



The Minerva Plan 2018-2019

In 2015, Minerva Local Schools was awarded Straight-A grant dollars from the State of Ohio for demonstrating innovation in education as a member of the Young Entrepreneur’s Consortium (YEC). The district embedded the work streams of this grant into its continuous improvement plan - aka “The Minerva Plan” through 2020 school year. Each year, the District Leadership Team adopts strategic goals for the coming school year, with the top goal always being to improve student achievement. Below are the areas the District is focusing on to achieve that goal:

- ★ Provide continued support in the implementation of Ohio’s Learning Standards through consistent implementation of all District curriculum and initiatives
- ★ Continue District implementation of RTI framework and building-wide Positive Behavior Intervention and Supports (PBIS) at all levels
- ★ Integrate technology within the curriculum to prepare students and staff for 21st century learning and assessment, including continued support of a 1:1 chromebook model at grades 5-12 and opportunities in PBL and STEM learning
- ★ Actively engage students in their learning, utilizing a growth mindset!
- ★ Build students’ ability to think deeply and critically, to problem solve, and create independently

GOAL I. STUDENT ACHIEVEMENT

District READING and MATH Goal:

By end of the 2018-2019 school year, 100% of ALL Minerva students will demonstrate growth toward reading/math proficiency on state and district assessments.

Performance Measure:

Students in grades K-12 will achieve a *4% gain* toward reading/math proficiency each year as measured on the Ohio State Tests/Gap Closing Reports, SLOs, and common assessments and the MAP diagnostic.

District Performance Index Growth of Identified Subgroups on Ohio State Tests (OST)

READING/ELA	2016	2017	2018	PI GOAL (AMO)	2019 4pt gain	2020
SWD	45	57	54	57.3	(58)	
ED	70	79	79	70.1	(83)	
ALL Students	78	86	85	83.8	(89)	

District Performance Index Growth of Identified Subgroups on Ohio State Test (OST)

MATH	2016	2017	2018	PI GOAL (AMO)	2019 4pt gain	2020
SWD	50	61	59	58.2	(63)	
ED	77	84	84	71.1	(88)	
ALL Students	82	89	88	84.2	(92)	



Minerva Elementary Gap Closing Data

MES Performance Index Growth of Identified Subgroups on Ohio State Test.

READING	2016	2017	2018	PI GOAL (AMO)	2019 4pt gain	2020
SWD	14	60	58	57.3	(62)	
ED	46	81	83	70.8	(87)	
ALL Students	57	89	90	83.8	(94)	

MATH	2016	2017	2018	PI GOAL (AMO)	2019 4pt gain	2020
SWD	35	74	77	58.2	(81)	
ED	71	91	93	71.1	(97)	
ALL Students	77	96	97	84.2	(100)	

MES Action Steps

I. Close the achievement gap for students with disabilities and students that are economically disadvantaged

a. Action Steps

1. Utilize Everyday Math, SuperKids/Read Side by Side curriculums at grades K -5 in reading and math
2. Utilize DIBELS, and MAP data to progress monitoring the student subgroups in reading and math
3. Individualize learning for all students using technology and Response To Intervention
4. Increase PBIS environments building-wide

b. Progress Monitoring Evidence

1. Formative/summative assessment data that is standard-based and vertically aligned in reading & math
2. Classroom and Grade Level reports from MAP and DIBELS administered 3x per year
3. Universal Design for Learning lessons/assessments that integrate technology for individualized learning
4. Quarterly Discipline/Attendance Reports/PBIS Celebrations

II. Promote enrichment and healthy development of skills for student success

a. Action Steps

1. Expand problem-based learning and STEM curriculum to increase the integration of content-curriculums
2. Continue building STEM curriculum to increase critical thinking skills and writing skills

b. Progress Monitoring Evidence

1. PBL lesson plans and assessments
2. Formative/summative assessments across content areas



Minerva Middle School Gap Closing Data

MMS Performance Index Growth of Identified Subgroups on Ohio State Test (OST)

READING	2016	2017	2018	PI GOAL (AMO)	2019 4pt gain	2020
SWD	14	53	46	57.3	(50)	
ED	39	74	72	70.1	(76)	
ALL Students	50	78	76	83.4	(80)	

