

WELCOME TO THE 2025-2026 SCHOOL YEAR AT GAP SCHOOL!

We are excited to begin another year at GAP School! We'd like to welcome both our returning students and families, as well as those beginning a new chapter with GAP.

GAP School embraces the uniqueness and individuality of each student. Our goal is to create an environment that promotes creativity, critical thinking, and personal growth while preparing students for success in life after high school.

Throughout the upcoming year, our staff will support each student in developing the skills and discovering the tools needed to overcome any challenges they may face. We look forward to creating new relationships and strengthening those already built—because at GAP School, we believe relationships are the key to change.

Here is some general information about the upcoming year...

ACADEMICS AND TRAININGS:

- The school day will run from 8:00am to 2:20pm, with lunch being from 12:00-12:30.
- Students' schedules will consist of 6 hours of Academic Classes, English as a Second Language Classes, Pathway Trainings (Construction or Health Careers), On the Job Training, and/or Employment Preparation Class.
- Attendance **WILL** be stressed by all classes and trainings, with the expectation of attending **85%** of classes and trainings to earn full credit.
- Credit Recovery options are available for students that are completing their regular schedules to full expectations.
- After consistent attendance is shown, all new students will receive their own laptop.

SUPPORT:

- Social Workers are available to help you and your family with basic needs such as food, housing, and health concerns.
- Mental health therapists are available to help you and your family with emotional wellbeing.
- Multiple staff members are available to help with technology needs.
- Teachers are available by appointment for 1:1 tutoring.

OTHER DOCUMENTS INCLUDED:

- Family Engagement Plan 2023-2024
- SCIP AT-A-GLANCE 2023-2024 (School Continuous Improvement Plan)
- GAP School Parent/Teacher/Student Compact 2023-2024
- A Parents Right to Know Letter 2023-2024

GAP SCHOOL : A Program of Change Inc.

2025-2026 FAMILY ENGAGEMENT PLAN

At GAP School, we strive to partner with students and their families to create opportunities for individualization of learning, to collaboratively set goals for student growth and to creatively build supports for student success.

The Family Engagement Plan (FEP) is organized into four impact areas. We will be working together this year to build positive and goal-oriented relationships in each area. Our Parent Core Group will work with school leadership to maintain, evaluate and refresh the FEP as the year progresses.

WELCOMING ENVIRONMENT

Our school has staff member(s) available for families to discuss this plan and ask questions.	• Joe Ferraro, Senior Director of Education, jferraro@thechangeinc.org; 651.785.7036 • Asuka Mizobuchi, Clinical Supervisor, amizobuchi@thechangeinc.org; 651.336.6422
Our school communicates with families in many ways.	• We have an active presence on social media: Facebook, Twitter and Instagram. • We do our best to respond within 24 hours to all communication. Staff routinely call, text and email families. • Go to www.thechangeinc.org/gap-school for complete list of communication methods
The achievement gap, or rather the “opportunity gap,” between students of color and white students in SPPS is unacceptable. Our school is working to change practices and systems by identifying the barriers that make it harder for students of color to success and for families to support their learning	• Professional Development: staff are supported to understand concepts of race, systemic oppression, white supremacy and are expected to reflect on personal implicit bias and educator’s roles in interrupting racial inequities. • Teachers analyze student outcome data and student engagement data by race and discuss implications for changes in their practice. • Curriculum & Instruction: Teachers use materials that reflect the student communities that we serve. Topics throughout the year support affirmation of student identities and empower students to impact positive change. • School Culture & Climate: All teachers deliver lessons about diversity and inclusion of others. Respect is an expectation of all students and teachers. • Staff uses results from our School Climate Student Survey to evaluate our student culture and climate.

Transitions between schools can be challenging and we work to help families as their children start and leave our school	For new students and families, we support the transition by: • Initial intake/interview with a team of teachers and support staff • Tech Support • Optional Social Work and/or Counseling support For students and families graduating from GAP School, we support this transition by: • Job Developer supports transition to employment • The Director of CCR & their team supports transition to post-secondary education or training
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FAMILY PARTNERSHIPS

Our school-parent compact establishes the shared responsibility for student success between the school, families, and students. Families and teachers work together to develop the compact.	• Copies of the Family-School Compact are available in the office, online, and on display in the building. They are also sent home via students in September. • The Compact will be updated every spring.
There are many opportunities for families to build connections to the school and to each other	• Title I Annual Meeting in the Fall • Parent Core Group – monthly ZOOM meetings • Parent/Teacher/Student Conferences 2x yearly • GAP Open House & Resource Fair • Cinco de Mayo picnic • Additional meetings can be scheduled upon request throughout the school year
We work to make these meetings and events available for every family in the school.	• We use interpreters and translation to remove language barriers. • We provide bus cards for students • Use of virtual meetings.
Our school supports families as advocates and provides opportunities for parent leadership.	• Parent Core Group provides leadership opportunities for parents. • Parents are recruited to serve on the Board of Directors of the agency. • Parent input is solicited 2 x yearly through surveys.

