	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	DISTRICT LEVEL IMPROVEMENT PLAN	2008-2009
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I. General Information and Instructions:

Improvement plans are due **November 3, 2008.**

DISTRICT or CHARTER SCHOOL (Multiple Sites) IDENTIFICATION INFORMATION

District Name and Number: Buffalo-Hanover-Montrose Schools, ISD #877	Phone: 763.682.5200
Superintendent/Director: Dr. James Bauck	Fax: 763.682.8748
Site Address: 214 First Ave NE, Buffalo, MN 55313	Email: jbauck@buffalo.k12.mn.us

District Improvement Team Members (for additional members, please attach names to plan)

<i>Improvement Team Members</i>	<i>Improvement Team Roles</i>
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1. Pam Miller	Director of Teaching & Learning
2. Jack Brady	District Assessment Coordinator
3. Julie Swaggert	Buffalo Community Middle School Principal
4. Don Metzler	Tatanka Elementary Principal
5. Shana Bregenzer-Brenny	English Language Development Teacher, BHS
6. Camryn Shaw-Scherber	Early Childhood Special Education Teacher
7. Scott Timmerman	Parent
8. Sue Lee	School Board
9. Cindi Tagg	Grade 4 Teacher, Montrose Elementary
10.	
11.	
12.	

AYP (In Need of Improvement) Stages 2008-2009 School Year

*Any district in Continuing In Need of Improvement must complete Appendix B

**Any district in Corrective Action must complete Appendix C


- ☐ In Need of Improvement 1.1 or 1.2
☐ Continuing In Need of Improvement 2.1 or 2.2

X Corrective Action 3.1 or 3.2

MDE USE ONLY

Final Approval Signature:	Date:
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Comments:

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IMPROVEMENT PLAN ASSURANCES

Related to the consequences for Title I school improvement, the LEA agrees to the following assurances:

1. The identified district will create or revise a current improvement plan with the input of AYP Coordinators, teachers, and parents as outlined in P.L. 107-110, Section 1116.
2. The improvement plan will be developed and/or revised within 90 days of identification and shall cover a two-year period.
3. The district identified for AYP status will reserve and spend at least 10% of the district's Title I, Part A allocation for professional development activities related to carrying out the initiatives of the improvement plan in the current school year.
4. The district will ensure that all teachers teaching core content classes meet the requirements of highly qualified.
5. District and school improvement funds/resources will supplement and not supplant state and local funds.
6. The district must provide a notice to parents/guardians of each student enrolled in accordance with NCLB before the beginning of the school year.
7. If a recipient of a Title I School Improvement Grant (CFDA #84.377A), the corrective action plan goals, strategies and activities must be aligned.
8. The plan shall be approved by the district and the Minnesota Department of Education (MDE).

We hereby agree to the assurances as printed herein and verify that all the information provided in this school improvement application is true and accurate to the best of my knowledge.

(Signature of Superintendent/Director) November 10, 2008
(Date)


(Signature of LEA Representative) November 10, 2008
(Date)

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of Buffalo-Hanover-Montrose School District 877 *(District Name)* has authorized

Pam Miller, Director of Teaching & Learning, at a monthly meeting on November 10, 2008 to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2008-09. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the administration of this improvement plan.

(Signature of Superintendent/Director) November 10, 2008
(Date)

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Title I districts identified as not making adequate yearly progress (AYP) for two consecutive years are required to develop (or revise) and implement an improvement plan based on the eight elements prescribed under PL 107-110 Section 1116:

Eight elements to be included in the needs improvement plan:

1. Ensure all students are proficient in core academic subjects by 2013-2014
2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency
3. LEA will incorporate strategies based on scientifically based research to strengthen core academic subjects
4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development
5. Address the fundamental teaching and learning needs in the district
6. Promote effective parent involvement strategies
7. Incorporate extended day and extended school year activities as appropriate
8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including the technical assistance provided by the LEA

This can be accomplished as follows:


- Districts must **develop** an improvement plan using the current format and submit the completed and signed form to the assigned agency (see page one of this form for instructions)
- ~OR~*
- Districts with an **existing improvement plan** may attach their previous plan and indicate where each required element is embedded within the attached plan. The completed and signed form and assurances, along with the attached plan, is submitted to the assigned agency (see page one of this form for instructions)
- ~AND~*
- Use the attached rubrics (appendix A) to guide your school improvement planning

II. EXECUTIVE SUMMARY INTRODUCTION:

The Buffalo-Hanover-Montrose School District 877 (BHM) includes a 157 square mile area that includes the communities of Buffalo, Hanover, Montrose and the surrounding townships. With a district population of over 25,000 residents, approximately 5,651 students attend six elementary schools, a middle school (grades 6-8), a high school (grades 9-12) and an alternative high school.

BHM has a history of steady enrollment growth, experiencing an increase of approximately 150 students K-12 annually. The district's percentage of students qualifying for free/reduced priced meals is 20%. This percentage varies from site to site, with a high of 28% at Montrose Elementary, and a low of 9% at Hanover Elementary. Ninety-four percent of the BHM students are white, 2% black, 2% Hispanic, 1% Asian/Pacific, and 1% American Indian. Two percent of the students are identified as LEP, and 11% are identified as Special Education students. BHM has a 96% attendance rate and a 97% graduation rate.

