

January 1
2018



*World's Best Work
Force 2018-2019*

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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 2016-2017
- 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 Schools is starting its 22nd year of operation this 2018-2019 school years. The MTCS Board made decisions in 2016 to move this school into a turnaround process. In the spring of 2018, the board did a search for a new superintendent to lead our district. The board of directors hired Brian Erlandson from Anoka Hennepin School District. Superintendent Erlandson started work with the district July 1st, 2018.

Prior to Mr. Erlandson's arrival, the district had put itself into a turnaround process which was led by Dennis Carlson, former Superintendent of Anoka Hennepin. He in turn brought on Keith Lester, former Superintendent of Brooklyn Center. Both of these superintendents helped stabilize our budget and as well as put policies and procedures in place to formalize operations for MTCS.

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

- MTCS Elementary K-6
- MTCS Secondary 7-12
- Banaadir Academy (North) K-6
- Banaadir South K-6
- Minnesota Virtual High School 7-12
- Minnesota MTCS Connections Academy K-12
- PEASE (Peers Enjoying a Sober Education) 9-12

A Year in Review:

When looking back at MTCS self-imposed turnaround process, the key areas were identified, as areas that would have the greatest impact for change were the areas of Organizational Leadership, Instructional Leadership, Communications/Marketing, and Management and Accountability. Here are the results and changes of this turnaround process in each area:

1. Organizational Leadership
 - a. Revised mission statement and created core values, crisis plan and strategic plan
 - b. Established Governing Board Committees
 - c. Hired Special Education Director, two new principals, Behavior Dean, Director of Elementary Principals, Executive Assistant to the Superintendent and a Q Comp coordinator
2. Instructional Leadership
 - a. Started Banaadir Math and Science Academy (7-8) in 2017-2018
 - b. Added Art and Music teachers
 - c. Started Blended Learning Classes in Chemistry and Spanish, added Connections Learning
 - d. Formed partnerships with Livio (medical Services for our students and families), mental health providers (Headway, David Foy Associates.)
 - e. MTCS Secondary- Restored Recording Arts Studio, art room, library, storage rooms, kitchen, wash rooms, computer labs, and cafeteria.
3. Communications and Marketing
 - a. Redid logo, website, ,marketing materials, Open Street display, working on signs for the building at Minnehaha Mall
 - b. Display student photos and art work

4. Management and Accountability
 - a. Renegotiated leases for MTCS building, Banaadir Academy, Virtual HS, MTCS Elementary, and Connections Academy
 - b. Renegotiated contracts for transportation, food service, cleaning and custodial services, telephone contracts, copiers, and communications/marketing
 - c. Increased teaching staff and other staff salaries by 2% in FY 2017 and another 2% in FY 2018. Kept insurance costs down and did not raise cost to staff (\$1million investment)
 - d. FY17 fund Balance is over \$500,000 (Fund Balance goal of 8-15% Of \$20 million or \$1.6-\$3 million) FY 18 is projected at \$400,000.
 - e. Made enrollment targets and budget for FY 18 by Oct. 1st.

Comprehensive Needs Assessment to identify needs:

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 academic data (MCA III, ACCESS, NWEA scores, F and P, Oral reading fluency, Curriculum Based Assessments), non-academic data (discipline, attendance etc.), Demographic Data, Perception data (surveys, focus groups etc.) Process. Program and policy data, and Fidelity data (Curriculum Mapping, Observation, progress monitoring etc.) From this data, the district and site goals are set as listed below.

Once all the data is collected, the stakeholders hold data retreat meetings to review. A PDSA cycle is used. (Plan, Do, Study, and Act.) From the retreats, the discussion and research of what is happening in the district, a researched based strategy was implemented for Title 1 as Minnesota Transitions Charter School is a school wide Title 1 district. The needs assessments also supports the district and school board strategic plan. From this process, action plans and goals are set for the school year.

District and School Site Goals 2019-2021

Minnesota Transitions Charter Schools District and World's Best Work Force Goals:

District Goals:

1. Mission Specific Goal:
Schools will provide all students the opportunity for arts enrichment by funding projects that create arts expression and experiences. This will be done through our arts departments as well as bringing in artists either through grants or by paying for them from funds either general education, special education, or the title 1 grant.
2. Operational-Leadership Goal:
At least 50% of school juniors and seniors will have taken the Armed Services Vocational Aptitude Battery (ASVAB) or the Accuplacer by the end of each school year.
3. Governance Goal:
During the contract years, MTCS Board will improve board trainings to be annual for all the required areas by either setting them to be scheduled before the monthly board meetings until completed by all board members.

4. Financial Goal:

School will reduce the number of audit findings over the term of the contract, moving toward the goal of no more than two minor findings for the 2019-2020 school year.

5. Community Stakeholders:

School administrators and teaching staff at each site will hold a quarterly family meeting to address any concerns, as well as offer strategies to support student learning in the areas of math, reading, and science at home.

World's Best Work Force Goals:

6. Closing the Achievement Gap in district: The following achievement gaps will close for READING will be measured by the 2019 MCA Reading Assessment for students who are enrolled as of Oct. 1, 2018:

- Black: 26.4% to 30%
- Hispanic: 51.2% to 55%
- American Indian: 40.9% to 44%
- Asian: 54.5% to 57%
- White: 63.7% to 66%
- Two or More Races: 66.7% to 70%

Closing the Achievement Gap in the district: The following achievement gaps will close for MATH as measured by the 2019 MCA Math Assessment for students who are enrolled as of Oct. 1, 2018.

- Black: 17.8% to 21%
- Hispanic: 20.5% to 23%
- American Indian: 15% to 18%
- Asian: 55% to 60%
- White: 34.5% to 36%
- Two: 37% to 40%

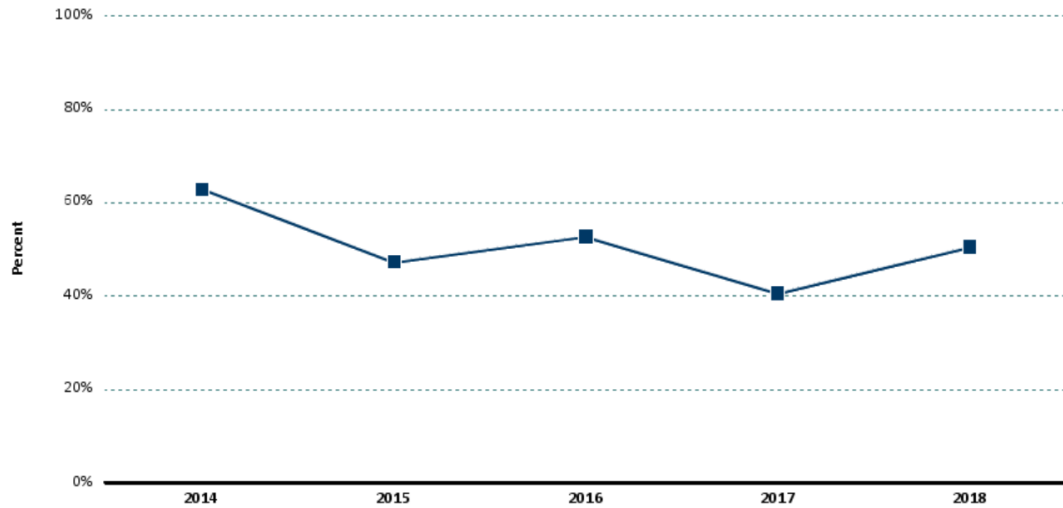
7. All Students ready for Kindergarten:

All seat based elementary schools (BA, Ban S, MTCSE) 90% or greater of kindergarten students enrolled on the first day of school will be screened by the end of the first week of school.

8. All students in third Grade achieving proficiency: The 3rd grade proficiency goal for non-ell students will go from 46% to 50% as measured by the 2019 MCA Reading Assessment.

District Math Proficiency Trends for All Accountability Tests

Minnesota Transitions Charter School All
Grade 03
Not English Learner



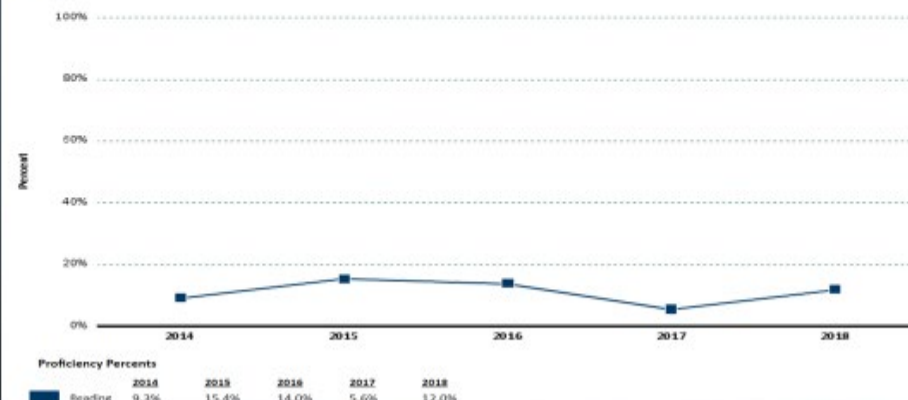
Proficiency Percents

	2014	2015	2016	2017	2018
Math	62.9%	47.4%	52.8%	40.7%	50.6%

READING WELL BY THIRD GRADE EL'S

District Reading Proficiency Trends for All Accountability Tests

Minnesota Transitions Charter School All
Grade 03
English Learner



Proficiency Percents

	2014	2015	2016	2017	2018
Reading	9.3%	15.4%	14.0%	5.6%	12.0%

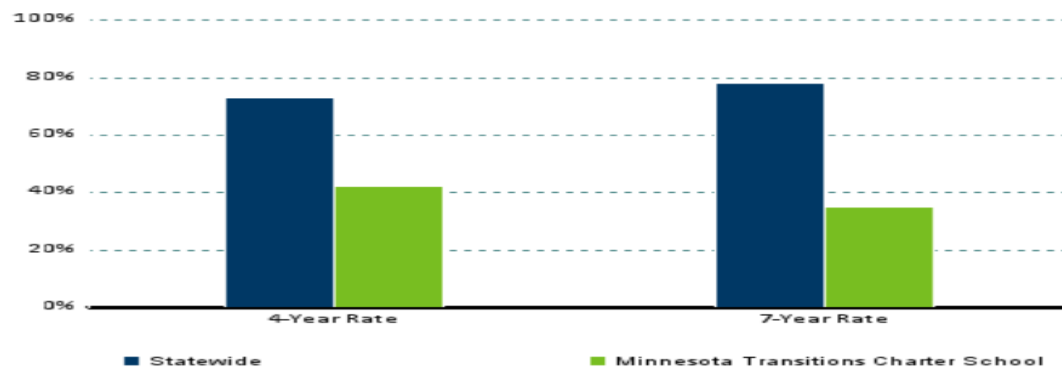
- All students attaining Career and College Readiness before graduation:** All students will be enrolled in a career and college readiness course either in a seat-based format or on-line through MNVHS. MTCS Secondary has a School-to Work Program as well that any student can participate in.

10. All students graduating from high school: The 4 year Graduation goal for 2019 is 55% with no subgroup below 45% as measured by the Minnesota State Graduation Requirements.

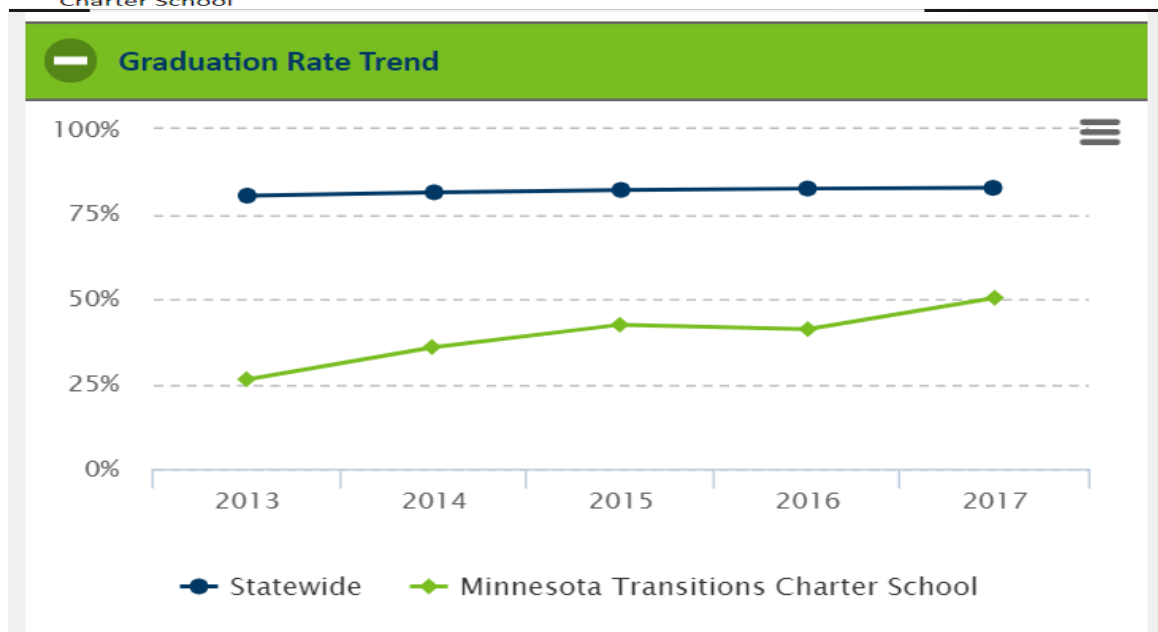
4 Year Graduation Trend

Graduation

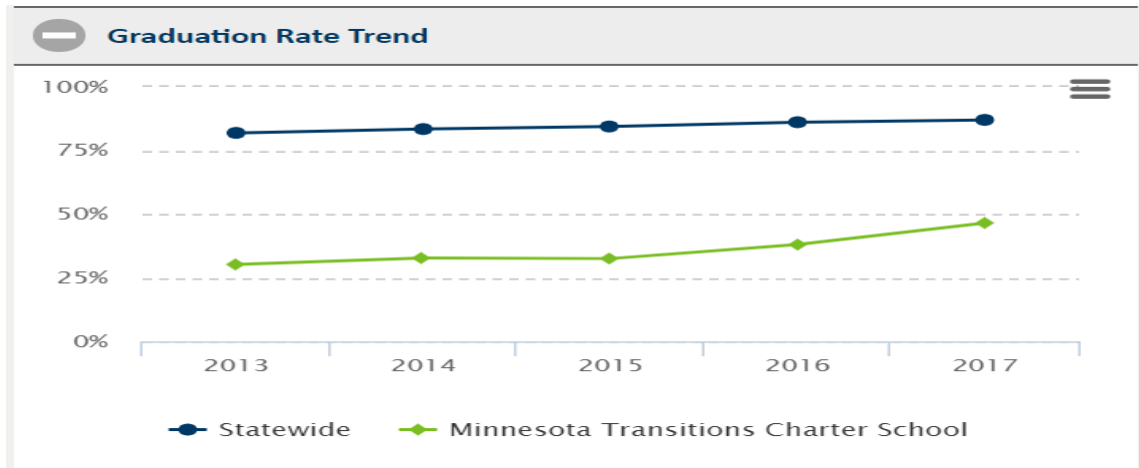
Only four and seven year rates are included in accountability determinations.