TEACHING AND LEARNING

Our school shares information about state standards, assessment, and student achievement with families in multiple ways.	• Parent/Student/Teacher Conferences are held twice yearly. • Progress reports are mailed home quarterly. • Standardized tests info letters are mailed out at least 2 months before tests are given. • A State of the School Newsletter is available by mail, email, & website at the end of each school year.
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Our school will engage in personalized learning as a key strategy to accelerate student achievement.	• GAP School issues each student/family a laptop and hotspots where needed. • Individualized supports are available in-person with appointment. • Teachers provide many opportunities for students to practice “self-led” learning and to follow their interests. • Credit Recovery towards graduation is available by completing extra work to certain standards. • A new hybrid Grad Plan Program allows students past their graduation year to finish credits and get career training while being able to maintain a flexible schedule.
Many before-and after-school enrichment and support opportunities are available for students.	• Extended Day activities/tutoring by appointment M-F 2:30-4:00 • Tutoring in Zero Hour • Summer Programs for credit recovery

COMMUNITY PARTNERSHIPS

Our school develops community partnerships to provide additional support for students and their families	GAP School partners with the following agencies to provide additional supports for students and their families: • Metro State University • St. Mary’s University • AmeriCorps & YouthBuild USA • CTEP • Trades Apprenticeship Programs • Employers in the healthcare industry • St. Paul College • Ramsey County Workforce Solutions • St. Paul Children’s Collaborative • Project for Pride in Living (PPL)
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Translations of this material are available by calling 651.222.0757.

This plan is visible on our website at www.thechangeinc.org. Printed copies are available in the GAP School office, 381 E. Robie St. St. Paul 55107.

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2025 – 2026 SCIP AT-A-GLANCE

The SCIP (School Continuous Improvement Plan) process facilitates our yearly school goal-setting and directs us in monitoring our progress and making modifications along the way in response to the needs of our students. In the spring/summer, we review our school wide data with all stakeholders (including students and parents) and create a plan for the next school year.

Areas of Focus: student engagement, retention and persistence towards high school diploma attainment.

Theory of Action: Students will engage in learning and persist to graduation if we focus on attendance and work completion. We will support focus areas by advising, goal setting and conferencing and we will monitor barriers that may be getting in the way of school success. We will engage parents through video chats, texting and phones calls and students through home visits, 1:1 tutoring and small group activities.

Goals & Outcomes:

Goal Area	Strategies	Measurement
Student Culture and Climate	- All students will have, at minimum, 2 individual meetings with each of their teachers per quarter to talk about not only academics, but how they are doing socially and emotionally as well. - All students will have access to Social Workers. - All students, and their families, will have access to Mental Health Therapists. - All students will take the Developmental Relationships Survey, which is reviewed and evaluated by GAP Staff to help validate current strategies and help implement new strategies to help increase student culture and climate.	At least 90% of all students in grades 9-12 will take the Student Climate Survey in the Spring of 2026.
Student Attendance	- Bus cards are available for students. - Gas cards are available for students. - Class credit is partially tied to attendance. - Phone calls are made home daily for any students under 18 that are absent. - Hybrid schedules are an option as needed.	GAP School will maintain its average daily attendance between 70%-71% as measured by Attendance Report in Client Track by June 2026.