MATH	2016	2017	2018	PI GOAL (AMO)	2019 4pt gain	2020
SWD	15	55	51	58.2	(55)	
ED	52	84	81	71.1	(85)	
ALL Students	62	90	87	84.2	(91)	

MMS Action Steps

I. Close the achievement gap for all students

a. Action Steps

1. Cross-curricular collaboration to implement writing curriculum using RACE (Restate, Answer, Cite Evidence, Explain) in all subject areas.
2. A pilot program using OST data to level our assists creating an ENHANCED ASSIST class. The focus of
3. Using MAP Data to drive instruction and to differentiate the classroom
4. Identifying the “Power 5” standards in each content area by grade level, and adjusting the curriculum map

b. Progress Monitoring Evidence

1. Common Assessments, SLO’s, Gradebooks, MAP scores, Intervention List (Google Form)

II. Promote enrichment and healthy development of skills for student success

a. Action Steps

1. Expand problem-based learning/ STEAM to increase the integration of content-curriculum
2. Expand student-teacher relationships in the classroom
3. Continue PBIS program and the three Pillars of MMS to support inclusive environments

b. Progress Monitoring Evidence

1. PBL lesson plans, cross content writing activities
2. Observe critical thinking question strategies
3. Grade Level Reports-ROAR

Minerva High School Gap Closing Data



MHS Performance Index Growth of Identified Subgroups on Ohio State Test (OST)

READING	2016	2017	2018	PI GOAL (AMO)	2019 4pt gain	2020
SWD	N/A	58	62	57.3	(66)	
ED	34	86	83	70.8	(87)	
ALL Students	50	91	89	83.4	(93)	

MATH	2016	2017	2018	PI GOAL (AMO)	2019 4pt gain	2020
SWD	N/A	50	47	58.2	(51)	
ED	43	71	72	71.1	(76)	
ALL Students	44	74	77	84.2	(81)	

MHS Action Steps

I. Close the achievement gap for students with disabilities and students that are economically disadvantaged

a. Action Steps

1. Expand the inclusion model using Universal Design for Learning strategies
2. Align curriculum and assessments for individualized instruction and intervention
3. Utilize academic intervention program (LEO) in all core subjects

b. Progress Monitoring Evidence

1. Formative/summative assessments and lesson plans
2. LEO attendance sheets

II. Promote enrichment and healthy development of skills for student success

a. Action Steps

1. Expand work-based learning and career exploration opportunities
2. Utilize STEM and JA curriculums to increase critical thinking skills and writing skills

b. Progress Monitoring Evidence

1. Student rosters for RG Drage, CCP, AP and electives
2. ACT Student Tracker reports

Goal II. CLIMATE and CONDITIONS



I. Provide a safe environment that promotes the healthy development of all children

a. Action Steps

1. Maintain district Care Teams to provide support services to students and families
2. Implement RTI and PBIS processes district-wide
3. Inclusive and supportive classroom settings
4. Conduct an e-survey to stakeholders-community and district- to evaluate climate and conditions

b. Progress Monitoring Evidence

1. Agendas/minutes from Care Teams
2. RTI meeting notes
3. Survey results shared with DLT, BOE and Mane Event at the end of year

II. Integrate technology, critical thinking and creativity to enhance student learning

a. Action Steps

1. Maintain district technology infrastructure
2. Provide/attend technology focused professional development in the following strategies: Universal Design for Learning (UDL), Problem-Based Learning (PBL), County Lead Teacher Workshops focused on Jon Saphier's High Expectation Teaching strategies

b. Progress Monitoring Evidence

1. District survey results
2. Agendas/attendance rosters from PD opportunities

Goal III. COMMUNITY RELATIONS

I. Maintain positive district communications and relationships

a. Action Steps

1. Attend the following weekly/monthly meetings: Rotary, Minerva Chamber of Commerce, YMCA Board, Clergy Meetings, Senior Service Day, BOE meetings, MLEA and district student extracurricular activities.
2. Publish Community/District Newsletter-3 issues per year
3. Establish and monitor a district Facebook and/or Twitter account.
4. Develop community/business partnerships; for example, with Colfor, PCC,, Regal and/or local farmers.

b. Progress Monitoring Evidence

1. Agendas/Minutes from meetings
2. Mane Event Newsletter
3. Building/district Facebook/Twitter sites



2018-2019 Building Highlights

Minerva Elementary Programs

*Minerva Elementary is very proud to have earned a letter grade of “B” for our 2017-2018 Ohio Department of Education Building Report Card.