Organization	4-Year Rate	4-Year Denominator Count	7-Year Rate	7-Year Denominator Count
Statewide	72.96%		77.98%	
Minnesota Transitions Charter School	42.15%		35.02%	



7 Year Graduation Trend



MTCS Elementary Programs Pillsbury Goals

Banaadir Academy Goals:

1. Academic Goal for Math

During the 2017-2018 school year, 71% of all continuously enrolled K-6 students met or exceeded NWEA RIT growth targets. During 2020-2021 school year, 77% of all continuously enrolled K-6 students as of October 1, 2020, and having taken a fall and spring NWEA, will meet or exceed expected NWEA RIT growth targets in Math.

SY19	73%
SY20	75%
SY21	77%

2. Academic goal for Reading

During the 2017-2018 school year, 55% of all continuously enrolled K-6 students met or exceeded NWEA RIT growth targets. During 2020-2021 school year, 61% of all continuously enrolled K-6 students as of October 1, 2020, and having taken a fall and spring NWEA, will meet or exceed expected NWEA RIT growth targets in Reading.

SY19	57%
SY20	59%
SY21	61%

3. An Equity, Social Emotional Learning goal

In SY18, Banaadir Academy had a suspension rate of .136 (35/258) suspensions per student. By the end of the contract, (SY21) Banaadir Academy will have a suspension rate of less than .10 per student. In addition, subjective suspensions will account for less than 5% (.028%) of all suspensions.

SY19	.124
SY20	.120
SY21	.99

4. Consistent Attendance Goal

Banaadir Academy will have a 90% or better student attendance rate each year of the contract as measured on the MARSS state data reporting system. The MTCSS Team will use monthly data from the Administrative Assistant to identify and reach out to families needing support.

5. Parent Events goal

Banaadir Academy will hold a minimum of five parent and family events per year. Banaadir Academy will have an attendance rate for Parent Teacher Conferences of at least 80%. Other parent / family events to be held at Banaadir Academy include Title 1 Family Nights, Parent Education Nights, and the Annual Banaadir Family Picnic.

MTCS Elementary Goals:

1. Math:

At least 50% of students who are continuously enrolled from October 1 will meet or exceed their Growth Targets on the Measures of Academic Progress (MAP) test in math every year of the contract.

2. Reading:

At least 50% of students who are continuously enrolled from October 1 will meet or exceed their Growth Targets on the Measures of Academic Progress (MAP) test in reading every year of the contract.

3. Equity/Social Emotional Learning:

All school staff will participate in monthly, professional development with Wendy Selnes, Senior Behavior Analyst at Brih Design. This professional development will address the social and emotional needs our students exhibit to better equip staff in supporting each student and improving academic engagement.

4. Attendance Goal:

MTCS Elementary will have a 90% or better student attendance rate each year of the contract as measured on the MARSS state data reporting system. The MTCSS Team will use monthly data from the Administrative Assistant to identify and reach out to families needing support.

5. Parent Events Goal:

School Administration and staff will hold monthly gatherings to promote open communication between families and school staff. Ideas, questions and concerns from family members will be heard and addressed. Strategies to support student learning at home will be shared.

Banaadir South Goals:

1. Academic Goal for Math

During the 2017-2018 school year, 39% of all continuously enrolled K-6 students met or exceeded NWEA RIT growth targets. During 2020-2021 school year, 45% of all continuously enrolled K-6 students as of October 1, 2020, and having taken a fall and spring NWEA, will meet or exceed expected NWEA RIT growth targets in Math.

SY19	41%
SY20	43%
SY21	45%

2. Academic Goal for Reading

During the 2017-2018 school year, 28% of all continuously enrolled K-6 students met or exceeded NWEA RIT growth targets. During 2020-2021 school year, 40% of all continuously enrolled K-6 students as of October 1, 2020, and having taken a fall and spring NWEA, will meet or exceed expected NWEA RIT growth targets in Reading.

SY19	32%
SY20	36%
SY21	40%

3. An Equity, Social Emotional Learning Goal

In SY18, Banaadir South had a suspension rate of .6 (66/110) suspensions per student. By the end of the contract, (SY21) Banaadir Academy will have a suspension rate of less than .3 per student. In addition, subjective suspensions will account for less than 5% (24%) of all suspensions.

SY19	.5
SY20	.4
SY21	.3

4. Consistent Attendance Goal

Banaadir South will have a 90% or better student attendance rate each year of the contract as measured on the MARSS state data reporting system. The MTCSS Team will use monthly data from the Administrative Assistant to identify and reach out to families needing support.

5. Parent Events Goal

Banaadir South will hold a minimum of five parent and family events per year. Banaadir Academy will have an attendance rate for Parent Teacher Conferences of at least 80%. Other parent / family events to be held at Banaadir Academy include Title 1 Family Nights, Parent Education Nights, and the Annual Banaadir Family Picnic.

MTCS Secondary Programs Goals

PEASE Academy Goals:

1. Recovery Goals

Adolescents diagnosed and treated for chemical dependency relapse at a higher rate than adults diagnosed and treated for chemical dependency. Studies estimate that between two-thirds and four-fifths adolescents begin using again in the 6 months after an episode of community-or hospital-based drug or alcohol treatment.¹ Given these statistics, we would expect that out of 75 adolescents, between 50 (67%) and 60 (80%) will begin using after 6 months out of treatment. P.E.A.S.E. Academy, with the services of an LADC and LSSW, will reduce the number of relapses our students experience. They will accomplish this by providing wrap-around services. These services include: formal Sobriety Support Groups (SSG), daily Peer Support Teams (PST), one-on-one counseling, education and acquisition of skills needed to stay sober, grief and loss counseling, suicide prevention, access to community based recovery support groups, and access to a variety of outside mental health therapies. Furthermore, we anticipate that those students who do experience a relapse will have more immediate attention given to them by the LADC and a relapse prevention plan will be crafted and agreed upon by the student and their parents, thus significantly reducing the severity and length of said relapse and therefore reducing dropout rates. We anticipate that through the services we provide, for each year of the contract, we will experience at least a 75% retention rate of the students, with 55% of those students NOT experiencing any relapse, 15% of the students experiencing a single using or relapse experience, and providing the resources for an additional 5% of the students to return to a treatment to stabilize so they can be successful at P.E.A.S.E. Academy. This will therefore reduce the relapse rate from 67-80% to 45%, with close to 40% of those who do relapse the support they need to get back on track and finish the school year successfully.

2. Math Goal:

For each year of the contract, 75% of all continuously enrolled P.E.A.S.E. Academy students, as of October 1 of each of the three school years, will increase their Fall Math NWEA MAPs RIT score by their individual Projected Growth target as measured by the Spring NWEA MAPs Assessment.

3. Reading Goal:

For each year of the contract, 75% of all continuously enrolled P.E.A.S.E. Academy students, as of October 1 of each of the three school years, will increase their Fall Reading NWEA MAPs RIT score by their individual Projected Growth target as measured by the Spring NWEA MAPs Assessment.

¹¹Ramo, Danielle and Sandra Brown. "Classes of Substance Abuse Relapse Situations: A Comparison of Adolescents and Adults." Psychology of Addiction Behaviors. September, 2008. 22(3): 372-379.
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3031179/>

4. Graduation Rate Goal:

For each year of the contract, 90% of all seniors who a) started with us on track for graduation and b) do not experience relapse during their time at P.E.A.S.E. Academy will graduate on time and be considered a 4-year graduate by MN Department of Education.

P.E.A.S.E. Academy will work directly with the Regional Center of Excellence (RCE) to determine an appropriate Graduation Rate Goal for our unique school. Considering over 85% of our students every year enroll with us either their Junior or Senior year and of these students, close to 90% come to our school behind in credit, a meaningful way of measuring success in graduation rate has to be worked through with RCE and the MN Department of Education. It would be unethical for our school not to enroll seniors in their second semester who have no chance to graduate. It would be unethical for us to not enroll anybody who was committed to abstinence regardless of his or her current credit count. Students with diagnosed Substance Use Disorders are at much higher risk of drop out and not graduating at all, therefore with collaborating with RCE, we will be able to create a meaningful measurement.

5. Attendance Goal:

For each year of the contract, 85% of P.E.A.S.E. Academy students will maintain at least 85% daily attendance. This number will take into account those students who decide to leave and we have to 15-day drop them from our enrollment. For these students, attendance will be based on while they were attending before the process of the 15-day drop.

6. Marketing Goal:

For each year of the contract, P.E.A.S.E. Academy staff will attend at least three conferences a year as a vendor to share with stakeholders about recovery high schools. The Director will present at five adolescent Treatment Centers throughout the year to talk with family groups or the treatment providers. The Director and other staff will provide important information to County Probation and Juvenile Social Services for the six metro counties: Anoka, Dakota, Hennepin, Ramsey, Scott, and Washington.

MTCS Secondary Goals:

Math:

During the first year of the contract, all students' grades 7-11 will take the NWEA Math test in the fall to create baseline in data points. In each of the following years, 50% or more of students continuously enrolled two or more years will show growth as measured from fall to spring.

Reading:

During each contract school year, 10% ELL MTCS Secondary students continuously enrolled as of October 1 in grades 7-12 who have been with MTCS for 2 or more years will show positive Reading growth as shown in the Access test with a baseline of 33%.

During each contract school year, 10% ELL Banaadir Math and Science students continuously enrolled in grades 7-11 who have been with

MTCS for 2 or more years will show positive reading growth as shown in the Access test with a baseline of 60%.

Graduate:

For the duration of the contract years, 5% of seniors continuously enrolled at MTCS Secondary will meet the Minnesota requirements for graduation as measured by the state with a baseline of 59.2%.

Consistent Attendance:

During each contract school year, all free and reduced students in grades 7-12 who are enrolled Oct. 1 will increase attendance rate by 10% each year as measured by Skyward Daily Attendance with a baseline of 57.55%. By SY 2021, attendance will increase to 87.55%.

MN Virtual High School:

1. Math Goal:

For each year of the contract, 75% of all continuously enrolled MVHS students as of October 1st of each of the three school years will increase their Fall Math NWEA MAPs RIT score by their individual Projected Growth target as measured by the Spring NWEA MAPs Assessment.

2. Reading Goal:

For each year of the contract, 75% of all continuously enrolled MVHS students as of October 1st of each of the three school years will increase their Fall Reading NWEA MAPs RIT score by their individual Projected Growth target as measured by the Spring NWEA MAPs Assessment.

3. Graduation Rate Goal:

For each year of the contract, 90% of all seniors who started with us on track for graduation at MVHS will graduate on time and be considered a 4-year graduate by MN Department of Education.

4. Attendance Goal:

For each year of the contract, MVHS will improve its overall attendance rates by 5%. Actual rates to be improved will be determined once the 2017-2018 school year is ended, which will be the baseline rate used to calculate growth.

5. Marketing Goal:

For the 2018-19 school year, in order to reach more students in need of programming and expand the scope of our educational programming, MVHS will develop a grade expansion plan that will introduce grades 1-6 to our organization. The goal for launching this expansion will be enrolling 40 students' grade 1-6 for the 2nd semester, with goals of continued expansion going into the following academic year.

Connections Academy Goals:

1. Math Goal: Test Score Growth

For each year of the contract, at least 60% of returning students' (enrolled for state testing last school year and this school year) state test scores will indicate proficiency or better, or will show improvement of at least one category in 3rd - 8th grade Math (e.g., from "Below Basic" to "Basic").

2. Reading Goal: Test Score Growth

For each year of the contract, at least 75% of returning students' (enrolled for state testing last school year and this school year) state test scores will indicate proficiency or better, or will show improvement of at least one category in 3rd - 8th grade Reading (e.g., from "Below Basic" to "Basic").

3. Graduation Rate Goal:

For each year of the contract, 90% of all seniors who enrolled as on track for graduation at MNCA will graduate on time and be considered a 4-year graduate by MN Department of Education.

4. Attendance Goal:

For each year of the contract, MNCA will improve its overall attendance rates by 3%. Actual rates to be improved will be determined once the school year is ended, which will be the baseline rate used to calculate growth.

5. Parent Satisfaction Goal:

For each year of the contract, 85% of Minnesota Connections Academy parents will rate their child's experience at Minnesota Connections Academy as an "A" or "B" using an A-F scale on the annual Parent Satisfaction Survey in February 2019.

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.

Figure 1

MTCS Seat Based Programs			
Assessment	Content	Grades	# of times
Emergent Literacy	Reading	K-1	Fall, Winter, Spring
Comprehensive Assessment	Reading	2-6	Fall
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	Fall, Winter, Spring,
W-APT	Inclusive	K-12	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

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
*Minnesota Test of Academic Skills (MTAS) Reading: Grades 3-8, 10 Math: Grades 3-8, 11	IEP Students 3-8, 10 & 11	These are alternative state assessments available for students with disabilities whose	Reading MTAS 45–90 minutes Math MTAS

Science: Grades 5, 8 & HS Test Dates: March 6-May 5, 2017		Individual Education Plan (IEP) states they need an alternative assessment.	30—60 minutes Science MTAS 30—60 minutes
*College & Career Ready Assessments: ACT Plus Writing: Grade 11 & 12 Test Dates: February 28, 2017	11 & 12	Districts provide this free to students who have not had this opportunity to measure how well they are prepared for college and career opportunities after high school.	4.5 Hours

Figure 2

***State Required**

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.

MTCS has embedded reading and assessment program for the K-6 that is researched based with the foundation of an uninterrupted 90-minute block of reading. The classroom teacher provides the instruction and at risk, students receive further support from Title 1, Special Education or ESL. Grades K-6 has an instructional model that begins with a whole group teacher-directed instruction of focus lesson, 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. See **Figure 2** for the resources that are used district wide for the MTCS reading program and assessments.

Reading Well by Third Grade Local Literacy Plan:

Approved May 2017 by MTCS Board of Education.

Introduction

Minnesota Transitions Charter School District (MTCS) believes that reading is the foundation to all subjects of learning. The ability to read critically, with systematic, progressive methods develops clear and effective thinking skills that are needed in all other disciplines. All students will be reading at or above grade level.

Read Well by Third Grade, MN Statute 120B.12

<http://education.state.mn.us/MDE/EdExc/ReadWell/index.html>

Consistent with MN Statute 201B.12 MTCS:

- provides comprehensive, scientifically based reading instruction
- assesses students' level of reading proficiency and identify students not yet reading at grade level notifies and involves parents/guardians of students who are not yet reading at grade level
- intervene and accelerate learning growth for students who are not yet reading at grade level
- train and support all elementary teachers in order to provide, comprehensive, scientifically-based and culturally sensitive instruction
- annually adopt and post a "Local Literacy Plan" outlining steps to ensure that all students are reading at or above grade level by the end of third grade

Minnesota Transitions Charter School (MTCS) Literacy Plan Summary

MTCS is a public charter school district that provides rigorous education to a diverse population. MTCS serves over 3000 students in grades K-12 from Minneapolis and surrounding Minnesota areas. MTCS has three elementary programs (K-6), one Secondary site (7-12) and two high schools and one K-12 online school dedicated to student learning. Our statistically significant subgroups include limited English proficiency (LEP) at 13.3%, free and reduced program (FRP) at 52.8%, and Black at 22.3%.

