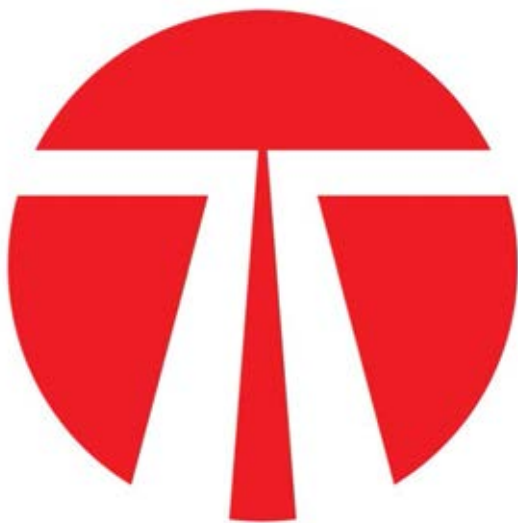


***Minnesota
Transitions
Charter
Schools***

***November 30
2016***



***World's
Best
Work
Force
2015-
2016***

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Minnesota Transition Charter Schools

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Overview:

The World's Best Workforce Plan (state statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world's best workforce. In order to create the world's best workforce, Minnesota Transitions Charter Schools must make progress toward:

- Closing the identified achievement gaps in the district
- Making sure all students are ready for kindergarten
- Making sure all students in third grade are achieving grade level literacy
- Making sure all students attain career and college readiness before graduating from high school
- Making sure all students graduate from high school

This progress will be measured through any combination of the following:

- Student Performance on NWEA grades K-12
- Student Performance on the Minnesota Comprehensive Assessments along with other relevant assessments
- Analysis of Assessment Data as it relates to achievement gaps in student sub-groups (racial groups, ethnic groups, English Language Learners, students receiving special education services, and/or students living in poverty.)
- High School Graduate Rates
- College and career readiness assessments the ACT and ACT plus Writing for 2015-2016
- The World's Best Workforce Plan is intended to serve as a foundational document that aligns educational initiatives that serve students K-through High School.

History of Minnesota Transitions Charter Schools

Minnesota Transitions Charter School opened in 1995 was founded by Tony Scalon and Mary Funk. The school opened with two sites that were K-12 in July 1996 with 45 students. Most of the students that were served at these sites were Native American. New buildings were added June 1997 as MTCS was approached to take on other charter schools that were closing. In 2002, Minnesota Virtual High School and Connections Academy were added to our organization. In 2003-2004 MTCS began alternative programming to meet the needs of the students in this area that needed credit recovery. JROTC Academy opened in May 2005 as well as the district securing Q Comp funds. The district is well over a thousand students of all ethnic backgrounds. At this time, we were became the largest charter school/district.

The MTCS district has grown since 1996 and now includes 7 different programs for over 3,000 students in grades K-12. In the 2011-2012 school year MTCS received approval for PUC and

MDE to add a new building for students in Banaadir Academy which serves East African students from grades K-8.

In 2010-2012 school years the MTCS Elementary School was listed as one of the top performing schools in Minnesota. During the 2011-2012 school year the MTCS Middle School was a “celebration eligible” school based on the MCA scores. In 2013-2014 school year, both the MTCS Middle and High Schools were “celebration eligible” schools. The Middle School was awarded the Celebration Status as of December 17, 2014.

Minnesota Transitions Charter Schools will complete the 20th year of operation during the 2016-2017 school years. In August 2016, more changes were made to the make of Minnesota Transitions Charter District to ensure continuous improvement for our students and their families; we moved the middle school to the MTS High School and have made this site a Secondary School that serves grade 7-12. The 6th graders that were located at the middle school are now located at the MTCS Elementary Site in northeast Minneapolis. Another K-5 Banaadir site was established at the former MTCS Middle School location to serve our growing population of East African Families and their children.

The schools that are currently under the Minnesota Transitions Charter Organization are:

- MTS Elementary K-6
- MTS Secondary 7-12 (Middle School moved to High School fall of 2016)
- Banaadir Academy (North) K-8
- Banaadir South K-5 (Open in Fall Of 2016)
- Minnesota Virtual High School 6-12
- Minnesota MTS Connections Academy K-12
- PEASE (Peers Enjoying a Sober Education) 9-12

Dennis Carlson, former Superintendent of Anoka-Hennepin School District was hired as the district’s interim superintendent until June 30th, 2017. Superintendent Carlson brings with him a wealth of educational leadership. His role is to lead us through the districts time of transition while we look for a full time superintendent for MTCS.

2015-2016 Year in Review

In 2015-2016, Minnesota Transitions Charter Schools was the year of change. MTS stakeholders through the strategic planning process of surveys, discussions, and gathering of data, determined the change was needed in order to meet the needs of our students and their families.

After collecting data on our advantages, and challenges through data, interviews and surveys of the key stakeholders, the key directions become apparent as to where MTS should focus time and resources. The revised mission and vision as well as the goals for the district were devised as the basis for a strategy roadmap for the district to ensure continuous improvement.

Strategic Analysis

What are the District's Strategic Advantages, Challenges and needed Directions?

Key Advantages (based on stakeholder feedback)

Strengths:

People like working here	Innovation
Kids like teachers	Addition of the HR Director and Curriculum Director
Agile	Understand and respect culture
Teachers want kids to succeed	Timely payments
Kids like electives	Students
District serves all comers	P.E.A.S.E Academy and Virtual High School
Diversity – people and programs	Moving forward
	Teachers

Key Challenges (based on stakeholder feedback)

Challenges:

Food	Understanding vision and mission
More charter schools than ever – competition	MDE and targeting
Reputation/perception	Connections with other charters
Communication	Community presence and marketing
Staff fear (lack of trust)	No school nurse
Transparency	Marketing and maintain website
Financial transparency	Change in demographics
Technology	Response to community
Collaboration	School alignment and feeding
2 priority and 1 focus school – lack of achievement	Listen to parents and respect ideas
Right people in the right roles?	Licensure
Enrollment	Don't ask for feedback
Figuring out priorities (right size)	Excuses and blame

Threats:

Unhappy stakeholders: talk plus walk	Fear plus lack of trust
Other charter schools	Safety: emergency preparation
Low staff morale	Lack of support
Take families for granted	Lack of resources
Admin/teacher churn due to \$	Lack of transparency across the board
MDE plus audits plus other legal	Inconsistency
Ethics	Perception versus reality
Lack of funding	Undervaluing staff

Minnesota Transitions Charter School Strategic Goals

Mission:

Minnesota Transitions Charter School will empower each student and ensure That all students acquire the skills and knowledge necessary to experience success in their future.

Vision:

To educate students for the future and to become the best district in the state of Minnesota.

CORE VALUES:

We hold ourselves and our students accountable to demonstrate these core values:

TO BE RESPECTFUL: To show consideration for self,others, and property.

TO BE RESPONSIBLE: To carry out obligations in a dependable manner: to acknowledge the consequences and rewards of one's choices: to contribute to society.

TO APPRECIATE AND CELEBRATE DIVERSITY: To recognize and honor the dignity of each individual: to celebrate differences among culture, gender, ability,: to work cooperatively with others and to resolve conflicts.

TO HAVE COMPASSION FOR OTHERS: To show empathy, generosity, kindness, patience, and sensitivity.

Strategy A: Good Chain of Communication

Strategy B: Student Success

Strategy C: Programming and Services

Strategy D: Process and Measurement

Strategy E: Stakeholder Relations

Strategy F: People as Competitive Advantage

Strategy G: Finance and Resource Management

Identified Needs Based on Data:

Each year meetings are held with stakeholders (parents, teachers, administrators and board members) to examine test scores, attendance, behavior, grades, monitoring sheets, surveys and make decisions based on the progress from the previous years. Data that is reviewed includes

MCA III, ACCESS, NWEA scores, ORI, Oral reading fluency, Curriculum Based Assessments, as well as teacher referrals. From this data the district and site goals are set as listed below.

District and School Site Goals 2016-2017

Goal 1- Reading

The percentage of MTCS students who are enrolled October 1, will meet their Reading RIT score target growth on the NWEA will be 55% as measured by the NWEA MAPS assessment (baseline of 50% in the 2015-2016 school year).

Goal 2- Math

The percentage of MTCS students who are enrolled October 1, will meet their Math RIT score target growth on the NWEA will be 56% as measured by 2016-2017 NWEA MAPS assessment (baseline of 51% in the 2015-2016 school year).

Goal 3- Mission Alignment.

The mission of MTS will continued to be reviewed and revised to meet the growing needs of the students.

The mission: *Minnesota Transitions Charter School will empower and ensure all students acquire the skills and knowledge necessary to experience success in their future.*

Process: MTCS has begun leadership retreats for the board of directors and the program directors to review and establish effective communication between the two groups. This process will continue as strategic plans continue the mission of MTCS. MTCS will secure an Executive Director to execute the mission and vision of the school.

Goal 4- Community Relations. a) MTCS will continue to provide information to the community by posting board minutes and other relative information of the MTCS website. Members of the community are invited and actively encouraged to attend monthly board meetings. b) MTCS will re-brand and market with community members and stakeholders.

Process: a) Meeting dates and times will be posted on the MTCS website. Board minutes will be posted after the minutes are reviewed and approved by the MTCS Board of Directors. b) We will seek out help from the experts on this process and include all stakeholders by setting up meeting dates to gather information and date to help determine a new name. These dates will be posted on our website as well as sent home to parents and community members with the meeting dates and times throughout this school year.

Goal 5- Fund Balance MTCS will maintain a positive fund balance between 8-15% or above.

Process: The Board of Directors and the Superintendent review the financial statements monthly. The Superintendent monitors finances on a daily basis. MTCS Financials will be reviewed monthly with site directors.

Goal 6- Administrative Leadership the MTCS administrative team will meet twice each month to discuss any program issues or concerns. Any areas of significant concern will be discussed with the Board of Directors.

Process: Administrative meetings will be held twice each month. Minutes will be taken at these meetings and shared with the Board of Directors.

Goal 7- Student Attendance All site directors will develop plans on how they will track, monitor and improve attendance at their sites. Attendance across the district will improve from the baseline of 70% in 2015-2016 school year to 60% in 2016-2017.

Process: We have a data warehouse solution that tracks all attendance at each site, as well as district wide. We will look at this data on a quarterly basis and adjust efforts throughout the year to ensure increases in attendance.

MTS Elementary Goals:

Goal 1- Reading

The percentage of all students in grades 2nd thru 6th grade at MTS Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in reading will increase from 66.7% in spring 2016 to 70.04% in spring 2017.

Goal 2- Math

The percentage of all students in grades 2nd thru 6th grade at MTS Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in reading will increase from 45% in spring 2016 to 47.25% in spring 2017.

Banaadir Academy Goals

Goal 1- Reading

The percentage of Banaadir Academy students who are enrolled October 1, will meet their Reading RIT score target growth on the NWEA will be 53.3%% as measured by the NWEA MAPS assessment (baseline of 48.5% in the 2015-2016 school year).

Goal 2- Math

The percentage of Banaadir Academy students who are enrolled October 1, will meet their Math RIT score target growth on the NWEA will be 46.4% as measured by 2016-2017 NWEA MAPS assessment (baseline of 41.4% in the 2015-2016 school year).

Secondary School Goals:

Goal 1- Reading:

The percentage of MTS High School students who are enrolled on October 1, who are tested both fall and spring sessions, will meet their reading RIT target score will be 37.1% as measured by NWEA MAP assessment (baseline of 32.1% for the 15-16 school year.)

Goal 2- Math

The percentage of MTS High School students who are enrolled on October 1, who are tested both fall and spring sessions, will meet their math RIT target score will be 56.2% as measured by the NWEA MAP assessment (baseline of 51.2% for the 15-16 school year.)

PEASE Academy:**Goal 1-Reading**

90% of Pease Academy 9th, 10th, & 11th grade students who are enrolled October 1, will increase their 2016 Reading NWEA Fall RIT score by their individual Projected Growth target as measured by the 2017 Spring NWEA MAPS assessment. 90% of Pease Academy 12th graders, who are enrolled October 1, will increase their 2016 NWEA Fall RIT score by 2 RIT points as measured by the 2017 Spring NWEA MAPS assessment.

Goal 2-Math

90% of Pease Academy 9th, 10th, & 11th grade students who are enrolled October 1, will increase their 2016 Math NWEA Fall RIT score by their individual Projected Growth target as measured by the 2017 Spring NWEA MAPS assessment. 90% of Pease Academy 12th graders, who are enrolled October 1, will increase their 2016 NWEA Fall RIT score by 2 RIT points as measured by the 2017 Spring NWEA MAPS assessment.

Minnesota Virtual High School:**Goal 1- Reading and Math**

The goal of MN Virtual High School for the 2016-17 school year is to establish an assessment protocol and pilot that plan using Scantron Performance Series testing for all students in both a Fall and Spring testing session. This goal will help to establish baseline data for both Mathematics and Reading for our students which will then be used to create performance-based goals for improving MVHS students' Reading and Math skills.

Connections Academy**Goal 1- Graduation Rate:**

Increase 4 year graduation rate (currently 54%) by 9% in 2016-17, 2017-18, 2018-19 and 2019-20 to meet the state requirement of a 90% graduation rate by 2020.

Goal 2-Math:

To increase State Math Proficiency scores for students enrolled by October 1 in grades 3-8 & 11 by 10% annually (38.2% proficient in 15-16) in 2016-17, 2017-18, 2018-19

Assessing and Evaluating Student Progress:

MTCS district provides systematic summative and formative assessments for all students. The results of each formative assessment are documented according to each student's outcome and in each content area the test is administered. This data in addition to other factors provides information for staff to supply supplemental services to students in need which includes but is not limited to Title 1 services, ELL services and Special Education, Monitoring student progress is organic and ongoing. Teachers meet with administrators each month and review student progress as documented on the progress monitoring sheets.

MTCS Seat Based Programs			
Assessment	Content	Grades	# of times
QRI	Reading	2-10	Fall, Winter, Spring
NWEA	Reading/Math	2-11	Fall, Winter, Spring
Curriculum based Measurements	Reading/Math/Science	K-12	After each essential skill
Interim Tests	Reading/Math	K-12	
W-APT	Inclusive	K-12	Fall, Winter, Spring, Upon Enrollment
ACCESS	Inclusive	K-12	Annually
MCA	Reading/Math/Science	3-8,10,11	Annually
Connections Academy			
LEAP	Math	9-12	Fall, Winter, Spring
LEAP	Language Arts	2-8	Fall, Winter, Spring
DIBELS	Reading	K-1	Fall, Winter, Spring
Scantron	Math	9-12	Fall, Winter, Spring

The MTCS Calendar for the Minnesota Assessments is embedded below to show that we have taken and aligned all the assessments that are required by the state put into a district wide assessment calendar to ensure compliance with the updated 2013 legislation to include career and college ready exams. Minnesota continues to use the ACT Assessments as their career and college ready inventories. See Figure 1.

Local District-wide Assessments

Our local district-wide assessments provide data to help make instructional decisions, including qualification for interventions, Tier 2 /Title Funded Programming, resource classes, and academic achievement opportunities

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Test Name & Test Dates	Grades Tested	Objectives and Use	Estimated Time
*Assessing Comprehension and Communication in English State-to State for English Language Learners (ACCESS) Test Dates: Jan. 30–March 24, 2017	K-12 English Learners	ACCESS for ELLs is given annually to monitor students' progress in acquiring academic English. State Wide Assessments	All Components 2-3 hours
Measures of Academic Progress (MAP) Northwest Evaluation Association Test Dates: Sept. 12-Oct. 19, 2016 Jan. 9-30, 2017 May 8-31, 2017	K-11	This computerized test is given in fall and spring to measure students' growth in meeting the state standards. Some schools test some students in the winter to measure progress	NWEA Reading 60 minutes NWEA Math
Minnesota Comprehensive Assessments (MCAs) Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Test Dates: March 6-May 5, 2017 Science: Grades 5, 8 & HS Test Dates: March 6-May 12, 2017	3-8, 10 & 11	These are assessments required by the state of MN to measure student growth, closing achievement gaps, and school and district progress at meeting state standards.	MCA Reading 3.5 hours MCA Math 1.5 -2 Hours MCA Science 1.75 – 2 Hours
<i>*Minnesota Test of Academic Skills (MTAS) Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Science: Grades 5, 8 & HS Test Dates: March 6-May 5, 2017</i>	IEP Students 3-8, 10 & 11	These are alternative state assessments available for students with disabilities whose Individual Education Plan (IEP) states they need an alternative assessment.	Reading MTAS 45–90 minutes Math MTAS 30–60 minutes Science MTAS 30–60 minutes
Optional Local Purpose Assessment (OLPA) Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Test Dates: Oct. 17-Feb. 10, 2016- 2017	3-8	These are state assessments that are not required. Schools may use them to help students prepare for the online MCAs. 1 Reading and 1 Math	OLPA Reading 1.5-2.5 hours OLPA Math 1.5-2.5 hours
*College & Career Ready Assessments: ACT Plus Writing: Grade 11 &	11 & 12	Districts provide this free to students who have not had this opportunity to measure how well	4.5 Hours

12 Test Dates: February 28,
2017

they are prepared for college and
career opportunities after high
school.

***State Required Testing**

Purposes of Minnesota Comprehensive Assessments and ACCESS testing:

1. To measure achievement towards meeting the Minnesota Academic Standards (for the Standards-Based Accountability Assessments) and to measure progress towards meeting Minnesota's Standards for English Language Development (for English Language Proficiency Assessments)
2. To measure the academic progress of students over time.
3. To provide Minnesota graduates information related to career and college readiness.

Reading Minnesota Comprehensive Assessments (MCAs).

The MTS Literacy Plan uses methods and procedures that are based on scientific and evidenced based reading research. As a school, we are committed to making decisions about reading assessments, instructional programs and materials, and professional development on the basis of scientific and evidence based research. MTS uses a unified approach to teaching balanced literacy. The goal of the program is to have students experience the power of reading and writing. MTCS has embedded reading and assessment program for the K-5 that is researched based with the foundation of an uninterrupted 90 minute block of reading. This instruction is provided by the classroom teacher and at risk students receive further support from Title 1, Special Education, or ESL.

Grades K-5 has an instructional model that begins with a whole group teacher-directed instruction or focus lesson. During the time between the whole-group instruction, students break into daily rotations with teacher guided groups, conferencing and assessing simultaneously occurring, also known as the "Daily Five."

During daily-uninterrupted reading instruction block, ALL students are to be taught the Minnesota Standards and objectives that address the five essential reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension as well as writing in response to reading).

Minnesota Transitions Charter School (MTS) Literacy Plan Summary

MTS is a public charter school district that provides rigorous education to a diverse population. MTS serves over 3000 students in grades K-12 from Minneapolis and surrounding Minnesota areas. MTS has three elementary programs (K-5), three middle schools (6-8) and four high schools dedicated to student learning. Our statistically significant subgroups include limited English proficiency (LEP) at 12.6%, free and reduced program (FRP) at 49%, and Black at 22.1%.

Goals and Objectives:

It is the goal of Minnesota Transition Charter School (MTS) and its stakeholders that all students are reading at or above grade level by the end of 3rd grade as determined by the

This plan is our commitment to the children of our school and to the children themselves.

We Believe . . .

- ☐ All students have the right to become literate
- ☐ Literacy encompasses reading, writing, listening, and speaking
- ☐ Learning to read and write begins at birth in the home and needs to be supported in English and other languages
- ☐ Literacy is a necessary skill to succeed in life
- ☐ Children must read often and in all subjects
- ☐ Data and research leads to differentiated professional development

Our primary reading goal is to implement the six areas of literacy development which include: oral language development, phonemic awareness, phonics, fluency, vocabulary development and comprehension. It is our goal to develop assessment and learning plans that are individualized and lead all students to meet the rigorous literacy demands of Minnesota. MTS consistently implements scientifically and evidence based reading instruction that is data driven, sustainable and incorporates a multi-tiered system of instruction and support so that students will reach the literacy demands of today's education.

Our elementary schools use balanced literacy programs, aligned with MN State ELA standards. Included in these programs are components for close reading, small flexible groups, read aloud, shared reading and independent reading. To enhance this curriculum, our district has libraries at both seat based buildings with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom also has their own reading library where students can enjoy books and other resources selected by their classroom teacher. Sufficient time for language arts instruction is necessary for children to read at grade level. Children in K-6 will receive 90 - 120 minutes of language arts instruction each day. Children not reading at grade level will receive more than 90 minutes of reading instruction each day.

Relevant technology engages students in meaningful learning activities. A variety of technologies have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners. Computerized programs tests basic reading comprehension. Students work from their reading level, read independently or with a buddy and take an independent comprehension test that help guide individual instruction.

One of the most critical factors in a successful school-wide literacy plan is the use of a local assessment plan in which multiple measures are used at each grade level to determine student performance levels in many areas of reading. In order to achieve this goal all teachers are trained

to analyzed data to inform their instruction. MTS administers multiple assessments for both growth and proficiency.

The assessments include but are not limited to:

Running records –

- A one-on-one assessment that allows teachers to assess a student’s reading performance as he/she reads from a leveled benchmark passage. Information on oral fluency, accuracy, comprehension, word attack skills, decoding, literal and inferential understanding is gathered on each student’s ability.

Oral Reading Fluency

- A one-on-one reading assessment to compute a student’s word-per-minute on grade leveled reading passages.

High Frequency Words (Dolch words)

- A one on one reading assessment that assesses a student’s ability to recall high frequency sight words.

NWEA MAP Testing

- A group-administered, standardized comprehensive adaptive reading assessment designed to show a student’s academic growth throughout a school year. The level of difficulty of the test is adjusted to measure a child’s individual performance.