This is the district's fifth consecutive year not making AYP, and the fourth consecutive year cited as "needs improvement." The areas of AYP identification have varied each of the five years. The first year of

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identification in 2004, the subgroup not making AYP was Special Education reading, the second year (2005), the identified subgroups were Hispanic reading and Special Education math; in the third year (2006), the identified subgroups were Hispanic math, LEP math, and Special Education math; in the fourth year (2007), the areas identified were in LEP math and Special Education math, and in the fifth year (2008), the areas identified are LEP, Black, and Special Ed math, as well as Special Ed reading.

Note: The 2008-2009 additions or revisions to the plan's strategies are in bold and underlined below. These changes have been noted/revised throughout the improvement plan document, but are outlined here in bold and underlined for ease of noting the revisions planned for 2008-2009.


Strategies of the improvement plan include opportunities to:

1. Increase collaborative opportunities between English Language Development (ELD) teachers and general classroom teachers at all levels focused on math instruction
 - a. **Examine service delivery model at elementary and recommend appropriate changes**
 - b. **Examine ELD coaching model**
2. Increase collaborative opportunities between Special Education teachers and general classroom teachers at all levels focused on math **and reading** instruction
 - a. **Focus collaboration on alternative strategies vs. alternative materials**
3. Increase the number of K-5 teachers trained and implementing components of Responsive Classroom
 - a. **Offer Developmental Designs training to middle school teachers**
4. Align core math curriculum to state standards using the district's curriculum mapping software
5. Use NWEA resources, state math standards, and district math curriculum to develop instructional ladders for math instruction at each grade level to support and encourage differentiation strategies
6. Work in professional learning communities to develop formative assessments, and examine and apply the data in math **and reading** instruction as the year progresses
7. ~~Offer examine the possibility of offering~~ Cognitively Guided Instruction (CGI) training to all elementary teachers
8. Use data to identify students at risk of not performing at a proficient level in math on the MCA-IIs
9. Examine alternative instructional strategies and alternative curriculum materials for Special Education students **and use of the MTELL for Limited English Proficient (LEP) students**

III. NEEDS ASSESSMENT:

Four different types of needs assessments were conducted in the BHM district. Each piece contributes to the larger picture of strategies developed to address these needs. The four types of needs assessments are as follows:

1. A needs assessment was conducted in the 2006-2007 school year through the district's Teaching & Learning Councils. Needs were identified in the areas of curriculum, instruction, and assessment at each grade level and within each curriculum area.
2. The district's *Making TRACKS* steering committee reviewed needs assessment data collected through the academy evaluation. The *Making TRACKS* summer academy is a week-long series of workshop opportunities offered to the BHM teachers and paraprofessionals.
3. The principals have informally identified areas of need at both elementary and secondary levels.
4. Members of the AYP team completed the QINA in preparation for the identification of strategies for the improvement plan in November 2007.

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Areas of greatest need identified by the AYP team and supported by data from former needs assessments included curriculum alignment in math, development of differentiated instruction strategies through the design of instructional ladders, training in additional math instructional strategies, and training in instructional strategies for use specifically with Special Education and LEP students.

IV. ELEMENTS SECTION:

Please complete each section, addressing the elements and attaching documents as necessary to clarify the information. This form is expandable so that as you type pages will add or adjust. Please refer to the attached rubric in Appendix A for additional information on element requirements.

1. Ensure all students are proficient in core academic subjects by 2013-2014

Identify actions that have the greatest likelihood of improving the achievement of children in meeting Minnesota's achievement standards

Address the following:

a) Identify challenges that have prevented the district from making adequate progress.

- lack of consistent core curriculum mapped, communicated, and aligned to state standards in math
- lack of differentiated instructional strategies in math, specifically for LEP and Special Ed students
- did not fully implement the use of the MTAS when appropriate for individual students

b) Identify the targets that are appropriately set for all students to be on track for 100% proficiency by 2013-2014 in reading and math.

The BHM Board of Education has adopted the following target goal for the **2008-2009** year with regards to MCA-II results. The goal was based on reaching 100% proficiency in reading and math for all students in 2014. Equal incremental increases are anticipated on an annual basis to reach 100% proficiency within the given timeframe.

District Goal: Demonstrate a 5.76% annual increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in math, and demonstrate a 4.75% annual increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in reading.

Targets: 76.25% of all students will score at the proficient level in reading
71.18% of all students will score at the proficient level in math

2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency

Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data pursuant to section 1111(b)(2)(C)(v), consistent with adequate yearly progress as defined under section 1111(b)(2)

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Address the following:

a) Provide annual measurable goals for identified student group(s).

The goal listed below for Special Education and LEP students is based on the district achievement on the MCA-IIs in math for these subgroups in 2008, and the expected goal of 100% proficiency in math for all students in 2014. Equal incremental increases are anticipated on an annual basis to reach 100% proficiency within the given timeframe.