MTCS elementary programs are as follows:

- **MTCS Minnesota Connections Academy (MTCMCA)**, a tuition-free online public school. MTCMCA gives students the flexibility to learn at home with a curriculum that meets rigorous state education standards.
- **Banaadir Academy** an ESL program in Minneapolis with a powerful partnership between home, school and community. Working together, we build success for children, as they become confident people and caring citizens for tomorrow's world.
- **MTCS Elementary School** is a diversified, creative school with small classes and high-qualified teachers. MTCS Elementary is a loving, nurturing, and learning community that cares about your child. We are committed to providing support and encouragement. We develop student self-confidence along with the right tools for academic success.

Goals and Objectives:

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

The MTCS 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 based on scientific and evidence

based research. MTCS uses a unified approach to teaching balanced literacy. The goal of the program is to have students experience the power of reading and writing.

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 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
- ❖ Learning to read and write begins at birth in the home
- ❖ 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. MTCS 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. Varieties 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 analyze data to inform their instruction. MTCS 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 is an Educational program exclusive to MTCS'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 (MTCS) 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 1 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, MTCS purchased a viable curriculum for literacy, Journeys CC for the three elementary. Based on the different needs of our buildings we have selected different programs to best fit each style of our schools. MTCS 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 2018, Teaching and Learning Coordinators were hired to help coach teachers in the classroom with Daily Five, CAFÉ, data walls, vocabulary, etc. They will model and coach in the classrooms so they help support teachers as they continue to learn how to teach reading in order to support all learners at MTCS.

MTCS 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-6 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, MTCS uses the Reading MAP assessment reading in grades K- 6 and the Journey's assessments in grades K - 6 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 MTCS 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 varieties 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. 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
Journeys Skills Series	K-1	3 time a year
Minnesota Comprehensive Assessment (MCA)	3-10	Once a year
Minnesota Test of Academic Skills (MTAS)	Students with Special Needs	Once a year
Journeys Comprehensive Assessment	2-6	1times a year
Emergent Literacy	K-1	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

Progress Monitoring Assessments					
Grade	Test Product	Assessments	Proctor	Date	Data stored
K	Reading A-Z/Journeys Assess//Fountas and Pinnell	Fluency	Classroom teacher	Winter Spring	View Point Data warehouse
K-1	Journeys Primary assessments (if applies/Primary	*Print concept/Name identification	Classroom teacher	Quarter	View Point Data warehouse

	NWEA	*Initial Sound with pictures *Naming letters *Rhyming *Segmenting and blending			
K-1	Dolch Words	Word Knowledge	Classroom Teacher	Quarterly	View Point Data warehouse
K-1	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	Journeys /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	Journeys Benchmark/ LEAPS	*Oral Reading *Comprehension *Word Knowledge *Retelling	Classroom teacher	Fall, Winter Spring	View Point Data warehouse
1-8	Journeys Running Records//Fountas and Pinnell / LEAPS	fluency	Classroom Teacher	Monthly	View Point Data warehouse
2-8	Writing Sample	Writing knowledge	Classroom Teacher	Fall, Winter, Spring	Portfolio

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, Founts' & Pinnell, Aleks, 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. MTCS 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 MTCS 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. In addition, 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. MTCS 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.

Individual classroom teachers give suggestions for parents to become a part of their child's educational process throughout the year 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.

MTCS 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 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 MTCS 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.

MTCS 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 five 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 five 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.

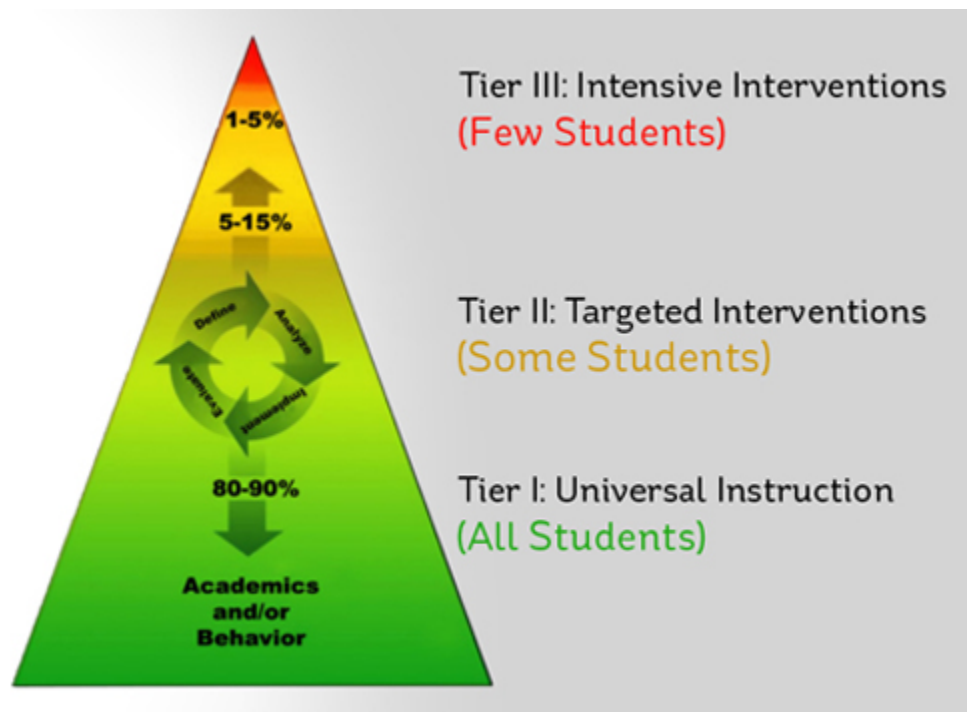
MTCS services provided to students include, but are not limited to:

- 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 MTCS 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.

MTCS 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 1 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 II interventions and I. The students receive increased Tier III services and may use alternative curriculum to make adequate academic growth. A special teacher and/or using specialized curriculum and instructional techniques may teach these students.

Scientifically based Reading instruction:

The scientifically based reading curriculum MTCS 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
 - Study Island
 - IXL math and reading

- Intensive reading interventions may include:
 - Read Live
 - 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 age's children and K-3rd grade students. <http://www.minnesotareadingcorps.org/>

Student Support System for EL Learners

The English Learner (EL) Program at the MTCS 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 MTCS'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 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, MTCS has a large ELL population ELL; it is paramount that WIDA standards and assessments closely align to ELA standards. MTCS teachers will continue to build and strengthen students' language development by receiving ongoing professional development in SIOF.

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

MTCS 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.

MTCS 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.

Unique Education at MTCS

MTCS 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 is no telling how far they will 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 MTCS 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 is 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®) at both 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 is 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.

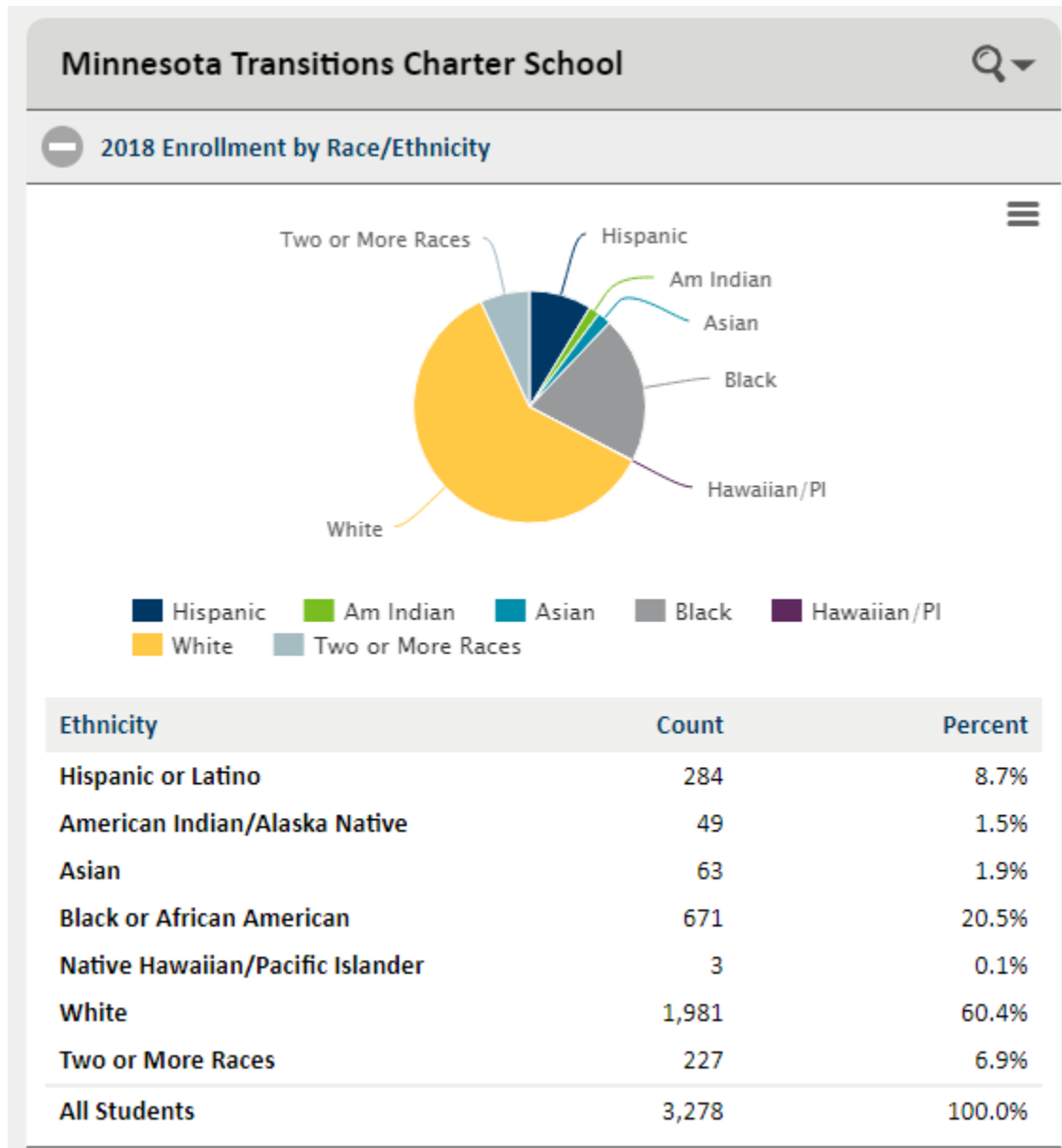
Communicating Regularly: When school starts, Learning Coaches and teachers establish a regular communication schedule for the personalized learning plan, depending on the needs of the student.

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

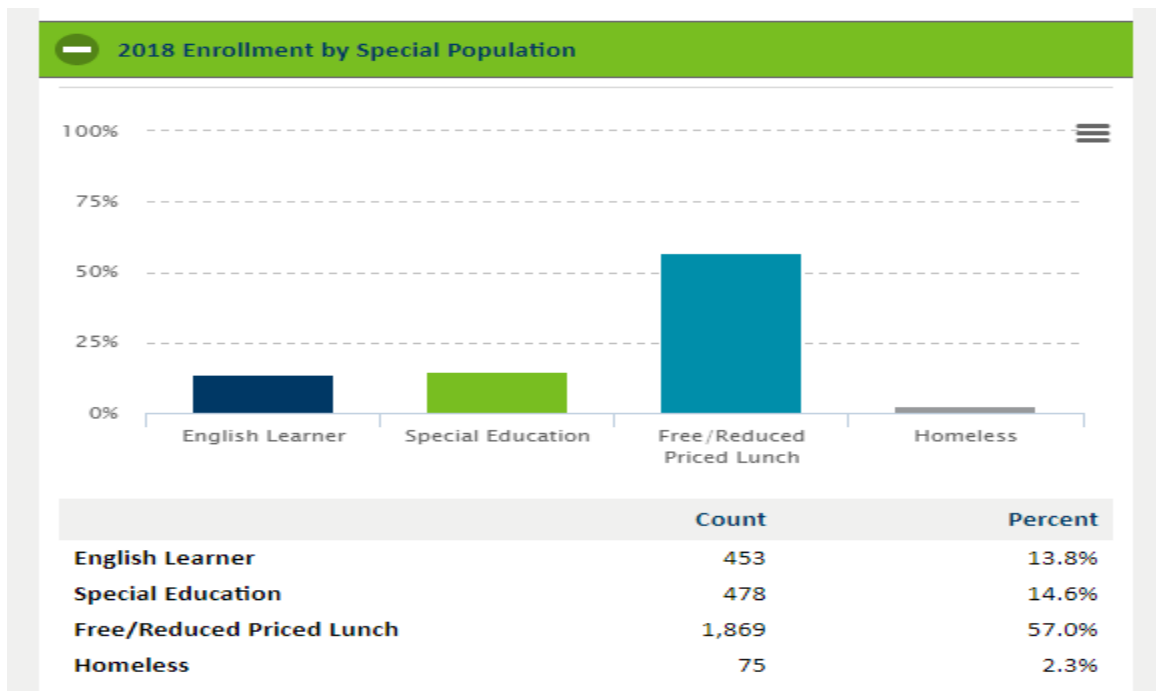
Communication system for annual reporting: MTCS has monthly open board meetings for all parents, teachers and community members to attend and learn about our schools. At the Annual board meeting, in February of each year, parents are invited to learn about the local literacy plan for the school and vote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

The literacy plan developed by the district will be posted on the MTCS district website. Data for the district will be sent to the Minnesota Department of Education commissioner.