Minnesota Comprehensive Assessment (MCA)

- A group-administered test given once per year starting in third grade to assess a student’s progress toward meeting the MN academic standards.

Minnesota Test of Academic Skills (MTAS)

- Is an alternate assessment based on alternate achievement standards for students with the most significant cognitive disabilities.

ACCESS for ELLs

English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as **English language learners (ELLs)**.

Longitudinal Evaluation of Academic Progress (LEAP)

- Web-based educational level assessment services, providing customized educational programs to aid in the instructing of students and children in connection with core scholastic subjects such as reading, writing and math; providing and administering educational assessment tests and online educational assessment tests to students and children. LEAPS are an Educational program exclusive to MTS’s online school, MTCS Connections Academy.

In addition to the above assessments, other systems are in place to help achieve the districts’ goal. Other systems include: classroom differentiation, targeted instruction, Title I services, Title III services, EL District Coordinator, District Literacy Coordinator & Reading Coach, Special Education services, parent feedback and effective, systematic staff development. More explicit information on these systems will be discussed in further detail, later in this plan.

Objectives:

Each year the Literacy Team and educators review and disaggregate reading data at grade levels K-6. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. K-2 data will be accessed and utilized, when available.

Grade Level teams review, annually, the effectiveness of current pedagogical practices in including core instruction, differentiation, remediation and intervention.

Curriculum resources are aligned to the most current standards. MN State Standards are a priority.

Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan.

The team met to analyze the data for the district and prioritize the needs of the students. As a result, the goal is for all students to read at or above grade level.

Literacy Plan (Curriculum, instructions and Assessment)

The Minnesota Transitions Charter School (MTS) Local Literacy Plan (#4017) is a comprehensive plan that outlines the five essential elements of creating and maintaining a developmentally appropriate framework for all learners to reach their fullest potential. These elements are complemented by four foundational principles synonymous with coordinated change at the systems, organizational, programmatic, and practice level. This plan is developed in response to legislation adopted by the State of MN in 2010 consistent with section 122A.06 subdivision 4.

The district's local Literacy plan is developed through a process using careful reflection and data driven decision making by the Literacy team consisting of Curriculum Director, Elementary Building Directors, District Reading Coach, Title One teachers, EL Coordinator, and Special Ed. teacher.

Data included:

- Minnesota Comprehensive Assessments (MCA), Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), NWEA Primary MAPS and unit test scores
- Reading records, Mondo Bookshop Skills assessment, Journeys Assessments, Fountas & Pinnell and Common Core Based Interim measurements
- Student surveys
- Staff turnover
- Classroom management
- Parent participation – attendance of conferences, parents nights, etc.
- Number of students who qualify for free and reduced lunch

In 2015 MTS purchased a viable curriculum for literacy, Journeys CC for Banaadir and Mondo Bookshop Curriculum for MTS Elementary. Based on the different needs of our buildings we have selected different programs to best fit each style of our schools. MTS restructured the literacy block to meet the needs of all students and will continue to provide teachers with ongoing professional development to become better teachers. Last year, teachers focused on reading and increased their knowledge in this area along with the new curriculum. In 2016-17, teachers will continue to learn how to teach reading in order to support all learners at MTS.

MTS will implement common instructional practices and train teachers to use these practices that leverage high achievement for all students in the primary grades. This includes the use of practice profile for vocabulary building, practice profile for math talk, word wall visible in each classroom, the use of gradual release of responsibility, close reading strategies and co-teaching.

All students in grades K-5 are given a screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, struggling and at-risk students are identified and referred for interventions. Specific interventions are based on three further data points, and the interventions are implemented through the collaborative efforts of the classroom teacher, other specialists and paraprofessionals. Each student's progress is monitored weekly and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child's progress throughout the process.

Process of Assessment

Currently, MTS uses the Reading MAP assessment reading in grades K- 6, the Mondo/Journeys assessment in grades K - 5 and Standard Based Reading interim assessments for placement of students at their instructional level of reading. Students are assessed using the above reading data points throughout the year; fall, winter, and spring. Students must be proficient on the MAP assessment as well as one of the other two assessments, according to the benchmark scale of that particular assessment for MTS to consider that student "Proficient" in the area of reading.

The State MCA-III reading assessment is also used as a data point for placement of students in grades 3 & 4. Students (gr. 3 & 4) who are in need of special services, as indicated by an Individual Education Plan (IEP), are also assessed in literacy using the state approved MTAS assessment. English Learner (EL) students (gr. K-4) are also assessed in reading for English Proficiency using the State adopted ACCESS.

Throughout the year students are frequently monitored and assessed using Curriculum based measurements (CBM) and interim assessments, designed by the teachers, and other formative assessments to assess student understanding of state grade-level standards. Classroom teachers, the reading coach and all specialists collaborate frequently to analyze this data to ensure appropriate instruction and interventions are being utilized for each student.

There are a variety of ways that data is collaboratively analyzed and utilized in the district. The district is a Professional Learning Community (PLC) and thus teachers, teacher leaders and specialists are analyzing data on at least a weekly basis in collaborative, small group settings.

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Other opportunities to work with data throughout the year include, Title I meetings, Title III meetings, Child Study, and intake, placement and reclassification processes.

Parents have multiple opportunities to receive this data. Including, but not limited to: conferences, progress reports, report cards, continuing learning plans, parent meetings, and the invitation to visit the classroom at any time.

Screening Tools	Grade Range	Timeline
Mondo/Journeys Skills Series	K-1	3 time a year
Minnesota Comprehensive Assessment (MCA)	3-10	Once a year
OLPA Optional Local	3-8, 10	1 time a year
Minnesota Test of Academic Skills (MTAS)	Students with Special Needs	Once a year
Journeys Diagnostic Assessment	2-5	3 times a year
Mondo Bookshop Assessments	K-5	3 times a year
Fountas and Pinnell	K-5	3 times a year
ACCESS	ELL Students	Once a year
W-APT	ELL Students	Once a year



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Progress Monitoring Assessments					
Grade	Test Product	Assessments	Proctor	Date	Data stored
K	Reading A-Z/ Mondo/Journeys Assess//Fountas and Pinnell /Dibels	Fluency	Classroom teacher	Winter Spring	View Point Data warehouse
K-1	Mondo bookshop/ Journeys Primary assessments (if applies)/ Dibels/Primary NWEA	*Print concept/Name identification *Initial Sound with pictures *Naming letters *Rhyming *Segmenting and blending	Classroom teacher	Quarter	View Point Data warehouse
K-1	Dolch Words	Word Knowledge	Classroom Teacher	Quarterly	View Point Data warehouse
K-1	Mondo Bookshop/ Journeys Primary assessments	Oral Language Assessment		Fall Spring	View Point Data warehouse
K-1	Writing Sample	Writing knowledge (See Assessment and Reading Handbook)	Classroom Teacher	Fall, Winter, Spring	View Point Data warehouse
2-5	Dolch Words	Word Knowledge	Classroom Teacher	Quarterly	View Point Data warehouse
2-5	Mondo bookshop/Journeys /Dibels/LEAPS	Vocabulary Assessment Oral Language Assessment	Classroom Teacher	Fall, Winter, Spring	View Point Data warehouse
2-8	NWEA	Comprehensive Reading	Classroom teacher	Fall, Winter, Spring	View Point Data warehouse
2-8	Mondo/Journeys Benchmark/Dibels/ LEAPS	*Oral Reading *Comprehension *Word Knowledge *Retelling	Classroom teacher	Fall, Winter Spring	View Point Data warehouse
1-8	Mondo/Journeys Running Records//Fountas and Pinnell / /Dibels/LEAPS	fluency	Classroom Teacher	Monthly	View Point Data warehouse

2-8	Writing Sample	Writing knowledge	Classroom Teacher	Fall, Winter, Spring	Portfolio
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Selection/Placement of Students for Reading Tier Interventions:

Using multiple indicators, students are placed in a reading tier intervention based on their scores on building-wide internal assessment, Mondo Bookshop, Journeys, Fountas & Pinnell, Aleks, OLPA and NWEA. Teacher recommendations also play an important role in providing services to students who lag behind in their reading skills. Based on these diagnostic assessments, instruction and interventions will be matched to the student's needs in one or more of the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Parent Notification and Involvement

Family involvement is essential to the success of our students as readers. MTS schools seek to contact and involve families in a variety of manners within each of our school community. The school has a written parent involvement policy, which is found in the school board policies.

Parent Communication plan:

1. In order to have all students reading well by third grade, the elementary utilizes the View Point and Skyward monitoring system. On the district website there will be an explanation of the assessment practices and the multileveled systems of support as implemented in MTS literacy plan.
2. Parents will receive benchmark information two times a year during conferences.
3. In addition, parents of students who are receiving supplemental instruction will be informed of progress multiple times a year.
4. Assessment results will be provided to parents upon request.
5. Parents of students who need supplemental instruction will be informed by the school that their student is receiving these services and invited in for a conference with the student's teacher.
6. An additional explanation of the literacy program and supports will occur in September or November during fall parent/teacher conferences.
7. Parents of students receiving interventions will receive monthly progress reports (upon request).

Parents are always welcome to visit classrooms in the district. All schools in the district hold a school-wide open house at the start of each school year and participate in the Annual Board meeting in February. Also, signs are written in multiple languages, and bilingual language support is available to parents immediately upon entering the office at our schools where the need is greater. Parent liaisons are available to families by cell phone at their convenience.

Each school holds parent events as well as conferences nights throughout the year. These include open houses, breakfasts, portfolio nights, science fairs, and educational game nights. At these events literacy is a hot topic. MTS staff spends time discussing literacy at home, student data, and literacy activities with family members while giving them the tools to work with their students at home.

Suggestions for parents to become a part of their child's educational process are given throughout the year by individual classroom teachers at parent-teacher conference times, which vary by school. Schedules are available on our website – www.mtcs.org. Notices of these meetings are sent home via flyers and by calling chain. One focus of our conference nights is sharing data with families.

MTS families receive a newsletter quarterly or monthly (depending on the site) to provide them with current information and to notify them about upcoming events. This includes updates about curriculum and academic testing.

Current practices and instructional systems

The Journeys CCRP and Mondo Bookshop Publishing provides guidance to teachers in delivering differentiated instruction for diverse learners with lesson plan sequences coordinated to move instructional delivery from cognitively simple skills and strategies to more complex skills and strategies. Just as the skill and strategy levels increase in complexity, the variety of text genres increase from the simple to more complex levels. Techniques such as modeling, previewing and predicting, visualizing, summarizing, clarifying, and direct instruction in strategic reading are embedded throughout the program. Lesson plans for whole group instruction that include the introduction of skills and strategies, embedded teacher modeling opportunities, systematic and explicit lesson sequences, guided and independent application, and review of skills and strategies with frequent re-teaching opportunities. Whole group instruction focuses on the introduction of skills and strategies embedded in the context of grade-level resources for the teacher to provide scaffolded support as needed by all students. The small group instructional lesson plans are aligned to the whole group lessons and differentiated to meet the needs of on-level learners, advanced learners, below-level learners, and English language learners. Daily lessons for small group incorporate the use of leveled readers, decodable texts, and vocabulary readers to provide numerous reading opportunities for application and mastery of skills and strategies within and across a variety of reading contexts that include multiple genres. A variety of both informal and formal literacy assessment opportunities are included in the Journeys CCRP and Mondo Bookshop and recommended on the district's Elementary Multi-Tiered System of Supports for monitoring students' progress and match students with appropriately-leveled text for independent, instructional, and challenging reading experiences.

The MTS district uses the Scientifically Based Reading Research (SBRR) found in the National Reading Panel Report and in the No Child Left Behind legislation passed by Congress in 2001. National Reading Panel and Reading First both cite studies that show that best practice for reading blocks is to have a minimum of 90-plus uninterrupted minutes. At-risk students require

more instructional time each day with instruction that is more enriched (Gumm & Turner, 2004). In addition to the 90 minutes, the classroom teacher, special education teacher, EL teacher or Title One teacher will provide immediate intensive intervention to children in need, as determined by assessment data and diagnostic assessment.

MTS literacy model consists of the following framework:

- Provides instruction in reading, writing, speaking, listening and viewing instruction
- Provides instruction in large group, small group and individual settings including interactive read-aloud, interactive writing, shared reading, shared writing, guided reading, guided writing, independent reading and independent writing, and literate conversation.
- Reading instruction spans at least 90(120) minutes daily and contain a balance of large group, small group and/or individualized reading instruction. (Allington 2002).
- Reading Series whole group instruction is integrated with the Daily 5 and should span 20-30 minutes daily throughout the focus lessons.
- Structure student learning opportunities around the conceptual framework of the Daily 5 that helps students develop the daily habits of reading, writing, and working independently to build the foundation for a lifetime of literacy independence.
- Daily 5 rotations and focus lessons with Small group, 1-1 instruction, and independent reading.
- Structure literacy instruction around the CAFE (Comprehension, Accuracy, Fluency, and Expanding vocabulary) model to include individualized student goal setting through one-on-one conferencing, visually displaying student goals, grouping students for instruction of similar goals, and targeting whole-class instruction on emerging student needs.
- Daily 5 rotations provide a gradual release of responsibility through explicit instruction, as well as interactive, guided and independent practice with teacher conferencing and immediate teacher feedback.
- Use complex informational text for instruction at a ratio matching the Language Arts Minnesota Standards.
- Make the close reading of texts central to lessons—rather than ancillary—and focus on texts that elicit close reading and re-reading for understanding.
- Provide effective instructional scaffolding that enables all students to access complex texts directly without preempting or replacing a text by translating its contents for students.
- Provide a gradual release of responsibility towards decreasing teacher scaffolding and increasing student independence as demanded for success on accountability measures such as summative statewide literacy assessments.
- Ask text-dependent questions that require students to cite strong and thorough textual evidence to demonstrate they follow the details of what is explicitly stated as well as make inferences from the text, ensuring valid claims are based on evidence in the text.
- Provide extensive writing opportunities for students to draw evidence from texts (i.e., write to sources) to support logical inferences and reasoning, present careful analyses, and construct objective summaries of information.
- Ensure that questions and learning tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation.

- Support students in writing arguments and analyses using valid reasoning and relevant evidence.
- Engage students in literacy learning tasks in which they integrate multiple sources of information presented in diverse formats and media.
- Engage students in research to answer substantive questions (including those that are student-generated), investigate and solve a problem, narrow or broaden an inquiry, and synthesize multiple resources.
- Ensure that word study focuses on students using a variety of strategies to acquire and use academic and content-specific words sufficient for reading, writing, speaking, and listening.
- All students read a variety of texts both fiction and non-fiction. (MN ELA Standards, 2010). Providing all students with the opportunity to read text at their independent level and of their own choice every day. (Allington, 2012).
- Reading instruction includes the essential pillars of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. (National Reading Panel, 2000).
- Scientific, research-based literacy interventions for selected students are provided in addition to core literacy instruction and directly targets student needs. (Buffum, Mattos & Weber, 2010)
- Writing instruction and writing practice every day for a minimum of 30 minutes. During this time all students write to persuade, explain and convey experiences as outlined by the 2010 Minnesota English Language Arts Standards.

Interventions and Instructional Supports

Students are considered for additional services if a student is identified as not reading at or above grade level on any of the screening assessments. Data used to determine whether they receive services includes the screening data and classroom observational data. Students are not considered meeting grade level expectations if they are scoring below the 25th percentile on any of the assessment tools. These students will be considered for small-group Tier II interventions provided by Title I Specialist on top of the regular classroom instruction already being provided. Ideally, these targeted students would receive even more intense one-on-one interventions if the schedule and staffing permits. Students who qualify for English Language Learner (ELL) services will receive ELL instruction provided by the ELL Specialist. Students who qualify for special education services will receive their targeted interventions in accordance with their IEP plans.

MTS services provided to students include, but are not limited to:

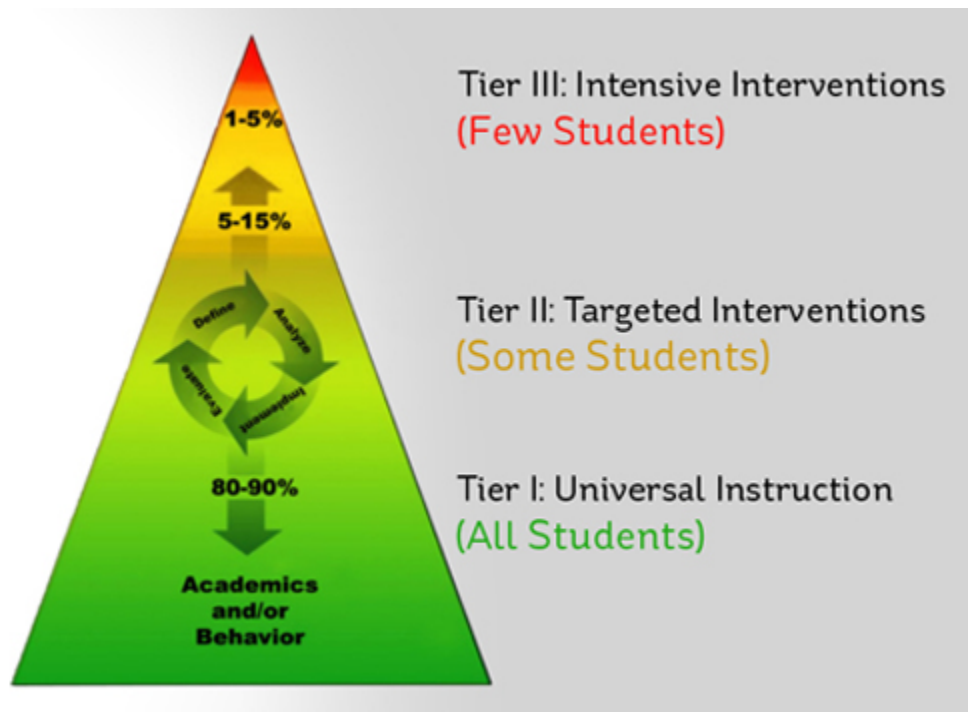
- Targeted instruction and Tiered instruction using assessment data: Journeys Diagnostic Assessment, Mondo Benchmark Text Level/comprehension, CBM, Common Assessments, etc.
- Smaller class size
- Family involvement through Title Nights
- Tiered Intervention Models within buildings and classrooms
- Tier II small group intervention with specialist

- District Literacy Coach
- Help with implementation of improvement plan
- English Language Learners (ELL services)
- Reading Corp.
- Special Ed. Services

District specialty teachers are highly, qualified teachers with appropriate training to instruct students in reading best practices and acceleration of learning.

All staff use supplemental materials and practices that help achieve the MTS initiative to improve student learning. - Read Live, Hecwin, ALEKS, Small guided group, Differentiation in the classroom, Flexible grouping, Best practices strategies and sheltered instruction strategies.

MTS Elementary Three Tier intervention system:



- ❖ Tier I is for all students. They receive Core Curriculum instruction in the classroom using differentiation and a variety of learning styles to create individual learning opportunities for all students. Including students who require curricular enhancements for acceleration.
- ❖ Tier II is intended to serve students who are struggling in the general ed classroom academically and need more support in addition to the core curriculum. This is SBRR one-on-one or small group instruction that is carefully designed and as explicit and

systematic instruction to fill the gaps. The students receive both Tier I and II instruction. The Title One teachers serve the Tier II students. Progress monitoring occurs every 2 weeks.

- ❖ Tier III is an additional intervention intended to serve students who are not making sufficient advancement towards grade level abilities after receiving both Tier I and II interventions. The students receive increased Tier III services and may use alternative curriculum to make adequate academic growth. These students may be taught by a special teacher and/or using specialized curriculum and instructional techniques.

Scientifically based Reading instruction:

The scientifically-based reading curriculum MTS uses is Houghton-Mifflin Harcourt Journeys and Mondo Book Shop Publishing which has been aligned by the classroom teachers to meet the Minnesota Academic Standards. Small group instruction is used to differentiate for our diverse learners.

- Reading interventions may include:
 - Read Live
 - RAZ Kids
 - ALEKS - Assessment and Learning in Knowledge Spaces a Web-based, artificially intelligent assessment and learning system.
 - Differentiated resources provided by the Core Curriculum
 - Other specialized approaches delivered by an Early Intervention
 - Service teacher and the Title Specialist.
 - Journey online Resources
 - Mondo online Resources
- Intensive reading interventions may include:
 - Read Live
 - Hecwin-Reading Horizon phonics program
 - Reading RAZ
 - Minnesota Reading Corps (MCA)
 - Other specialized approaches delivered by an Early Intervention service teacher and the Title Specialist.

Minnesota Reading Corps (MRC) Minnesota Reading Corps is a statewide initiative to help every Minnesota child become a successful reader by the end of 3rd grade. The program places AmeriCorps members as literacy tutors in sites across Minnesota to implement a research-based early literacy effort to help struggling readers. The MRC strategies are designed for both preschool ages children and K-3rd grade students. <http://www.minnesotareadingcorps.org/>

Student Support System for EL Learners

The English Learner (EL) Program at the MTS district is designed for students who are in the process of English language acquisition. The instructional model is a hybrid including both pull out instruction, push in collaboration and training for mainstream teachers on differentiated language sheltered instruction strategies.

As long as students are classified as having limited English proficiency (LEP), the district seeks to ensure that language acquisition is not impeding upon a student's academic success and that all students can succeed in all academic subjects while becoming proficient in the English language. In addition, all of MTS's teachers receive professional development in the area of teaching English Learners (ELs). All mainstream teachers are responsible for teaching the academic language of their content area, and for developing differentiated lessons to meet student needs.