Targets for MCA-IIs 2009:

45.2% of Special Education students will score at the proficient level in reading

40.8% of Special Education students will score at the proficient level in math

44.4% of LEP students will score at the proficient level in math

b) Describe the process of tracking progress of these goals over the two years of the plan.

The district will use MCA-II results and NWEA's Measures of Academic Progress (MAP) data to track progress towards the goal of the plan. In addition, the development and use of formative assessments in relation to the standards will be encouraged as teachers work in professional learning communities, course-level teams, and grade-level teams to monitor student progress throughout the year.

3. Incorporate strategies based on scientifically based research to strengthen core academic subjects

Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the local educational agency


Address the following:

a) Identify scientifically research-based strategies that are clearly stated and aligned to performance goals (developed under element number 2).

Teams of K-12 teachers will work collaboratively to accomplish the following tasks:

- align math curriculum to state standards
- map the curriculum in the district's Atlas mapping software for communication to all staff
- develop instructional ladders for the four strands of math standards using DesCartes, the MN state standards, the district math curriculum, and teacher resources
- use data to identify students at risk of not performing at a proficient level in math on the MCA-IIs
- work in professional learning communities to develop, examine, and apply formative assessment data in math and reading as the year progresses
- offer Cognitively Guided Instruction (CGI) training for all elementary teachers in our district

Not all strategies were accomplished in 2007-08. Strategies have been revised as appropriate and will continue in 2008-09.

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b) Describe how the identified strategies will improve student achievement in the cited area(s).

Robert Marzano, in his book *What Works in Schools* (2003), identified a guaranteed and viable curriculum as one of the strongest strategies identified in his meta analysis of educational research as having a positive effect on student achievement.

The remaining strategies are targeted at differentiated instruction, professional learning communities, data-driven decision-making, and CGI, all of which are also supported through research as having positive effects on student achievement.

The following is a list of sources providing references to supportive research for these practices:

Differentiated instruction:

Differentiation is recognized as a compilation of many theories and practices that focus on designing instruction that effectively reaches students of diverse backgrounds, readiness levels, skill levels, interests, and ways of learning. While it would be reasonable to assume that there would be research to support the effectiveness of this instructional approach, little empirical research has been completed.


According to the proponents of differentiation, the principles and guidelines are rooted in years of educational theory and research. For example, differentiated instruction adopts the concept of "readiness". That is the difficulty of skills taught should be slightly in advance of the child's current level of mastery. This is grounded in the work of Lev Vygotsky (1978), and the zone of proximal development (ZPD), the range at which learning takes place. The classroom research by Fisher et al. (1980), strongly supports the ZPD concept. Researchers found that in classrooms where individuals were performing at a level of about 80% accuracy, students learned more and felt better about themselves and the subject area under study (Fisher, 1980 in Tomlinson, 2000).

Other practices central to differentiation have been validated in the effective teaching research conducted from the mid 1980's to the present. These practices include effective management procedures, grouping students for instruction, and engaging learners (Ellis and Worthington, 1994). In addition, there is a wide variety of testimonials of the benefits of differentiation by many authors of several publications and Web sites. Tomlinson reports individual cases of settings in which the full model of differentiation was very promising.

Professional learning communities:

Researchers who have studied schools where educators engage in PLC practices have consistently cited those practices as our best hope for sustained, substantive school improvement (Darling-Hammond, 2001; Fullan, 2005; Louis & Marks, 1998; McLaughlin & Talbert, 2001; Newmann, 1996; Reeves, 2006; Saphier, 2005; Schmoker, 2005; Sparks, 2005).

These practices have been endorsed by the National Staff Development Council, the National Association of Secondary School Principals, the National Association of Elementary School Principals, the National Commission on Teaching and America's Future, the National Board of Professional Teaching Standards, and the National Forum to Accelerate Middle-Grades Reform. They certainly "complement" the recent recommendations presented in *Success in the Middle* by the National Middle School Association (2006) and *Breaking Ranks in the Middle* by the National Association of Secondary School Principals (2006).

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Richard DuFour, whose already high-achieving high school district near Chicago made record gains over an extended period, attributes much of his success to goal-oriented “collaborative teams” that were “the primary engine of our school improvement efforts.” (Richard DuFour, “The Learning Principal,” *Educational Leadership*, May 2002, p. 14.). In fact, DuFour has referred to the strategy as “*the most promising strategy for sustained, substantive school improvement is developing the ability for school personnel to function as professional learning communities.*” (DuFour & Eaker, 1998, p. xi). Research in the Chicago Public Schools also indicated that those schools with “strong professional learning communities were four times more likely to be improving academically than schools with weaker professional communities.” (Anne C. Lewis, “School Reform and Professional Development,” *Phi Delta Kappan*, March 2002, p. 489).

“Professional learning communities have emerged as arguably the best, most agreed-upon means by which to continuously improve instruction and student performance.” (Smoker, Results Now, 2006, p. 106).

