

BHM AYP IMPROVEMENT PLAN 2008-09 SUMMARY

This is BHM's fifth consecutive year not making Adequate Yearly Progress (AYP), as measured by the requirements of No Child Left Behind. Areas identified in need of improvement for 2008-09 are the Limited English Proficient (LEP) subgroup in math, the Black subgroup in math, and the Special Education (SpEd) subgroup in both math and reading. As a result, the district is mandated to set aside 10% of Title I funds (\$33,970) to be used for staff development designed to raise achievement of all students, and students in the identified subgroups in particular.

The district is also required to develop and implement a two year improvement plan to raise student achievement on the MCA-IIs. The 2008-09 school year is year two of two for the current improvement plan in place. The strategies for this year have been revised by a subcommittee of the District/Community Teaching & Learning Council (DCTLC). A summary is outlined below. The additions or revisions to the plan's strategies are in bold and underlined.

2008-09 IMPROVEMENT PLAN STRATEGIES

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 MN standards using the district's Atlas curriculum mapping software
5. Develop instructional ladders for math in the four strands using *DesCartes* at each grade level to support and encourage differentiation strategies
6. Work in professional learning communities to develop formative assessments, and examine and use data in math **and reading** instruction as the year progresses
7. **Offer 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, curriculum materials and more effective use of the MTAS for Special Education students **and use of the MTELL for Limited English Proficient (LEP) students**

TITLE I 10% SET ASIDE FOR PROFESSIONAL DEVELOPMENT

Allocation of the 10% set-aside of Title I funds:

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