



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
November 4, 2010
6:30 PM

- I. Call to Order
 - A. Welcome
 - B. Pledge of Allegiance

- II. Business Meeting
 - A. Approval of Agenda
 - B. Consent Agenda

Description: Although Board action is required, it is generally unnecessary to hold discussion on these items. In the event a Board member wishes to discuss an item, that item will be moved for separate consideration.

- 1. Meeting Minutes 3
- 2. Human Resources Report 6
- 3. Donation of \$57 from Kathryn Rosecrans to Gideon Pond; \$14.56 from Scott Galvin, \$122.50 from Brionne Sillman, and \$42 from Robin Swanson to Hidden Valley; a Briggs & Stratton engine (valued at \$200) to the BHS Tech Ed Department from Dave & Denise Helke; \$250 to Burnsville High School's P.R.O.U.D. from Vera & Tom Marquardt; \$250 from the Blue Cross/Blue Shield and Elizabeth Harrigan to the BHS Blaze Fund; and multiple cash and in-kind donations totaling \$9,079.23 to the BrainPower in a BackPack Program. 8
- 4. Accept \$250 grant from United Educators Foundation to Hidden Valley Elementary 14
- 5. Cancel the Superintendent Listening Session scheduled for Thursday, November 18 and reschedule the start time of the regular Board meeting from 6:30 p.m. to 7:30 p.m. 15
- 6. Schedule a Special School Board Meeting with ISD 194 on Thursday, November 18, 2010 at 5:30 p.m. at the Senior Campus in the

Diamondhead Education Center for discussion of the 191/194 joint integration plan	2
7. Adopt a Resolution accepting a \$5,000 grant from the MSHSL Foundation	17
III. Unfinished Business	
IV. New Business	
A. Receive the Annual Enrollment Report (20 minutes) (Rider)	18
B. Approve AYP Plan for Improvement (15 minutes) (Lindholm)	37
V. Reports	
A. Student Advisor	
B. Superintendent	
C. Board Members	
VI. Adjourn	

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 October 14, 2010

The meeting of the Board of Education was called to order by Chair Currier at 7:00 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center.

Call to Order

Members present: Directors Banyard, Hill, Luth, Martin, Morrison, Sweep and Chair Currier. Others in attendance were Superintendent Clegg, Student Advisor Jaeger, administrators and staff.

Attendance

Chair Currier welcomed the audience and asked Director Morrison to lead the Pledge of Allegiance.

Pledge of Allegiance

Moved by Director Martin, seconded by Director Banyard, to approve the agenda. Motion carried unanimously (7,0).

Agenda

Moved by Director Martin, seconded by Director Morrison, to approve the consent agenda

Consent Agenda

- Minutes of the October 7, 2010 board meeting
- Personnel changes for H. Alvey, E. Kosmalski, M. Orcholski, J. Jaeger, P. Norgaard, B. Pavcek, K. Beane, L. Simmons, T. Chamberland, N. Dziekan, D. Scherer, A. Henle, J. Kane
- Donations to Eagle Ridge Junior High: \$200 from D. Fong's Restaurant, \$200 from Christopher Safe, \$50 from Market Works, \$200 from Speiker & Company, \$50 from Wordwise LLC and a \$500 anonymous donation in support of field trip to Eagle Bluff Environmental Learning Center; 6 reams of colored paper from Marquita Jackman; and \$20 to the Eagle Ridge Band program from Thomas Rian
- Approve September payroll checks numbered 714787-714877, and Direct Deposit notices numbered 404238-407164, in the net amount of \$3,854,836.73. September & October claims to date represented by checks numbered 401961-402647, 1001511-1001703, 100438-100444 and wire transfers and adjustments, totaling \$5,685,790.70. Also, that the Board accepts September receipts of \$13,535,858.64 and investments for General Operations and Alt. Facilities and OPEB of \$17,418,477.71 as of September 30, 2010
- Approve the Ice Arena Lease with the City of Burnsville for the 2010-2011 year in the amount of \$58,082.50 for 276.55 hours for practice time plus \$28,628.60 for 136.37 hours for games of ice time

Minutes
 HR Report

Donations

Payroll, Claims
 and Receipts

Ice Arena Lease

- Approve the membership of the Community Education Advisory Council
Chair Currier made special mention of the generous donations. Motion carried unanimously (7,0).