Milbrey McLaughlin speaks for a legion of esteemed educators and researchers when she asserts that “*the most promising strategy for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community*” (Richard DuFour and Robert Eaker, *Professional Learning Communities at Work* (Bloomington, Ind.: National Education Service, 1998), p. xi.)

Data-driven decision-making:


“*Using data to make decisions about policies, programs, and individual students is a hallmark of schools that want to stay on the path of continuous improvement. These schools have incorporated thoughtful data collection, analysis, and use into their improvement plans. Teachers and administrators in these schools know how to use the feedback provided to pinpoint areas in need of improvement, get to the root cause of problems, guide resource allocation, and communicate with stakeholders as needed. Educators in schools that sustain improvement know that gut feelings, instincts, and anecdotes are poor substitutes for empirical data when important decisions need to be made.*” (Sustaining School Improvement: Data-Driven Decision Making, Mid-Continent Research for Education and Learning, 2006).

“*Data-driven decision-making is a system of teaching and management practices that gets better information about students into the hands of classroom teachers. Date-driven decision-making requires an important paradigm shift for teachers – a shift from day-to-day instruction that emphasizes process and delivery in the classroom to pedagogy that is dedicated to the achievement of results. Educational practices are evaluated in light of their direct impacts on student learning.*” (Data-Driven Teachers, Scott McLeod, University of Minnesota)

Mike Schmoker has identified a wide variety of schools and districts that have proven if educators constantly analyze what they do and adjust to get better, student learning will improve. (Schmoker, M., Results: The Key to Continuous School Improvement, 1999).

Cognitively Guided Instruction:

Cognitively Guided Instruction (CGI) is a professional development program that increases teachers’ understanding of the knowledge that students bring to the math learning process and how they connect that knowledge with formal concepts and operations. The program is included on *The Promising Practices Network on Children, Families and Communities* (PPN) which features evidence-based programs and practices proven to be effective in schools. All information has been screened for scientific rigor, relevance, and clarity. CGI is guided by two major theses. The first is that children bring an intuitive knowledge of

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mathematics to school with them and that this knowledge should serve as the basis for developing formal mathematics instruction in primary school. This thesis leads to an emphasis on assessing the processes that students use to solve problems. The second thesis is that math instruction should be based on the relationship between computational skills and problem solving, which leads to an emphasis on problem solving in the classroom instead of the repetition of number facts (e.g., practicing the rules of addition and subtraction). Two separate research studies have validated the effectiveness of CGI: The Carpenter et al. (1989) and Villasenor and Kepners (1993).

4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development

Address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the funds received by the local educational agency under subpart 2 for each fiscal year in which the agency is identified for improvement for professional development (including funds reserved for professional development under subsection (b)(3)(A)(iii)), but excluding funds reserved for professional development under section 1119

Address the following:

a) Describe the high quality professional development supported by the 10% set-aside of the district Title I funds to meet the needs of the instructional staff.


The BHM district's set-aside amounts to \$33,970. These funds will be used for the following five activities:

Strategy	Budgeted
Collaboration and curriculum writing for improving math and reading instruction	\$4,000
Registration costs for professional development opportunities in math and reading instruction (i.e. CGI training)	\$8,200
Substitute costs for two ½-day sessions for each grade level team to plan collaboratively with SPED and LEP teachers and as scheduled at secondary schools	\$14,500
Substitute costs for K-12 curriculum alignment to state standards, curriculum mapping, and development of instructional ladders for math	
Independent consultant fees for Making TRACKS and Rtl staff consultation	\$6,000
Supplies for Making TRACKS, book studies, Thinking Maps course	\$1,270
TOTAL	\$33,970

b) Explain how the professional development plan will directly address the academic achievement challenges that caused the district to be identified.

Each component of the professional development plan was identified in the various types of needs assessment used in the district, addresses the teaching and learning needs of the district, and is supported by scientifically-based research strategies to improve student achievement. These components are also targeted specifically to the identified subgroups of Special Education and LEP students in the areas of reading and math instruction.

5. Address the fundamental teaching and learning needs in the district

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Address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement

Address the following:

a) Identify fundamental teaching and learning needs in the area(s) cited that contributed to the identification of needs improvement status.

The fundamental teaching and learning needs in the district are those already cited above. Fundamental needs include:

1. curriculum mapping and curriculum alignment to state standards in math
2. differentiated instructional strategies through the development of instructional ladders by using DesCartes and other NWEA resources
3. collaborative planning time for general education, Special Education, and LEP teachers to implement differentiation strategies
4. improved use of formative assessments
5. Cognitively Guided Instruction (CGI) training for elementary math instructors
6. increased training and implementation of *Responsive Classroom*
7. Actively participating in the selection of the new student information system for ease of access to assessment data
8. consistency in curriculum among elementary sites and communication to the middle school regarding math skills acquired at the K-5 level
9. more effective use of MTAS for Special Education students and use of the MTELL for LEP students
10. use of alternative instructional delivery strategies in math with Special Education and LEP students use of consistent alternative math curriculum that is aligned to state math standards with Special Education students at the elementary sites

Teaching and learning needs remain the same for the district for 2008-09.

b) Describe teaching and learning needs that will be addressed such as choice of instructional programs and materials, use of instructional time, improved use of assessments, etc.

