Takoda Prep – American Indian OIC: WHO WE ARE
• Mission and vision
• Strengths
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OUR SCHOOL IMPROVEMENT PLAN
• Goals and strategies
• Sharing student progress

TITLE I
• Overview of Title I
• How we’re using our Title I funds
• Title I and Family Engagement
Takoda Prep – American Indian OIC: Who We Are
Mission
Takoda Prep is an accredited alternative high school under contract with the Minneapolis Public School district (MPS Special District #1). Takoda Prep focuses on helping all students make advancements in reading, writing and mathematics, while maintaining a strong connection to American Indian culture. The school features a unique, small class environment that allows students to receive more individualized instruction as well as additional support from the learning community of which they will be a part of once enrolled. Students can also maintain a connection to their home school for extracurricular activities such as prom, athletics, and graduation ceremonies.

Vision
The majority of students at Takoda Prep have transferred in with either low academic scores, or have been significantly behind in credits. Our school’s goal is to quickly help all students advance to higher math and reading levels in preparation for graduation. From 2010 forward, 25% or more of Takoda Prep students improved their reading levels dramatically within one year – sometimes moving from 4th or 5th grade levels up to 11th or 12th grade levels. The school also offers challenging independent studies and advanced courses in English and math.

Takoda Prep specializes in working with all types of students – irrespective of their academic histories. This school was made especially for those students who are ready to make a positive change in their life and begin anew by getting to work towards earning their High School Diploma.

School Stats
- Primarily Native American students, but everyone is welcome. 9th-12th grade (primarily 11th & 12th). Students come from all over the metro area.
- Roughly 40 students enrolled at any given time.
- One room schoolhouse model. Students learn core classes infused with Indigenous history and culture.
- 25 years in the community
- Partner with Indian Health Board, Project for Pride in Living, and several other community organizations and agencies. Students also have access to many services provided at the American Indian OIC.
Our Current Reality

Strengths
• High graduation rate for Native American students
• Personalized learning
• Robust support systems
• Project based learning curriculum

Challenges
• Lack of resources – always looking for more
• Culturally relevant behavior and discipline policies as well as culturally relevant teaching practices (Also a strength, but we can always continue to improve)
• Continuing to build up community partners
Our School Improvement Plan
What’s a School Improvement Plan?

Our school improvement plan:
• Sets the **goals** that our school community is working to achieve
• Identifies the **strategies or activities** that will help us reach those goals together

*Every Minneapolis Public School is required to develop, implement, and monitor a school improvement plan.*
Goal:
Our first goal is to address student achievement in math. Specifically, the failure rate of math courses will decrease from 37% to 20%.

Strategy to achieve our goal:
One strategy we are using is multi-tiered systems of support and equitable practices. This system and practices address and support the students’ needs related to academics, social skills, emotional health, and behavior. We are selecting this system because it directly relates to our teachers’ professional development initiatives: Culturally and Linguistically Responsive Teaching and Learning.
Goal:
Our second goal is related to attendance. Specifically, the chronic absence rate will decrease from 74% to 60%.

Strategy to achieve our goal:
One strategy we are using is multi-tiered systems of support and equitable practices. This system and practices address and support the students’ needs related to academics, social skills, emotional health, and behavior. We are selecting this system because it directly relates to our teachers’ professional development initiatives: Culturally and Linguistically Responsive Teaching and Learning.
How We Measure Student Progress

We want to make sure our students are learning as much as possible, so we use state and district assessments to determine their strengths and areas for growth. The results of these assessments help us figure out how we can better support our students in the classroom.

Assessments help us answer questions such as:

• Are we teaching what we think we are teaching?
• Are students learning what we intend for them to be learning?
• Are all students improving and being appropriately challenged?

Some of the assessments our students will take this year are:

• We will perform multiple monitors of progress throughout the year. At our monthly professional learning community meetings, we will review the successes of the goals and strategies and address whether things are working or not. We will also do a final evaluation to address the overall success and begin planning for next year.
Throughout the year, we’ll share information with you about how your student is doing in the classroom.

We’ll do it in the following ways:

• Parent-Teacher conferences on February 18th
• Quarterly report cards sent home with the Takoda Prep newsletter
• Calls or e-mails home to family on a need be basis
What is Title I?

Title I is a federal program that provides money to schools and districts to help them ensure all children have an equal opportunity to get a high-quality education and achieve proficiency on our state’s academic standards and assessments.

Title I supports our School Improvement Plan, and the funding we receive helps us reach our goals.
For the 2019-2020 school year, we received $23,148 in Title I funding, which makes up a small portion of our school budget.

We are required to use Title I funding to improve the academic achievement of all students and engage YOU, our families, in that process!

Takoda Prep – American Indian OIC is a schoolwide Title I program, which means all our students are able to benefit from the services we provide with our Title I funding.
Curriculum and Instruction Support
• Math intervention
• Technology supports
• Project based learning supplies

Family Engagement
• Food for family nights
As a family member in a Title I School, you have the right to...

- Request information from the district about whether your student’s teacher meets State licensing approval for the grade and subject being taught, is teaching with a waiver, and/or has certification for the field being taught

- Request information about the qualifications of any paraprofessional providing instruction

- Know how your child’s school is rated on its state test scores

- Expect regular communication with your school in a language that you can understand

- Work with other families and staff to develop a compact between our school and our families

- Help plan how money for family involvement should be spent

- Work with teachers, other families, and the school principal to develop a family involvement plan

- Ask for a meeting with your school principal or your child’s teacher at any time
We want your input on our:
• School Improvement Plan goals and strategies
• Family Involvement Plan
• School-Family Compact
  *You can find all these documents on our school website!*

We’d love to see you at the following school events:
• Parent-Teacher Conferences on February 18th
• Graduation on June 5th from 3-5pm.

Opportunities for Families to be Involved!
• **Participate in Site Council!** Site council meets during family open houses.
• **Visit** with your child’s teacher or **volunteer** to help with family nights
• Talk to your child’s teacher about events and issues that may affect your child’s work or behavior.
School Staff Information

Director
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We appreciate you!