Mathematics & Language Arts Assessment	- Students will be assessed through IXL Math to find their strengths and weaknesses. - Students will complete an IXL Diagnostic Test 2-3 times per year - Scores from the Diagnostic translate to Grade Level Equivalents (600=6th Grade). - Improvement is tracked by Point Per Month, with +10 PPM meaning a pace to increase a grade level per year.	- Students averaging 15+/PPM in Math will increase to 50% from 23% in '24-25 (avg. was 56% from '21-22 to '23-24). - Students averaging 10+/PPM in Math will increase to 75% from 40% in '24-25 (avg. was 77% from '21-22 to '23-24). - The average increase in PPM for Math will increase to +15 from +8 in '24-25 (avg. was +19 from '21-22 to '23-24). - Students averaging 15+/PPM in Lang. Arts will maintain at 45% (avg. was 38% from '21-22 to '23-24). - Students averaging 10+/PPM in Lang. Arts will maintain at 57% (avg. was 58% from '21-22 to '23-24). - The average increase in PPM for Lang. Arts will maintain +17, or at minimum drop to +15 (avg. was +12 from '21-22 to '23-24).
Credit Earning	"Full Credit Earning" is considered earning 6 or more credits per quarter through a student's regular schedule "Making Progress Towards Graduation" is considered all students earning 4 or more credits per quarter through a student's regular schedule	- Students earning "Full Credit" will increase to 60% from 58% in '24-25. - Students "Making Progress Towards Graduation" will stay at 80%, which was the average over the last 2 years (82% in '24-25).

Translations of this material are available by calling 651.222.0757.

This plan is visible on our website at www.thechangeinc.org. Printed copies are available in the GAP School office, 381 E. Robie St. St. Paul 55107.

If you have any questions about the GAP School SCIP, feel free to contact Joe Ferraro, Senior Director of Education: email at jferraro@thechangeinc.org, or call and/or text at 651.785.7036.

2025-2026 PARENT/TEACHER/STUDENT COMPACT

STUDENT AGREEMENT: I believe that I can be successful in school, and to do so, I will do my best to:

- Engage in my classes every day, including working on my school work even when it's difficult.
- Show respect for teachers, other students, and myself.
- Believe that I can and will learn if I apply myself to my classwork.
- Follow school guidelines and expectations.
- Display proper behavior and have a positive attitude.
- Work cooperatively with my classmates, teachers, and other school staff.
- Ask for help when I need it and stand-up for myself when I feel I am misunderstood or mistreated.
- Make it to school every day, striving for 90% attendance.

Student Signature _____ Date _____

PARENT AGREEMENT: I believe that my son/daughter can be successful in school, and to help them do so, I will do my best to:

- Communicate with my son's/daughter's teachers through email, phone, or text when we have issues or concerns, and understand we can always make contact just to see how things are going.
- Partner with teachers as they work with my son/daughter to develop positive attitudes, good behaviors, and progress academically.
- Provide a home environment that supports and encourages my son/daughter to study and learn.
- Stay aware of what my son/daughter is learning and how they are progressing.
- Help my son/daughter maintain a positive attitude about learning and school, in part by maintaining a positive attitude myself, and build their belief that they can learn and graduate.
- Attend parent/teacher conferences twice a year and consider joining the parent core group.

Parent/Guardian Signature _____ Date _____

TEACHER AGREEMENT: I believe that this student can be successful in school, and to help them do so, I and all the student's teachers will do our best to:

- Demonstrate we have belief that this student can learn and be successful in school.
- Show respect for this student and his/her family.
- Show fairness in how we lead the classroom and evaluate student progress.
- Demonstrate a positive attitude and show compassion.
- Be prepared to teach class using high quality curriculum and developing a positive learning environment.
- Seek ways to involve this parent in the school program and in this student's education.
- Communicate regularly with this parent about this student's academic, social, and emotional progress.
- Work with other staff and family to remove barriers to maximize success in school for this student.

Teacher Signature _____ Date _____

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2025 – 2026 A PARENTS RIGHT TO KNOW

GAP School receives Title I funding and is required by law to let you know some important information regarding your son/daughter's educational program.

**YOUR RIGHT TO KNOW- PROFESSIONAL
QUALIFICATIONS OF TEACHERS**

- All GAP teachers of core subjects are licensed instructors.

**YOUR RIGHT TO KNOW - QUALIFICATIONS OF
PARAPROFESSIONALS WHO INSTRUCT**

- GAP does not utilize paraprofessionals in the classroom.

**YOUR RIGHT TO KNOW - REPORT CARD FOR EVERY STUDENT
and FOR THE SCHOOL**

- Saint Paul Public Schools mails the Minnesota Comprehensive Assessment information directly from the test company to families.
- The Minnesota Department of Education publishes a State Report Card for each school online. GAP School's MDE Report Card can be found at https://rc.education.mn.gov/#mySchool/orgId--10625841000__p--3