All of the above strategies will be addressed during the two-year improvement plan.


6. Promote effective parent involvement strategies

Include strategies to promote effective parental involvement in the school.

Address the following:

a) Identify new strategies that will be used to increase parent involvement.

Two years ago the BHM district began offering training in *Responsive Classroom*. According to *Origins*, the regional training company, *Responsive Classroom* is “an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools, kindergarten through eighth grade... It consists of

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practical strategies for bringing together social and academic learning throughout the school day. In *Responsive Classroom* teaching, we begin from a belief in the parent's best intentions. Some parents may not know what might be best, but we operate from a belief that all parents want what is best for their children and that parent involvement is essential to children's education."

(www.originsonline.org)

This training opportunity, offered to any elementary teacher at the cost of the district, has truly gained momentum in interest and success as trained teachers begin to implement the components of *Responsive Classroom* in their own environments. In summer of 2006 we trained 28 elementary teachers, followed by 40 in the summer of 2007, and 50 teachers in the summer of 2008. For the summer of 2009, a recent interest survey indicated there are 80 teachers showing interest in initial or continued training in the principles and teaching practices of *Responsive Classroom*.

There are seven basic principles underlying this approach. One of the seven basic principles speaks specifically to parent involvement. This principle reads as follows:

Knowing the families of the children we teach and working with them as partners is essential to children's education.

There are also six basic teaching practices associated with *Responsive Classroom*. As with the principles, one of the six teaching practices speaks specifically to parent involvement. The practice, *Working with Families* includes ideas for involving families as true partners in their children's education.


In addition, the BHM school board recently hired two cultural liaison positions. One position is a 1.0 FTE Hispanic cultural liaison, and the second is a 0.2 FTE Hmong cultural liaison position. The job summary of the cultural liaison is "to create and maintain a culturally integrating learning environment in collaboration with students, parents, school staff, and community resources." Several of the task description items listed on the cultural liaison job description specifically address working closely with parents and families to increase the parent involvement for these families. The cultural liaisons are primarily responsible for facilitating home/school relationships. They also translate district information, and interpret at parent conferences, special education staffings, and other family/school activities.

Buffalo Community Middle School (BCMS) established a Parent Advisory Council (PAC) in the 2007-2008 school year and is continuing the second year of the council during 2008-2009. The purpose of the council is to provide parents an opportunity to provide input on teaching and learning topics specific to BCMS. There has been no history of a PAC at BCMS in the past. Buffalo High School is establishing a PAC for the high school level during the 2008-2009 school year.

b) Describe how these strategies will effectively involve parent(s) in meeting the academic goal(s) of all students.

See (a).

c) Explain how these effective parent involvement strategies will contribute to improved student learning in the specifically cited area(s).

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The *Responsive Classroom* approach has been found to have had positive effects on improved student learning in reading and math test scores. See “Social and Academic Learning Study on the Contribution of the *Responsive Classroom* Approach” by Sara E. RimmKaufman, available at www.originsonline.org/res_articles.php. This is just one example of many research studies supporting the *Responsive Classroom* approach.

d) Attach a copy of the district parent notification to this District Improvement Plan.

7. Incorporate extended day and extended school year activities as appropriate

Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year

Address the following if providing extended day activities:

a) Identify how these activities help students meet the measurable goals set to improve achievement in the cited area(s).


Activities use pre- and post-assessment data, as well as formative assessments, to determine students’ targeted skill areas. Instruction is individualized based on that assessment data.

b) Describe the activities to be conducted before or after school, during the summer, and/or during an extension of the school year to meet student needs.

The BHM district will use a variety of extended day and extended school year activities to target learners performing below their peers. A few of those activities are outlined below.

All three of our elementary sites receiving Title I funds implemented an Extended Day program for their most at-risk kindergarten students from January-June. In the fall, teachers use assessment and observation data to identify students qualifying for this extended-day opportunity. Families are notified and provided the option of their student to attend kindergarten for the full day from January through the end of the school year. Beginning in January, those identified students will attend their regular kindergarten class for ½ day with their kindergarten teacher. The second half of their day will be with a Title I teacher working on targeted skills in literacy, mathematical thinking, and social/emotional skills. The class size will be capped at ten students per Title I teacher.

The BHM district is involved in a research program through the University of Minnesota that targets children ages 6-9 who are at high risk for the early development of conduct problems including substance abuse. The *Early Risers* program is a prevention program that employs a Family Advocate who provides child-focused and family-focused services, which includes a summer program. The Advocate works with children in the school environment by doing such things as consulting with teachers and other support staff, individual mentoring, facilitating family/school communication, teaching friendship skills, etc. The Family Advocate also is a home visitor, and in that capacity, does such things as schedules regular home visits, develops supportive relationships with parents, assesses family strengths and needs, assists families in goal setting and strategic planning, and brokers community services.

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Several elementary sites provide before school or after school opportunities for students to target improvement in reading and/or math skills. The programs are designed around the needs of the learners involved with the activity.