*Minerva Elementary will earn a “Gold” designation in PBIS at the Ohio Department of Education State PBIS Conference this November. Minerva Elementary remains committed to the implementation of PBIS. This involves a long-term commitment to a process of evaluation, planning, development and renewal. Minerva Elementary is dedicated to the highest quality program development and implementation to create a safe and nurturing environment for all students.

*Minerva Elementary continues to promote the fine arts by partnering with SmartArts and Artful Living. These programs integrate the fine arts with academics to give students exposure to the fine arts along with higher academic achievement.

*Minerva Elementary students continue to provide blended learning and STEM opportunities through technology integration. Teachers continue to engage students in STEM learning opportunities, increased technology use and individualized learning.

*Minerva Elementary has partnered with the Sandy Hooks Foundation to spread kindness through our school and community by participating in the Start with Hello Initiative.

*Minerva Elementary is dedicated to a smooth and effective kindergarten transition program. Our students participate in a week long “Get Ready for Kindergarten” program before school starts with their classmates and teachers. This allows students to gain confidence, get comfortable with their new school, and learn the routines and procedures of being a kindergarten student.

*Minerva Elementary continues to partner with community resources such as United Way, Minerva Mission, the YMCA and StarkMar to meet the specific needs of all students and created a well balanced educational experience.

*MES has increased the amount of independent and individualized reading for students in grades 3-5 by introducing “book clubs” for all students. Students read high interest and ability appropriate novels in small groups through this program.



Minerva Middle School Programs

- Minerva Middle School is working to develop well rounded students who excel in academics, fine arts, athletics, and extracurricular activities.
- MMS strives to get all students ready for his or her high school experience. Students are exposed to their future by setting goals to graduate high school and have one of three career paths; Attend College, earn a trade and enter the workforce, or join the military. This exposure comes from Junior Achievement Days that bring in professionals throughout the community as well as field trips to Kent State Stark and R.G. Drage.
- MMS supports three core values for all students and staff; Compassion, Respect, and Responsibility. Our PBIS initiative is in year two, having promoted these values building-wide and recognizing outstanding behavior. Among these upgrades are “Mane Moment” positive student shout outs, increased signage of core values, and reinforced procedures throughout the building.
- Minerva Middle School has an accelerated program that allows 8th-grade students a chance to earn high school credit. The advanced programs in math, science, and language arts allow students a chance to earn up to 3 high school credits.
- In addition to school sports, MMS promotes after school clubs and programs that allows students to feel engaged take pride in, and help serve the community.. Student Council, Academic Challenge, MLSD Spelling Bee, Minerva Mission, and Chess Club are all activities that help engage young minds.
- Minerva Middle School promotes academic achievement by allowing students to take ownership of his or her academics. Students track their grades weekly through an online grade program called “Lion Tracks”. Students can earn stamps for monitoring their progress and getting parent signatures. The stamps accumulate and give them an opportunity for fun activities at the end of each grading period.

Minerva High School Programs



MINERVA LOCAL

SCHOOL DISTRICT *Every Child, Every Minute, Every Day*

- Our focus at Minerva High School is making sure that every student is Career Ready: For some students that will require acquiring a skill from R.G. Drage Career Technical Center, for others it will mean being prepared to further their education at a traditional college/university or a trade school, or finally it will mean being prepared to serve our nation in the military.
- Creation of a Senior Work Program. This program is connecting some of our senior students to employers in the community and providing them with real world learning experiences.
- Partnering with the University of Akron, Kent State Stark, and Mount Union to provide our students with 47 college credit hours without our students having to leave Minerva High School's campus.
- Partnering with R.G. Drage Career Technical Center, where we currently have 109 students earning an Industry Recognized Credential.
- Our LEO tutoring program, provides all students at MHS an opportunity to receive tutoring or instructional support in all core content areas during our school day.