



The Minerva Plan 2017-2018

Minerva Local Schools was awarded a 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”.

GOAL I. STUDENT ACHIEVEMENT

District READING Goal:

By end of the 2017-2018 school year, 100% of ALL Minerva students will demonstrate growth in reading proficiency on state and district reading assessments.

Performance Measure:

Students in grades K-12 will achieve a **4% gain** in reading each year as measured on the Next Generation Assessments, SLOs, and common assessments and the MAP diagnostic. (**10% from 2016-2020**)

District MATH Goal:

By end of the 2017-2018 school year, 100% of ALL Minerva students will demonstrate growth in math proficiency on state and district math assessments.

Performance Measure:

Students will achieve a **4% gain** in math each year as measured on the Next Generation Assessments, SLOs, Common Assessments, and the MAP diagnostic.

★ FOCUS: Achievement GAP Data

Student groups that did NOT meet Annual Measurable Objectives; SWD and ED
BOLD is Proficient Percentage; (*Parenthesis is 4% projection*)

District Percent Proficient of Identified Subgroups

READING/ELA	2014-OAA	2015-PARCC	2016-AIR	2017-AIR	2018-AIR
SWD	49%	25%	13%	24% (17%)	(28%)
ED	81%	58%	41%	53% (45%)	(57%)
ALL Students	85%	66%	53%	62% (57%)	(66%)

District Percent Proficient of Identified Subgroups

MATH	2014	2015	2016	2017	2018
SWD	43%	27%	24%	33% (28%)	(37%)
ED	75%	58%	60%	63% (64%)	(67%)
ALL Students	81%	67%	66%	69% (71%)	(73%)



Minerva Elementary Gap Closing Data

MES Percent Proficient of Identified Subgroups

READING	2014	2015	2016	2017	2018
SWD	47%	25%	14%	25% (18%)	(29%)
ED	80%	65%	46%	56% (50%)	(60%)
ALL Students	83%	70%	57%	68% (61%)	(72%)

MES Percent Proficient of Identified Subgroups

MATH	2014	2015	2016	2017	2018
SWD	43%	21%	35%	51% (39%)	(55%)
ED	72%	62%	71%	73% (75%)	(74%)
ALL Students	80%	69%	77%	79% (81%)	(82%)

Curriculum Plan

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

a. Action Steps

1. Utilize Everyday Math4, 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 Percent Proficient of Identified Subgroups

READING	2014	2015	2016	2017	2018
SWD	52%	16%	14%	18% (18%)	(22%)
ED	83%	48%	39%	47% (43%)	(51%)
ALL Students	86%	55%	50%	53% (54%)	(57%)

MMS Percent Proficient of Identified Subgroups

MATH	2014	2015	2016	2017	2018
SWD	47%	15%	26%	24% (30%)	(28%)
ED	76%	50%	52%	62% (56%)	(66%)
ALL Students	81%	60%	62%	69% (66%)	(73%)

Curriculum Plan

I. Close the achievement gap for all students

a. Action Steps

1. Collect formative/summative assessments aligned to standards to instructionally group students in ASSIST
- b. Progress Monitoring Evidence
1. Common Assessments, SLO's, Gradebooks, MAP, Intervention List (Google Form)

II. Promote enrichment and healthy development of skills for student success (Classroom environment)

a. Action Steps

1. Expand problem-based learning/ STEAM to increase the integration of content-curriculums
2. Expand student-teacher relationships in the classroom
3. Continue PBIS program and 3 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 Percent Proficient of Identified Subgroups

READING	2014	2015	2016	2017	2018
SWD	48%	NA (27s.)	NA (27s.)	NA (29s.)	
ED	80%	73%	36%	62% (40%)	(66%)
ALL Students	87%	87%	50%	75% (54%)	(79%)

MHS Percent Proficient of Identified Subgroups

MATH	2014	2015	2016	2017	2018
SWD	80%	NA (27s.)	NA (27s.)	NA (29s.)	
ED	36%	76%	43%	34% (47%)	(38%)
ALL Students	84%	85%	43%	38% (47%)	(42%)

Curriculum Plan

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 processes district-wide
3. 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



MINERVA LOCAL
SCHOOL DISTRICT

Every Child, Every Minute, Every Day