Community Ed
Advisory Council

Assistant Superintendent Chris Lindholm and Principal Susan Risius recognized the work of Vista View Elementary staff who led the effort to move a building level initiative into a district level initiative. As a result of their work, all elementary teachers have created “4 Learners Charts” and have been introduced to progress monitoring and AIMSweb.

Professional
Development

Moved by Director Banyard, seconded by Director Sweep, to adjourn the meeting at 7:46 p.m. Motion carried unanimously (7,0).

Adjourn

Sandra M. Sweep, Clerk

**Special Board Meeting – Minutes
Joint Work Session
ISD 191 & Burnsville City Council
October 14, 2010**

The Joint Work Session between the ISD 191 Board of Education and the Burnsville City Council was called to order by Chair Currier at 5:30 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center.

Call to Order

Present

ISD 191: Directors Banyard, Hill, Martin, Morrison, Sweep, Chair Currier, Superintendent Clegg, administrators

City of Burnsville: Council Members Crichton, Gustafson, Kealey, Sherry, Mayor Kautz, staff members

Attendance

Absent

ISD 191: Director Luth

Discussion focused on a review of existing collaborations between the City of Burnsville and ISD 191 including Envision Academy of the Arts, BCTV, the Senior Center, ice arena, Wednesday in the Park program and the summer lunch/breakfast program. There was also conversation about broadening existing programs (such as the Garage) to attract students not currently involved in activities, increasing the City's involvement with the Welcome Center, and the possibility of bringing in new programs to benefit our students and community.

Discussion

There was also discussion about the need to address image and marketing issues related to the quality of life in Burnsville and the many reasons to select ISD 191 schools.

Conversations to explore ideas on how to proceed will continue.

Meeting adjourned at 6:57 p.m.

Adjourn

Sandra M. Sweep, Clerk

**Burnsville-Eagan-Savage Public Schools
Independent School District 191
Human Resources Office**

TO: Members, Board of Education
Randall Clegg, Superintendent

FROM: Tania Z. Chance, Ph.D., Executive Director Human Resources

DATE: November 4, 2010

RE: Recommended Personnel Changes

**Certified
Appointment**

Amy Luomo -Replacement-Long term substitute, BHS, 1.0 FTE
Spanish, effective 10/25/10 - 6/10/11

Marisa Moe *Replacement-Long term substitute, Neill, 1.0 FTE.
Grade 1, effective 9/27/10 - 12/22/10

Change in Assignment

Julie Kugler -Teacher, Title 1, Neill, assignment increases to .85
FTE, effective 10/25/10

Leave of Absence

Erin Copeland *Teacher (currently on leave), requests to extend her
FMLA/maternity/parental leave of absence for the full
12 weeks, returning to work 1/3/11

Janelle Grueneich *Teacher, ERJH, requests a 1.0 FTE
FMLA/maternity/parental leave of absence, effective
approximately 1/25/11 for a period of 12 weeks

Amanda Lutz -Teacher, SO, requests a 1.0 FTE
FMLA/maternity/parental leave of absence, effective
approximately 12/20/10 for a period of 12 weeks

Sarah Olson -Teacher, MJH, requests a 1.0 FTE FMLA/maternity
leave of absence, effective approximately 12/17/10,
returning to work on January 31, 2011

**Classified
Appointment**

Deborah Chaffee *Replacement-MEA, Rahn, 6.5 hrs/day, 5 days/wk,
effective 11/2/10

Elizabeth Kopp *Replacement-Tech EA, Byrne, 6 hrs/per student
contact day, effective 11/1/10