The appropriate staff tests the student with developmentally appropriate measures as soon as possible. The assessment used is the W-APT stands for the WIDA-ACCESS Placement Test which is used to determine English Language Proficiency level and level of need for services.

The W-APT provides a broad sampling of proficiency in the four major language domains of speaking, listening, reading, and writing, using a sample of critical English language proficiency skills that translate into an overall measure of language competence. The W-APT test scores and student EL levels can be kept in a number of places including, but not limited to: teacher workbooks, assessment binders, Skyward, PM Sheets on the Google documents and in the students' ESL files and View Point Data system. The information is in all of these locations so that all teachers who work with the students can have access to the information and can utilize it to best inform their instruction and match the students' needs with core and intervention supports. The process for allocating resources, training, coaching and selection of instructional materials to address the specific language acquisition needs of EL and minority students is varied. All teachers are trained in the process of second language acquisition and coaching is provided on an as needed basis. The district EL coordinator works with the literacy coach and the Title I coordinator to plan professional development opportunities, which are elaborated on in the professional development section.

English Learners and Other Diverse Populations:

The district currently assesses all English Learners using ACCESS for ELL. The ACCESS Links K-12 Assessments helps educators accurately assess the academic and social language skills of English language learners. The assessments provide detailed information on students' reading, writing, speaking, and listening skills. The W-APT links provides reliable English language proficiency results to help educators make instructional decisions and allows districts to measure student growth. It measures both social and academic skills for a comprehensive view of language abilities and accurately meets the needs of all English language learners. Based on these demographics, resources will be allocated and professional development will be determined annually. Instructional materials will be analyzed for its culturally appropriate content and purchased during the district's curriculum cycle for core subjects. EL curriculum

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materials and interventions, used to develop language skills, will be updated as needed or developed on-site.

Teachers will continue to familiarize themselves with WIDA developmental rubrics and analyze incoming ACCESS data to improve instruction. Given that MTS has a large ELL population ELL; it's paramount that WIDA standards and assessments closely align to ELA standards. MTS teachers will continue to build and strengthen students' language development by receiving ongoing professional development in SIOP.

Current MTS English Language Learner Data

School	Level 1	Level 2	Level 3	Level 4	Level 5	Total ELs receiving service	EL Teachers
Banaadir Academy	35	66	88	49	48	286	6
Banaadir South	23	30	17	8	4	82	1
MNVHS	0	0	0	0	1	1	1
MTS Elementary	0	1	1	3	0	5	(.5)
MTS Secondary School	2	3	7	9	4	25	1.5
PEASE	0	0	0	0	0	1	0
Connections	0	0	2	8	2	12	1

Data current as of September October 11, 2016

School	Total Enrolled	Total EL	Percentage EL
Banaadir Academy	323	286	88%
Banaadir South	85	82	97%
MNVHS	358	1	.002%
MTS Elementary	113	5	.04%
MTS Secondary School	170	25	14%
PEASE*	37	1	.02%
Connections	1943	12	.006%

Analysis of Current Practice: Effectiveness of Core Instruction

Analysis of current practice and support is done on an ongoing basis in both individual and group formats including PLCs, intake, reclassification, etc. Using View Point Data warehouse enables teachers to track students' progress via multiple assessments. Teachers can then match the student to the program that best fills their needs. These View Point Data warehouse are utilized as a tool to analyze the effectiveness of our curriculum, instruction and intervention practices.

View Point Data warehouse is an online, dynamic tool used by teachers, which include a litany of assessment data (see above list). After each monitoring period grade level teams and reading specialists determine if students are in need of intervention services. If needed, additional diagnostic assessments are done to ensure student needs are correctly identified. When students are identified as not making adequate growth based on the data collected, there are multiple tiered interventions in place including classroom differentiation, targeted instruction, tiered intervention, and scientifically based reading interventions and a child study team.

Professional Development

MTS District/ Schools recognize the importance of professional development and its impact on student learning. The elementary professional development will strive to be job-embedded and focused on the five strands of reading. We will use experts and our local reading specialists to provide resources. We will be providing time for teachers to align standards, materials, and assessments; analyze student data; and study research-based literacy instructional strategies (i.e. Daily 5 and continued training on the new Reading curriculum). We will use our District Comprehensive Needs Assessment from our District Improvement Plan for any other professional development needs.

Our district is committed to professional learning communities and common planning time to promote professional development for our teaching staff. Each professional learning community will meet monthly to focus on four main questions (based on DuFour's PLC work):

1. What do we want our students to know and be able to do? The MN Academic English Language Arts Standards (2010) at each grade level.
2. How will we know they have reached proficiency? Formative and Summative Assessments administered throughout the school year.
3. What will we do for those students who have not reached proficiency? Administer Tier 2 and 3 interventions and progress monitor the effectiveness of those interventions during grade level intervention/enrichment time.
4. What will we do for those students who are proficient? Administer enrichment during grade level intervention/enrichment time.

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MTS provides many opportunities for the staff to further their knowledge of research based instruction and strategies. Staff members are provided time during staff development days, Professional Learning Communities, and weekly meetings to collaborate horizontally and vertically across grade levels and subjects. There is planned staff development days built into the school year calendar along with a 2 day Summer Staff Development Institute. Professional development is provided by:

- Internal Leadership Team
- Regional Professional Development
- Outside Resources/Consultants
- Curriculum Coordinator
- District Reading and EL Coaches

Reading and Literacy Coaches Reading/literacy coaches have been an integral part of the success of the statewide reading initiatives.

Literacy coaches work with classroom teachers and reading specialists to:

- insure that interventions are implemented as intended
- help gauge effectiveness of the intervention through progress monitoring
- adjust the intervention when needed, based on the results of progress monitoring
- Provide In-house ongoing professional development to all teachers throughout the year.

Professional development is chosen based on a needs assessment and monitored by coaches, administrators, and/or consultants.

Opening Week Staff Development District Wide:

Opening Week August 18-22	High School	PEASE Academy	Middle School	Virtual High School	Banaadir	MTCS Elementary
Monday, August 18th, 2014	Dr. Willard Dagget's research	Teaching with Intention	Welcome Back and Team Building, LINKS-Advisory, PLC Leaders	Schedule/Calendar/Vision/Department	New Initiatives/ New Mission/ Data and goals	Welcome Back/ Personality with colors
Tuesday, August 19th, 2014	Focus on "Lagging Executive Function on students and it's impact on learning and the Classroom"	Association of Recovery Schools update	Focus on "Lagging Executive Function on students and it's impact on learning and the Classroom"	Student Process Meeting/Google Training/Mstar(overview), Reporting	Academic Language with ELL Coordinantor/Teacher Like A	Evaluation of the Daily Five/Rigor and to how to progress
Wednesday, August 20th, 2014	Staff Meeting. Home Room Expectations/Behavior Planning	Collective Commitments Training	St. Paul Youth Services-Behavior Management,Middle School Policies. Proceudres, Close Read Strategy, Schoolwide	PLATO-Training for all staff	Reading Plans/ Reading and Literacy Coordinantor Christine Schnaser	Everyday Math Workshops/How to manage learning so that review starts in Feb. for the
Thursday, August 21, 2014	Jen York Barr, U of MN : Collaboration/Communication	Jen York Barr, U of MN. Collaboration/Communication	Teacher Evaluations-Classroom Observations, and Teach Like A Champion	Adobe Connect Webinar/Mstar Training/Course Setup/Gradebook /Content	Daily Five/CAFÉ Training for both Banaadir and Elementary	Daily Five and CAFE Training for Both Banaadir and Elementary
Friday, August 22, 2014	Welcome Back Breakfast District/Restorative Circle Process for	Welcome Back Breakfast District	Welcome Back Breakfast District/Restorative Circle Process for	Welcome Back/District Breakfast/Testing /Assessment and	Welcome Back District Breakfast and New Teacher TLaC training	Welcome Back Breakfast/ Reading and Math focus

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Dates Various	Embedded Staff Development for the year
Sept. 24, 2015	Banaadir: Writing and Differentiated Instruction. MTCS Elementary: Mondo Writing, Differentiation in the Classroom with Mondo
13-Nov-15	MTCS Elementary: Work in Classrooms Demo/Observation/Coaching
17-Nov-15	Banaadir: Guided Reading with Journey's (3 Hours) and Digging deeper into Common Core and Text Complexity with Journeys' (3 Hours)
23-Nov-15	Banaadir: Coaching Lessons: Using Program with fidelity, Grade Level Testing, Q and A
Jan. 7, 2016	MTCS Elementary: Coaching/ Demo/Observations
12-Jan-16	Bannaadir: Coaching and/or Demonstrations Lessons
17-Feb-16	Banaadir: Coaching and Demonstration Lessons
	Banaadir: Q/A by grade level on Journey's. MTCS Elementary: Coaching Lessons, Grade Level testing, E books, and Q & A

Unique Education at MTS

MTS District has an elementary school that is unique and not traditional, but online where students can learn from home. At MTCS Connections Online Academy, education is personalized to each student's individual abilities. This personal touch is what sets this program apart from the rest. When students receive the one-on-one individualized attention they deserve, there's no telling how far they'll go. The Personalized Performance Learning approach gives every student the best chance to flourish. Connections Academy gives students a strong, solid education while following the MTS initiatives and Minnesota State Standards. MTCS Connections Academy is online education programs that personalizes students learning with continuous progress review that modifies the student's program, and adjust goals as needed. Here's a little more about how we go about personalizing a student's education plan:

Reviewing Student Background and Learning Styles: Teachers, Learning Coaches, and students discuss student strengths, skills, and previous school performance to help inform and guide the best teaching and personalized online learning approach.

Testing Performance: In grades K–8, students take a test called LEAP® (Longitudinal Evaluation of Academic Progress®) both at the beginning and end of the year. The LEAP test is used to identify areas of strength and weakness in the student’s learning profile and to measure student growth during the school year to help formulate learning goals.

Finding the Right Courses and Placement: Testing and assessments are used to identify and evaluate a student’s strengths, weaknesses, and talents. We uncover skills that may need improvement and look for ways to enhance the student’s learning potential. All of this information is then used to help select courses based on the student’s individual needs.

Setting Goals: Teachers and Learning Coaches work together to set goals for the student and determine a time line for accomplishing these individualized learning goals during the school year.

Communicating Regularly: When school starts, Learning Coaches and teachers establish a regular communication schedule for the personalized learning plan, depending on the needs of the student.

Scheduling Modifications and Electives (K–8): Throughout the year, teachers personalize the learning schedule. They inquire about the student’s daily routines and make adjustments to the student’s online learning schedule as needed. They also may decide to add an elective course.

Collin Powell Military Academy Opened Fall 2016



Review and evaluate effectiveness of all instruction and curriculum:

Building directors all are considered instructional leaders, each program has a site manager to handle daily operational issues. Our instructional leaders complete walk-throughs each week, and each month meet with teachers to review student progress as documented on the progress monitoring sheets. Classroom management strategies may be included in appropriate. Each reading teacher/language arts teacher is observed and meets with the reading specialist every month. Issues relating to reading time, reading models, following the fidelity of the program is discussed. MTCS is currently using a comprehensive Observation Tool called PD360. Each site has created an observation and walk thru form for teacher observations. These forms are used throughout the district as our system wide database for all instructional evaluations- formal and informal. There formal evaluations are performed 3 times each year by the Instructional leaders. The forms used for this evaluation is an MDE approved evaluation that the district created. Along with PD360, the district wide way to deliver staff development by assigning articles, viewing videos, and answering reflective questions can be assigned to teachers once an area of need has been determined through observation or evaluation. This virtual staff development is timely, includes many resources from the top professionals in the industry. Along with the PD360/Eduvate, the district also decided having a data warehouse solution was a great way to have all the student data in one place. The district set up a data base that includes all the student achievement data and all leaders and teachers will be trained on how to use this tool to make informed decisions about instruction.

Strategies for improving instruction, curriculum and student achievement:

MTCS is a Quality Compensation district. Teachers are involved in Professional Learning Communities that meet each week for 60 minutes. Discussion and topics are related to student learning. Professional Learning Communities also analyze data from students monitoring sheets and make instructional changes based on this data. There is a systematic plan for professional development and training each year. Surveys, to all stakeholders are given to get feedback and data on what the staff need for training and inservices. Test scores, demographics, and other data deemed pertinent is used to plan the staff development calendar for the upcoming year. Most seat based programs have early release days the first Wednesday of the month.

There is a Director of Curriculum as well as a Literacy Coach/District Assessment Coordinator to support curriculum/standard and assessment alignment as well as support in for administrators and teachers with embedded staff development as well as classroom coaching. The Director of Curriculum is also the Title Programs Coordinator. This helps align needs in the district since the district is also a district wide title district. The Administration, the Director of Curriculum and the Literacy Coach/District Assessment Coordinator meet bi-weekly or when needed to help support the teaching and learning process.

A Curriculum Cycle has been approved by the board. This ensures that the district curriculum is reviewed in a systematic way. This curriculum cycle is based of the standards revisions that the state of Minnesota has in place. Aligning the district curriculum cycle also ensures that our curriculum and standard alignment is current with the state standards and assessments.

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MTCS Curriculum and Standard Review Cycle						
Subjects	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Math/Business		Math 2007 standards are being reviewed by state	implement any Math changes during review/revise stage at state department			
Language Arts	MTS reviewing elementary Language Arts and Reading materials	MTS implement any new LA/Reading materials that were purchased			Language Arts 2012-2013 Standards are being reviewed for possible revision	implement any revisions to Language Arts
Science				Science 2011-2012 Standards being reviewed for possible revision	implement any revisions to the Science Standards	
Social Studies/Career and Tech Ed	Social Studies implement 2013-2014 Standards					Social Studies 2013-2014 standards being reviewed for possible revision
Fine Arts/PE/Health			Arts 2010-2011 standards being reviewed for possible revision	implement any revisions to the Arts Standards		

Strategies for improving instruction, curriculum and student achievement cont:

Educational effectiveness practices that integrated are high-quality instruction, rigorous teacher quality, performance, and effectiveness is what MTCS has embedded into its system. MTCS uses Teach Like a Champion, Daily Five, Love and Logic, and Restorative Justice to name a few researched based practices that work well with our student population. The district has all staff trained on Love and Logic which provides tools for educators that promote healthy partnerships and positive school wide discipline when used in conjunction with Restorative Justice.

Teach Like a Champion and Daily Five a frameworks that help teachers model and train students to how they are going to learn and what is expected of them to learn. These frameworks give our students the ability to be self motivated and directed if implemented with fidelity.

Teachers and administrators have reviewed student achievement growth with MCA III and NWEA data in grades 2-11. Student assessment data, attendance, graduation and mobility data are reviewed by teachers and administrators in professional learning communities to determine which researched based strategies to implement in the classroom to support students learning. Teachers are reflecting on the way their lessons are taught, working with their peers to improve their teaching, as well as peer coaching each other in the classroom. Student work and data are collected and analyzed to ensure increased student achievement. The Secondary is focusing on increased rigor and high expectations through better questioning techniques. The middle level's focus is on comprehension and academic vocabulary across the curriculum, collecting data and student work to review, discuss, and adjust during their work in PLC's. The primary level is working on making sure the Daily Five is done with fidelity in all classrooms. Teachers are working on ensuring that all the components of good reading is embedded in the day. Close reading, academic vocabulary and scaffolding lessons to meet the needs of our students is also part of the work the primary teachers are practicing.

Current Student Achievement Plans:

MTCS receives Title 1 funding for all but three of our programs. The Title 1 program offers tiered for students as demonstrated by the NWEA assessment. The MTS high school has a school improvement plan and all programs are part of the Q Comp program. In the 2013-2014 school year, planning began for two programs: MTCS Elementary and Banaadir Academy as they were designated as priority schools. These two sites are currently working with the centers of excellence to review data and build a 3 year improvement plan. Each site will also get the support of the Director of Curriculum and the Literacy Coach/District Assessment Coordinator. In 2014-2015, the two elementaries went through a complete language arts standards review as well as did a comprehensive data mine. Through this process each site determine that their needs for resources were vastly different. Two different curriculums were chosen, however, the framework for delivery stayed the same.

The Daily Five and CAFÉ will be the delivery model for students to develop independence for learning, building their “stamina” to keep at a task so that they can become self motivated learners in the reading, comprehension, accuracy, fluency, and extended vocabulary. The Daily Five follows the following format of 5 different ways to work on learning how to read and write. The first rotation is Read to Self. The students are taught how what read to self looks like through the behaviors that are expected for the students as well as the teacher. The next rotation is work on writing. Again, students determine what this looks like by developing an I chart with their teacher as to what their behaviors look like for themselves during this time as well as what the teacher’s behaviors will be. The last 3 rotations are: Read to Someone, Listen to Reading, and Word Work.

The CAFÉ is the strategies that the teacher assigns students after she/he has conferenced with a students. Once a need is determined based on the following: Comprehension, Accuracy, Fluency, and Expanded Vocabulary, the teacher will teach the students a strategy that she can assign them when they determine what rotation they are on or what their goals are for reading.

All Students Career and College Reading by Graduation:

MTCS has traditionally focused on preparing students to become active members of the community. Students in grades K-8 participate in career exploration. At the high school, there are several Career Academies that are available to student to learn job skills. MTCS also has a Work Experience Coordinator that assists students to learn job skills. MTCS has also participated in the Minneapolis STEP-UP summer program for students 14-21. This program allows students to be employed at the MTCS sites to learn job skills. High School students also use the Minnesota Career Information System (MCIS) as part of their career exploration. For the 2014-2015 school year MTCS will utilize the MCIS Jr. Program for middle school students. The elementary, middle and high school programs work with Jr. Achievement as well.

The High School has implemented the Careers Activity Assessment Plan by Grade this year which looks like using the MCIS Accounts throughout the process.

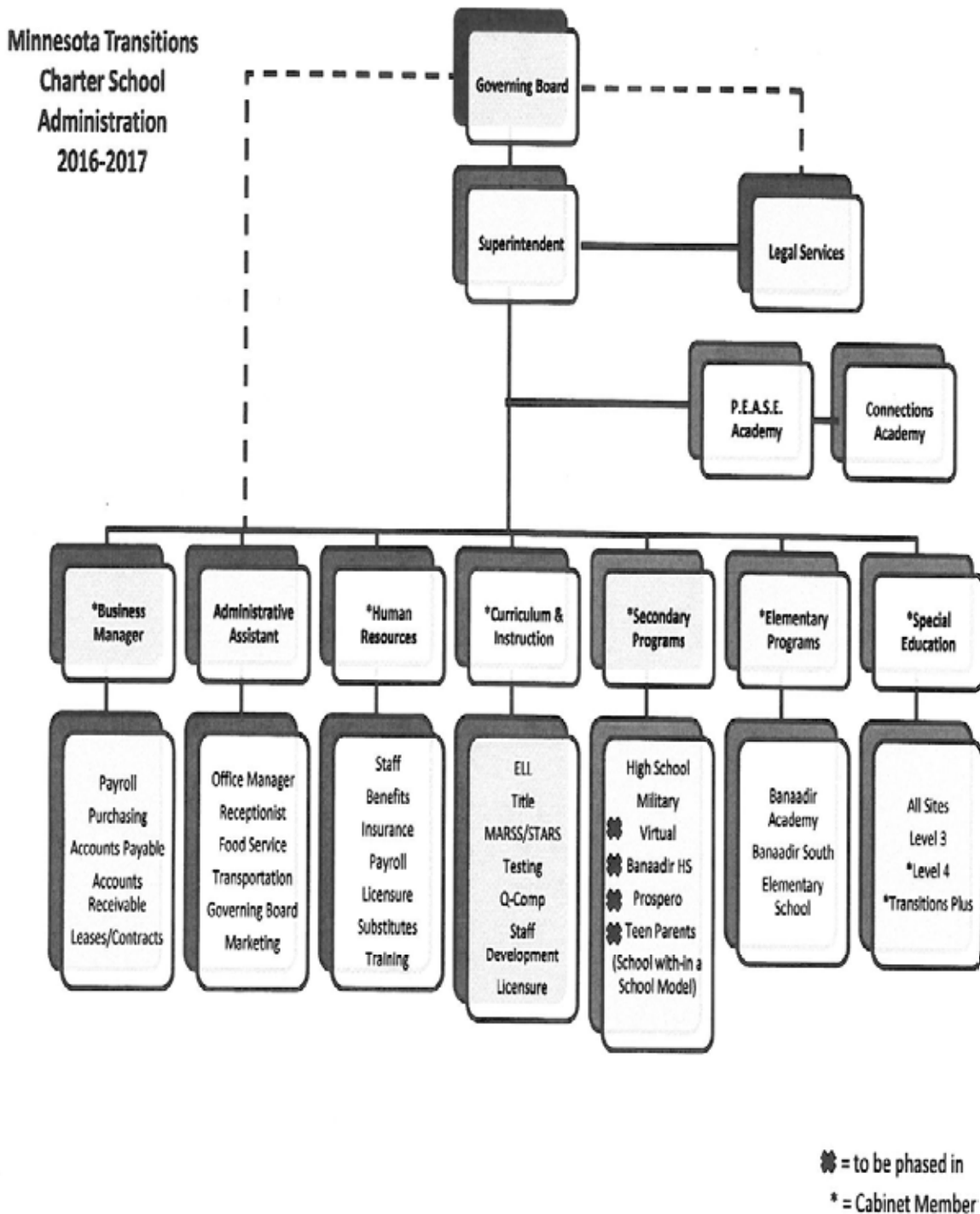
Grade 9: The orientation to why people work and the relationship between lifestyle choices and employment. Another focus is for students to understand the relationship between educational performance and occupational choices.