The BHM district also provides remedial math and reading opportunities during summer school. Students are recommended by classroom teachers for the remedial classes, parents are contacted, and those who participate receive individualized instruction based on pre-assessment data.

c) Describe how staff are identified and trained to provide effective services and activities to improvement achievement within the cited area(s).

Teachers who instruct in our extended day and extended school year opportunities are highly trained and highly motivated to help children succeed in reading. Many times flexible grouping is used to ensure that the students' needs are being met throughout the duration of the program. Teachers are selected by building principals based on their knowledge of the effectiveness of the individual teacher. The high-quality professional development provided to all teachers in our district provides opportunities for teachers to improve skills in the teaching of reading. Many sites also use book studies to improve their skill set in meeting struggling students' needs.

8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including the technical assistance provided by the LEA

Describe the responsibilities of the state educational agency and the local educational agency under the plan, including specifying the technical assistance to be provided by the state educational agency under paragraph (9) and the local educational agency's responsibilities under section 1120A

Address the following:

a) Describe the technical assistance that has been provided and/or is needed to effectively implement the district improvement plan.

The plan was developed in consultation with the regional service cooperative, Resource Training & Solutions. The regional service cooperative AYP coordinator communicated on an as-needed basis with the LEA, attended the District's AYP team meeting, and provided suggestions and clarifications for plan revisions.

b) After consultation with the regional service cooperatives or SEA, identify the technical assistance that will be provided.

The plan was developed in consultation with the regional service cooperative, Resource Training & Solutions. Data was reviewed collectively, and the QINA process was led by the regional service cooperative in October 2007.

Providing Cognitively Guided Instruction (CGI) training on site in our district would be very beneficial to our district elementary math teachers and other regional elementary math teachers.

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V. Highly Qualified Teachers - Public Law 107-110, the No Child Left Behind Act of 2001:

All of the teachers in this district who are teaching core content classes are highly qualified:

☐ Yes
☒ No


If no, a district must identify each teacher in the district that did not meet the federal highly qualified requirements and answer the questions below:

- The complete district information is not yet ready. This information will be added and forwarded to Resource Training when it becomes available from Human Resources.

VI. DISTRICT IMPROVEMENT ACTION PLAN

Provide or attach the district improvement action plan with a timeline outlining the implementation of the plan over a minimum of two years. The plan must address to some extent all the elements; however a quality plan will focus on a maximum of (3-5) goals (within these elements based on a comprehensive needs assessment). Utilize the format provided on the next two pages related to the identified student group area(s). Please use one box per activity.

District Improvement Action Plan for AYP			
AYP GOAL	<p>The BHM Board of Education has adopted the following target goal for the 2008-2009 year with regards to MCA-II results:</p> <p>District Goal: Demonstrate a 5.76% annual increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in math, and demonstrate a 4.75% annual increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in reading.</p> <p>Targets: 76.25% of all students will score at the proficient level in reading 71.18% of all students will score at the proficient level in math</p>		
INTENDED AUDIENCE	All students		
ACTIVITIES/STRATEGIES		MEASUREMENT	DATE or TIMELINE

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<p>Teams of K-12 math teachers will work collaboratively to align district core math curriculum with the new state academic math standards, map the curriculum in the district's Atlas mapping software for communication to all staff and parents, and develop instructional ladders for the strands of math standards using DesCartes and other NWEA resources, state standards, and the district curriculum.</p> <p>Examine the possibility of offering Cognitively Guided Instruction (CGI) training for all elementary teachers in our district. Offer training if feasible.</p>	<p>Completion of activity</p> <p>MCA-II 2008 and MCA-II 2009 results</p> <p>MAP 2007 MAP 2008 MAP 2009</p> <p>Formative assessments</p>	<p>November 2007-June 2009</p>
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RATIONALE

The need has been repeatedly identified in district needs assessments. All strategies involved with this activity are supported by research.

District Improvement Action Plan for AYP

AYP GOAL	Targets for MCA-IIs 2009: 45.2% of Special Education students will score at the proficient level in readingOV08 40.8% of Special Education students will score at the proficient level in math 44.4% of LEP students will score at the proficient level in math		
INTENDED AUDIENCE	Special Education and LEP students		
ACTIVITIES/STRATEGIES		MEASUREMENT	DATE or TIMELINE
Mainstream classroom teachers will be provided the opportunity to collaborate with Special Education teachers and English Language Development (ELD) teachers to develop instructional strategies to support instruction while the students of special needs are participating in the mainstream classroom. The instructional strategies will focus specifically on math and will be concentrated on skills required in the state standards at each grade level. Examine alternative instructional delivery strategies and alternative curriculum for Special Education students. Effective and appropriate use of the MTAS for Special Education students as warranted by the IEP team.		Completion of activities MCA-II 2008 and MCA-II 2009 results MAP 2007 MAP 2008 MAP 2009 Formative assessments	December 2007-April 2009
RATIONALE			
This strategy will provide the opportunity to develop differentiated instruction for the students in our identified subgroups.			