Anne Meehan *Replacement-2nd Cook, SO, 3 hrs/day, 5 days/wk,
effective 11/3/10

Anne Naas -New-General EA, ST, 4 hrs/day, effective 11/3/10

*added to original report
Burnsville-Eagan-Savage #191
Board Meeting – 11/4/2010

Leslie Scollard

*Replacement-2nd Cook, HB, 3 hrs/day, effective 10/25/10

Change in Assignment

Elsy Bates

*Assignment changes to 2nd Cook, BHS, 3.75 hrs/day, effective 10/26/10

Brenda Becker

*Assignment changes to 2nd Cook, SO, 6 hrs/day, effective 10/25/10

Patricia McDonald

*Assignment changes to 2nd Cook, SO, 3 hrs/day, effective 10/25/10

Evi Teachout

*Assignment changes to 2nd Cook, BHS, 5.75 hrs/day, effective 10/25/10

Leave of Absence

Jackie Callahan

*MEA, ECSE, requests a medical leave of absence, working 21 hrs/wk, effective 2010/11 school year

Colette Carlson

*Educational Assistant (MEA & Tech), SO, requests a medical leave of absence, effective 11/10/10 to 1/3/11

Recall from Termination

Tracy Ringger

-MEA, VV, 6.5 hrs/day, effective 10/25/10

Resignation

Dawn MacDonald

*MEA, ECSE, effective 11/5/10

Anne Naas

-Integration Clerk, ASC, effective 11/2/10

Mary Sutton

-2nd Cook, BHS, effective 10/22/10

DATE: October 28, 2010

II.B.3

TO: Superintendent Clegg
Board of Education

FROM: Laura Pierce, Principal

RE: Rosecrans donation

I recommend the Board of Education recognize and accept the donation of \$57.00 received from Mrs. Kathryn Rosecrans through the Wells Fargo Community Support campaign. The donation will be used to enhance the learning opportunities for our students.

I am grateful for the generous support from Mrs. Rosecrans.

To: Randy Clegg, Superintendent of Schools

II.B.3

November 4, 2010

From: Jon Bonneville, Principal

Date: October 19, 2010

RE: Donation

It is my recommendation that the School Board of Independent School District #191 accept this donation in the amount of \$179.06 from the following Wells Fargo employees:

Scott Galvin	\$14.56
Brionne J. Sillman	\$122.50
Robin Swanson	\$42.00

We will be using these funds to support the Literacy Library at Hidden Valley.

Scott Galvin
13640 Lynn Ave.
Savage, MN 55378

Brionne J. Sillman
13415 Glenhurst Ave.
Savage, MN 55378

Robin Swanson
13750 Glenhurst Ave.
Savage, MN 55378



II.B.3

TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: October 14, 2010
RE: Donation

Please accept the donation of one Briggs and Stratton engine valued at \$200 to the BHS Tech. Ed. department from:

Dave and Denise Helke
1825 Spring Lake Circle
Jordan, MN 55352

This engine will be used to benefit the Engine Technology Tech Ed. classes.



II.B.3

TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: October 15, 2010
RE: Donation

Please accept the donation of \$250 to Burnsville High School's P.R.O.U.D. for its excellent job of helping BHS students understand diversity. This donation was given by

Vera and Tom Marquardt
118 Knoll Circle East
Burnsville, MN 55337



II.B.3

TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: October 29, 2010
RE: Donation

Please accept the donation of \$250 to the BHS Blaze Fund for volunteer services through the Blue Cross and Blue Shield Dollars for Doers program from the following:

Elizabeth Harrigan
14349 Natchez Ave.
Savage, MN 55378

And

Blue Cross and Blue Shield of Minnesota
P.O. Box 64560
St. Paul, MN 55164-0560

Diamondhead Education Center

200 West Burnsville Parkway - Burnsville, MN 55337 - 952-707-4110
Fax 952-707-4166

To: Members, ISD 191 Board of Education

Agenda Item II.B.3
November 4, 2010

From: Tom Umhoefer, Community Education Director

Date: November 2, 2010

Re: BrainPower in a BackPack Donations

Recommendation: That the Board of Education accept cash and in-kind donations totaling \$9,079.23 to the *BrainPower in a BackPack* program.