Grade 10: At this grade level, job programs, volunteer experience and actual employment are highly encouraged.

Grade 11: The focus is more specific matching interests and aptitudes to a variety of possible occupational choices.

Grade 12: The main focus at this level is post secondary transition. This includes evaluating data, analyzing data and identifying a Plan A, Plan B, and Plan C.

Minnesota Transitions Charter School Organization Chart



Governance and Management:

According to the Minnesota Transitions Charter School Bylaws and established procedures, the MTCS community elects new board members every year in February at our annual meeting. Each parent and legal guardian of a currently enrolled student, every employee, and current board members is eligible to vote. Newly elected board members are seated that evening at the annual meeting. It has been determined that MTCS needs to update and revise it's bylaws.

We currently run a 9 member board that consists of teachers, community members, and parents. The board meets every 4th Thursday of the month unless otherwise noted in our schedule. Our meetings start at 4 and typically end around 6. The board template for the consent agenda is posted on our website and subject to change.

The annual meeting the 4th Thursday in February, is also our annual Title 1 night for the district. At this meeting the Superintendent and the Title 1 Coordinator present the current state of affairs that pertains to the state of the district as well as Title 1 information that is required by law. Each site sets its own agenda for this evening and may include entertainment, educational fairs, and food for the families. Along with the state of the school information, ballots are collected at all the sites and are tallied at the district for the board elections. The new board members are announced at the sites after all the ballots are counted. The board holds a board meeting after the ballots are counted, and elections for board chair, vice chair, and secretary/treasurer are elected.

Current Board Committees:

Executive Committee: Becky Juntunen, Tamara Schultz, Martin Lukaszewski

Finance Committee: Tamara Schultz, Chuck,

Academic Committee: Tamara Schultz, Andrea, Martin

Personel Committee: Mary Becker, Becky, Andrea

Cabinet:

Dennis Carlson, Interim Superintendent
Tamara Schultz, Director of Curriculum
Mary Becker, HR Director
Shawn Fondow, Banaadir North Director
Bill Glenz, MNVHS Director
Larry Ronglien, High School Director
Director
Chuck Hertegen, Business Director

Extended Cabinet:

Dennis Carlson, Interim Superintendent
Tamara Schultz, Director of Curriculum
Mary Becker, HR Director
Shawn Fondow, Banaadir North Director
Bill Glenz, MNVHS Director
Larry Ronglien, High School

Cheryl Carbone, Special Ed Director
Shelia Casey, Elementary Director
Rani Hayden, Banaadir South Director
Michael Durchslag, PEASE Director
Melissa Gould, Connections Director

The 2015-2016 Board Roster is as follows:

Board Members

Board Member	Seat	Term Expires	Email
Becky Juntunen	Chair	2017	bjuntunen@emailmtcs.org
Martin Lukaszewski	Vice Chair	2019	mlukaszewski@mtcs.org
Tamara Schultz	Secretary Treasurer	2019	tschultz@emailmtcs.org
Andrea Miller	Licensed Teacher	2017	amiller@emailmtcs.org
Sheila McMahon	Licensed Teacher	2017	smcmahon@mtcs.org
Dekha Osman	Parent/Community	2017	Abnade6544@yahoo.com
Wendy Lorenz-Walraven	Community	2018	Wendy.lorenzwalravenmsw@gmail.com
Hassan Hassan	Parent/Community	2019	Maali2011@gmail.com
Rand Retterath	Community	2018	retterr@icloud.com

Board Training:

Financial Training for Full Board will occur on December 1, 2016 by Beltz, Kes, Darling and Associates. BKDA is an company out of Farmington Minnesota who service Charter Schools with Finances as well as Board Trainings.

Another training that the board will have this year is a refresher on Open Meeting Laws. This training date will be set at the November Board meeting.

Other Board Training Options that Minnesota Association Charter Schools (MACS) Offers:

Welcome to the World of Charter School Governance-November 29, 2016

Charter School Fianances: A Public Trust- November 18, 2016 On Line

Employment in Charter Schools- November 10, 2016

What it Takes to Make Governace Work (on site)

The Boards Role in Personnel Management(on site)

The Employment Relationship between the Board and the School Director (on site)

Minnesota Transitions Staff Roster and Emails

Last Name	First Name	Email	ID	School Site
Administrators				
Becker	Mary	mbecker@emailmtcs.org		District
Brostrom	Patty	pbrostrom@emailmtcs.org		District
Carbone	Cheryl	ccarbone@emailmtcs.org		District
Schultz	Tamara	tschultz@emailmtcs.org		District
Schnaser	Christine	Cschnaser@emailmtcs.org		District
Casey	Shelia	scasey@emailmtcs.org		MTCS Elementary
Durschlag	Michael	mdurschlagemailmtas.org		PEASE
Fondow	Shawn	sfondow@emailmtcs.org		Banaadir
Glenz	William	bglenz@emailmtcs.org		Virtual High School
Ronglien	Lawrence	lronglien@emailmtcs.org		MTS High School
Willemssen	Troy	twillemssen@emailmtcs.org		Middle School
Hutchins	Joe	jhutchins@emailmtcs.org		Banaadir
Abbott	Jeremy	jabbott@emailmtcs.org		Virtual High School
Finnesgard	Mathew	mfinnesgard@emailmtcs.org		Virtual High School
McKenzie	Kevin	kmckenzie@emailmtcs.org		Virtual High School
Ingberg	Beth	bingberg@emailmtcs.org		High School
Middle School				
Andrighetti	Brianna	bandrighetti@emailmtcs.org		Middle School
Baga	Jennifer	jbaga@emailmtcs.org		Middle School
Drummond	Jon	jdrummond@emailmtcs.org		Middle School
Miller	Codey	cmiller@emailmtcs.org		Middle School
Porter	Robert	rporter@emailmtcs.org		Middle School
Schenkleberg	Klye	Kschenkleberg@emailmtcs.org		Middle School
Wolffe	Mike	mwolffe@emailmtcs.org		Middle School
Banaadir Academy				
Bushyager	Amy	abushyager@emailmtcs.org		Banaadir Academy
Caroon	Jamie	jcaroon@emailmtcs.org		Banaadir Academy
Cooper	Brent	bcooper@emailmtcs.org		Banaadir Academy
Cross	Jonna	jcross@emailmtcs.org		Banaadir Academy
Dwyer	Andrew	adwyer@emailmtcs.org		Banaadir Academy
Elder	Miranda	melder@emailmtcs.org		Banaadir Academy

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Fossenbell	Brady	bfossenbell@emailmtcs.org		Banaadir Academy
Grant	Kelly	kgrant@emailmtcs.org		Banaadir Academy
Hagstrom	Britta	bhagstrom@emailmtcs.org		Banaadir Academy
Hayden	Rani	rhayden@emailmtcs.org		Banaadir Academy
Heyer	Ryan	rheyder@emailmtcs.org		Banaadir Academy
Johnson	Jeffrey	jjohnson@emailmtcs.org		Banaadir Academy
Johnson	Lindsay	ljohnson@emailmtcs.org		Banaadir Academy
Johnson	Walter	wjohnson@emailmtcs.org		Banaadir Academy
Klint	Angela	aklint@emailmtcs.org		Banaadir Academy
Kolbo	Samanath	skolbo@emailmtcs.org		Banaadir Academy
Krueger	Kristen	kkruieger@emailmtcs.org		Banaadir Academy
Miller	Andrea	smiller@emailmtcs.org		Banaadir Academy
Phillips	Andrew	aphillips@emailmtcs.org		Banaadir Academy
Potts	William	wpotts@emailmtcs.org		Banaadir Academy
Staire	Maria	mstaire@emailmtcs.org		Banaadir Academy
Steenvoorden	Kirsten	ksteenvoorden@emailmtcs.org		Banaadir Academy
Tenquist	Liliana	ltenquist@emailmtcs.org		Banaadir Academy
Tesch	Tom	ttesch@emailmtcs.org		Banaadir Academy
Uzendoski	Ann	auzendoski@emailmtcs.org		Banaadir Academy
Wagner	Laurie	lwagner@emailmtcs.org		Banaadir Academy
MTCS Elem		-		
Anderson	Marcie	manderson@emailmtcs.org		MTCS Elem
Burrows	Elizabeth	eburrow@emailmtcs.org		MTCS Elem
Cunningham	Tim	tcunningham@emailmtcs.org		MTCS Elem
Donsker	Max	mdonsker@emailmtcs.org		MTCS Elem
Dreher	Patrick	pdreher@emailmtcs.org		MTCS Elem
Gleason	Amy	sgleason@emailmtcs.org		MTCS Elem
Hoban	Amber	ahoban@emailmtcs.org		MTCS Elem
Krueger	Sarah	skrueger@emailmtcs.org		MTCS Elem
Kuker	Laura	lkuker@emailmtcs.org		MTCS Elem
Youngman	Nancy	nyoungman@emailmtcs.org		MTCS Elem
Metotik	Julie	jmetrotik@emailmtcs.org		MTCS Elem
Stellick	Lori	lstellik@emailmtcs.org		MTCS Elem
Sylvester	Sondra	ssylvester@emailmtcs.org		MTCS Elem
Tapplin	Unlandia	Utapplin@emailmtcs.org		MTCS Elem
Zawada	Kylie	kzawada@emailmtcs.org		MTCS Elem
High School		-		
Beck	lawrence	lbeck@emailmtcs.org		High School
Byrd	Katherine	kbyrd@emailmtcs.org		High School
Cao	Thanhmai	tcao@emailmtcs.org		High School
Chapman	Steve	schapman@emailmtcs.org		High School

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Cody	Carlene	ccody@emailmtcs.org		High School
Collins	Meghan	mcollins@emailmtcs.org		High School
Duggan	Peter	pduggan@emailmtcs.org		High School
Estenson	Jakob	jestenson@emailmtcs.org		High School
Hammond	Randy	rhammond@emailmtcs.org		High School
Hetherington	Cornelius	chetherington@emailmtcs.org		High School
Jaszczak	Timothy	tjaszczak@emailmtcs.org		High School
Jorgensen	Blake	bjorgensen@emailmtcs.org		High School
Juntunen	Becky	bjuntunen@emailmtcs.org		High School
Kennedy	Joshua	jkennedy@emailmtcs.org		High School
Kunz	Katie	kkunz@emailmtcs.org		High School
Lind	Jessica	jlind@emailmtcs.org		High School
Monsrud	Jeffrey	jmonsrud@emailmtcs.org		High School
Moon	Steve	smoon@emailmtcs.org		High School
Obikwelu	Emmanuel	eobikwelu@emailmtcs.org		High School
Ombasa	John	jombasa@emailmtcs.org		High School
Pinnell	Greg	gpinnell@emailmtcs.org		High School
Prosocki	Sarah	sprosocki@emailmtcs.org		High School
Reitenour	Nicholas	nreitenour@emailmtcs.org		High School
Robinson	Eric	erobinson@emailmtcs.org		High School
Seegermark	Dawn	dseegermark@emailmtcs.org		High School
PEASE Academy		-		
Brown	Rufus	rbrown@emailmtcs.org		PEASE Academy
Dahlen	Saraya	sdahlen@emailmtcs.org		PEASE Academy
Justin	Benjamin	bjustine@emailmtcs.org		PEASE Academy
McMahon	Shelia	smcmahon@emailmtca.org		PEASE Academy
Shindler	Anna	ashindler@emailmtcs.org		PEASE Academy
Schommer	Jeffery	jschommer@emailmtcs.org		PEASE Academy
Simon	Denise	dsimon@emailmtcs.org		PEASE Academy
Zemien	Heather	hzemien@emailmtcs.org		PEASE Academy
Virtual High School				
Berg	Holly	hberg@emailmtcs.org		Virtual High School
Chamberlain	Don	dchamberlain@emailmtcs.org		Virtual High School
Clock	Steve	sclock@emailmtcs.org		Virtual High School
Coderre	Mathew	mcoderre@emailmtcs.org		Virtual High School
Edwards	Catherine	cedwards@emailmtcs.org		Virtual High School
Elsen	Gregory	gelsen@emailmtcs.org		Virtual High School
Finley	Katie	kfinley@emailmtcs.org		Virtual High School
Garofalo	James	jgarofalo@emailmtcs.org		Virtual High School
Goodman	Eric	egoodman@emailmtcs.org		Virtual High School
Herbison	Larry	Lherbison@emailmtcs.org		Virtual High School

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Higano	Alex	shigano@emailmtcs.org		Virtual High School
Hoffarth	Vanessa	vhoffarth@emailmtcs.org		Virtual High School
Jacobson	Gena	gjacobson@emailmtcs.org		Virtual High School
Jahnke	Paige	pjahnke@emailmtcs.org		Virtual High School
Jensen	Alda	ajensen@emailmtcs.org		Virtual High School
Krueger	Jenna	jkrueger@emailmtcs.org		Virtual High School
Larson	Jill	jl Larson@emailmtcs.org		Virtual High School
Loken	Mark	mlarson@emailmtcs.org		Virtual High School
Lukaszewski	Martin	mlukaszewski@emailmtcs.org		Virtual High School
Mertes	Kevin	kmertes@emailmtcs.org		Virtual High School
Meuwissen	Lindsey	lmeuwissen@emailmtcs.org		Virtual High School
Mullan	Julia	jmullan@emailmtcs.org		Virtual High School
Pornschloegl	Romelle	rpronschloegl@emailmtcs.org		Virtual High School
Rich	Kathryn	krich@emailmtcs.org		Virtual High School
Schluter	Darren	dschluter@emailmtcs.org		Virtual High School
Thompson	Rachel	rthompson@emailmtcs.org		Virtual High School
Toney	William	wtoney@emailmtcs.org		Virtual High School
Tresco	Callie	ctresco@emailmtcs.org		Virtual High School
Wills	Jared	jwills@emailmtcs.org		Virtual High School


An Annual budget for continuing to implement the district plan:

The plan needs to be proposed to staff and school board. The school board must establish an advisory committee that:

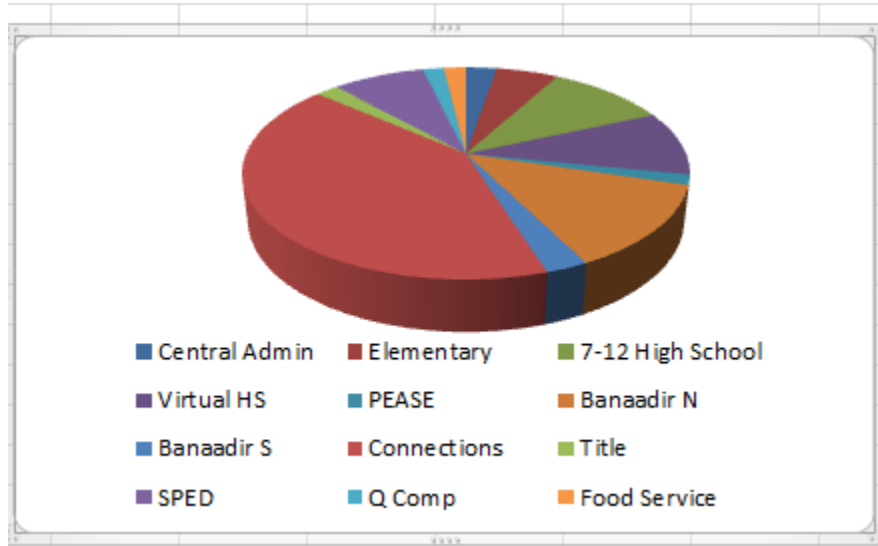
- Ensures engagement in the development and review of the plan
- Reflects the diversity of the district and its school sites
- Makes recommendations to the school board regarding rigorous academic standards, student achievement goals, and measurements
- Report annually to the public
- Survey schools of level of satisfaction
- School board submit an electronic summary of the report to commissioner

MDE may require up to 2 percent of its basic education revenue per fiscal year during the 3 years to implement targeted strategies and practices.

Minnesota Transition Charter Schools

		Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266		DISTRICT REVENUES AND EXPENDITURES BUDGET FOR FY 2015 AND FY 2016			FD-00110-38
GENERAL INFORMATION: Minnesota Statutes, section 123B.10, requires that every school board shall publish the subject data of this report.							
District Name:						District Number:	
FUND	FY 2015 BEGINNING FUND BALANCES	FY 2015 ACTUAL REVENUES AND TRANSFERS IN	FY 2015 ACTUAL EXPENDITURES AND TRANSFERS OUT	JUNE 30, 2015 ACTUAL FUND BALANCES	FY 2016 BUDGET REVENUES AND TRANSFERS IN	FY 2016 BUDGET EXPENDITURES AND TRANSFERS OUT	JUNE 30, 2016 PROJECTED FUND BALANCES
General Fund/Restricted	\$ 402,738	\$ -	\$ -	\$ 402,738	\$ -	\$ -	\$ 402,738
General Fund/Other	\$ 3,201,793	\$ 33,675,257	\$ 36,505,675	\$ 371,427	\$ 33,416,161	\$ 33,081,003	\$ 706,585
Food Service Fund	\$ -	\$ 732,021	\$ 732,021	\$ -	\$ 572,750	\$ 572,750	\$ -
Community Service Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Building Construction Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Debt Service Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Trust Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Internal Service Fund	\$ -			\$ -			\$ -
* OPEB Revocable Trust Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
OPEB Irrevocable Trust Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
OPEB Debt Service Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL - ALL FUNDS	\$ 3,604,533	\$ 34,407,278	\$ 37,237,646	\$ 774,165	\$ 33,988,911	\$ 33,653,753	\$ 1,109,323
LONG-TERM DEBT	\$ -			CURRENT STATUTORY OPERATING DEBT PER MINNESOTA STATUTES, SECTION 123B.81			
Outstanding July 1, 2014	\$ -			AMOUNT OF GENERAL FUND DEFICIT, IF ANY, IN EXCESS OF 2.5% OF EXPENDITURES 06/30/2015		\$ -	
Plus: New Issues	\$ -			COST PER STUDENT - AVERAGE DAILY MEMBERSHIP (ADM) 06/30/2015			
Less: Retiree Issues	\$ -			TOTAL OPERATING EXPENDITURES		\$ 29,868,641.00	
Outstanding June 30, 2015	\$ -			FY 2015 TOTAL ADM SERVED + TUITIONFD OUT ADM + ADJUSTED EXTENDED ADM		2,961.64	
SHORT-TERM DEBT				FY 2015 OPERATING COST PER ADM		\$ 10,085.17	
Certificates of Indebtedness	\$ -						
Other Short-Term Indebtedness	\$ -						
<i>The complete budget may be inspected upon request to the superintendent.</i>							
Comments:							

MTS Budget Projection Overview FY 16-17



FY 16-17 Budget	Revenue	Per Cent
Central Admin	\$ (1,055,388)	-2.8%
Elementary	\$ 2,114,229	5.6%
7-12 High School	\$ 4,096,653	10.9%
Virtual HS	\$ 3,873,566	10.3%
PEASE	\$ 614,229	1.6%
Banaadir N	\$ 5,051,412	13.5%
Banaadir S	\$ 1,028,387	2.7%
Connections	\$ 16,333,689	43.6%
Title	\$ 772,997	2.1%
SPED	\$ 3,144,950	8.4%
Q Comp	\$ 723,995	1.9%
Food Service	\$ 757,712	2.0%
TOTAL	\$ 37,456,431	100%

Innovation Practices and Implementation

A pilot program was implemented at MTS High School with an online program called “Edivate.” Edivate is a product that has all the curriculum that a student would need from remediation to Advanced and Honors classes in all subject matters.

The idea for this pilot was to get students to earn credits online as well as in the classroom. Students who needed to catch up with credits needed another way to earn those credits other than sitting in the classroom. Students could access Edivate anytime of the day, as long as they had a computer and internet. They could work as long or as little as needed. The only stipulation that was non-negotiable was that the students had to test at school with the teacher.

Students were picked for this pilot based on their academic needs, their motivation, and their credit load to graduate. The first round of students we were able to track how much time they spent on line, how many assignments they had completed, how many tests they took, as well as how many credits they had earned. Students were scheduled in their seat based classes in the morning, and in their online classes in the afternoon for about 3 hours.

The outcomes of this pilot:

- Major turn around by some students
- Make up of missing homework
- More courses available at differing levels
- Simple to keep track of credits issued
- Teachers can use as differentiated instruction or homework as well as regular classroom work

Another innovative program that was started at the high school was the Collin Powell Military Academy which is a first free military academy in the State of Minnesota. This program is a school within a school concept. The Army framework is used for the foundation of the academy. The curriculum is from Project Lead the Way, which is STEM based focusing on computer based skills. The students will start with the basics and move over the next 3 years in to computer forensics. The premise behind this program is three fold, Army Framework, STEM based, as well as change the environment by keeping the students in the academy all day away from their friends in order to change their habits.

Another innovation at Minnesota Transitions Charter Schools occurred at Banaadir Academy where a “New Comer” program was implemented. After a year of research, plans for New Comer Classrooms were rolled out. These classrooms are for students who are new to the country and need to learn some basic English and math before being placed in a regular classroom. In the past, these students were placed in the regular classroom and put on a computer program called Rosette Stone. This practice was found to be very ineffective and highly frustrating to not only the student but the teacher as well. The newcomer programs were found to be very successful. The classroom created a safe learning environment as well as address the needs of the students new language acquisition.

MTCS implemented tools to better serve our teachers and students in the pursuit of informed instruction to reduce the achievement gap. The two online resources are Viewpoint, which is a

data warehouse solution that gathers all our data in one place so that teachers and administration can make informed decisions based on student data.

The other tool is called PD360/Edivate which is a tool for teacher informal and formal observations as well as Staff Development resources such as articles and videos on research based best practices that can be either used with the observation or as a training tool or even as a way for teachers and administrators to get clock hours.

