

Kenyon-Wanamingo ISD 2172
2009-2010 AYP Implementation Plan Summary

ISD 2172 is in the “Needs Improvement” status under the No Child Left Behind Act (Reauthorization of the 2001 ESEA) for the 2009=2010 school year. As part of that designation, we were required to gather a team of educators to devise an implementation plan to improve the achievement gap in the given areas. Over the course of several meetings between July and November, this team worked with the Regional AYP specialist to draft that plan. The major components of the status and of the implementation efforts are provided in this summary.

There were two areas identified that led to the “Needs Improvement” status. This is caused by a gap between the targeted student areas as compared to the student population at large. In turn, these passing areas need to be progressing toward 100% proficiency in 2014. This status is currently at the district level only. In terms of sanctions, given that our district spends all Title I funds at the elementary level, the K-4 building bears the weight of the potential sanctions as well. The three numbers listed are 2009 performance, 2009 expected performance and 2010 proficiency levels needed to avoid further sanctions in that particular area.

Special Education - Reading	43% - 68% - 57%
Free/Reduced - Mathematics	58% - 65% – 62.5%

In addition to the targeted areas, there are a number of other areas that are potential problem areas. If we fall below in other areas, we would remain at the sanctioned levels, although potentially in different areas. We had four areas of “Safe Harbor” status at the district level. In other words, we are not at the required proficiency levels, but are making improvement at a level to achieve “Safe Harbor” status. Those areas include:

Hispanic – Reading	46% - 57% - 39%
Hispanic – Mathematics	60% - 64% - 60%
Special Education – Mathematics	37% - 62% - 57%
Free/Reduced – Reading	69% - 71% - 74%

Specifically, at the building level, there are areas that need improvement during the 2009-2010 school year, as well. Those areas are similarly listed below:

K-4 Free/Reduced Reading	65% - 70% - 83%
5-8 Special Education Mathematics	29% - 58% - 47%
5-8 Special Education Reading	43% - 65% - 54%
9-12 All Students Mathematics	31% - 42% - 42%
9-12 White Mathematics	32% - 41% - 43%

Finally, there are some “Safe Harbor” areas at the building level that are noted:

K-4 Free/Reduced Mathematics	70% - 73% - 87%
5-8 Free/Reduced Mathematics	54% - 61% - 53%

Results of the District Needs Assessment

As part of our effort, we conducted a Needs Assessment with all district staff members in October. The major results of that survey are summarized:

- Staff members need to learn targeted intervention skills to address non-proficiency at all levels.
- Professional development in the area of data analysis and interpretation is essential for our school to grow towards meeting AYP.
- Differentiated instruction techniques need to be part of our professional development plan, disseminated to all staff, practiced in the classroom, and followed up on to meet AYP.
- Teachers need to be able to develop SMART goals on MCAII achievement standards.
- Staff members need to operate in an environment of K-12 curriculum, not just at their grade levels. We need to engage our community partners in ways that can result in enhanced achievement for our students.
- District leadership and the school board need to improve the strategic process to ensure support systems for all students that lead to increased learning.

Components of the ISD 2172 AYP Implementation Plan for 2009-2010

PLC (Professional Learning Communities)

Teams will meet monthly to discuss curriculum, best practices, student achievement, data, and assessments. Math and language arts groups will continue to meet to discuss the formation of common assessments. In January, the 7-12 buildings from Zumbrota-Mazeppa, Goodhue and KW will hold a common in-service in the goal of developing formative assessments across the three districts.

RtI (Response to Interventions)

Elementary teachers are in the initial stages of implementing this strategy to help students on their way to mastery. Eventually RTI coordinators and teachers will use benchmarks to properly implement interventions with students in reading.

Study Island

District teachers and students have access to Study Island, a web-based computer program that allows students to practice state standards and indicators in the areas of math and reading. As well as supplementing class time to build skills over time towards mastery, students and parents have access to this program outside of school.

ISD 2172 AYP Goals for 2009-1010

- To decrease the amount of special education students who were not proficient on the 2009 MCA-II reading test by 10% on the 2010 and 2011 MCA-II test.
- To decrease the amount of all district students who were not proficient on the 2009 MCA-II reading test by 10% on the 2010 and 2011 MCA-II test.
- To decrease the amount of free/reduced lunch students who were not proficient on the 2009 MCA-II math test by 10% on the 2010 and 2011 MCA-II test.
- To decrease the amount of all district students who were not proficient on the 2009 MCA-II math test by 10% on the 2010 and 2011 MCA-II test.