The Community Education program would like to thank all those who generously donated to our BrainPower in a BackPack program. Their support has allowed us to expand the program to 113 kids this year, up from 70 last year.

Donation Source (July-October, 2010)	Amount	In-Kind Items	Value
Rachel Marty	\$200.00		
The Rivers Fundraising Dinner	\$467.00		
Project Unum - Foundation 191	\$233.00		
Marjorie Henry	\$48.00		
John A. Bringewatt	\$20.00		
Steve and Jean Murray	\$25.00		
Fay Finn	\$100.00		
Madeleine Newbauer	\$100.00		
Jimmy John's		\$50 Sandwiches	
Barb Tiggemann Fundraiser cash	\$328.76		
Patrick L. Hansen	\$25.00		
Burnsville Breakfast Rotary	\$500.00		
Eagan Resource Center		juice and chips	\$300.00
Eagan Resource Center		canned food, rice	\$1,965.00
Heart of the City Cub		gift card	\$25.00
Dakota Electric	\$250.00		
Thrivent Financial for Lutherans (first half)	\$550.00		
Rachel Marty	\$200.00		
Jerome Melhouse (The Rivers)	\$617.47		
BHS Student Council (Powder Puff)		food	\$75.00
Richard G. Rueter	\$25.00		
BHS Theatre Guild		food	\$25.00
Target	\$3,000.00		
Total = \$9,079.23 in cash and food	\$6,689.23		\$2,390.00

To: Randy Clegg, Superintendent of Schools

II.B.4

From: Jon Bonneville, Principal

Date: October 15, 2010

RE: Grant

It is my recommendation that the School Board of Independent School District #191 accept this grant check in the amount of \$250.00 from United Educators Foundation. This grant was written and awarded to Sally Smith, a sixth grade teacher at Hidden Valley.

The grant funds will be used to purchase items needed for a Consumer Mathematics class Ms. Smith is teaching.

United Educators Foundation
6789 Upper Afton Road
Woodbury, MN 55125



TO: Members, Board of Education
Agenda Item II.B.5
November 4, 2010

FROM: Randy Clegg, Superintendent

DATE: October 29, 2010

RE: Meeting Time Change

Recommendation: That the Board of Education cancel the Superintendent Listening Session and reschedule the start time of the November 18, 2010 board meeting from 6:30 PM to 7:30 PM at the Burnsville High School Senior Campus in the Diamondhead Education Center.

TO: Members, Board of Education Agenda II.B.6
November 4, 2010
FROM: Randy Clegg, Superintendent
DATE: October 29, 2010
RE: Special Board Meeting

Recommendation: That the Board of Education schedule a Special Board Meeting with ISD 194 board members for Thursday, November 18, 2010 at 5:30 PM at the Burnsville High School Senior Campus in the Diamondhead Education Center to discuss the ISD 191/ISD 194 joint integration plan.



TO: Members, Board of Education
Agenda Item II.B.7
November 4, 2010

FROM: Randy Clegg, Superintendent

DATE: October 29, 2010

RE: MSHSL Fall Grant

Recommendation: That the Board of Education adopt the following Resolution:

BE IT RESOLVED, by the School Board of Independent School District 191, to accept a grant in the amount of \$5,000 to provide support for high school youth to participate in athletics and fine arts from the Minnesota State High School League Foundation.