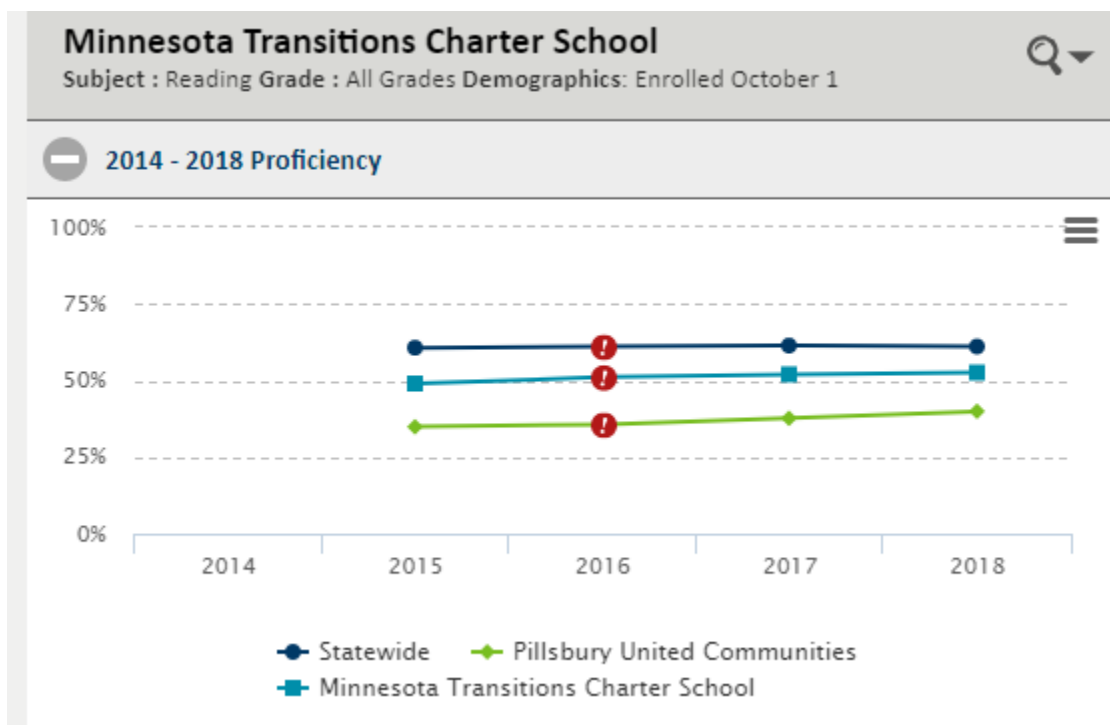
Minnesota Transitions Ethnicity:



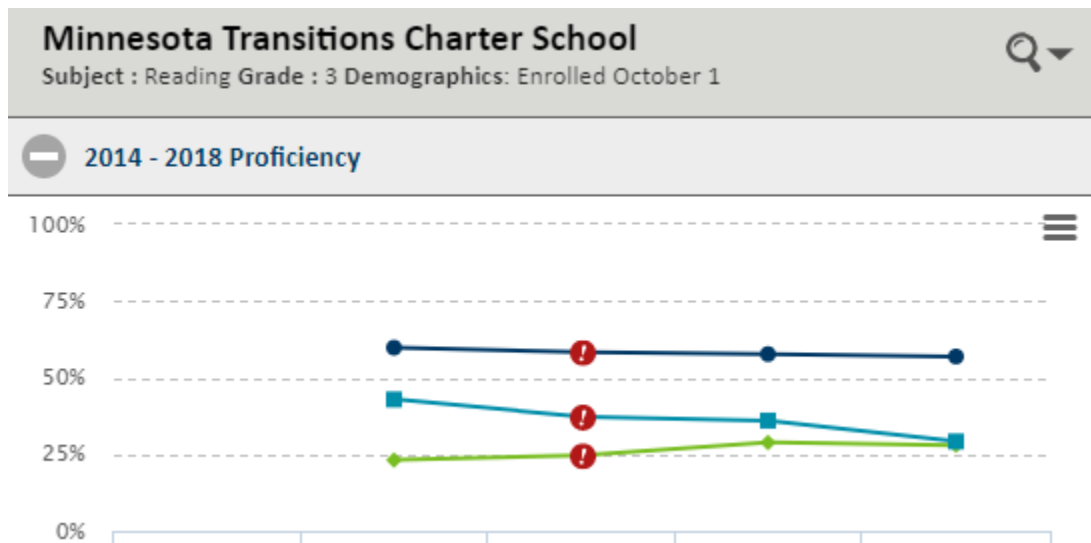
Minnesota Transitions Special Populations:



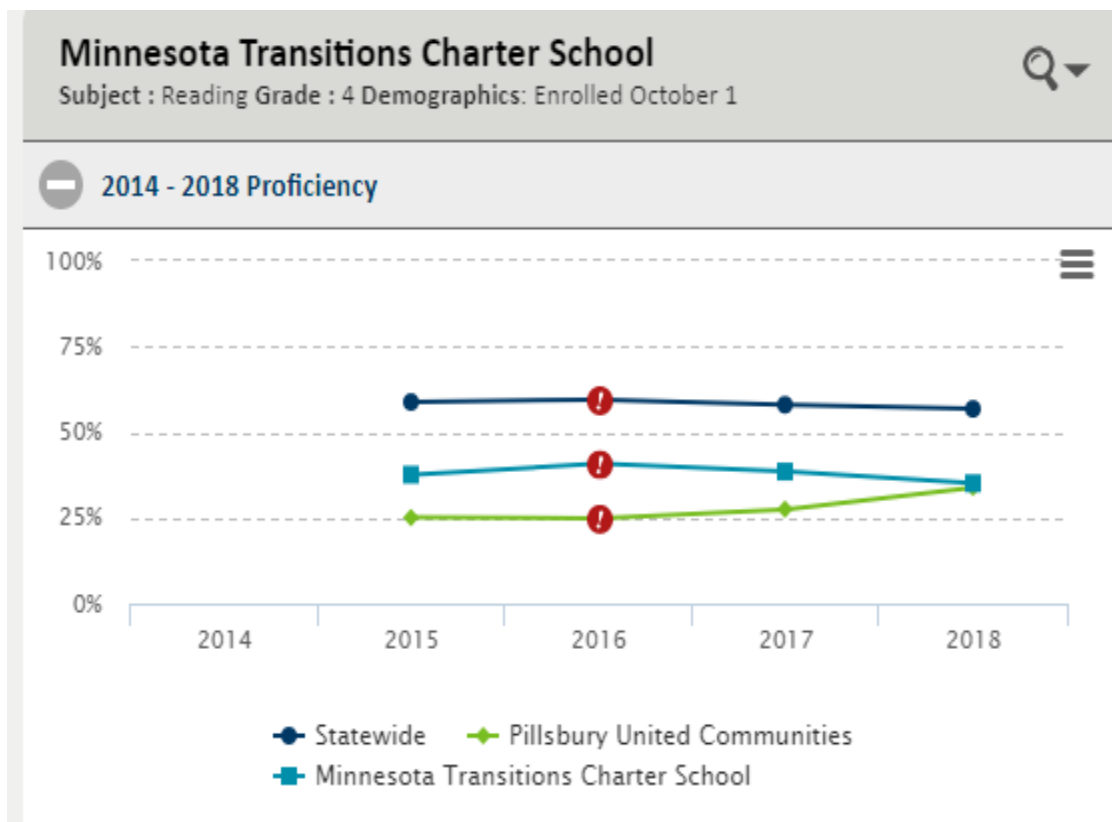
District Wide Reading Trend Data:



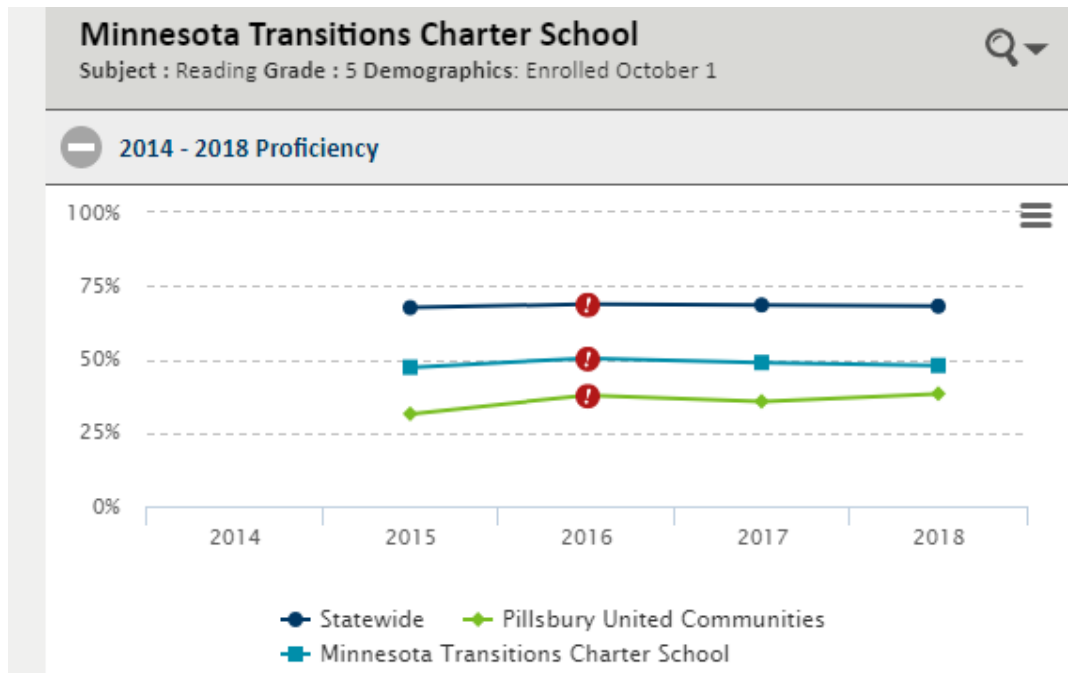
Reading 3rd Grade Trend Data:



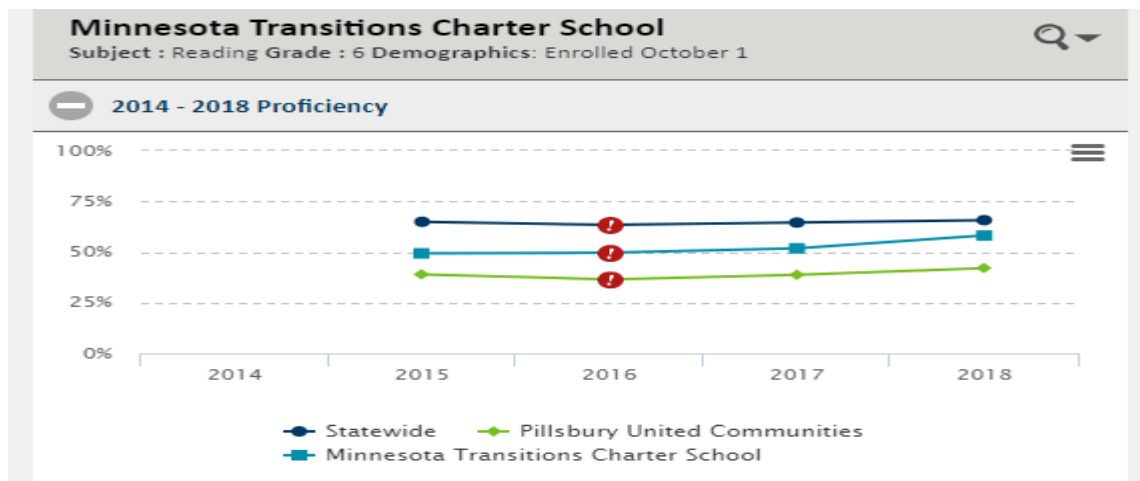
Reading 4th Grade Trend Data:



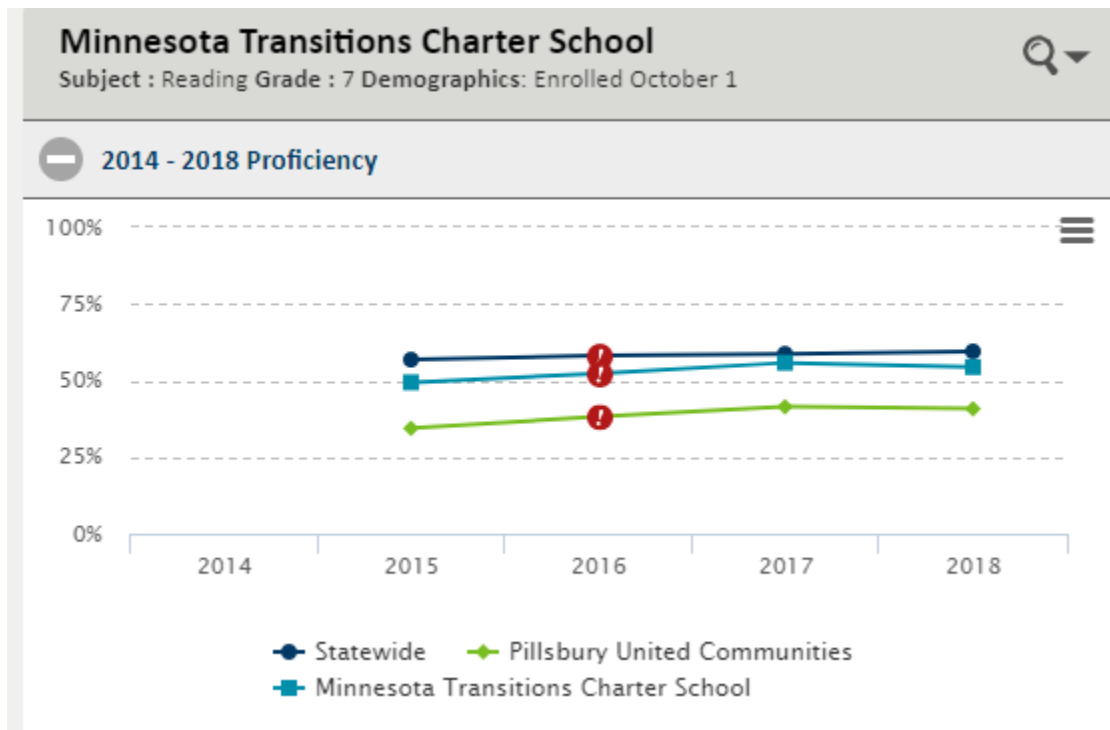
Reading 5th Grade Trend Data:



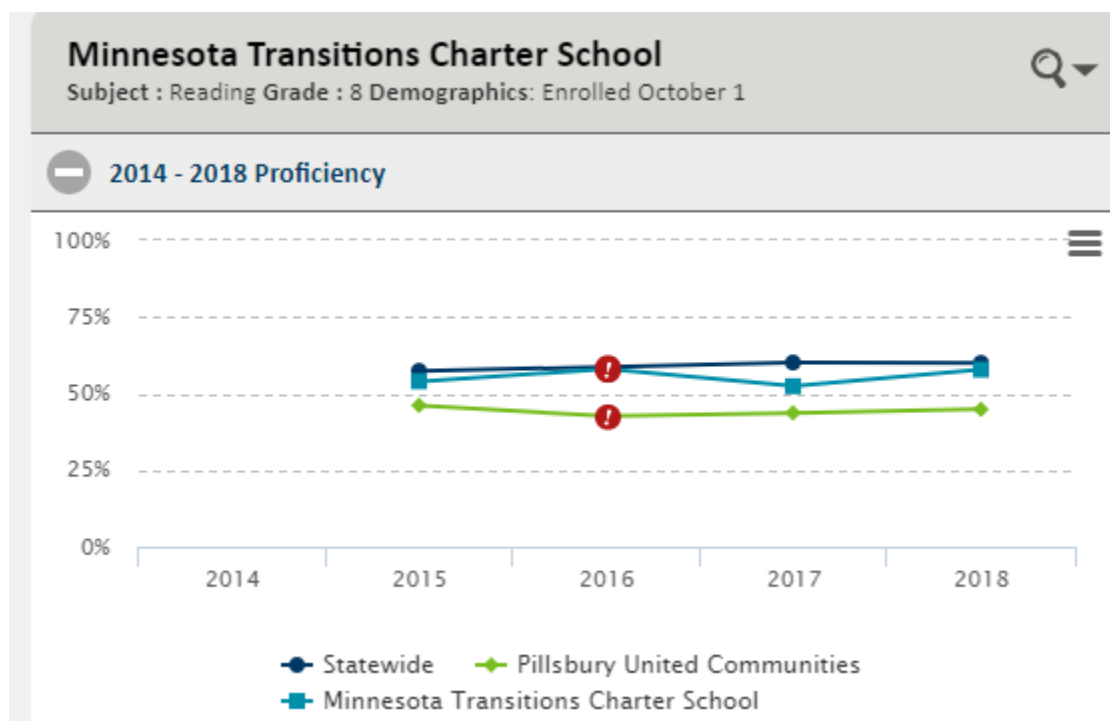
Reading 6th Grade Trend Data:



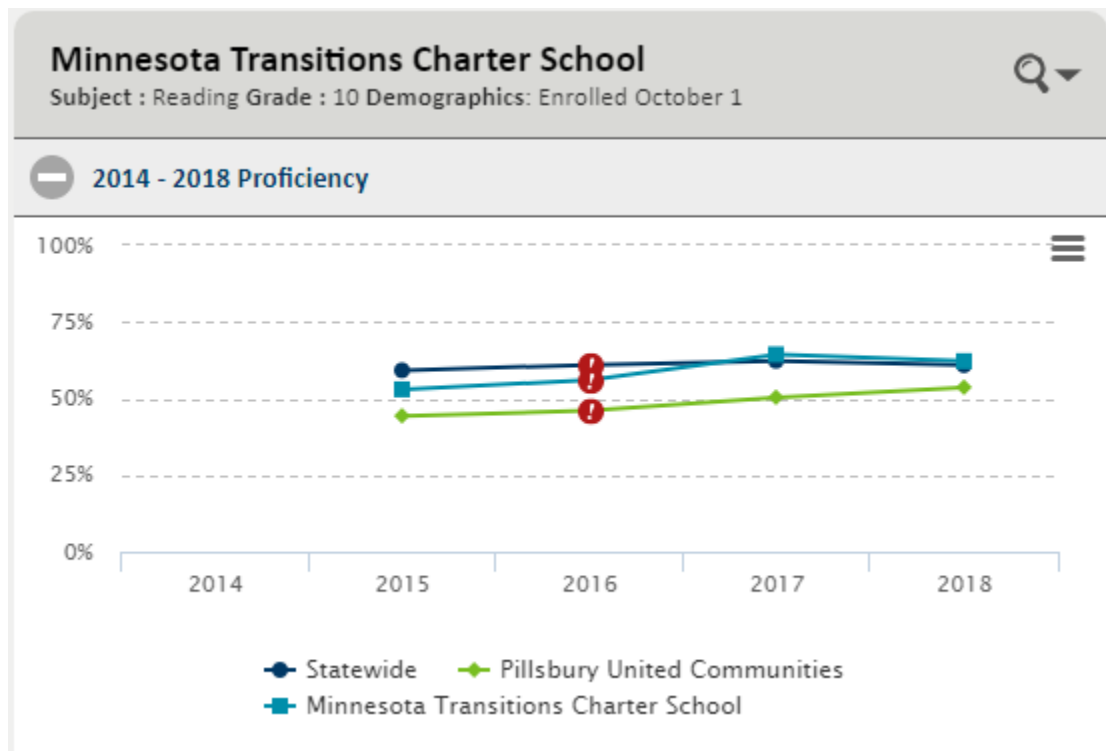
Reading: 7th Grade Trend Data:



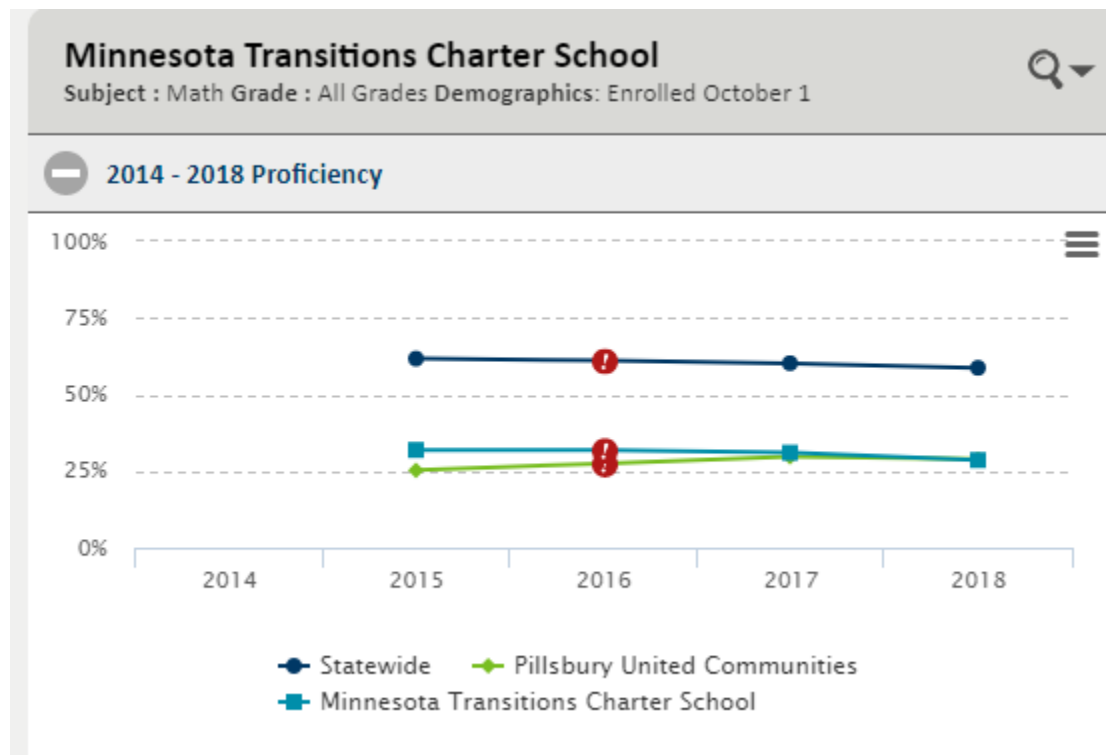
Reading 8th Grade Trend Data:



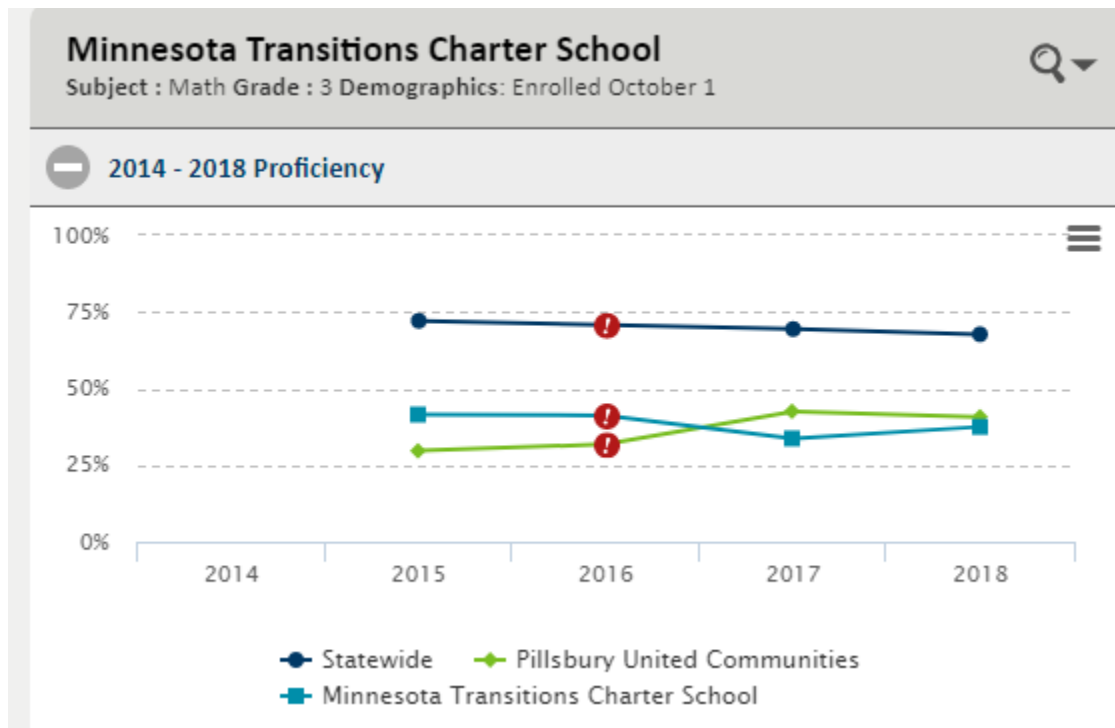
Reading 10th Grade Trend Data:



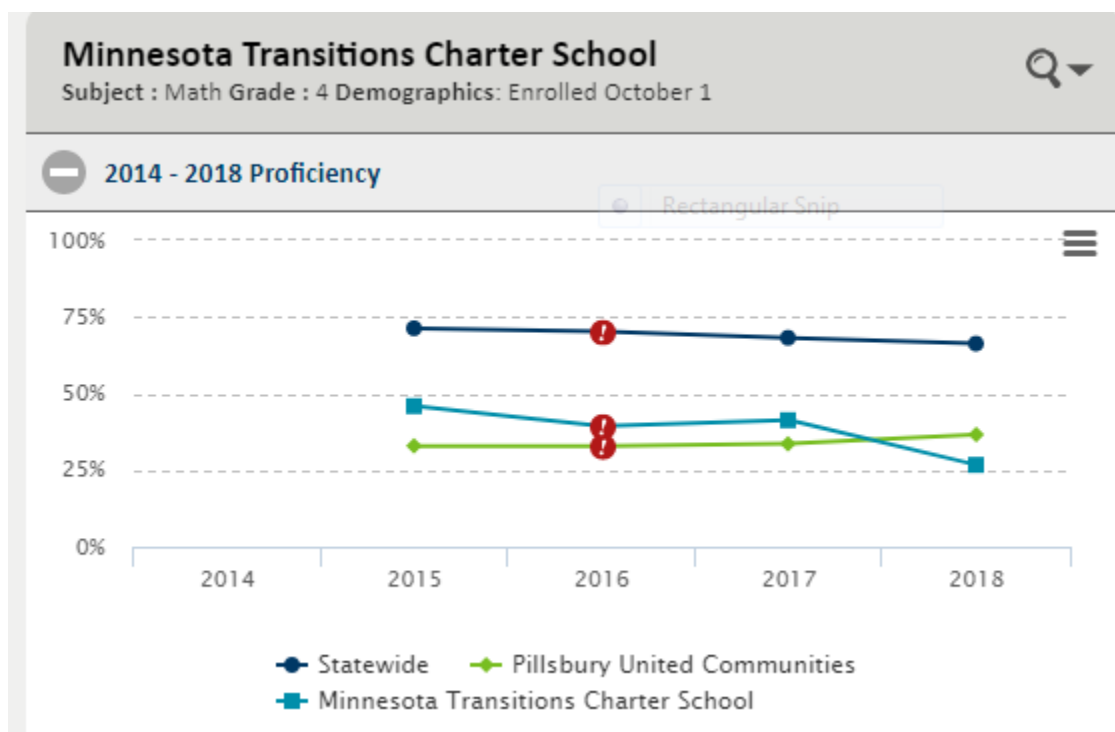
District Wide Math Trend Data:



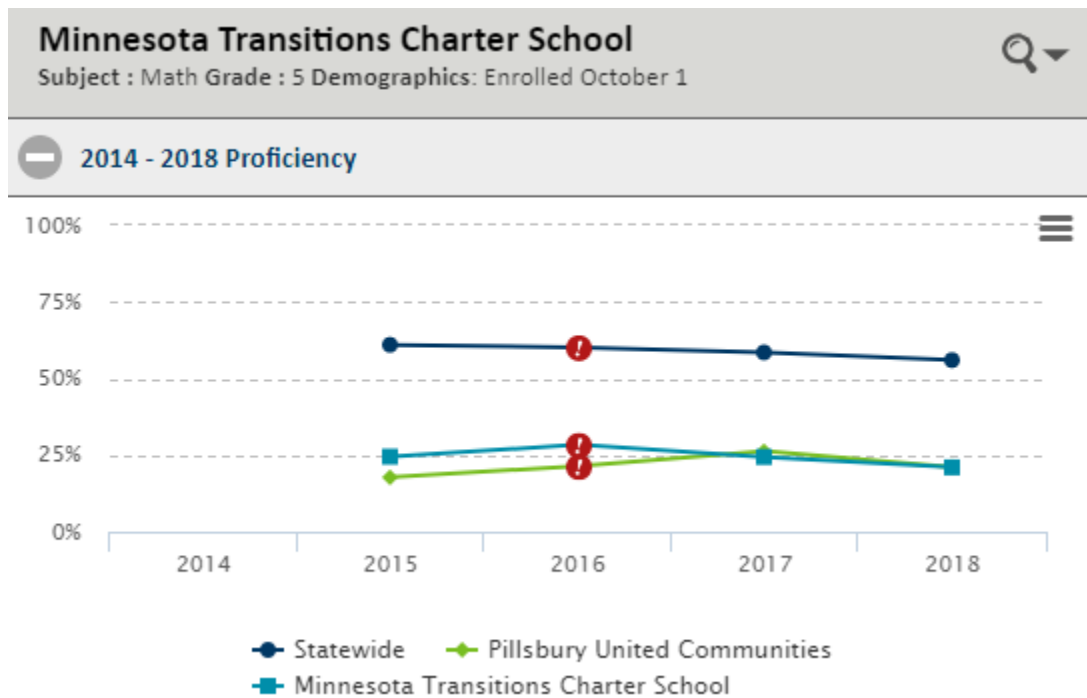
Grade 3rd Math Trend Data:



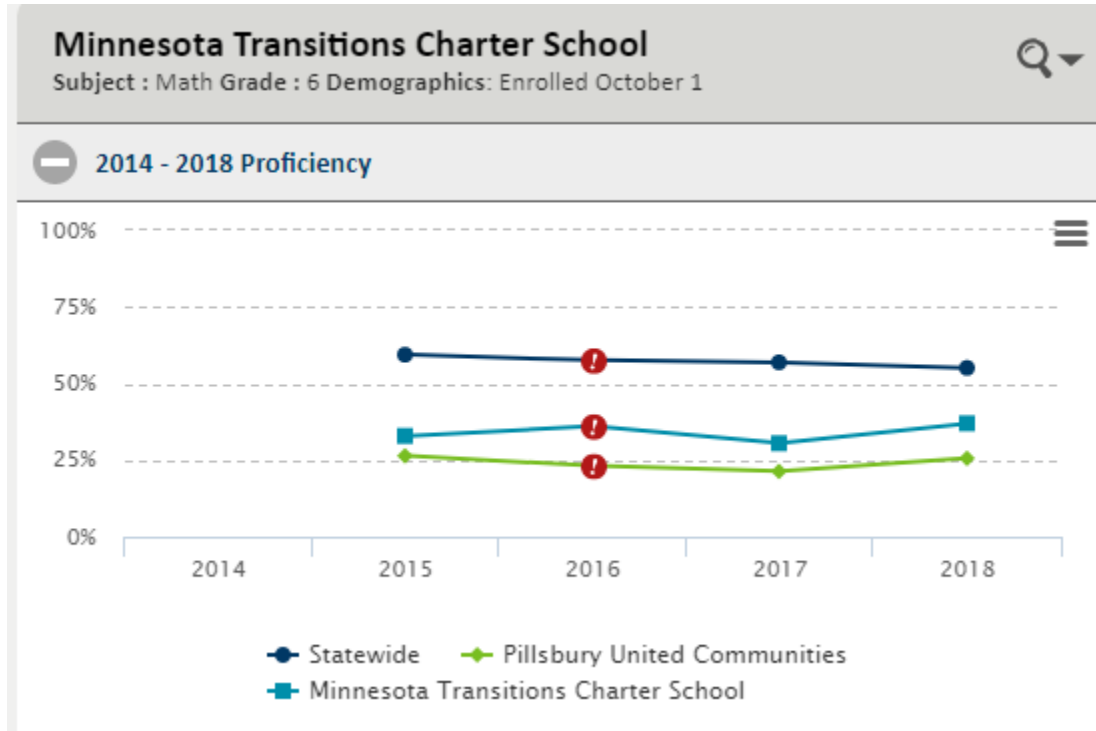
Grade 4 Math Trend Data:



