review student data and refine/develop plan; time for behavior team to meet and problem-solve strategies for especially challenging students Resources: RC Resource Library (First 6 Weeks of School, The Power of Our Words, The Morning Meeting Book), responsiveclassroom.org, originsonline.org, PBIS website, Second Step resources, Student Support Services, Ellen Shulman and Kandace Logan (RC trainers)
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Implementation Notes

Second Step-trained teachers teach Second Step lessons every week in classrooms.

75% of our staff is trained in either Responsive Classroom or Envoy. Teachers are expected to use RC/Envoy's proactive behavior management strategies daily. Morning meeting takes place in every classroom, as does the use of proactive behavior strategies, guided discovery, the use of logical consequences, an established "buddy room," and the use of social conferences to solve issues.

Start Date:	Action Step
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9/3/2013

STUDY/ACT: School leadership will monitor and adjust School-wide Student Engagement Support plan to ensure best practices and student engagement improves

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Observe and monitor implementation of Student Engagement Plan: - Review the data Behavior support, PLCs and Data Teams collect - Review implementation data (SOEI, informal observations) -Conduct classroom and school-wide observations with an emphasis on Domain 2 - Review PLC logs - Conduct twice yearly Implementation Survey to collect baseline data and progress monitor Student Engagement Plan	12/3/2013	-Communicate student engagement successes and challenges to staff and parents -Continually collect and analyze student climate data -Make adjustments to engagement plan as needed -Identify areas of growth in engagement plan implementation -Select and provide PD for individual teachers or whole staff as needed	5/31/2014	Review year- long data - Based on findings make recommendations for staff PD, summer school, 2013 student placements and adjustments to the Student Engagement Plan	5/31/2014

Personnel	Required Resources
Lead: Administration, Behavior Support, PBIS coach Monitor: ILT, School Improvement Specialist, Instructional Leader	Time: Time during ILT to review data and make necessary adjustments to plan, time for behavior team to review data, meet with teachers and attend necessary PD Resources: RC Resource Library (First 6 Weeks of School, The Power of Our Words, The Morning Meeting Book), responsiveclassroom.org, originsonline.org, PBIS website, Second Step resources, Student Support Services, Ellen Shulman and Kandace Logan (SIS and IL--RC trainers)

Implementation Notes

In January, staff records Second Step lessons completed. To monitor effectiveness of Second Step/Envoy/RC, admin compares suspension/referral data to similar checkpoints from previous year. Students with frequent behavior issues also monitored for decreases in amount/severity of incidents. Building-wide behavior follow-ups: Staff meetings in which behavior specialists report relevant patterns to enable staff problem-solving, and support for RC/Envoy techniques is provided.

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

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

Action Plan

Start Date:	Action Step
8/20/2013	PLAN: Develop and communicate a clearly Co-teaching model that includes, professional development around the co-teaching framework, time to plan, time in the schedule to co-teach and time to monitor student progress and make adjustments to instruction.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
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 PD for teachers around co-teaching and co-planning as -Select and provide instructional resources for collaborative teaching	8/17/2013	-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	8/24/2013	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	8/24/2013

Personnel	Required Resources
-Lead: ESL teachers -Monitor: Admin, Instructional Leadership Team, School Improvement Specialist, Instructional Leader, Instructional, Specialist, Liaison from Multilingual department	Time: Time for ILT to meet and establish calendar and expectations, time for ESL teachers to do needs assessment 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

Start Date:	Action Step

8/27/2013 Do: Implement a Co-teaching 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.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Collaborating teachers 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	8/27/2013	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 strategies - Collaborating teachers utilize support materials and strategies during co-taught lessons - Collaborating teachers utilize common formative assessments -Communicate recommendation for interventions to parents	12/14/2013	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	12/14/2013

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

Teachers to co-teach/collaborating with ESL teachers on standards-based lessons, learning objectives, and assessments with emphasis on more effectively teaching vocabulary, building background knowledge, and appropriately scaffolding instruction

Special focus to be placed on (1) use of common academic language across a variety of content areas and (2) ensuring ELs and special ed. students have regular opportunities to practice academic vocabulary by speaking with classmates.

Data will be analyzed on a regular basis per our PLC/inquiry schedule.

We have deliberately clustered students in 1-5th grade classrooms to allow for push-in and pull-out teaching for students based on WIDA scores for the 2013-2014 school year.

Start Date:	Action Step
10/22/2013	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.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
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<p>Observe and monitor implementation of Co-teaching model: - Review the data co-teaching teams and Data Teams collect -Conduct classroom observations - Conduct twice yearly Implementation Survey to collect baseline data and progress monitor Co-teaching model -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.</p>	<p>11/5/2013</p>	<p>Analyze and discuss effectiveness of Co-teaching model - Assess student outcomes aligned to Co-teaching model - Discuss impact of Co-teaching model on instructional and results-based goals - Based upon classroom visits, share observations with ILT, staff, and PLCs - Collect and share results of Co-teaching model Implementation Survey</p>	<p>5/24/2014</p>	<p>Adjust as needed: - Refine Co-teaching model as needed according to Implementation Survey - Identify resources needed for refinement of Co-teaching model - Refine Co-teaching model as needed according to Year-end Survey - Identify resources needed for refinement of Co-teaching model - Celebrate successes</p>	<p>5/24/2014</p>
<p>Personnel</p> <p>-Lead: ESL teachers -Monitor: Admin, Instructional Leadership Team, School Improvement Specialist, Instructional Leader, Instructional, Specialist, Liaison from Multilingual department</p>		<p>Required Resources</p> <p>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.</p> <p>Resources: Multilingual department, Co-teaching resource books Budget: TBD by sites (may include \$ for extended planning time and resources materials)</p>			
<p>Implementation Notes</p> <p>Data on English Learners to be reviewed specifically and thoroughly on a regular basis per our PLC/inquiry schedule.</p>					

shared strategies with early learning feeder programs to support positive transitions in kindergarten. These activities include the following:

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

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

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

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

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

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

Students transitioning from middle schools to high schools are supported through specific transition and orientation activities as well as ongoing academic planning throughout the middle and high school years. Middle school students complete yearly planning

activities that continue into high school with counselors via the My Life Plan. My Life Plan supports a continuous connection for students between academics in schools and their post-graduation plans. In addition, eighth-grade students participate in the Camp 2013 summer program that orients them to the high school academic program. Finally, a number of other programs such as student shadowing and ninth grade academies support students' transitions into high schools.

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

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Family Involvement:

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

Schoolwide Title I

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

Strategies for effective and timely assistance for low achieving students:

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

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

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

In order to support students not meeting academic standards, we will use 20% of our Title I allocation for improvement activities that include:

INTERVENTIONS: Grades 4/5 Math support, targeted with additional staff (see Math AE, below)

RESOURCES/STAFF: Literacy teacher, EAs to support classrooms across school, Math Associate Educator

PROFESSIONAL DEVELOPMENT: Monies earmarked for staff development in differentiating instruction (Middle School), aligning Montessori curriculum to state content standards

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

The Mpls. district decides the assessments that are to be used at a school. These include Fountas and Pinnell reading assessments, math quarterly assessments, the MAP test and the MCA. Other testing is formative and teams of classroom teachers decide which assessments they will give to support the Montessori program.