**Agenda IV.A
November 4, 2010**

To: Members, Board of Education

From: Lisa K. Rider, Executive Director of Business Services

Date: November 4, 2010

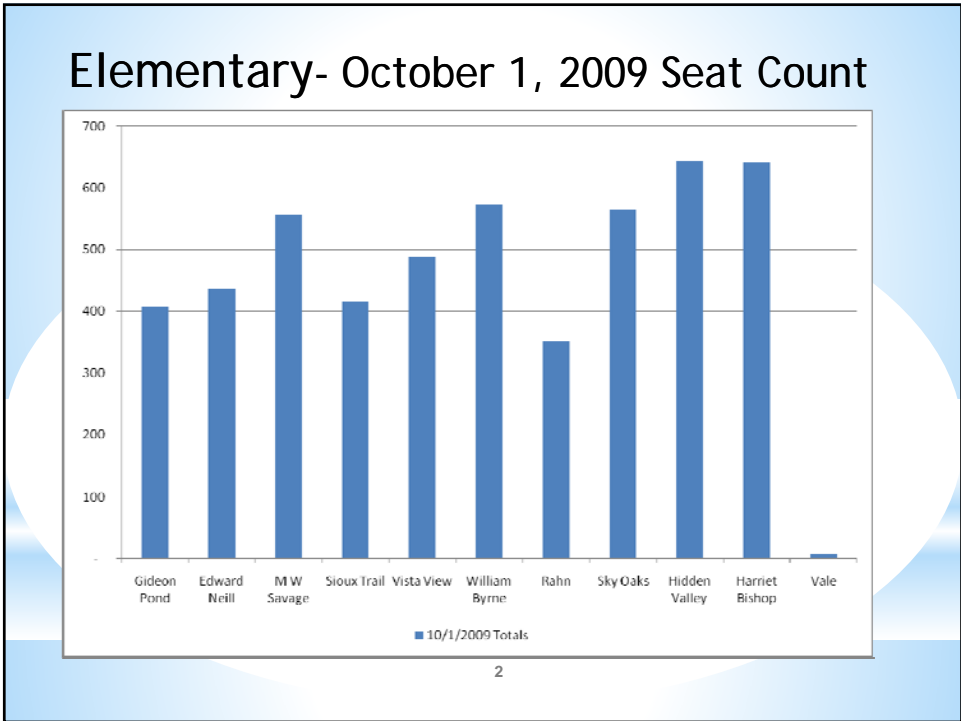
Re: Receive Annual Enrollment Report

Please find attached the Fall Enrollment and Projection Report for 2010-2011. This report focuses on the fall enrollment of the district and the composition of the district currently in comparison to the 2002-2003 school year. The enrollment projections are shown with both fall numbers for 2010 and the projection of enrollment using end of the year projections. My report will focus on the first 21 slides of the presentation. The remaining portion of the report includes very detailed slides which may be difficult for viewing by the general public but are included for additional information.

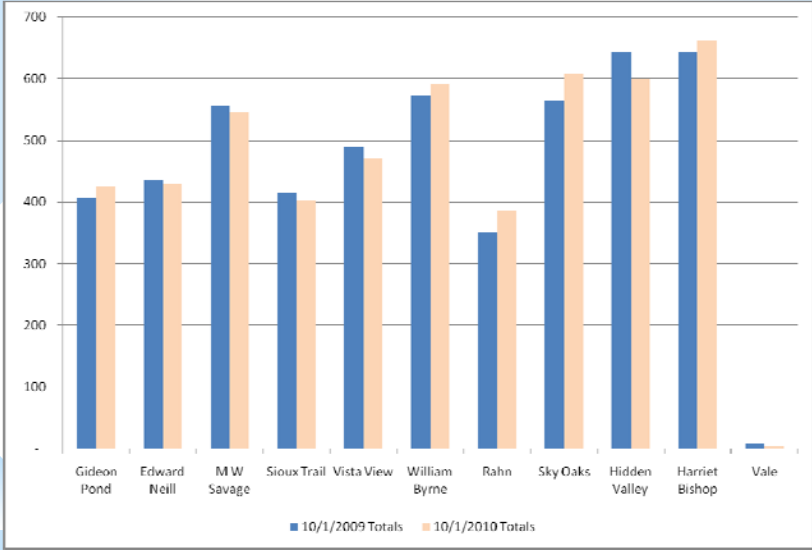
ISD 191 Enrollment & Enrollment Projection