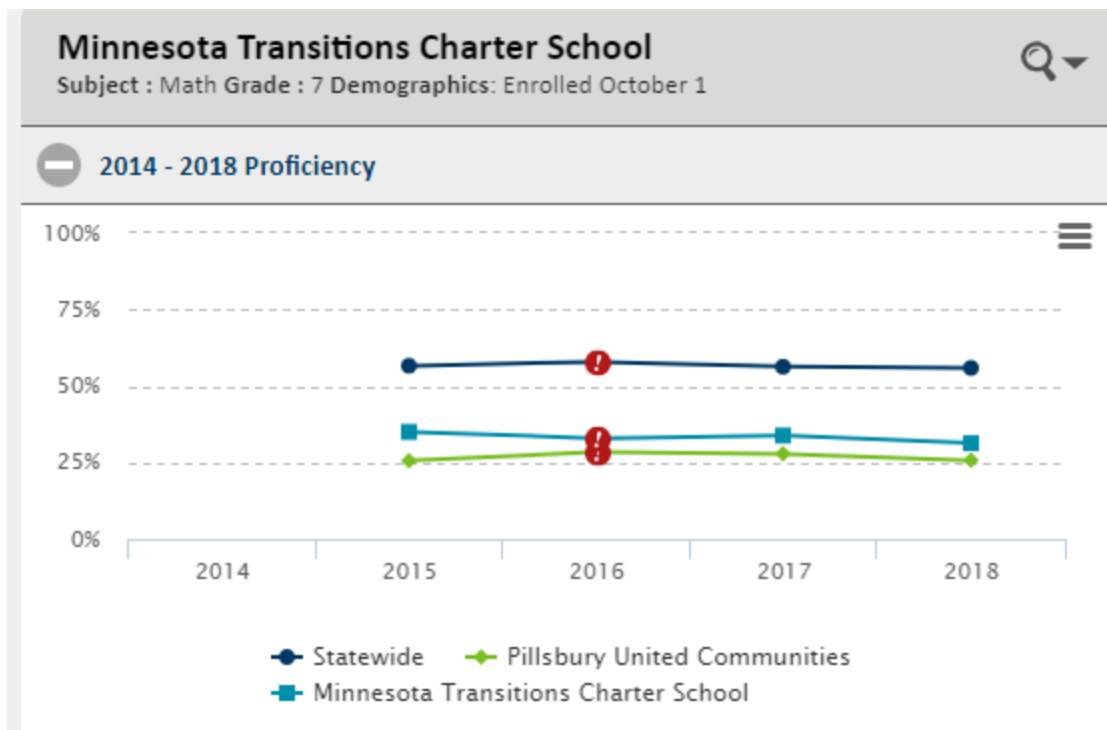
Grade 5 Math Trend Data:



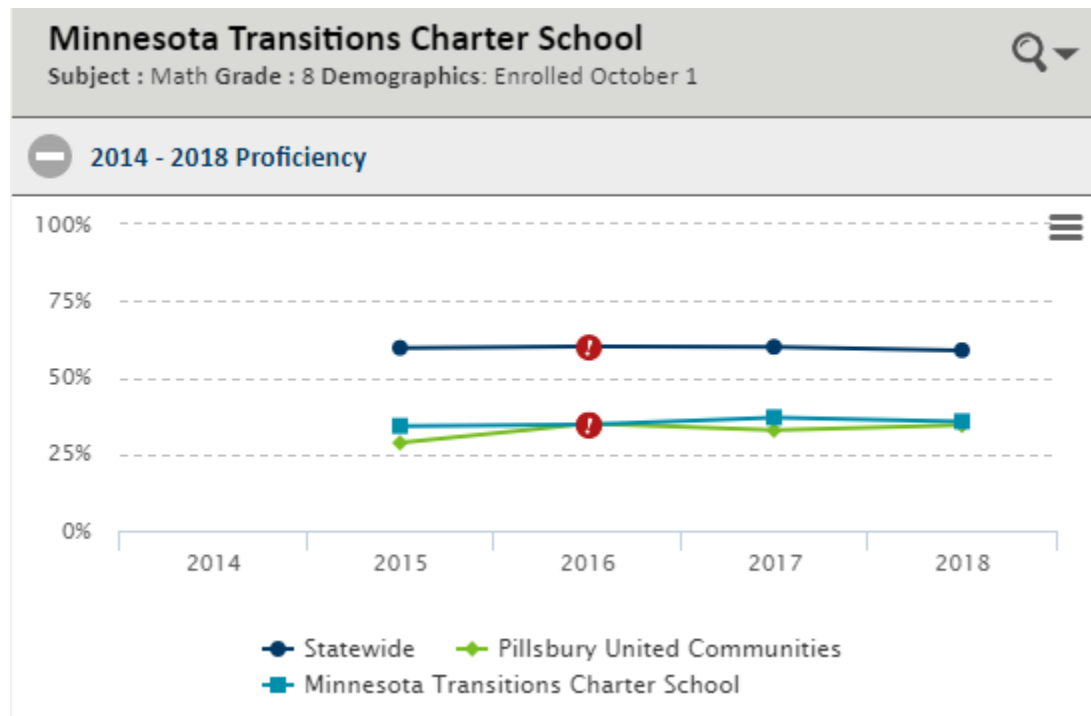
Grade 6 Math Trend Data:



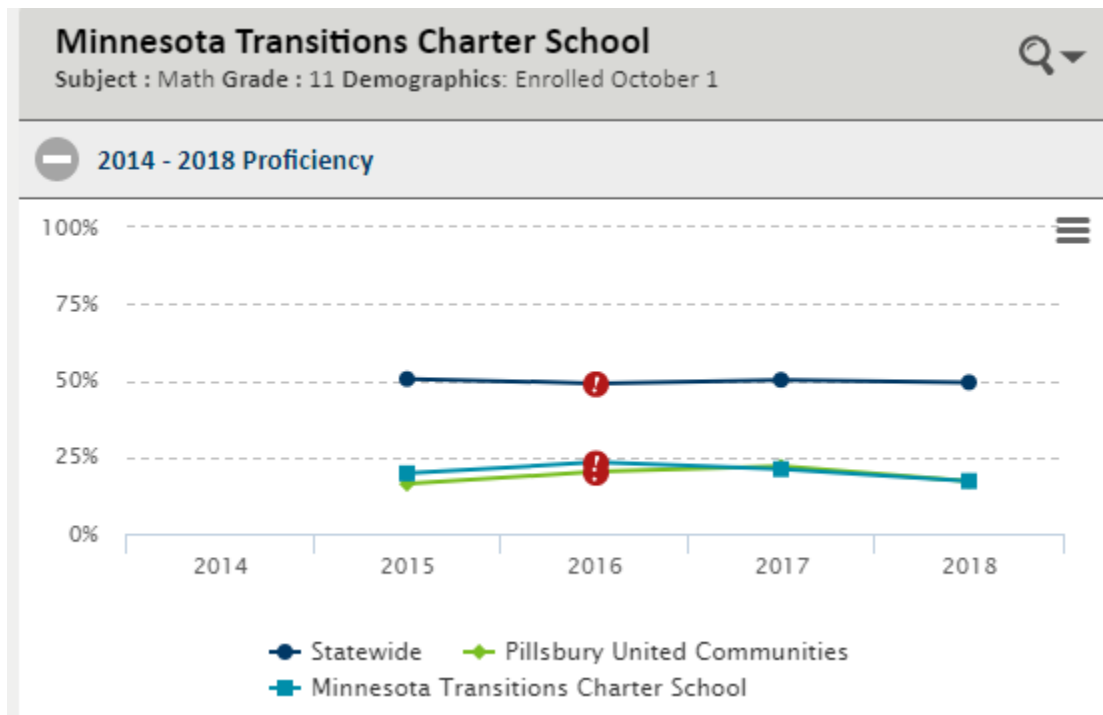
Grade 7 Math Trend Data:



Grade 8 Math Trend Data:

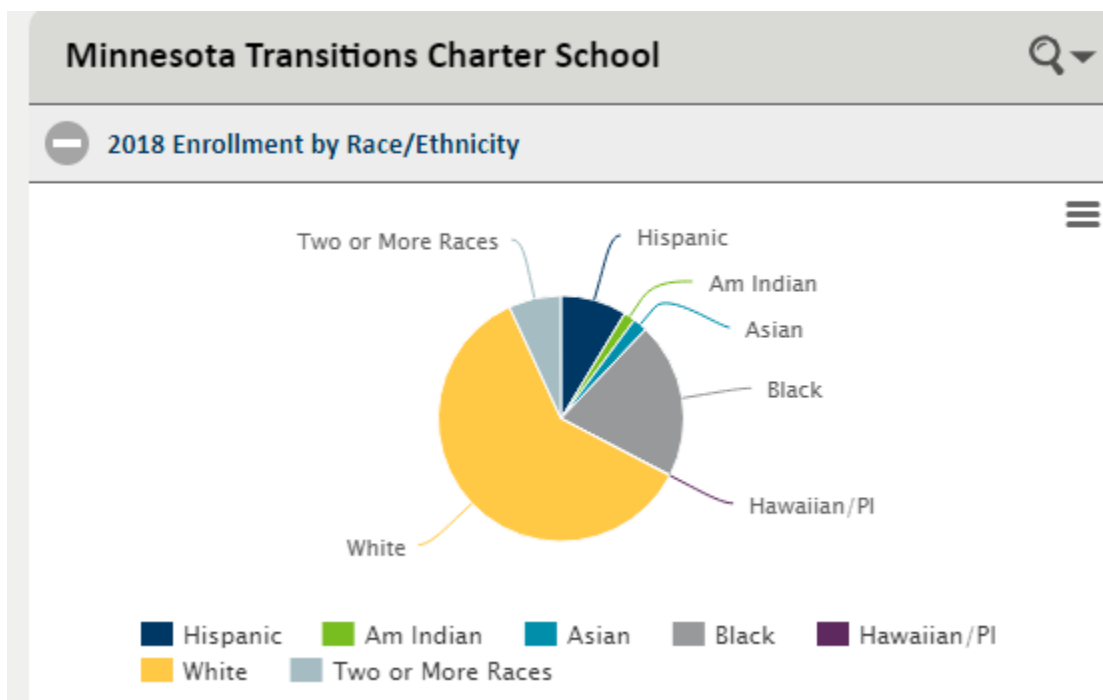


Grade 11 Math Trend Data:

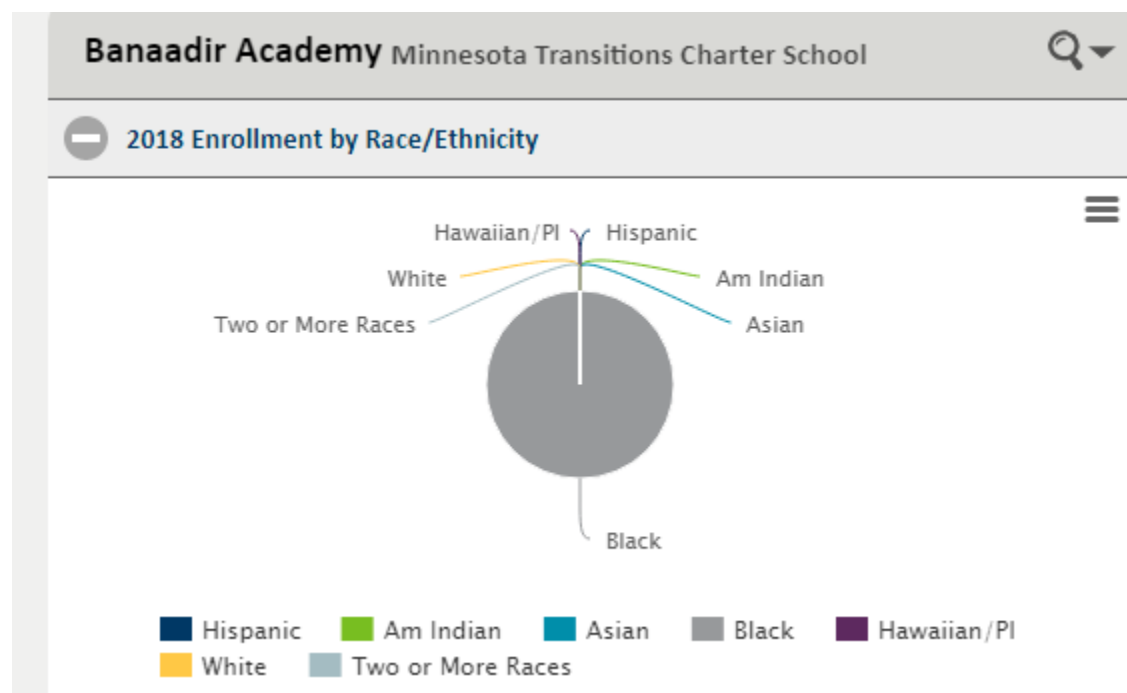
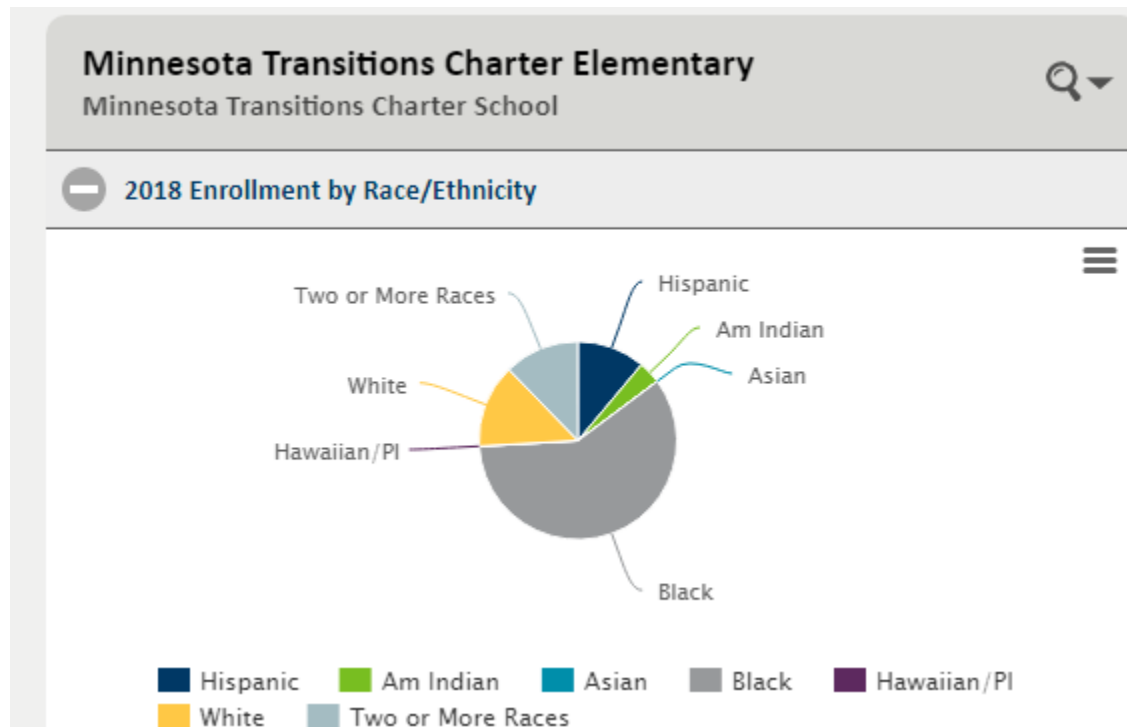