Livio Health Clinic will be on site this year to fulfill the health needs of our families and their students. We will be the first school that this clinic will reside in. We supply the space and the clinic professionals work with the medical and insurance system to ensure financial support. The clinic is a neighborhood clinic and will be open 1 day a week to start and could be open full time or at other sites in the district depending on how the clinic is frequented.

Future Plans:

The future plans for MTCS include a Teen parent program with a licensed daycare on site. In the needs assessments identified that MTCS has students who become or are parents want to remain at this secondary school to finish their high school career. These students are currently turned away once they become parents as MTCS doesn't have a program. The daycare portion of this will more than likely be contracted with a licensed daycare. We would supply the site and they would supply the services.

Pre-school at the Banaadir sites has also been identified as a need for our families. MTCS has the space and the desire to implement this program at the two Banaadir sites. MTCS Elementary already has "A Chance To Grow" at its site. Plans are underway with an outside consultant to help us determine what steps need to take place to ensure that MTCS plans get approved by the education commissioner.

Other future plans are to offer more school within school options at the secondary site. There has been a need identified for different options of specialized secondary's such as a Banaadir Secondary. Parents whose students that have spent their educational career at the Banaadir Elementaries have approached us to expand Banaadir to the High School. We see this happening possible with our Banaadir's next years ninth graders or even bring 7-9 to the high school location and starting the school with those tenured students. Plans are underway to identify if this is the best way to address the need identified.

Plans for another secondary school within a school are under way to see if a Prospero High School to focus on the needs of our hispanic students and their needs, which are different than the somali students needs for second language acquisition, social emotional support as well as the academics of the high school experience.

Communication system for annual reporting:

MTS has monthly open board meetings for all parents, teachers and community members to attend and learn about our schools. At the Annual board meeting, in February of each year, parents are invited to learn about the local literacy plan for the school and vote for new board members. Lastly, the MTS Local Literacy plan is posted on the MTS website at www.MTCS.org.

DATA for Minnesota Transitions Charter Schools

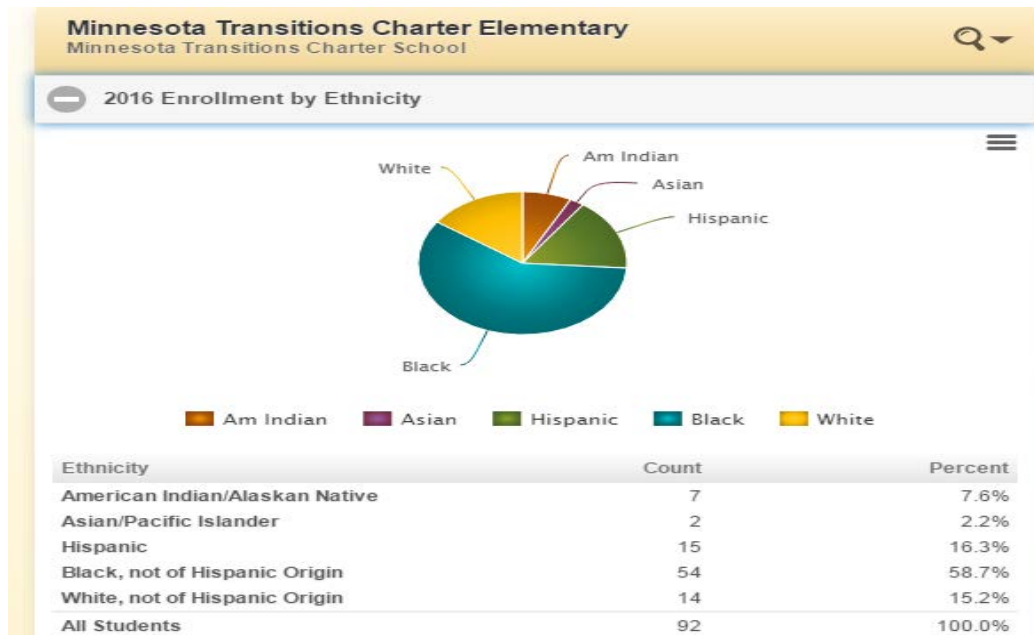
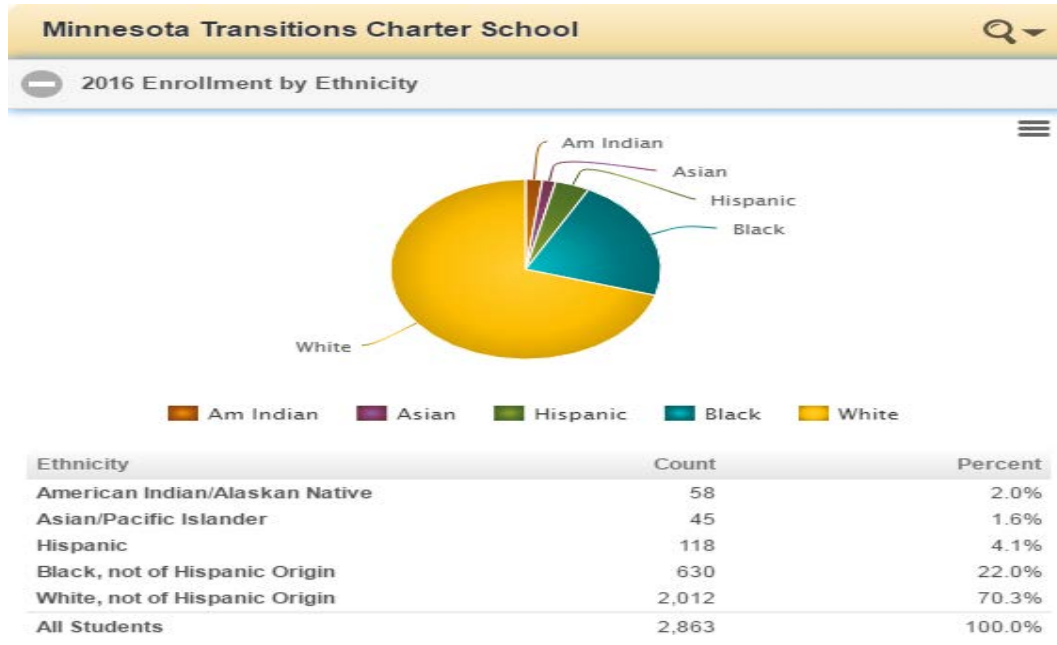
District Wide, and Grade level Demographics Data	48-52
District Wide, and Grade Trend Reading Data	52-56
District Wide, and Grade Trend Math Data	56-60
Graduation Trend Data	60
Student Attrition	61-62
Historical Enrollment by Grade	63
Close the Achievement Gap and Increase Graduation Data (MMR)	64
Multiple Measures 2 Year Trend	65-70
Authorizer Data Spreadsheet	



Board of Directors

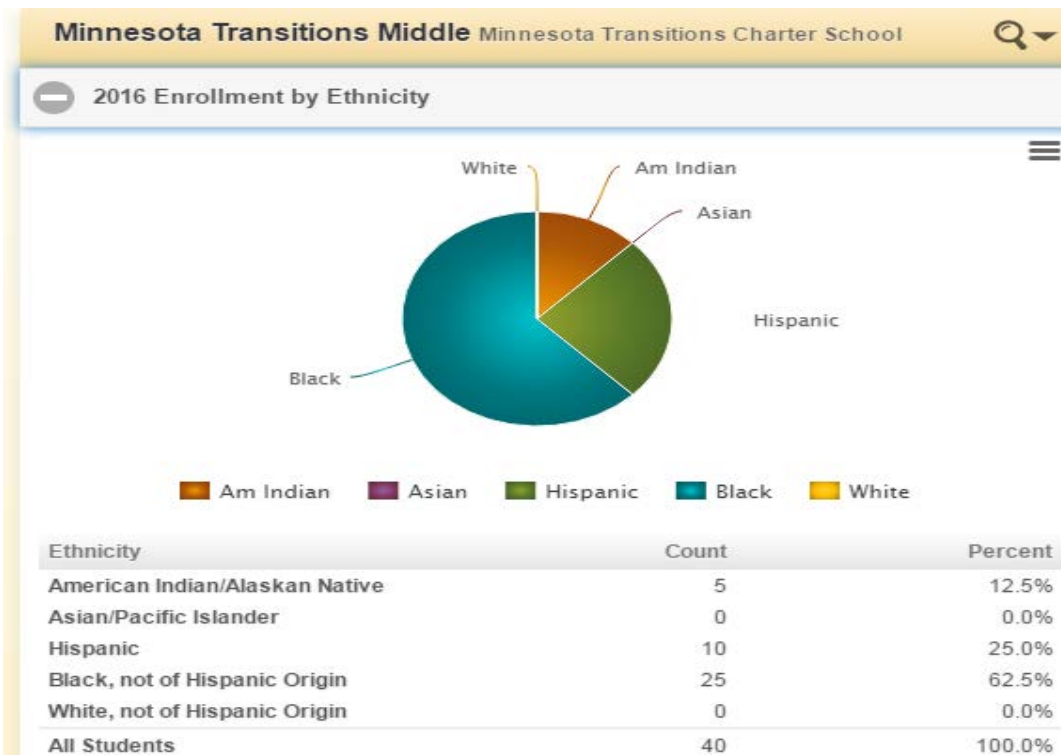
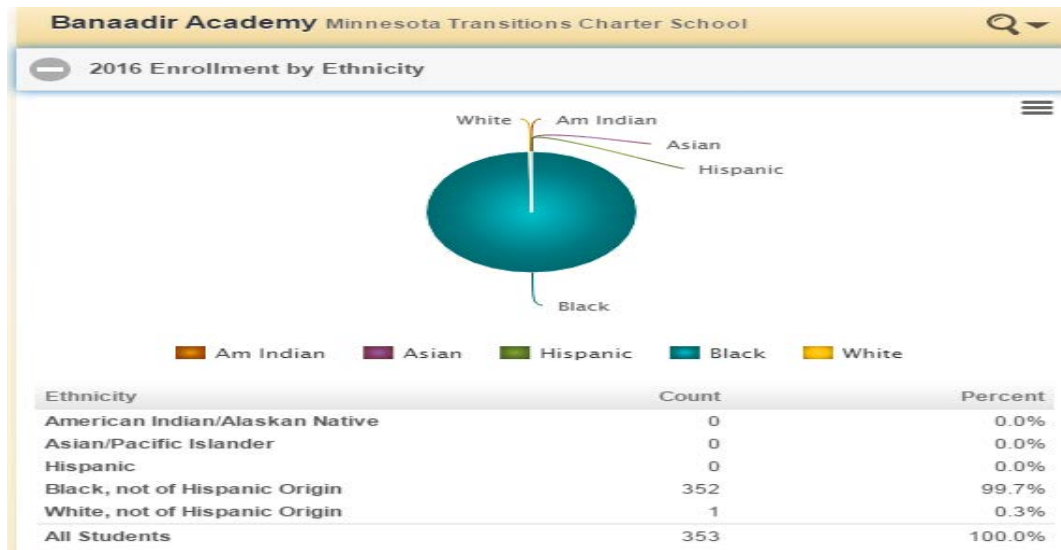
*The Demographics of our programs is a driving force behind our researched based instruction, our staff development, our programs as well as the needs of our student body.*Demographics

Demographics District Wide:

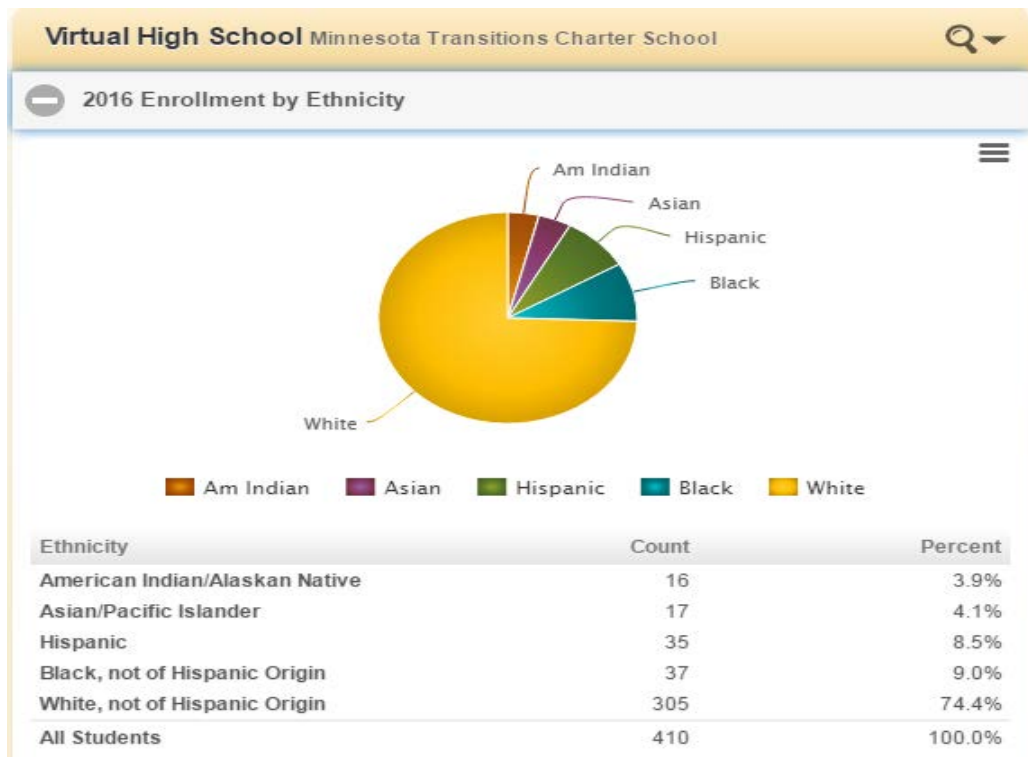
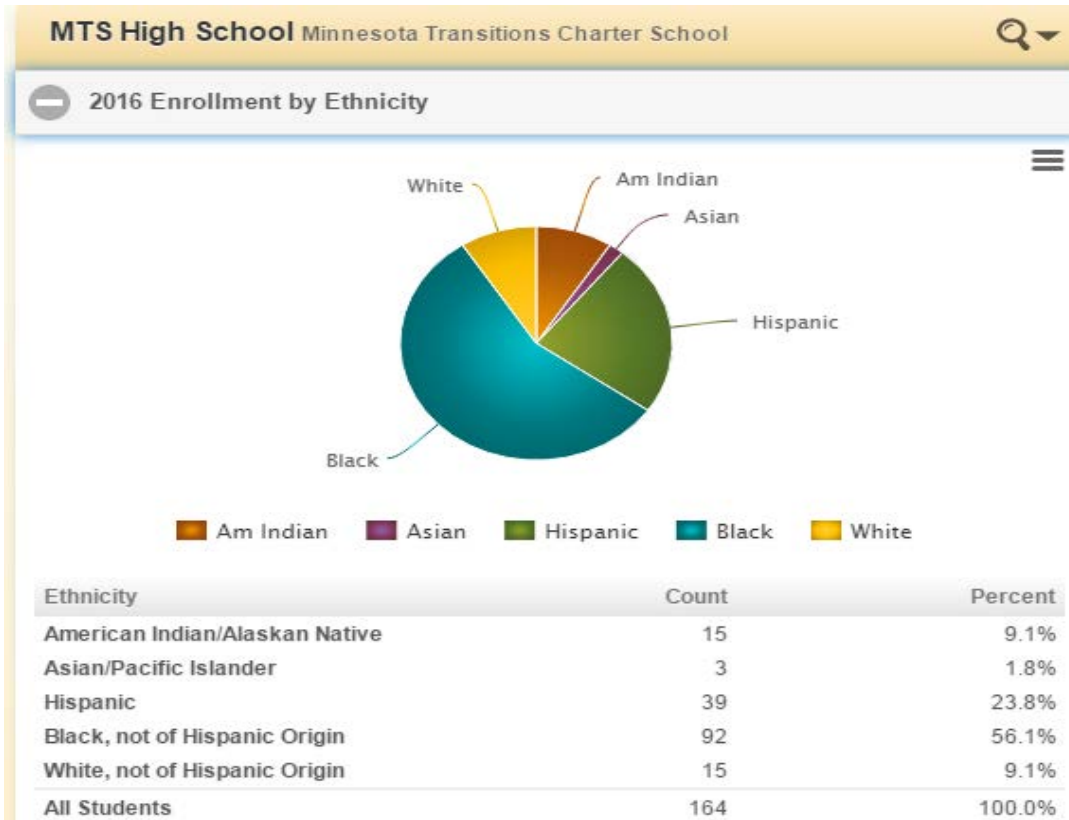


Minnesota Transition Charter Schools

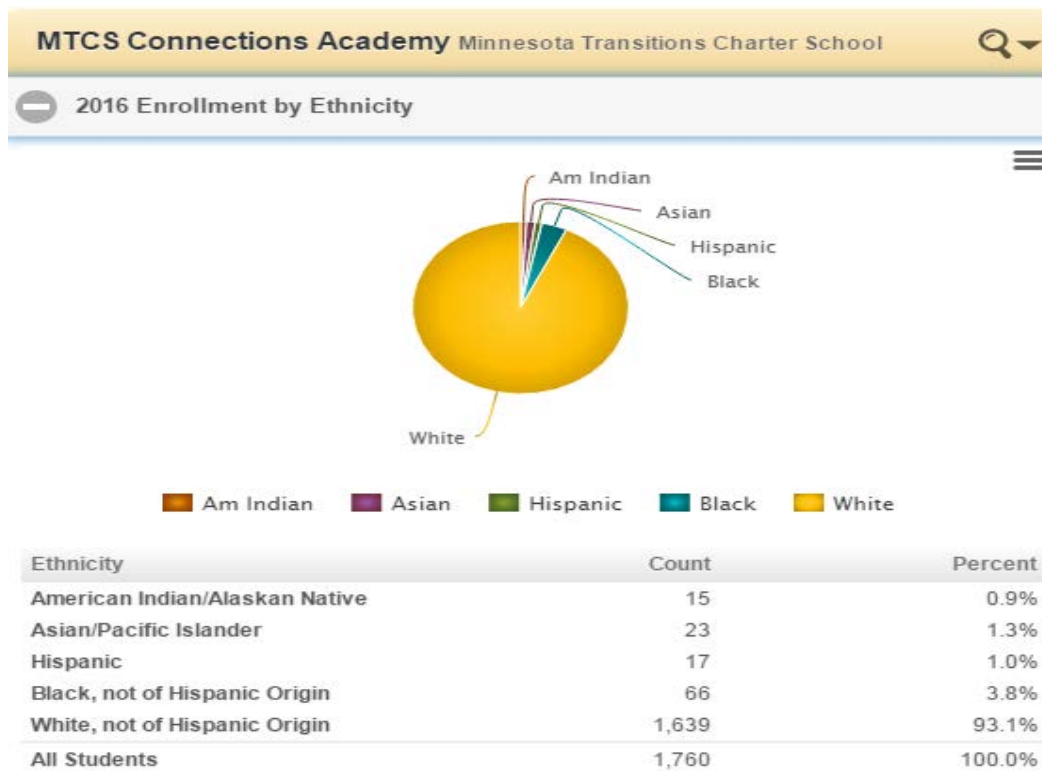
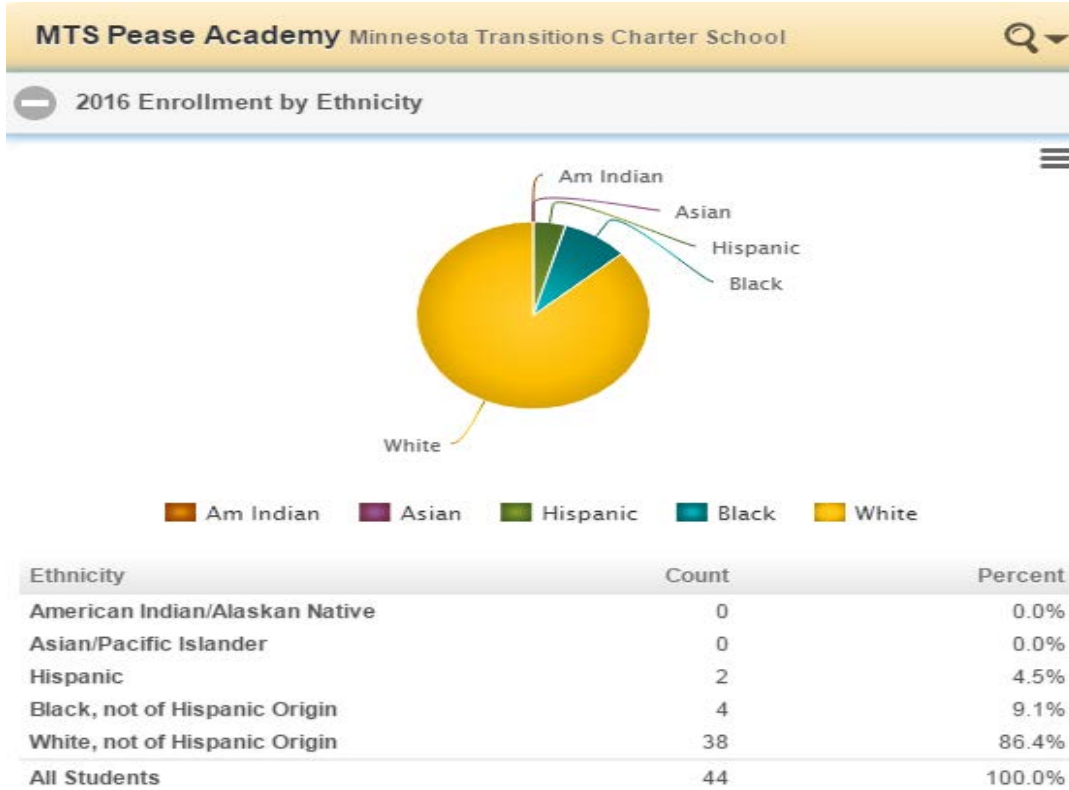
Demographics for each of MTCS sites:



Minnesota Transition Charter Schools

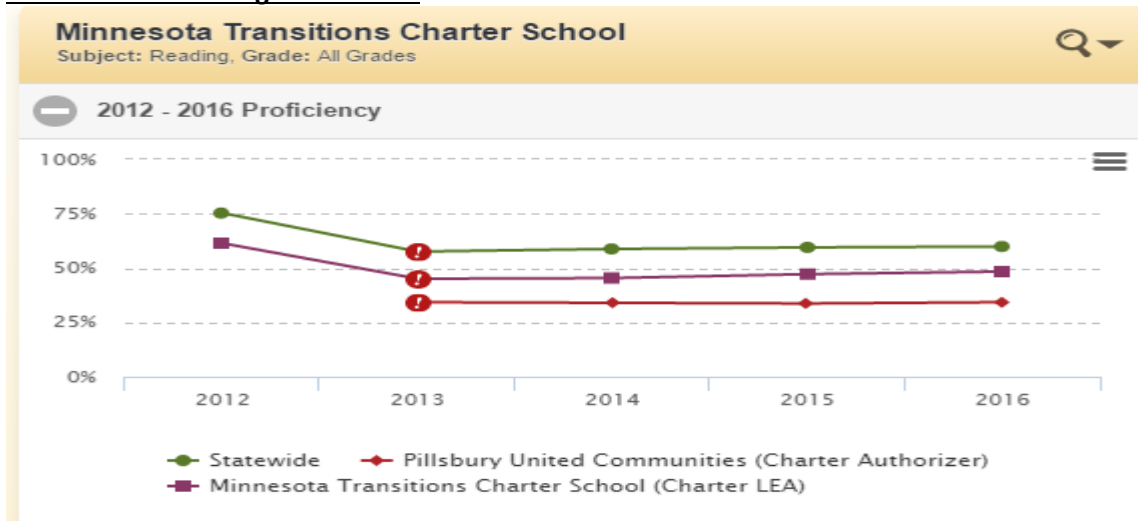


Minnesota Transition Charter Schools

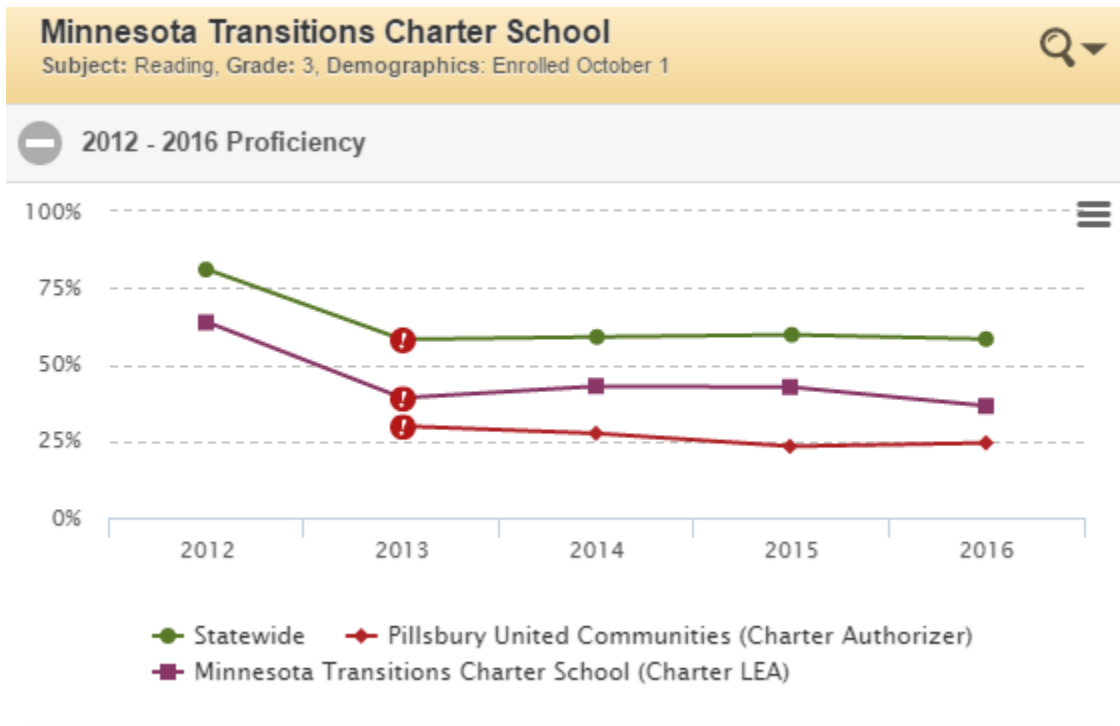


Minnesota Transition Charter Schools

District Wide Reading Trend Data:

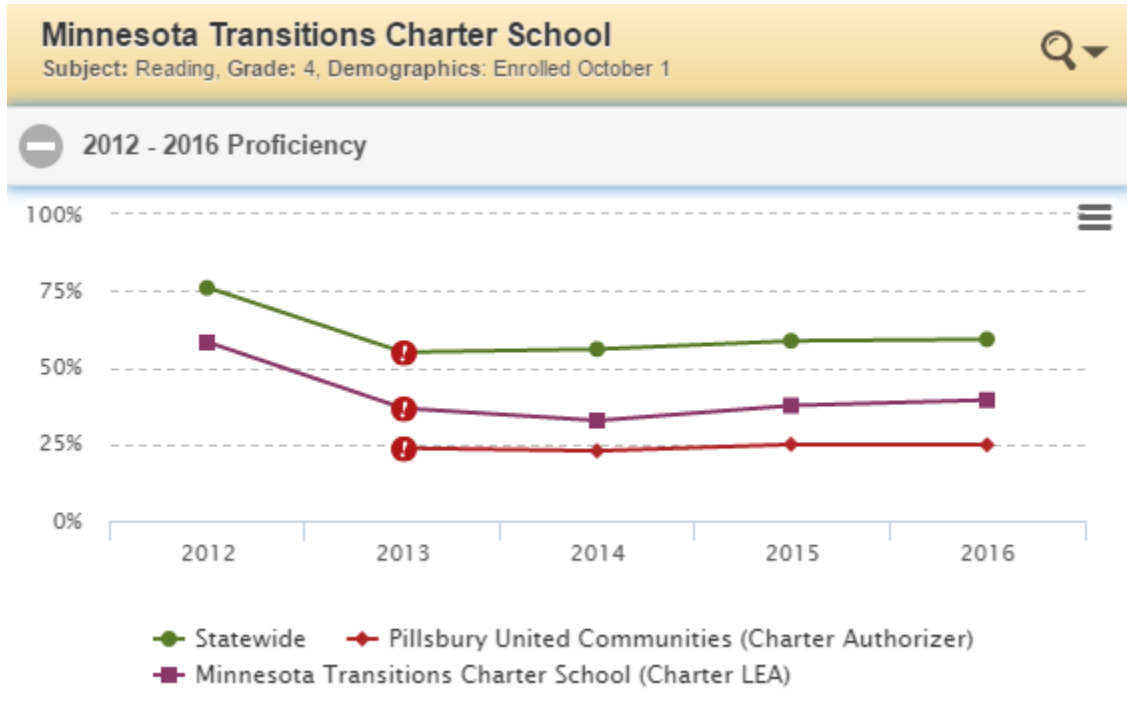


Reading Third Grade Trend Data:

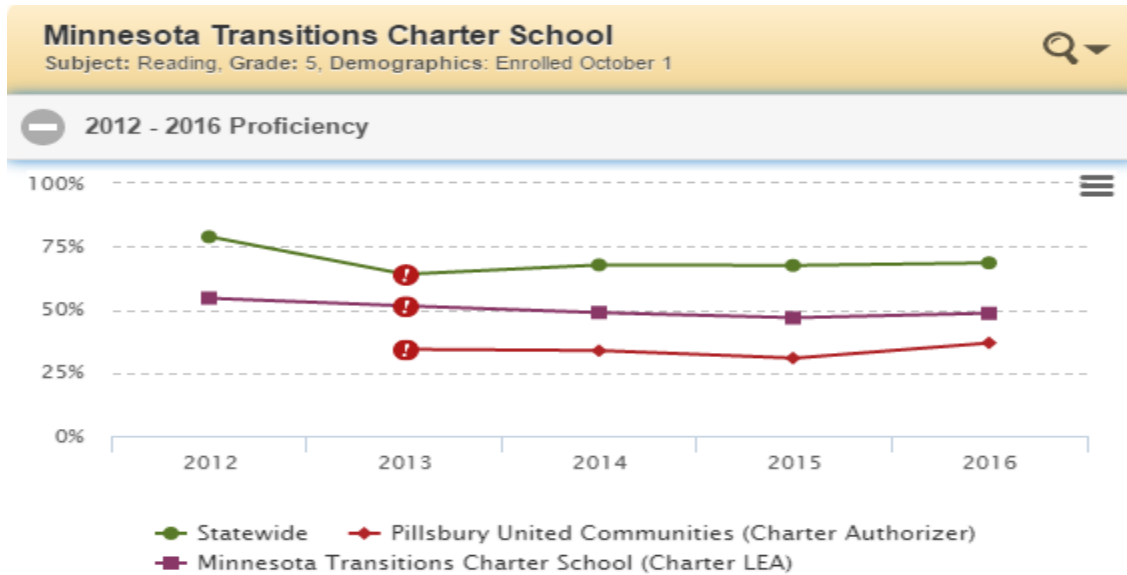


Minnesota Transition Charter Schools

Reading: 4th Grade Trend Data:

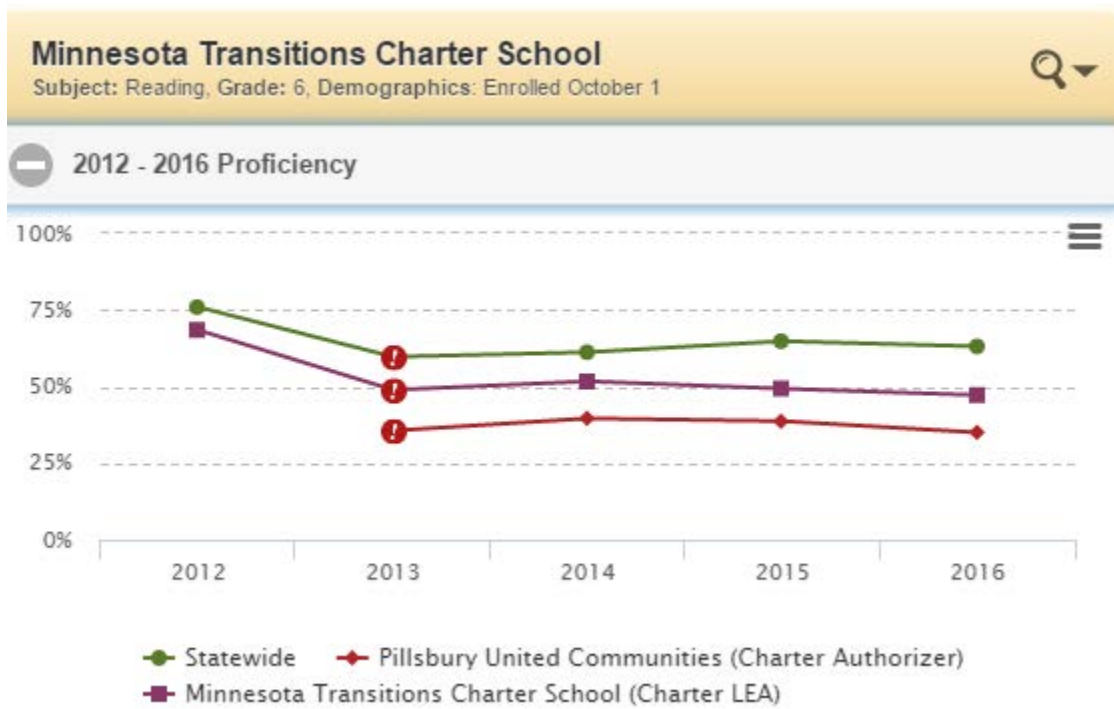


Reading 5th Grade Trend Data:

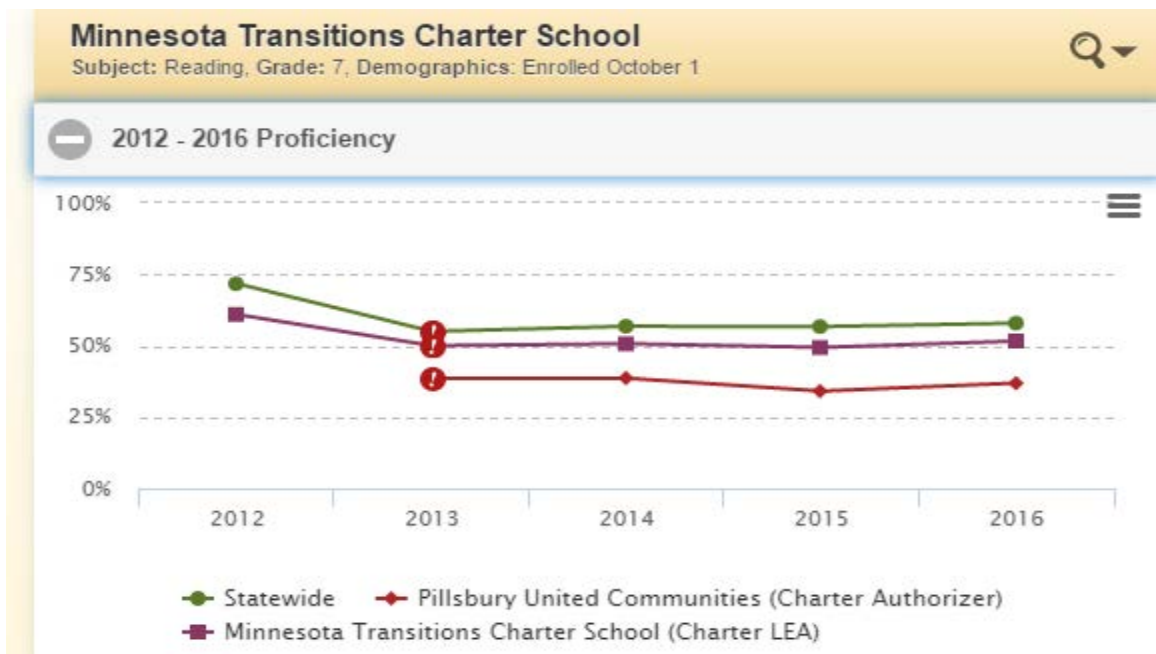


Minnesota Transition Charter Schools

Reading: 6th Grade Trend Data:

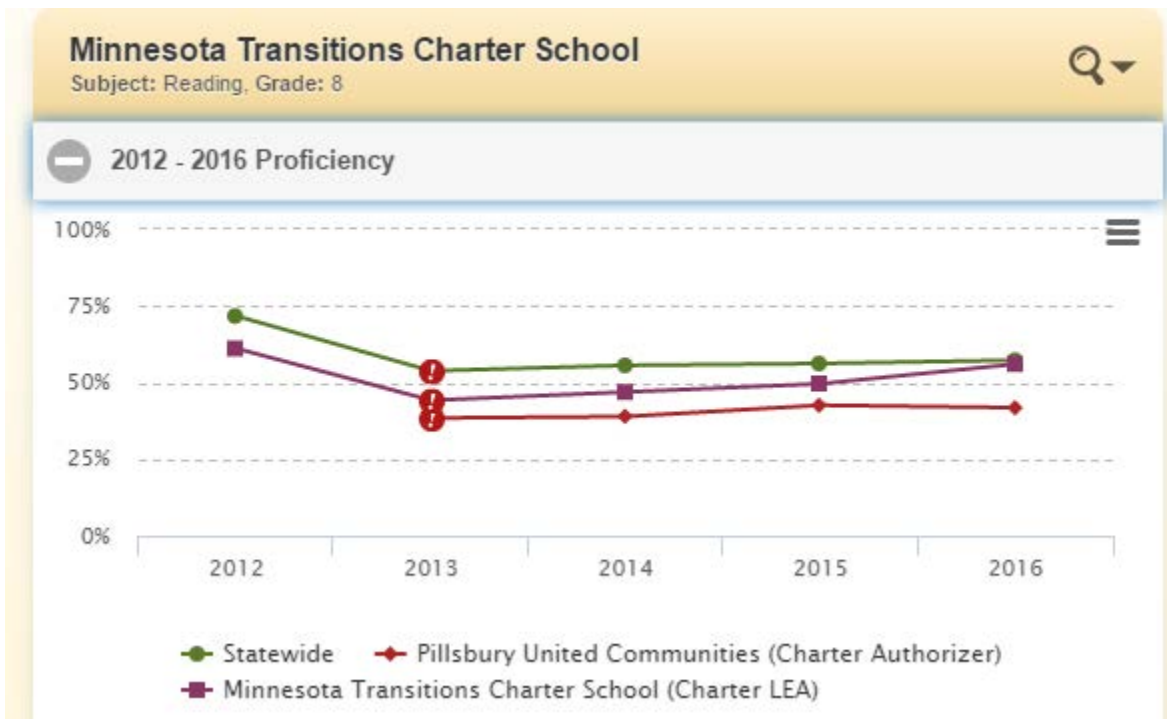


Reading 7th Grade Trend Data:

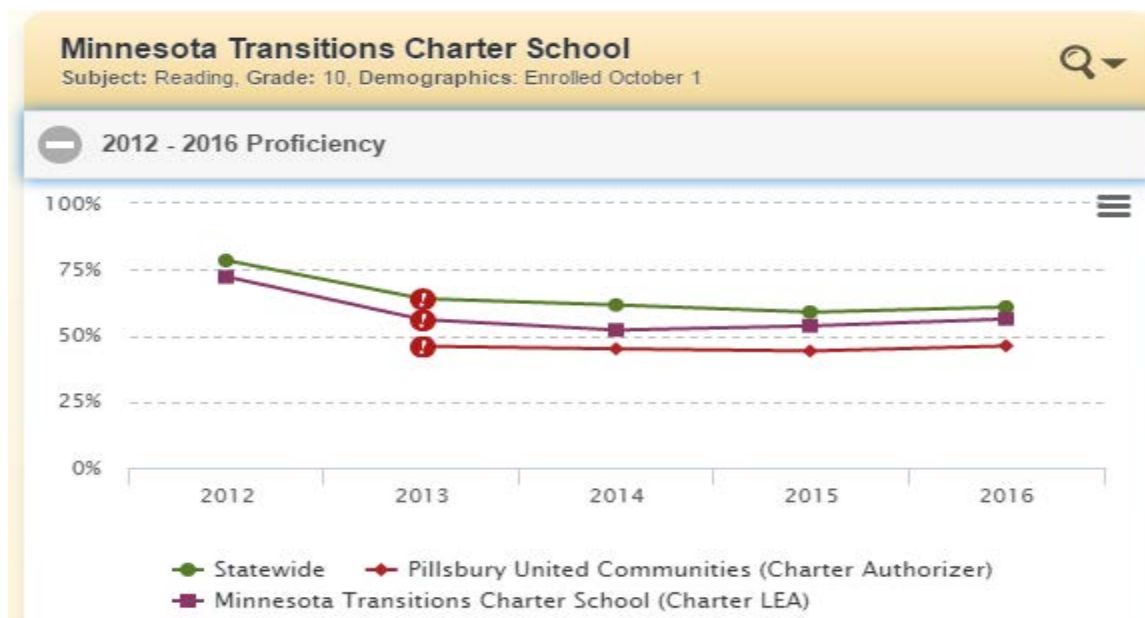


Minnesota Transition Charter Schools

Reading 8th Grade Trend Data:

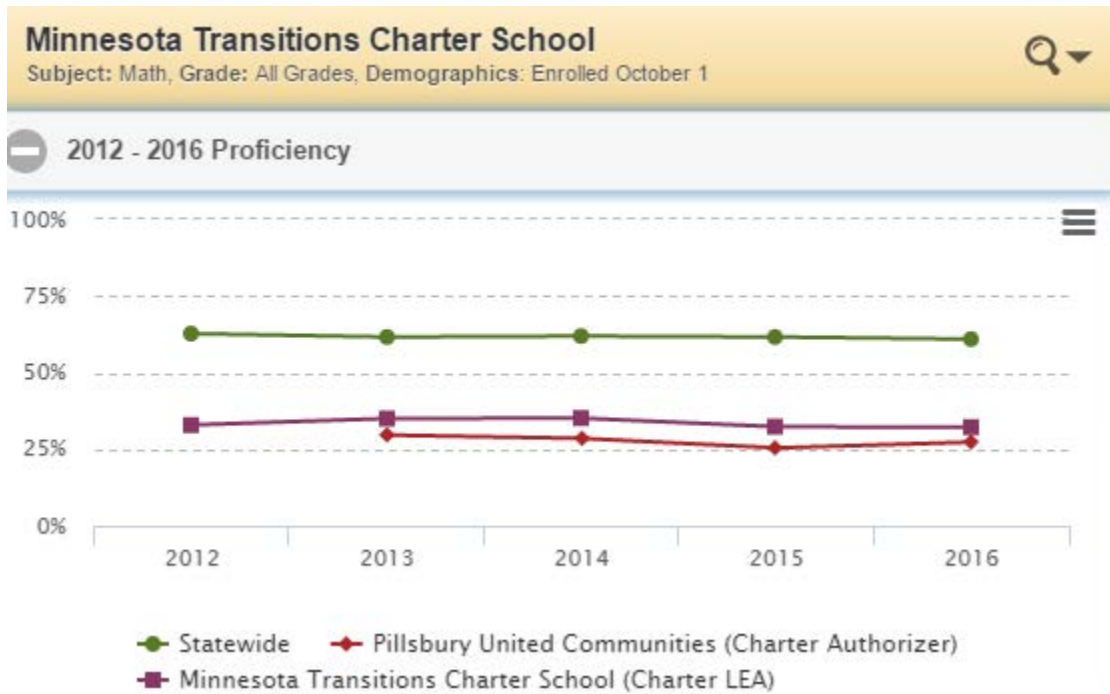


Reading 10th Grade Trend Data:

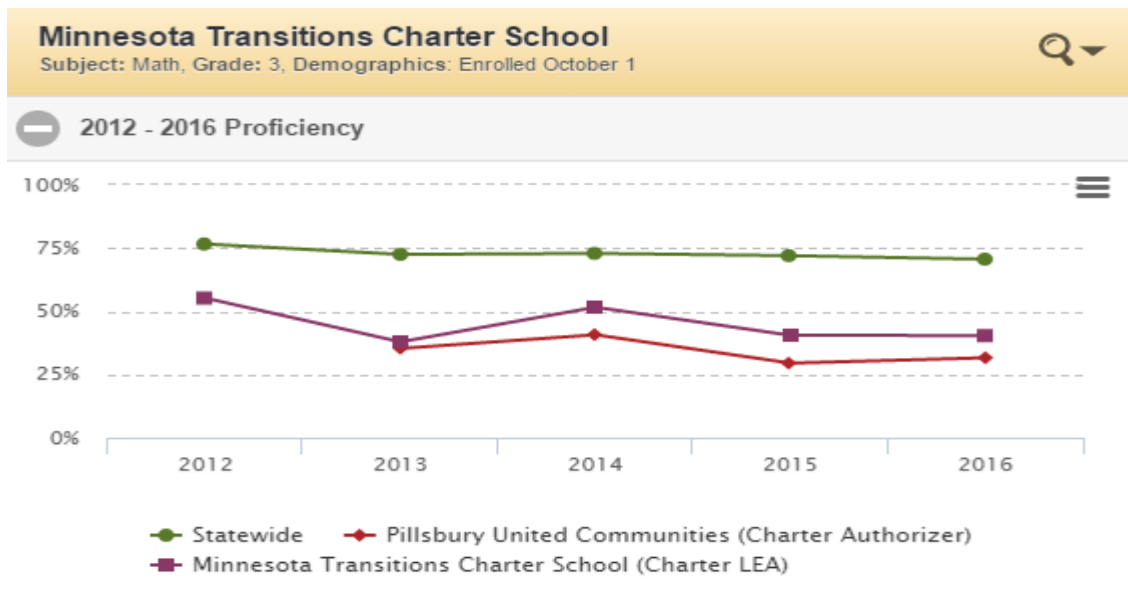


Minnesota Transition Charter Schools

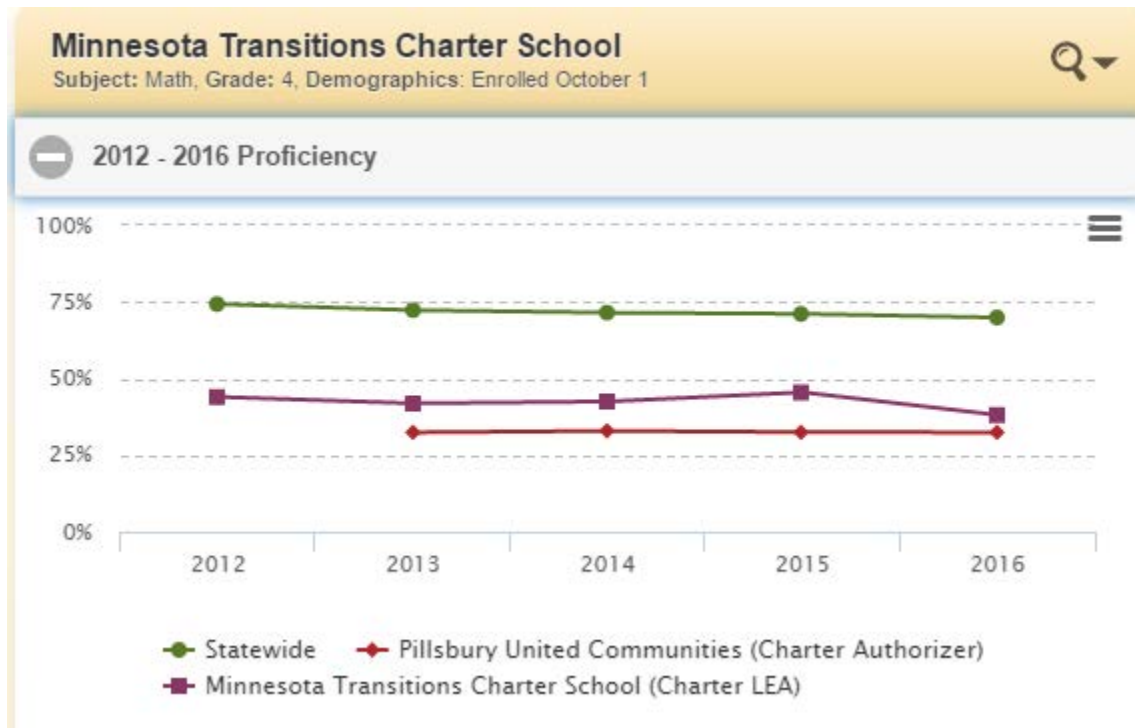
District Wide Math Trend Data:



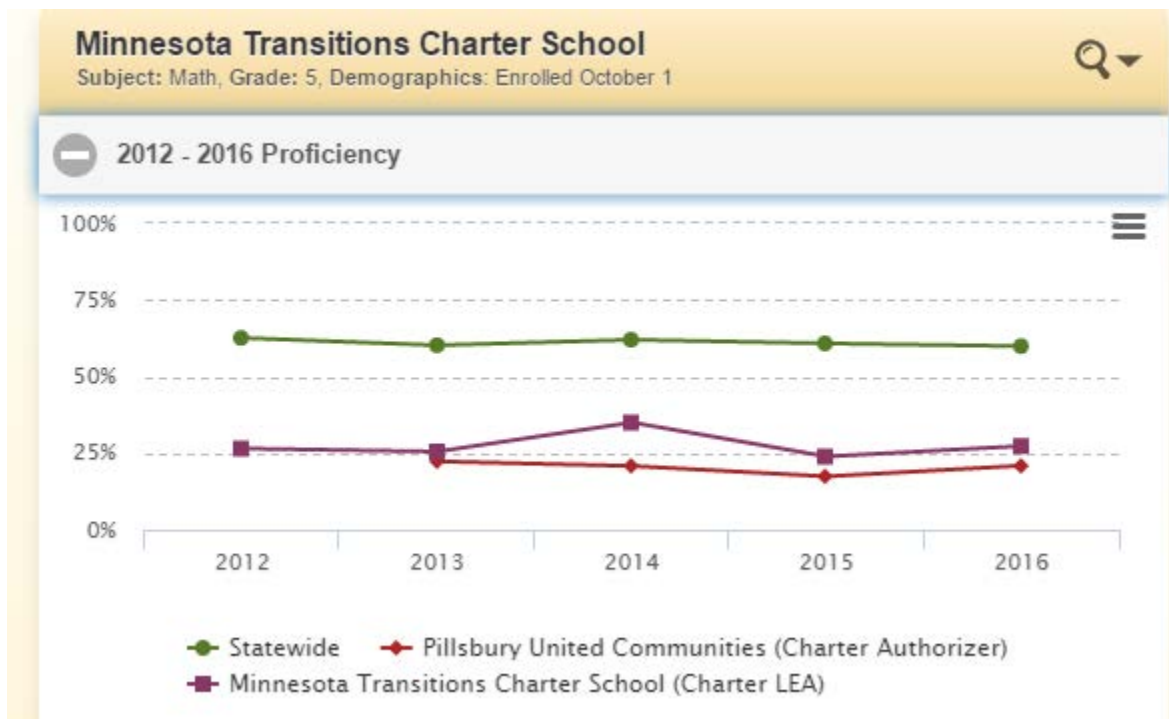
Grade 3rd Math Trend Data:



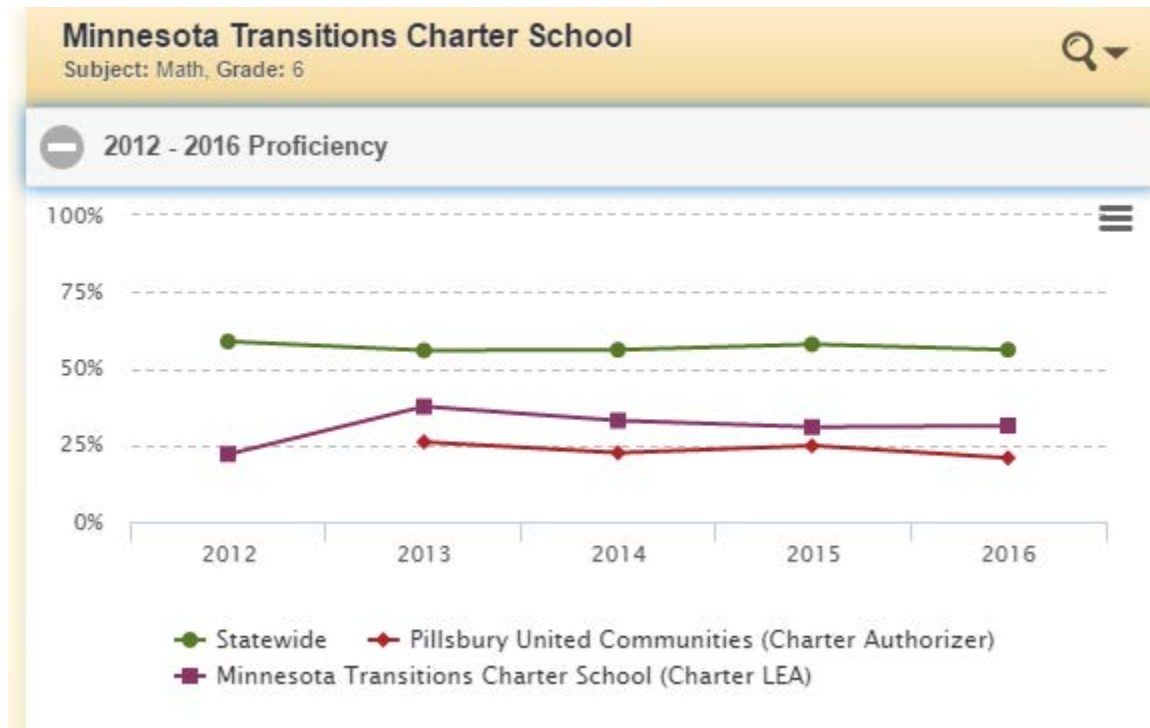
Grade 4 Math Trend Data:



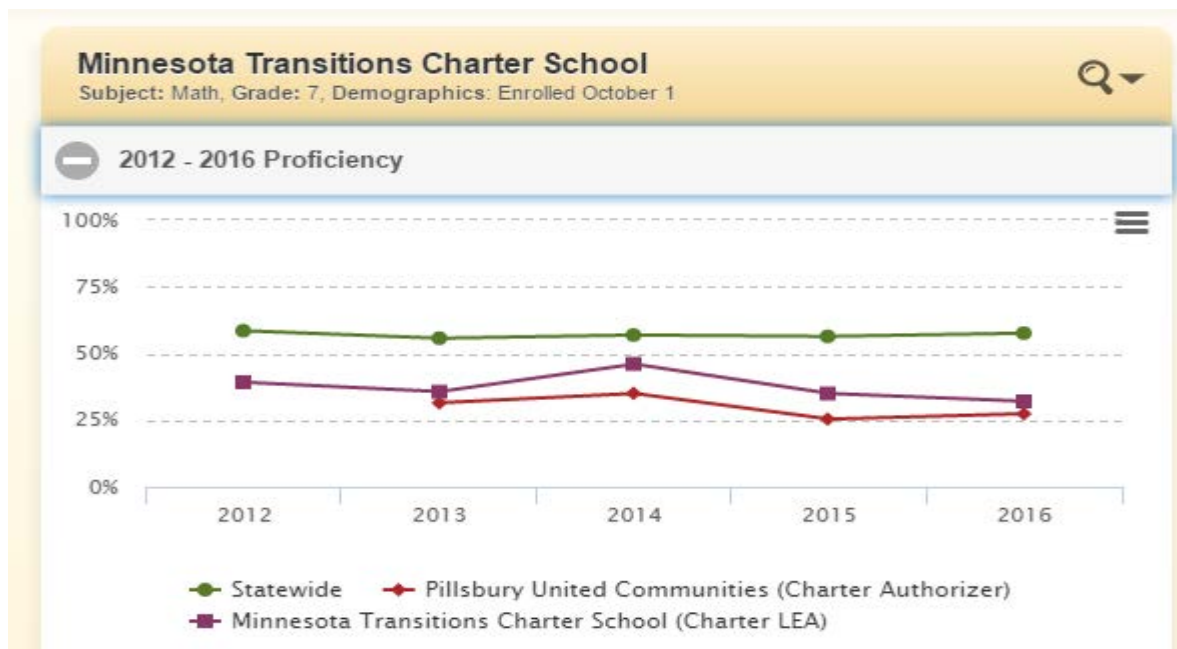
Grade 5 Math Trend Data:



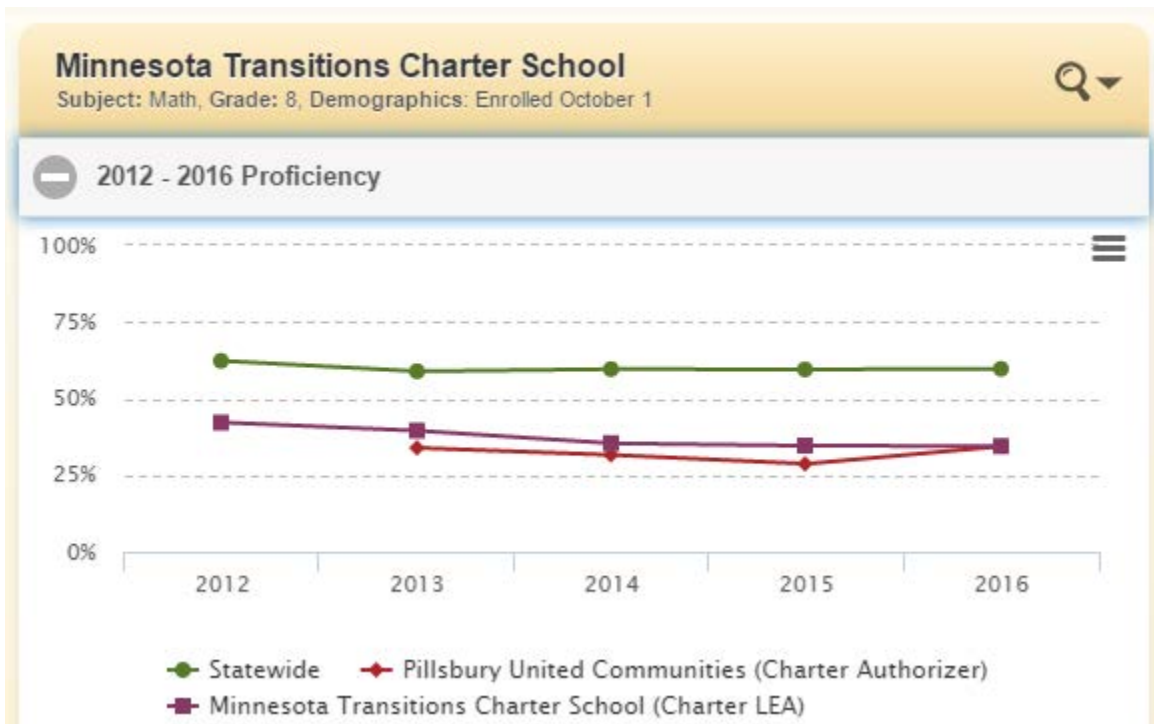
Grade 6 Math Trend Data:



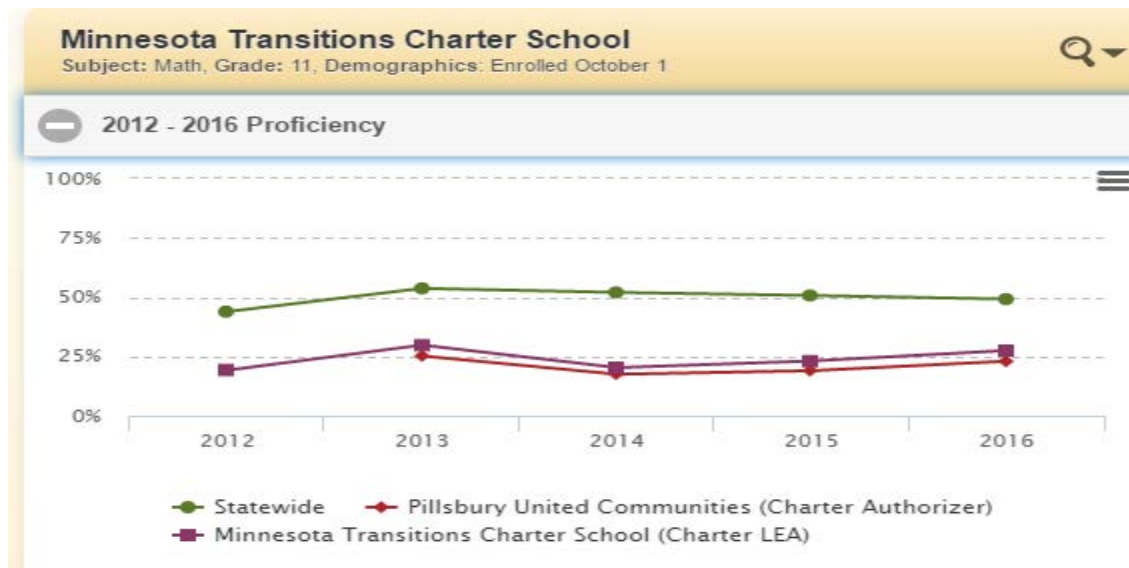
Grade 7 Math Trend Data:



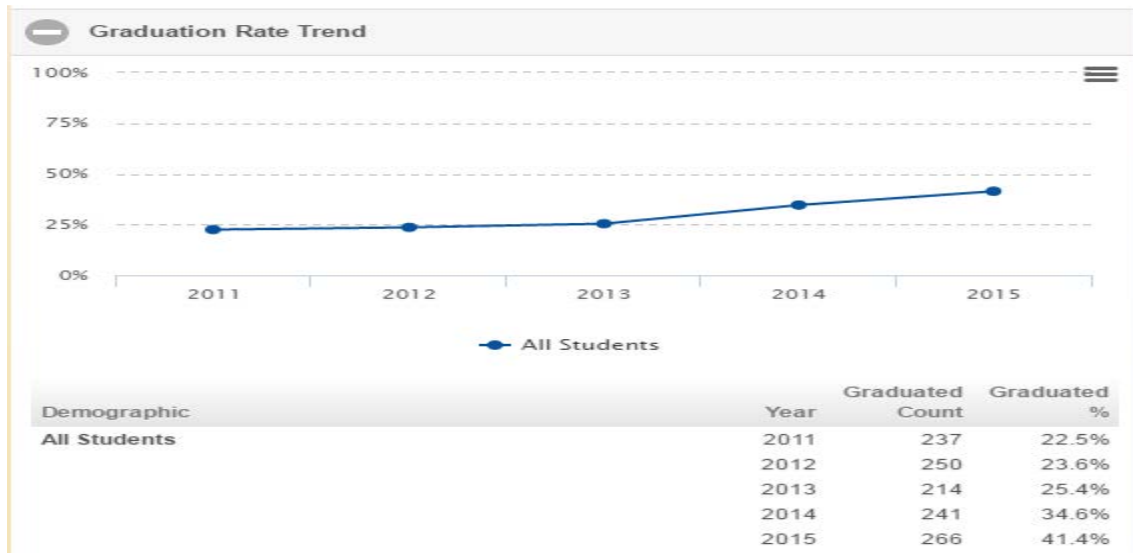
Grade 8 Math Trend Data:



Grade 11 Math Trend Data:



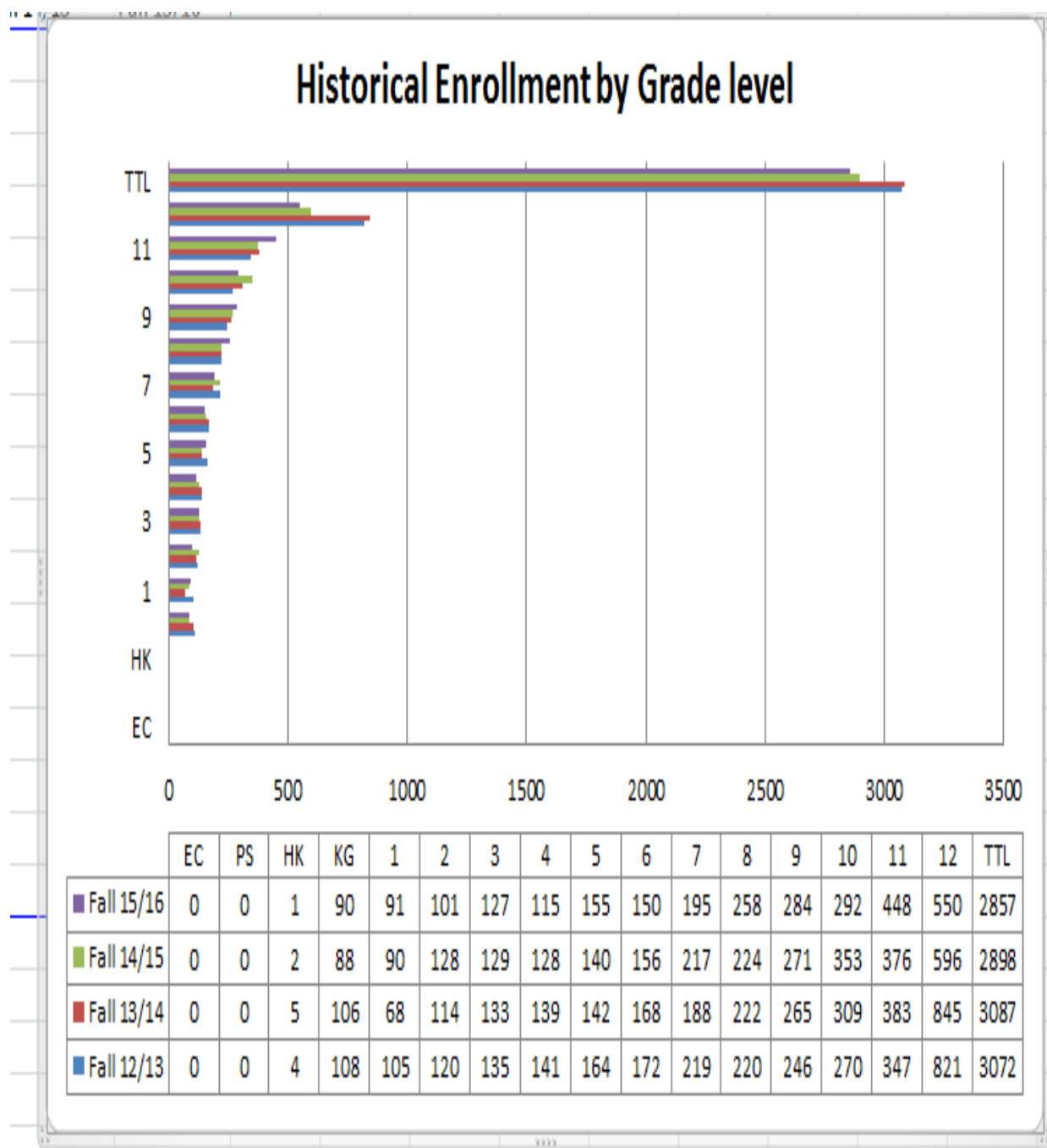
Graduation Trend Data:



Minnesota Transition Charter Schools

Student Attrition:

Grade	Fall 2012-13 to Fall 13-2014	%	Fall 2014-2015 to Fall 16-2017	%
Kindergarten to 1st grade	108/106	-1.85	88/90	2.27%
1st Grade to 2nd Grade	105/68	-35.24	90/91	1.11%
2nd Grade to 3rd Grade	120/114	-5	128/101	-21.09%
3rd Grade to 4th Grade	135/133	-1.48	129/127	-1.55
5th Grade to 6th Grade	141/139	-1.42	140/156	10.71%
6th Grade to 7th Grade	164/142	-13.41	156/150	-3.85
7th Grade to 8th Grade	172/168	-2.33	217/195	-10.14
8th Grade to 9th Grade	220/222	-0.091	224/258	15.18%
9th Grade to 10th Grade	246/265	7.72	271/284	4.80%
10th Grade to 11th Grade	270/309	14.44	353/292	-17.28
11th Grade 10 12th Grade	821/845	2.92	596/550	-7.72
Total # of students	3072/3087	.0.49%	2998/2957	-1.41%



Close the achievement gap/Improve graduation rate:

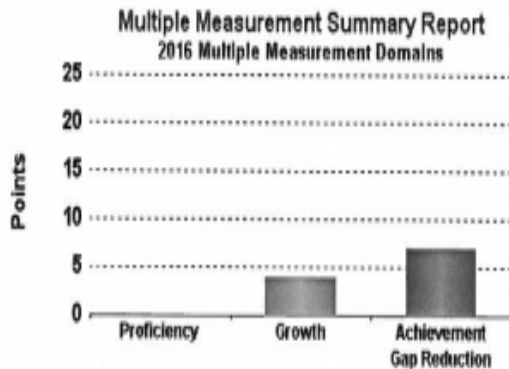
The district plans to use in addition to other data, use the Minnesota Early Indicator and Response System (MEIRS). MEIRS is a tool that can be used to provide a snapshot of students in grades 6 and grade 9 who are at increased risk of not completing high school in four years. Using validated researched-based variables associated with dropping out of school (such as attendance, multiple enrollments, state accountability test scores, and suspension/expulsion) supports can be developed and targeted to students who may need additional assistance to stay on track for graduation. The of an early indicator and response system is to : Screen for students who are at risk for not completing high school in four years. Faciliate students success by using the data to match appropriate supports to student needs. These supports may include systematic responses as well as individual interventions. The district is working on making sure the data is accurate.



MTS Program MMR rating 2 year trend

District	Minnesota Transitions Charter School ▼
School	Minnesota Transitions Charter Elementary ▼
Rating	Multiple Measurement Rating (MMR) ▼
Rating Year	2016 ▼

Run Report



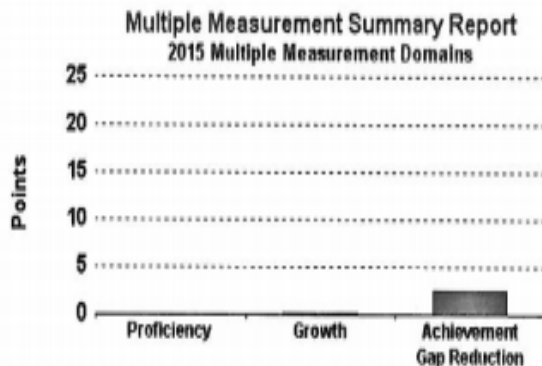
Multiple Measurement Designation
This school is currently designated as a **PRIORITY** school.

Multiple Measurement Rating(MMR) 14.41%

Priority Schools are in the bottom five percent of Title I schools based on their Multiple Measurement Rating or are recipients of a School Improvement Grant (SIG). They are required to partner with MDE and the statewide system of support to develop a school improvement plan based on the federal turnaround principles. A new group of Priority Schools will be identified every three years.

District	Minnesota Transitions Charter School ▼
School	Minnesota Transitions Charter Elementary ▼
Rating	Multiple Measurement Rating (MMR) ▼
Rating Year	2015 ▼

Run Report



Multiple Measurement Designation
This school is currently designated as a **PRIORITY** school.

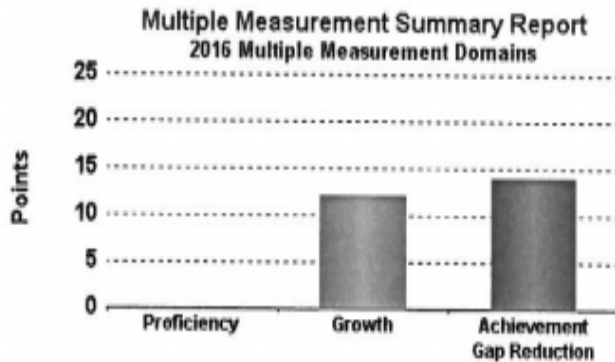
Multiple Measurement Rating(MMR) 3.63%

Priority Schools are in the bottom five percent of Title I schools based on their Multiple Measurement Rating or are recipients of a School Improvement Grant (SIG). They are required to partner with MDE and the statewide system of support to develop a school improvement plan based on the federal turnaround principles. A new group of Priority Schools will be identified every three years.

MTS Program MMR rating 2 year trend

District	Minnesota Transitions Charter School ▼
School	Banaadir Academy ▼
Rating	Multiple Measurement Rating (MMR) ▼
Rating Year	2016 ▼

Run Report



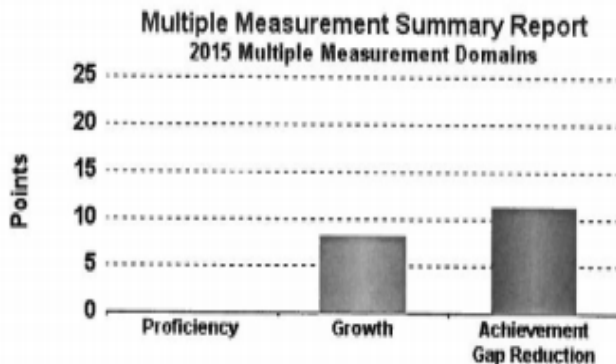
Multiple Measurement Designation
This school is currently designated as a **PRIORITY** school.

Multiple Measurement Rating(MMR) 34.75%

Priority Schools are in the bottom five percent of Title I schools based on their Multiple Measurement Rating or are recipients of a School Improvement Grant (SIG). They are required to partner with MDE and the statewide system of support to develop a school improvement plan based on the federal turnaround principles. A new group of Priority Schools will be identified every three years.

District	Minnesota Transitions Charter School ▼
School	Banaadir Academy ▼
Rating	Multiple Measurement Rating (MMR) ▼
Rating Year	2015 ▼

Run Report



Multiple Measurement Designation
This school is currently designated as a **PRIORITY** school.

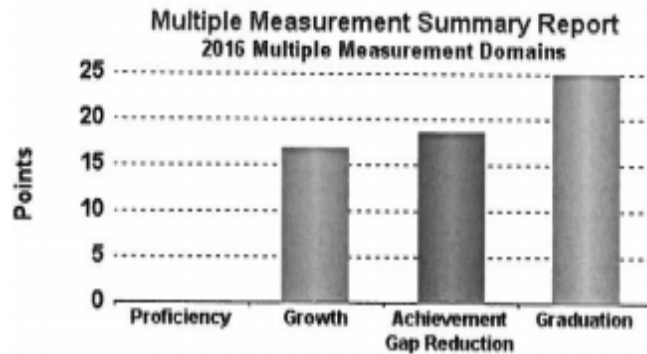
Multiple Measurement Rating(MMR) 25.93%

Priority Schools are in the bottom five percent of Title I schools based on their Multiple Measurement Rating or are recipients of a School Improvement Grant (SIG). They are required to partner with MDE and the statewide system of support to develop a school improvement plan based on the federal turnaround principles. A new group of Priority Schools will be identified every three years.

MTS Program MMR rating 2 year trend

District	Minnesota Transitions Charter School
School	MTS High School
Rating	Multiple Measurement Rating (MMR)
Rating Year	2016

Run Report



For Additional Details, click on a bar on chart above.

Multiple Measurement Designation

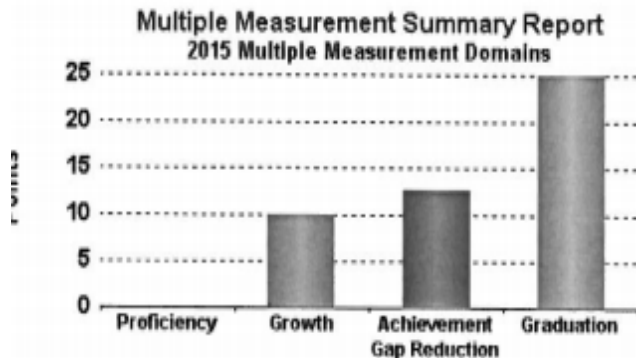
This school is currently designated as a **FOCUS** school. This school has been identified for low graduation rates.

Multiple Measurement Rating(MMR) 60.25%

Focus Schools are in the bottom ten percent of Title I schools and have the largest achievement gap based on their Focus Rating. They are required to partner with MDE and the statewide system of support to develop a school improvement plan that addresses poor performance within subgroup. A new group of Focus Schools will be identified every three years.

District	Minnesota Transitions Charter School
School	MTS High School
Rating	Multiple Measurement Rating (MMR)
Rating Year	2015

Run Report



For Additional Details, click on a bar on chart above.

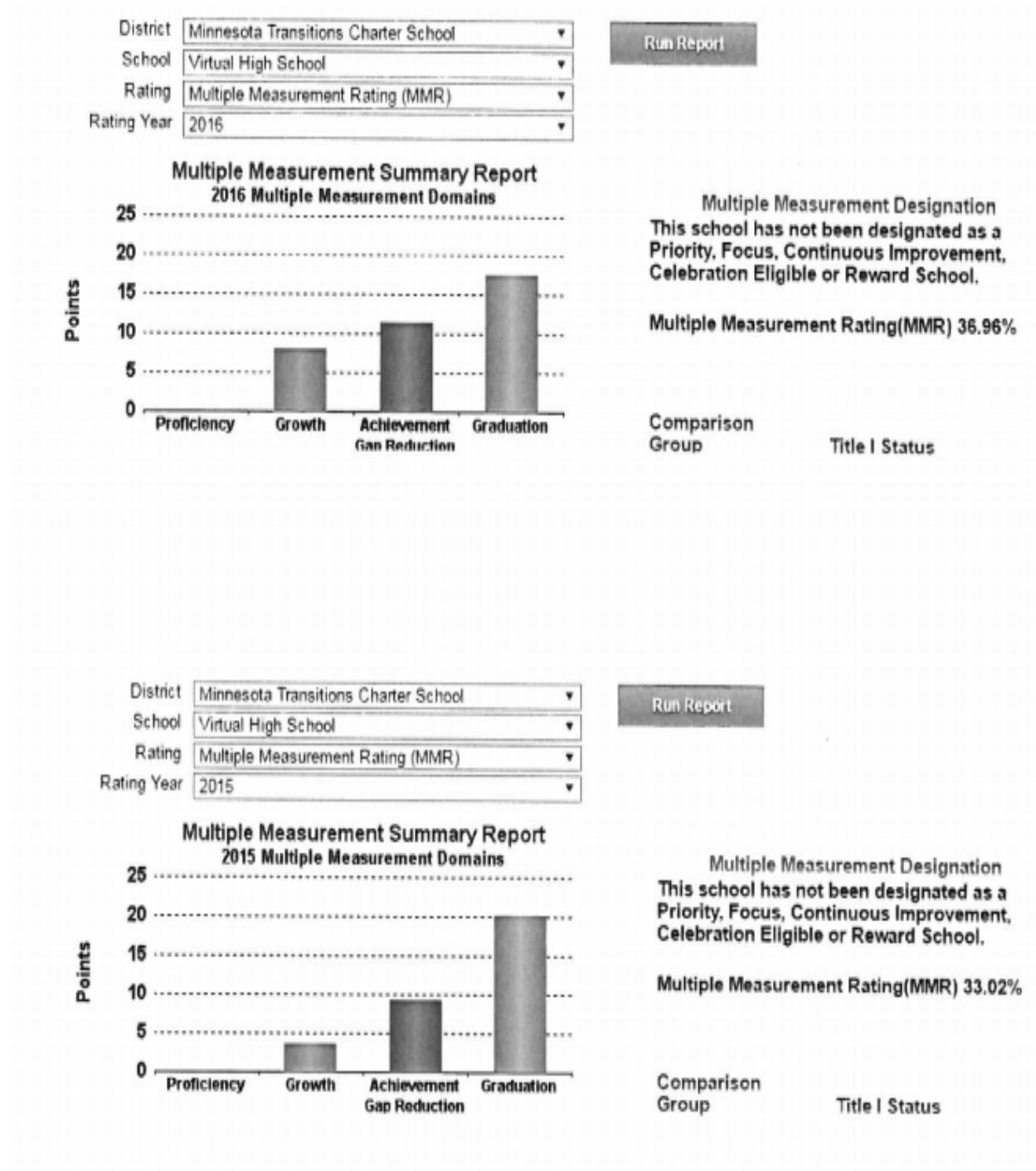
Multiple Measurement Designation

This school is currently designated as a **FOCUS** school. This school has been identified for low graduation rates.

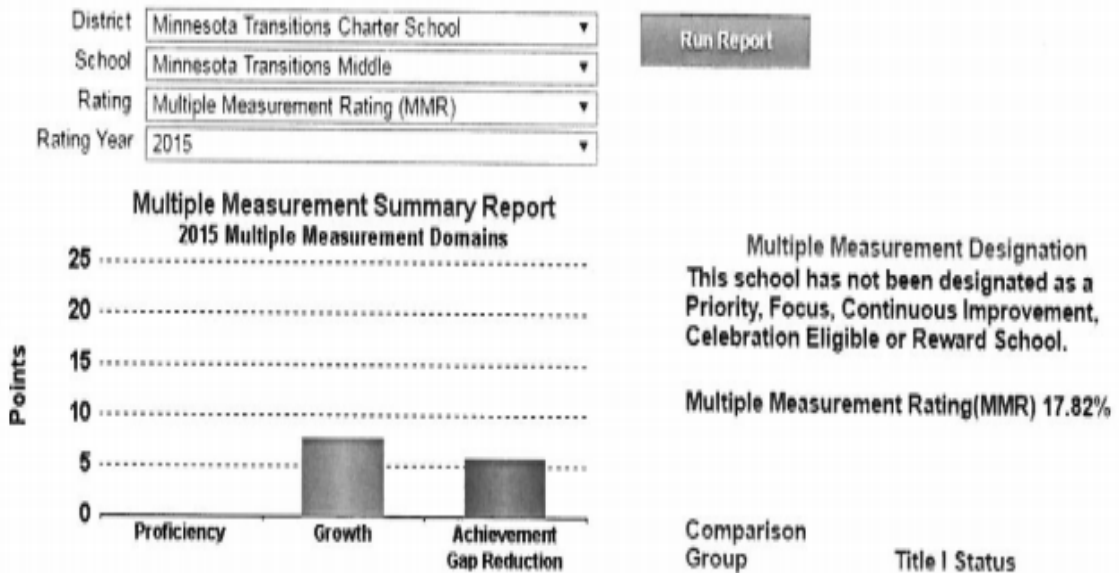
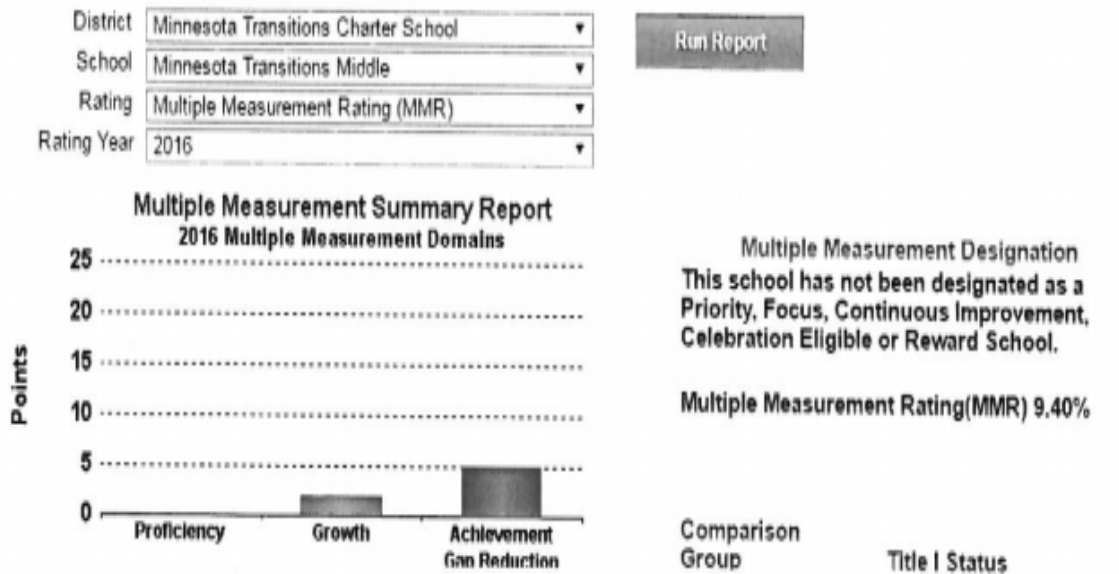
Multiple Measurement Rating(MMR) 47.61%

Focus Schools are in the bottom ten percent of Title I schools and have the largest achievement gap based on their Focus Rating. They are required to partner with MDE and the statewide system of support to develop a school improvement plan that addresses poor performance within a subgroup. A new group of Focus Schools will be identified every three years.

MTS Program MMR Rating 2 Year Trend



MTS Program MMR Rating 2 Year Trend



MTS Program MMR rating 2 year trend

District	Minnesota Transitions Charter School ▼
School	MTCS Connections Academy ▼
Rating	Multiple Measurement Rating (MMR) ▼
Rating Year	2016 ▼

Run Report

Multiple Measurement Summary Report 2016 Multiple Measurement Domains



Multiple Measurement Designation
This school has not been designated as a Priority, Focus, Continuous Improvement, Celebration Eligible or Reward School.

Multiple Measurement Rating(MMR) 27.83%

Comparison Group
High School

Title I Status
Did not apply for Title I

District	Minnesota Transitions Charter School ▼
School	MTCS Connections Academy ▼
Rating	Multiple Measurement Rating (MMR) ▼
Rating Year	2015 ▼

Run Report

Multiple Measurement Summary Report 2015 Multiple Measurement Domains



Multiple Measurement Designation
This school has not been designated as a Priority, Focus, Continuous Improvement, Celebration Eligible or Reward School.

Multiple Measurement Rating(MMR) 48.34%

Comparison Group

Title I Status