

Minnesota Transitions Charter School
District 4017
2872 26th Ave S.
Minneapolis, MN 55406

BANAADIR ELEMENTARY
Grades: K-4
Title One School-wide Plan
2021-2022

1. Comprehensive Needs Assessment

Minnesota Transitions Charter School was approved for a Title one School-wide program in 2003.

Pertinent data was collected, which qualify for Title One services.

- MCA, MAPS
- Reading and Math Interim Assessments
- Number of suspensions
- Attendance
- Student surveys
- Staff turnover
- Classroom management
- Parent participation – attendance of conferences, parents nights, etc.
- Number of students who qualify for free and reduced lunch
- Number of students needing ESL services

The team met and analyzed the data, prioritized the needs of the students and set goals to meet for the school year 2021-2022 Goals developed include:

- Improving students learning – Reading scores
Math scores
- Increasing parent participation
- Bridging the achievement gap in all subgroups
- Increase the academic vocabulary for all students

2. School-wide reform strategies

Improve students' learning

The staff, reading specialist and curriculum director is committed to improving reading scores and math scores. Ninety minutes of uninterrupted instruction time will be scheduled for reading.

Teachers, when meeting in their PLC's, will show student progress as documented on student monitoring sheets which are kept electronically. Training will be provided to all staff beginning in August and continuing throughout the year.

The ESL teachers will work together with the Title I teachers to ensure appropriate programming for each student is carried out, reviewed, and modified when necessary.

Math will continue as it has for the past years with implementation of the math scope and sequence

Teachers will monitor and track student progress by observing students working on their own individual areas in math.

Teachers will continue to teach the "essential skills" in both reading and math. Curriculum Based Measurements or Math Interims will assess student mastery. If students do not master essential skills the teacher will reteach those particular skills.

MTCS continues to modify a tiered intervention program using many of the components of the Response to Intervention program. All students will participate in whole group instruction in both areas of math and reading K-12. Students who are not mastering the essential skills and/or are behind two years as demonstrated through diagnostic testing will be given additional targeted instruction. If the student who has both whole group and tier two instruction is not making progress, then he/ she will be given tier three one-to-one instruction. At the end of the 6 weeks a team will evaluate the student's progress and make a recommendation for future programming. Interventions will take place on a timely and strategic manner as designed by staff.

Student progress in mastering Essential skills (standards) are documented on student monitoring sheets where all formative and some summative assessment is shown as a snapshot for staff to view and analyze student individual progress. All teachers use this model for the areas of reading and math. Teachers continue to develop and revise their curriculum maps.

The district has made a commitment to embrace restorative practices, culturally proficient schools systems, and trauma informed practices.

The building director has made a commitment to support all teachers to establish routines before beginning instruction.

Meaningful parent participation is developed through

- parent nights at Banaadir which are highly attended
- Skylert to call parents about evening activities and parent- teacher conferences
- holding an annual meeting for parents, staff and community members
- providing a calendar of events
- sending pertinent information home with parents multiple times in multiple languages
- providing a parent survey in the fall and again in the spring to document our improvement of parent participation

3. Instruction by qualified staff

All of our teachers are highly qualified for the content areas they teach.

4. High quality, ongoing staff development

The curriculum director is in charge of keeping a record of teacher attendance for all district trainings and offsite and certifies their attendance to staff development provided in house.

Staff development is developed from the building and district needs. In house staff and outside consultants will provide the in-services in an effective and systematic way. Building directors are responsible for following up on the in-services to encourage staff to carry out the strategies learned.

ELL staff will be trained in the SIOP model where content material is made comprehensible to English Language Learners.

One of MTCS' goals is to support and educate new staff members by implementing a new teacher induction plan.

5. Preschool transitions

MTCS provides an open house for parents and their children when entering kindergarten. Teachers explain to the parents the expectations and instruction that students will cover throughout the year. A list of materials needed for school is given to parents at that time. Parents and students are encouraged to visit the classroom.

6. Teachers included in assessment decisions

MAPS results are discussed at each building and staff is trained to interpret the information provided. Emphasis is put on more formative assessments, as the state tests are summative. Curriculum Based Measurements are used in grades K-1 and Interims are used in grades 2-8 in the content areas of reading and math. Diagnostic tests in math will be used to place students in the tiered interventions. Teachers keep a log during their PLC times and their recommendations for programming etc will be addressed during staff meetings.

7. Effective, timely assistance for low achieving students

A pyramid model is in place to address the needs of low achieving students. The green students will be instructed in a whole group everyday in their core areas. The students who are lagging behind will be given additional instruction up to 30 minutes each day in a small group with no more than 5 students. Formative assessment will be given every two weeks. If these tier two students are not making progress in the whole group, they will be given targeted instruction one-on-one. Formative assessments will be given to this group every week. Every 6 weeks the Title I team will evaluate the students' progress and make recommendations for future programming.

Grades 3-8 English Language Learner (ELL) students who are identified as a Level 1 according to ACCESS or the W-APT placement tests and/or have been in the country for one year or less will be placed in the Newcomer Program. There are two classes in place, one for grades 3-5 and one for grades 6-8, and are taught by highly qualified teachers. The focus in these two classrooms is language acquisition, number sense, and phonemic awareness and phonics.

In addition, four EL teachers will be providing a combination of push-in and pull-out services to students in the mainstream classrooms for grade bands K-2, 3-4, 5-6, and 7-8.

8. Coordination and integration – Federal, state and local service and programs

All of the funding awarded through the title programs are seamlessly threaded together to meet the district's goals, which in turn will improve MTCS' students' learning and experience and assist them into the transition of responsible adulthood. The average percentage of Banaadir students who qualify for free and reduced lunches are above 95%. The programs are intended to improve all students' learning and experience.