*The Demographics of our programs is a driving force behind our researched based instruction, our staff development, our programs as well as the needs of our student body.*Demographics

Demographics District Wide:



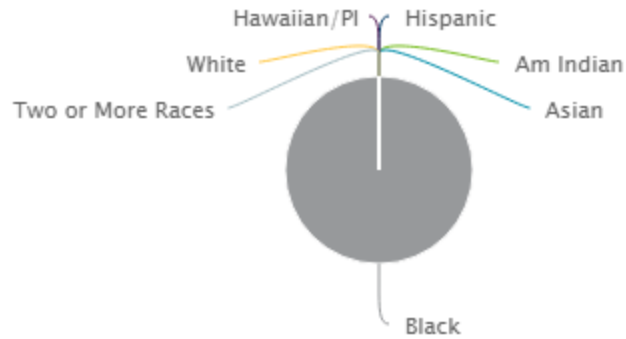
Demographics for each of MTCS sites:



Banaadir South Minnesota Transitions Charter School



2018 Enrollment by Race/Ethnicity

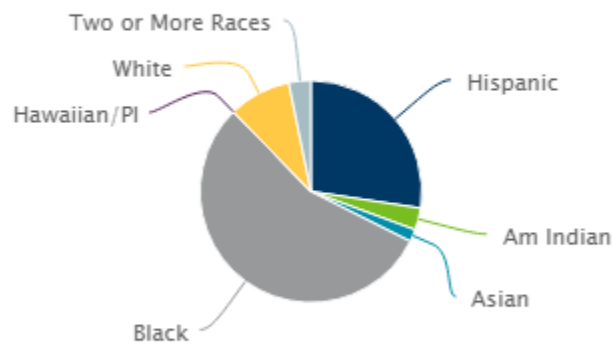


Hispanic Am Indian Asian Black Hawaiian/PI
White Two or More Races

MTS High School Minnesota Transitions Charter School



2018 Enrollment by Race/Ethnicity

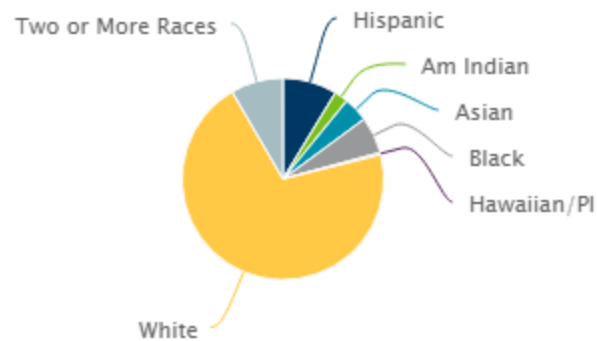


Hispanic Am Indian Asian Black Hawaiian/PI
White Two or More Races

Virtual High School Minnesota Transitions Charter School



2018 Enrollment by Race/Ethnicity



Race/Ethnicity

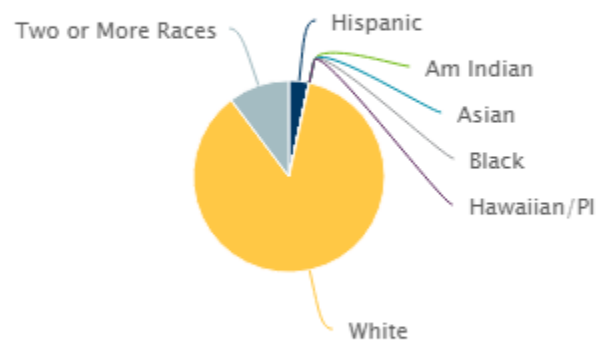
Count

Percent

MTS Pease Academy Minnesota Transitions Charter School



2018 Enrollment by Race/Ethnicity

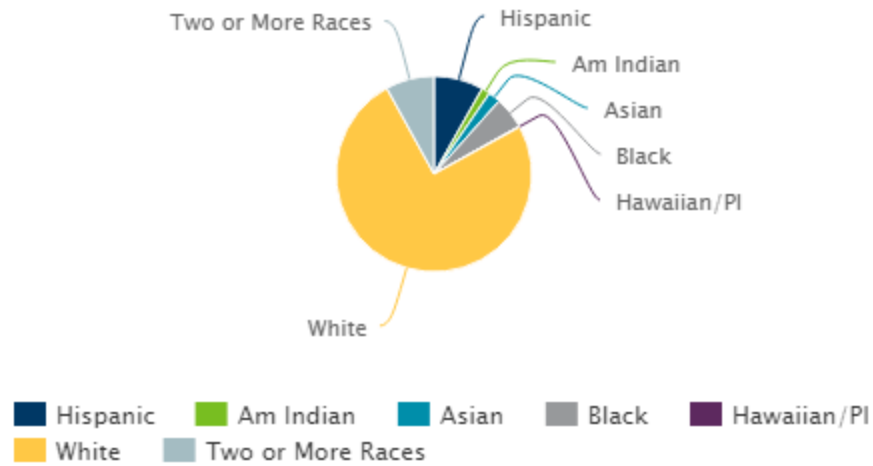


Minnesota Connections Academy

Minnesota Transitions Charter School

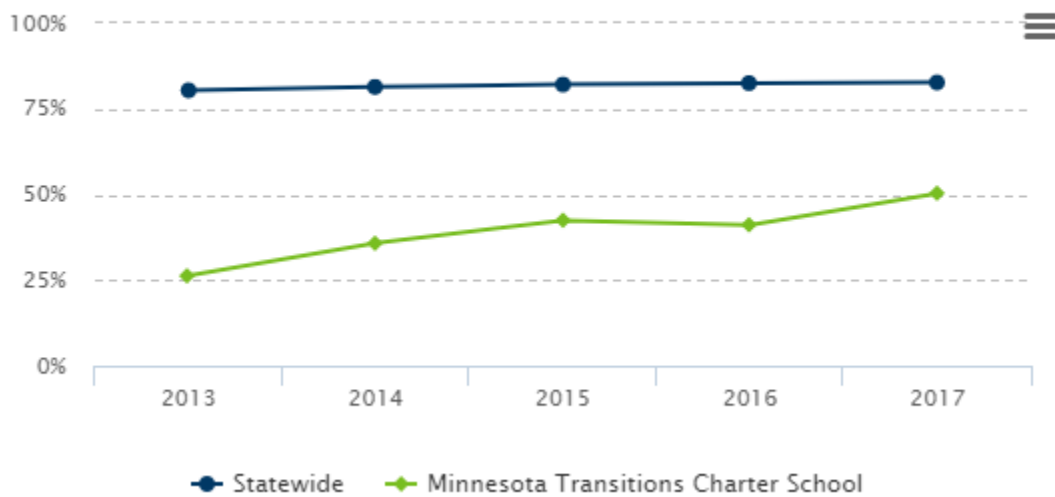


2018 Enrollment by Race/Ethnicity

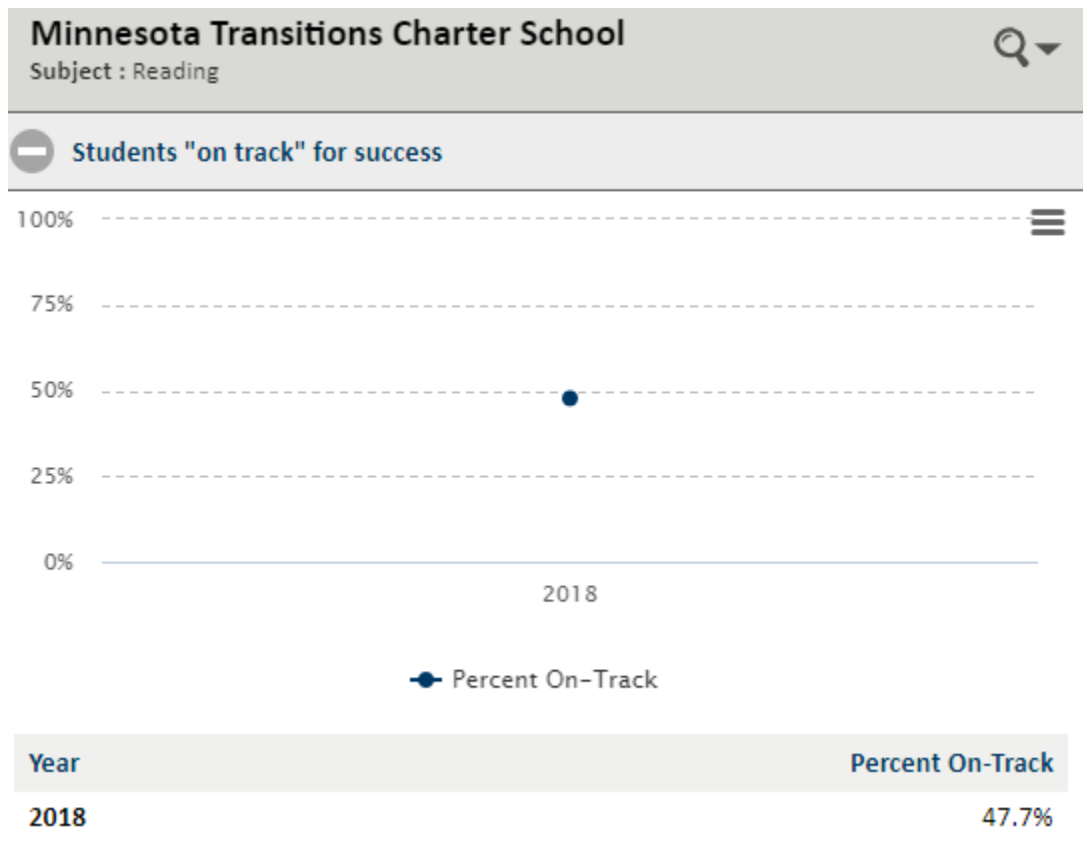


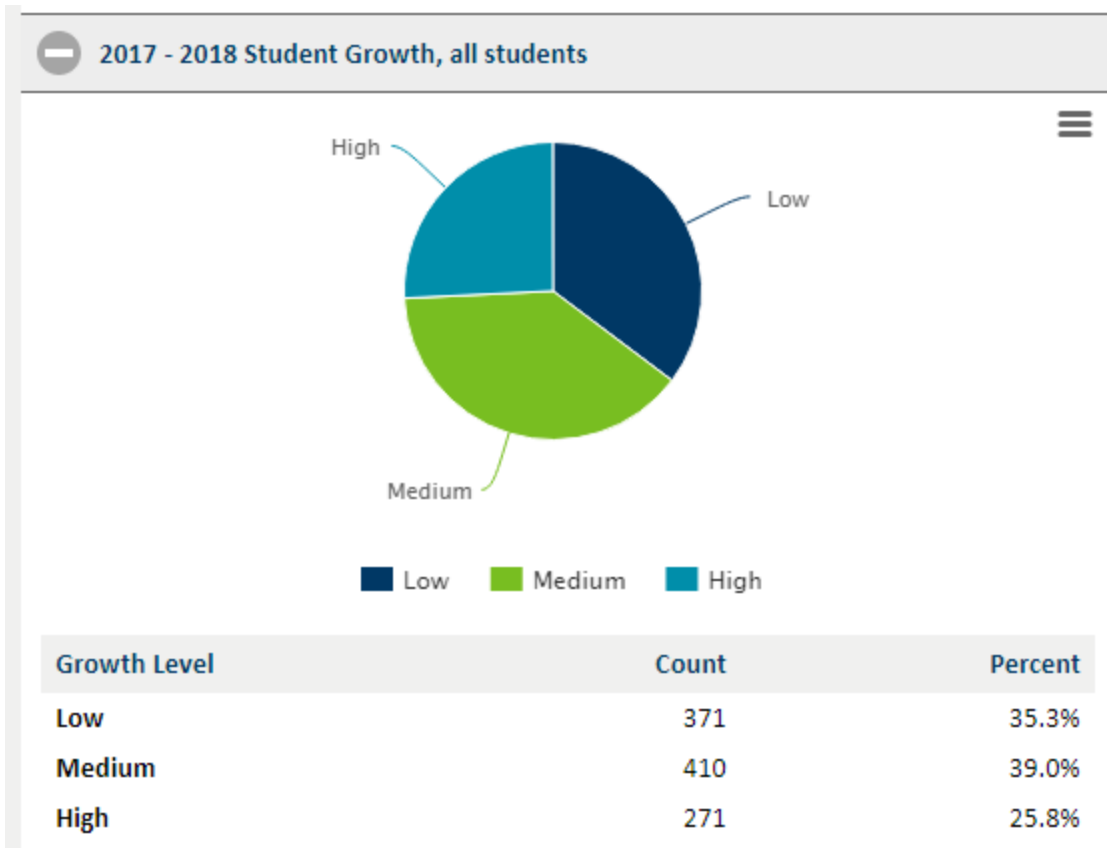
Graduation Trend Data:

Graduation Rate Trend



Minnesota Transitions Charter Schools “On Track” Trend Data





2017 - 2018 Growth by last year's proficiency status, all students

	Proficient Students		Non-Proficient Students	
Growth Level	Count	Percent of Total	Count	Percent of Total
Low	172	16.3%	199	18.9%
Medium	231	22.0%	179	17.0%
High	139	13.2%	132	12.5%

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. Facilitate 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.

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 comprehensive evaluation tool based on the Minnesota State Teaching Standards. 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 Frontline, 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 Frontline/Edivate, the district has a data warehouse solution was a great way to have all the student data in one place. The district set up a data based 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 on 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. See the Curriculum Cycle Chart in **Figure 3**.