Appendix Attachments

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Appendix A: Scoring Rubrics


Appendix B: Updating District In Need of Improvement Plan Addendum

Appendix C: District Corrective Action Addendum [*§1116(c)(10)(C)*]

Appendix A: Scoring Rubrics

A Rubric for District Improvement Plans


The essential requirements in the school or district improvement applications have been incorporated (general information, executive summary, needs assessment, highly qualified teachers and improvement action plan)	
<i>Completed</i>	<i>Not Completed</i>
<input type="checkbox"/> General and contact information is included <input type="checkbox"/> Area(s) for identification are included <input type="checkbox"/> Overview of improvement plan for 2008-2009 school year is provided <input type="checkbox"/> Demographics are included in executive summary <input type="checkbox"/> Elements are addressed and easily located in the plan <input type="checkbox"/> Comprehensive needs assessment summary for 2008-2009 school year is provided <input type="checkbox"/> Highly Qualified Teachers section is completed on the plan <input type="checkbox"/> District or school improvement action plan is included with all sections completed	<input type="checkbox"/> General information is not correctly or incompletely filled out <input type="checkbox"/> Area(s) for identification are not included <input type="checkbox"/> Overview of improvement plan for 2008-2009 school year is incomplete <input type="checkbox"/> Demographics are not included in plan <input type="checkbox"/> Elements are not provided or are incomplete <input type="checkbox"/> Comprehensive needs assessment summary is not provided or incomplete for 2008-2009 school year <input type="checkbox"/> Highly Qualified Teachers section is incomplete <input type="checkbox"/> District or school improvement action plan is not included or incomplete

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A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

1. Ensure all students are proficient in core academic subjects by 2013-2014		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Challenges preventing the school or district from not making AYP are identified; actions, including policies and practices, are evident in the plan to address barriers <input type="checkbox"/> Targets are specific, clear, measurable and appropriately identified for all students to be on track for 100% proficiency by 2013-2014 in reading and math	<input type="checkbox"/> Challenges preventing the school or district from not making AYP are identified <input type="checkbox"/> Targets are identified for all students to be on track for 100% proficiency by 2013-2014 in reading and math	<input type="checkbox"/> Challenges preventing the school or district from not making AYP are not identified or not clearly presented <input type="checkbox"/> Targets are not provided or are unclear

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(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)


2. Establish annual measurable goals for continuous and substantial progress to achieve proficiency		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Annual measurable goals for identified student group(s) are clearly identified via SMART goals <input type="checkbox"/> Goals are documented for identified student groups and plans for implementation and evaluation are evident	<input type="checkbox"/> Annual measurable goals for identified student group(s) are clearly identified <input type="checkbox"/> Goals for identified student group(s) are established and a means of tracking progress is provided over 2 years of plan	<input type="checkbox"/> Goals are not measurable <input type="checkbox"/> Goals are not identified for targeted student group(s)

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A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)


3. Incorporate strategies based on scientifically based research to strengthen core academic subjects		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Strategies are identified and an action plan is detailed for implementation of each identified strategy <input type="checkbox"/> Strategies are aligned to the performance goals and specific activities and timelines are provided for each strategy <input type="checkbox"/> Sources of scientifically-based research are identified and evidence is linked to cited area(s)	<input type="checkbox"/> Strategies are identified for each performance goal <input type="checkbox"/> Strategies are aligned to the performance goals <input type="checkbox"/> Sources of scientifically-based research are identified regarding cited area(s)	<input type="checkbox"/> Strategies are not identified <input type="checkbox"/> Strategies are not aligned to the performance goals <input type="checkbox"/> Sources of research are not identified

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A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)


4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> All teachers participate in high quality professional development linked directly to student achievement including cited area(s) <input type="checkbox"/> Title I set aside funds are used for the purpose of providing high quality professional development that targets the needs of instructional staff to address district identification area(s) <input type="checkbox"/> Schedules provide time for opportunities to participate in high quality professional development in an aligned, planned manner <input type="checkbox"/> Professional development provides clearly organized, job-embedded collaboration to improve classroom practice	<input type="checkbox"/> Teachers participate in high quality professional development <input type="checkbox"/> Title I set aside funds are used for the purpose of providing high quality professional development that targets the needs of instructional staff	<input type="checkbox"/> Little or no description is provided about professional development <input type="checkbox"/> Use of 10% Title I set aside is unclear

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A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)


5. Address the teaching and learning needs in the district		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> A comprehensive needs assessment process is used to identify and review teaching and learning needs <input type="checkbox"/> Teaching and learning needs are aligned to identified areas for improvement and are supported by scientifically research based strategies	<input type="checkbox"/> A needs assessment process is used to identify teaching and learning needs <input type="checkbox"/> Teaching and learning needs are aligned to identified areas for improvement	<input type="checkbox"/> A needs assessment process to identify teaching and learning needs is incomplete or missing <input type="checkbox"/> Little or no alignment of teaching and learning needs to identified areas for improvement

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A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