2010-2011

November 4, 2010

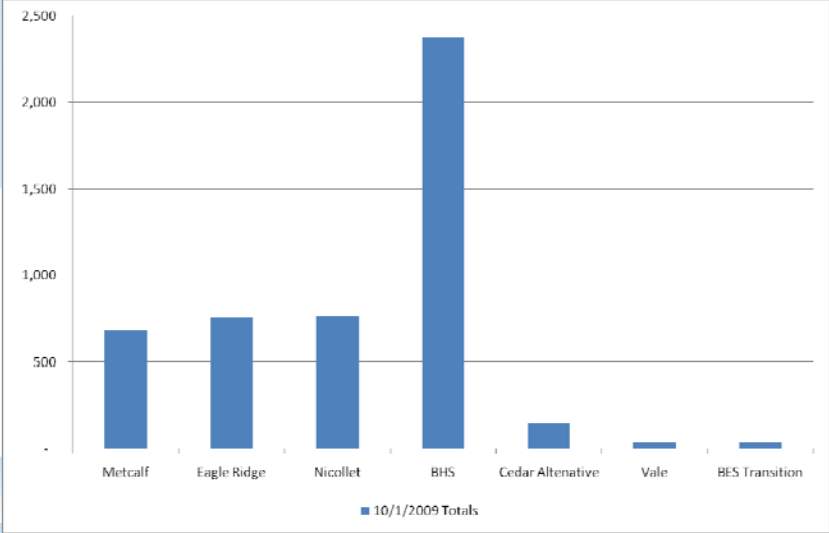


Elementary- October 1, 2010 Seat Count



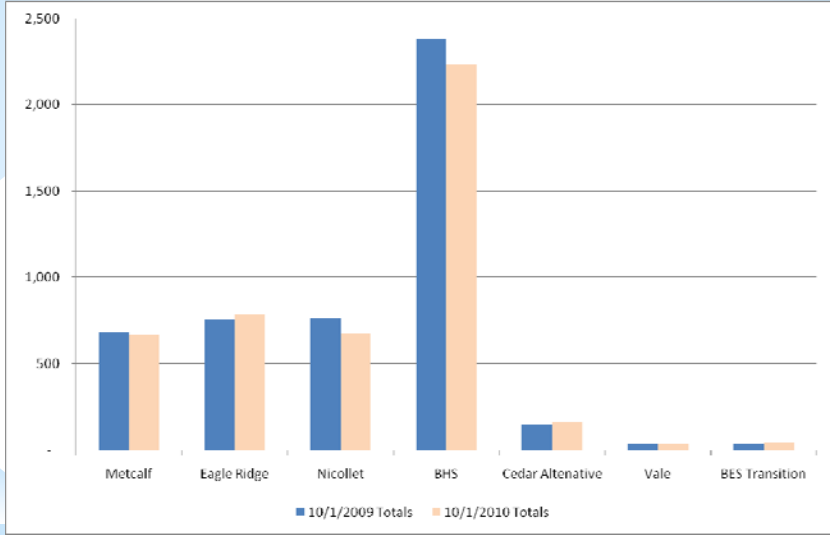
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Secondary- October 1, 2009 Seat Count