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		

Figure 3

Educational effectiveness practices that integrated are high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness is what MTCS has embedded into its system. MTCS uses Teach Like a Champion, Daily Five, Culturally Proficient School Systems and Restorative Justice to name a few researched based practices that work well with our student population. The district has all staff trained on Teach Like A Champion 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 are 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 if generated by all seven sites. The seat-based sites have the greatest need and level of Free and Reduced Lunch. Banaadir North has 3 Title 1 Reading teachers, 4-ELL teachers as well as classroom teachers. Banaadir South has a Title 1 Reading Teacher, and a .5 Title Math Teacher. Minnesota Transitions Elementary has a Title 1 Reading Teacher and a .5 Title 1 Math Teachers. The Title 1 program offers reading and math supports for students who need support to get to grade level. The students that are being served by the Title 1 Teachers are students who fall in the Partially Meets, ACCESS Level 3, NWEA RIT's and teacher recommendation. The Title 1 teachers push into the classroom to support students during the Literacy and Math Block. The teachers pull out for Title 1 Reading and Math occur outside the Literacy and Math blocks.

The secondary has a Title 1 Math Teacher who has scheduled interventions with students based on their MCA Scores, ACCESS scores, NWEA RIT score as well as teacher recommendation. Each site will also get the support of the Director of Curriculum/Title 1 Coordinator, 2 Teaching and Learning Coordinators(Title 1 Coaches), Mentor teachers(Q Comp), and Peer Coaches (Q Comp.)

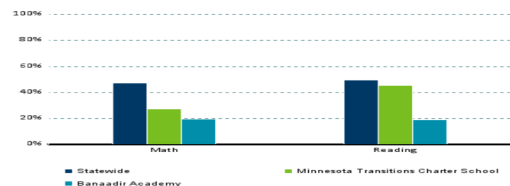
In 2018-2019, the three elementaries have been identified as needing targeted support from the state department. Banaadir North was identified for stages 1 and 2 indicators from the 2018 MCA assessment. Stage 1 indicators are:

Banaadir North:

Academic Achievement Rate

These are the students who have met or exceeded standards on state tests.

All students expected to test are included.

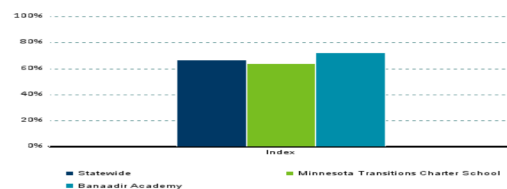


Organization	Math Rate	Math Count	Reading Rate	Reading Count
Statewide	47.54%	49,57%	45.33%	10,31%
Minnesota Transitions Charter School	27.66%			
Banaadir Academy	10.73%			

Progress Toward English Language Proficiency

Average Progress towards Targets (also referred to as ELP Index) is the average amount of progress English Learners made toward their individual goals on a test of English Language proficiency.

The Percent of ELs Meeting targets is the percentage of English Learners who reached or went past their target.



Organization	ELP Index	ELP Index Count	EL Meeting Target	EL Meeting Target Count
Statewide	66.99			
Minnesota Transitions Charter School				
Banaadir Academy				

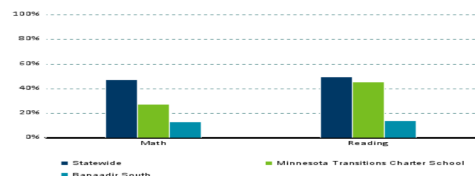
Banaadir South:

Stage 1 Indicators

Academic Achievement Rate

These are the students who have met or exceeded standards on state tests.

All students expected to test are included.

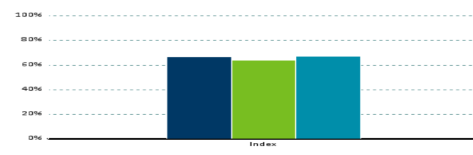


Organization	Math Rate	Math Count	Reading Rate	Reading Count
Statewide	47.54%	49,57%	45.33%	10,31%
Minnesota Transitions Charter School	27.66%			
Banaadir South	10.73%			

Progress Toward English Language Proficiency

Average Progress towards Targets (also referred to as ELP Index) is the average amount of progress English Learners made toward their individual goals on a test of English Language proficiency.

The Percent of ELs Meeting targets is the percentage of English Learners who reached or went past their target.



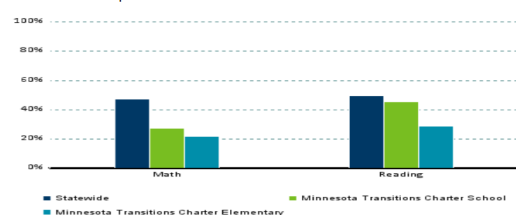
Organization	ELP Index	ELP Index Count	EL Meeting Target	EL Meeting Target Count
Statewide	66.99			
Minnesota Transitions Charter School				
Banaadir South				

MTCS Elementary:

Academic Achievement Rate

These are the students who have met or exceeded standards on state tests.

All students expected to test are included.



Organization	Math Rate	Math Count	Reading Rate	Reading Count
Statewide	47.54%	49,57%	45.33%	10,31%
Minnesota Transitions Charter School	27.66%			
Minnesota Transitions Charter Elementary	10.73%			

Progress Toward English Language Proficiency

Average Progress towards Targets (also referred to as ELP Index) is the average amount of progress English Learners made toward their individual goals on a test of English Language proficiency.

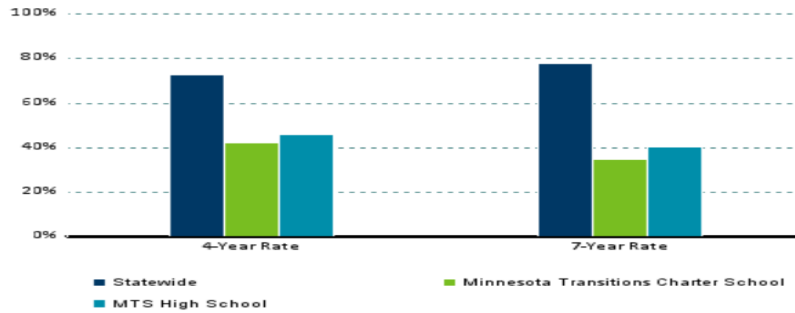
The Percent of ELs Meeting targets is the percentage of English Learners who reached or went past their target.

No information is available for the institution and criteria selected.

MTCS Secondary:

Graduation

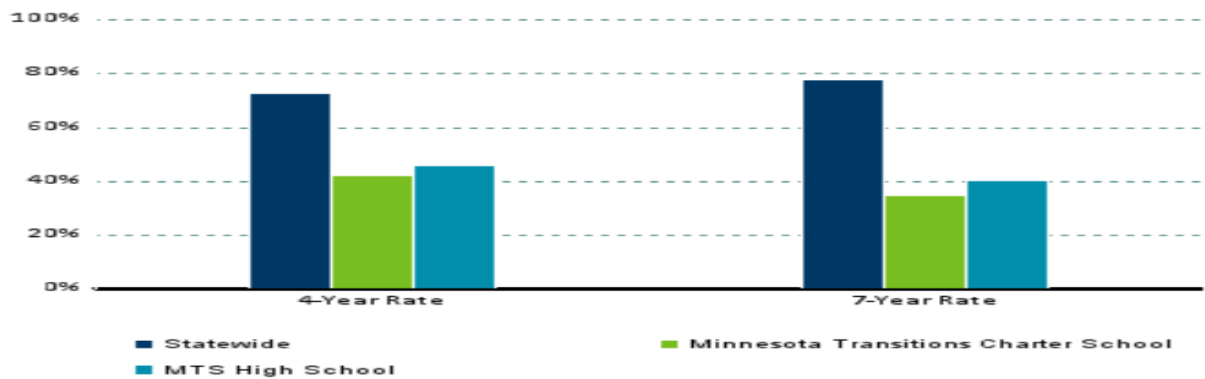
Only four and seven year rates are included in accountability determinations.



Organization	4-Year Rate	4-Year Denominator Count	7-Year Rate	7-Year Denominator Count
Statewide	72.96%		77.98%	
Minnesota Transitions Charter School	42.15%		35.02%	

Graduation

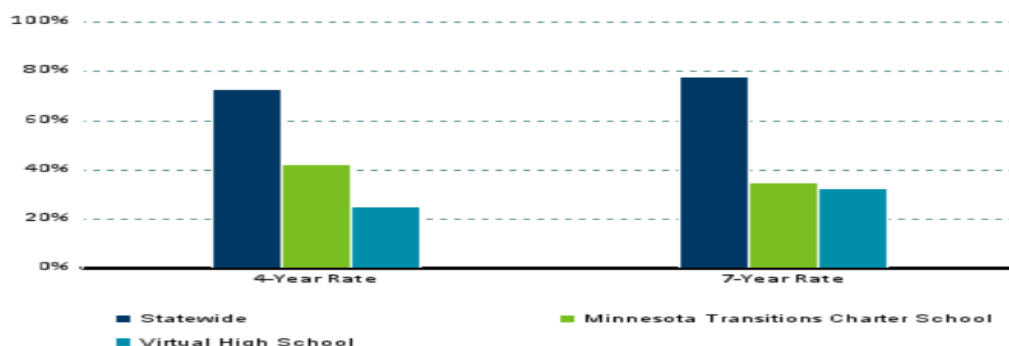
Only four and seven year rates are included in accountability determinations.



MNVHS:

Graduation

Only four and seven year rates are included in accountability determinations.



Organization	4-Year Rate	4-Year Denominator Count	7-Year Rate	7-Year Denominator Count
Statewide	72.96%		77.98%	
Minnesota Transitions Charter School	42.15%		35.02%	

Academic Progress

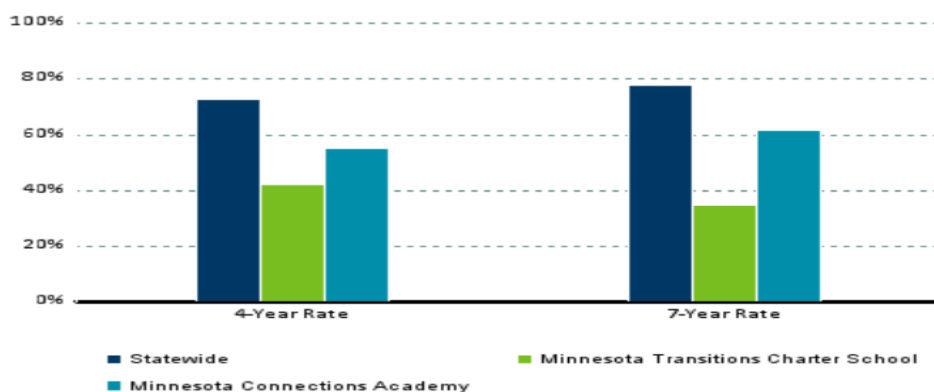
Progress measure

No information is available for this measure.

Connections Academy:

Graduation

Only four and seven year rates are included in accountability determinations.



Organization	4-Year Rate	4-Year Denominator Count	7-Year Rate	7-Year Denominator Count
Statewide	72.96%		77.98%	
Minnesota Transitions	42.15%		35.02%	

Academic Progress

Progress measures whether

No information is available for this measure.

Language Arts and Reading Focus:

MTCS 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.

Math Focus:

MTCS also determined through data that the **content area of math** needed to be address. After reviewing the data, the district decided to partner with James Brickwedde from Hamline University for 2-3 years to work with teachers on the strategy of Cognitively Guided Instruction for Math or CGI. James is working with teachers throughout the school year starting with workshops and then with actually going into the teachers classrooms during the day when students are present. He will work with teachers through out the school year for the next 3 years.

Learning Targets and Success Criteria:

All sites are working on Learning Targets and success criteria. Teachers are posting Learning Targets for each lesson so students know exactly what it is they are suppose to know. The success criteria is so that teachers and students know what it looks like when they understand and apply the learning target. This is a work in process. The learning targets will be embedded in the curriculum maps as well.

Curriculum Mapping:

After completing the CAN for Title 1, Curriculum Mapping district wide was determined to be the strategy that the district would focus on. Curriculum Mapping was rolled out during opening week and will be an ongoing process for all content areas. Maps will be reviewed and adjusted as the teachers meet through the year during staff development days or during collaboration time, as well during Professional Learning Community Meetings.

All Students Career and College Ready 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 2018-2019 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.

All Students Graduate:

The MTCS high school programs traditionally have a high turnover rate. This is due to the fact that many MTCS students do not attend MTCS for four years. The students will travel between MTCS and Minneapolis Public Schools, or other neighboring districts, which makes it difficult to increase academic accountability. In the 2018-2019 school year, new attendance policies were implemented at the high school level and MTCS was able to show a marked improvement in attendance, especially among seniors.

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
- Community publishes a report annually
- 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.

MTCS Budget Summary:

Enrollment	2016-2017	2017-2018	2018-2019
Students Grades K-6	1,010	1,089	1,097
Students Grades 7-12	2,148	2,439	2,491
Total Headcount	3,158	3,528	3,588
Total ADM (Funding)	3,588	4,016	4,086

Revenues	2016-2017	2017-2018	2018-2019
General Education Revenue	\$27,983,741	\$31,151,245	\$32,880,813
Building Lease Aid	\$3,269,858	\$3,747,912	\$3,716,871
Special Education	\$3,273,766	\$4,529,644	\$3,992,380
Federal Title	\$737,082	\$944,114	\$796,398
Other State Aids	\$1,182,957	\$1,746,851	\$1,906,230
Other (Student Fees, Fundraising)	\$373,046	\$235,386	\$366,345
Total General Fund	\$36,820,451	\$42,355,151	\$43,659,038
02 Food Service Aid	\$547,335	\$480,042	\$480,042
02 Food Service (Transfer In)	\$100,466	\$243,630	\$197,471
Total Revenues/Transfers In	\$37,468,252	\$43,078,823	\$44,336,551

Expenditures	2016-2017	2017-2018	2018-2019
100's Salary	\$5,629,496	\$6,315,614	\$6,936,290
200's Benefits	\$1,841,493	\$2,016,742	\$2,186,487
360 Transportation	\$1,460,926	\$1,266,940	\$1,292,279
370 Building Lease	\$3,810,845	\$4,164,347	\$4,129,857
300's Purchased Services	\$19,018,639	\$21,865,099	\$22,239,331
400's Supplies	\$924,436	\$728,880	\$728,612
500's Capital & Technology	\$166,923	\$269,575	\$294,967
Special Ed and Title	\$3,362,423	\$4,998,672	\$4,941,868
Other (Dues, Athletics, etc.)	\$36,440	\$30,626	\$181,239
Transfers Out	\$100,466	\$243,630	\$197,471
Total General Fund	\$36,352,086	\$41,900,125	\$43,128,400
02 Food Service	\$647,802	\$723,672	\$677,513
Total	\$36,999,887	\$42,623,797	\$43,805,912

Budget Summary – All Funds	2016-2017	2017-2018	2018-2019
Revenues/Transfers In	\$37,468,252	\$43,078,823	\$44,336,551
Expenditures/Transfers Out	\$36,999,887	\$42,623,797	\$43,805,912
Fund Balance Change	\$468,365	\$455,026	\$530,638

Fund Balance Summary	2016-2017	2017-2018	2018-2019
Beginning Fund Balance	(\$7,196)	\$461,169	\$916,195
Change in Fund Balance	\$468,365	\$455,026	\$530,638
Ending Fund Balance	\$461,169	\$916,195	\$1,446,833
Fund Balance % - All Funds	1.2%	2.1%	3.3%