6. Promote effective parent involvement strategies		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Strategies are identified that are effective based on research and best practice and an evaluation process is evident <input type="checkbox"/> Strategies are identified to effectively involve parents in meeting academic goal(s) for all students and an evaluation process is evident <input type="checkbox"/> Strategies are identified to inform families about continuous academic progress, especially in cited area(s)	<input type="checkbox"/> Strategies are identified that are effective based on research and best practice <input type="checkbox"/> Strategies are identified to effectively involve parents in meeting academic goal(s) for all students <input type="checkbox"/> Strategies are identified and linked to improving student learning in cited area(s)	<input type="checkbox"/> Strategies are not identified or unclear to promote effective parent involvement <input type="checkbox"/> Strategies are not identified to involve parents in meeting academic goal(s) for all students <input type="checkbox"/> Strategies are not identified or are not linked with improving learning in cited area(s)


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A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

7. Incorporate extended day and extended school year activities as appropriate		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Goals are clearly stated, measurable and align with improvement goals <input type="checkbox"/> Extended day/ year activities meet student needs in cited area(s) and result in student achievement <input type="checkbox"/> Highly Qualified staff is trained in the area(s) they are servicing for the extended day program	<input type="checkbox"/> Goals are provided or align to improvement goals <input type="checkbox"/> Extended day/ year activities meet student needs in cited area(s) <input type="checkbox"/> Staff is trained and prepared for the extended day program	<input type="checkbox"/> Goals are vague or not provided <input type="checkbox"/> Activities have no correlation to cited area(s) <input type="checkbox"/> Little or no training is provided to staff

REMINDER: For districts not providing extended day activities, please provide rationale in the plan.

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A Rubric for District Improvement Plans


(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including technical assistance provided by the LEA		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Evidence of LEA/SEA collaboration and technical assistance for development of the plan <input type="checkbox"/> Evidence of LEA/SEA collaboration and technical assistance in the implementation of the plan	<input type="checkbox"/> Evidence of LEA/SEA coordination and technical assistance for development of the plan <input type="checkbox"/> Evidence of LEA/SEA coordination and technical assistance in the implementation of the plan	<input type="checkbox"/> Little or no evidence of LEA/SEA support in development of the plan <input type="checkbox"/> Little or no evidence of LEA/SEA inclusion in the implementation of the plan

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Appendix B: Updating District Improvement Plans Continuing In Need of Improvement Addendums

Updating District Improvement Plan Requirements: In Need of Improvement (1.2) and Continuing In Need of Improvement (2.1, 2.2)	Found on page#
Elements 1 & 2: After reviewing the targets in Element 1, update <i>SMART goals</i> for identified student groups.	5-6
Element 3: Describe how identified strategies are impacting student achievement especially with identified student groups. If little or no evidence of increased achievement, what changes are proposed with strategies?	6
Element 4: Describe the professional development supported with Title I setaside funds for school year 2008-09 (<i>narrative format</i>).	9
Element 5: Describe how teaching and learning needs are being addressed. If any changes or updates please describe as well.	10
Element 6: Describe the process to evaluate the parent involvement strategies being implemented. If strategies are not effectively engaging parents, particularly from those identified student groups, what new researched based strategies are proposed?	10-11
Element 7: Update, <i>if appropriate</i> , extended day activities.	12
Element 8: Identify additional services and onsite consultation from the AYP Coordinators/Service Center that could strengthen improvement implementation efforts <i>specifically</i> for your district. Please describe in detail.	13
Highly Qualified: Are all teachers of core content classes highly qualified? <i>If no</i> , a district <i>must</i> identify each teacher who does not meet the federal “highly qualified” requirements. In addition: <ul style="list-style-type: none"> • Describe the specific plan of action that shall be taken, e.g., classes, content exam, professional development, etc. in order for the identified teacher(s) to meet the federal “highly qualified” requirements. Were these teachers or positions identified the previous year? If so, please provide an explanation and action plan to rectify. • Identify the expected date when the teacher(s) will meet the requirements. 	14

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Appendix C: District Corrective Action Addendum §1116(c)(10)(C)

Public Law 107-110, No Child Left behind (NCLB) Act of 2001 Requirements	Found on page#
<p>1. Please complete in detail the “District Improvement Action Plan for AYP” template (currently used in district improvement plan or a similar tool) to describe how the 2% programmatic setaside (corrective action) will be implemented.</p> <p>Provide the rationale for choosing the focus of 1) programmatic funds, 2) relevant goals aligned to increase achievement of student groups, 3) strategies/activities aligned to identified areas, and 4) timelines.</p>	
<p>2. List any existing district improvement plan elements that have been revised to move the district out of corrective action.</p>	
<p>3. A district may delay implementation of the corrective action plan for a period not to exceed one year if:</p> <ul style="list-style-type: none"> ▪ The district makes adequate yearly progress for one year ▪ Its failure to make adequate yearly progress is due to exceptional or uncontrollable circumstances (a natural disaster or a precipitous and unforeseen decline in the financial resources of the district.) <p>If such a situation has occurred, please describe in detail the rationale for delay in implementing the corrective action plan.</p>	