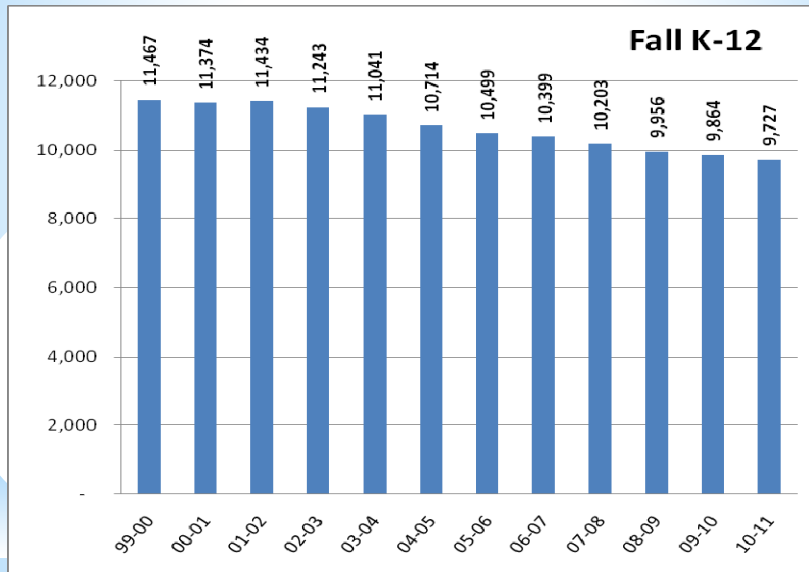
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Secondary- October 1, 2010 Seat Count

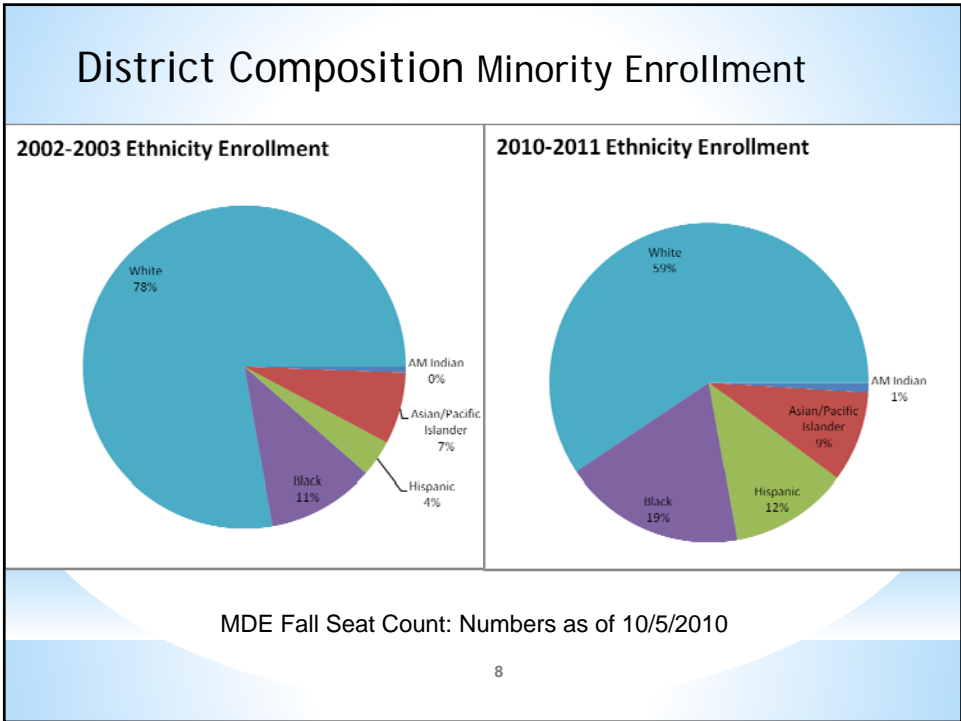
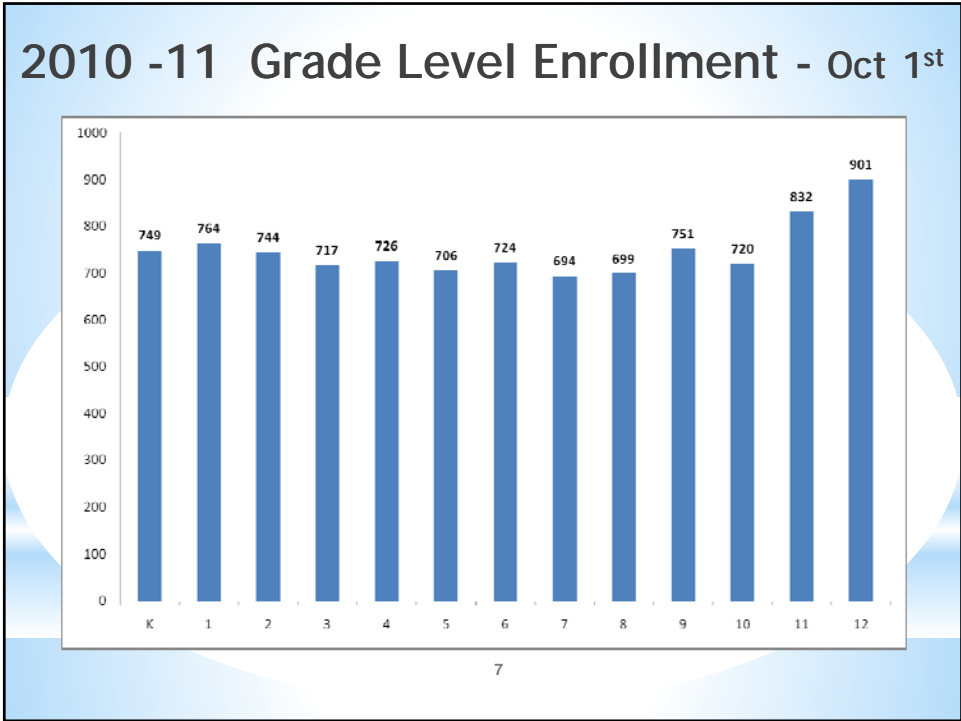


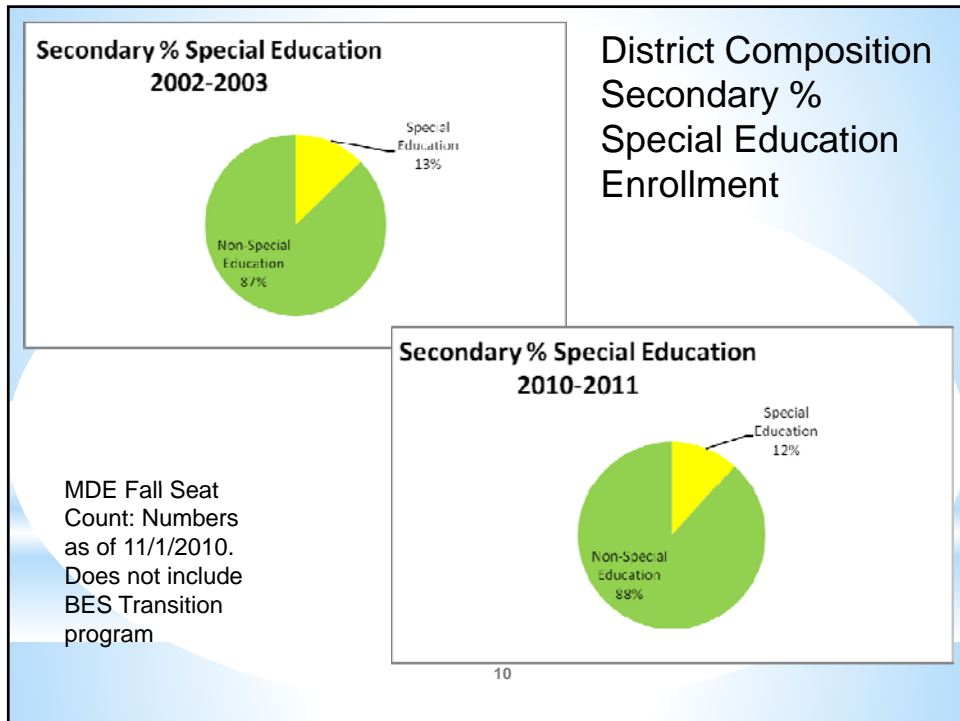
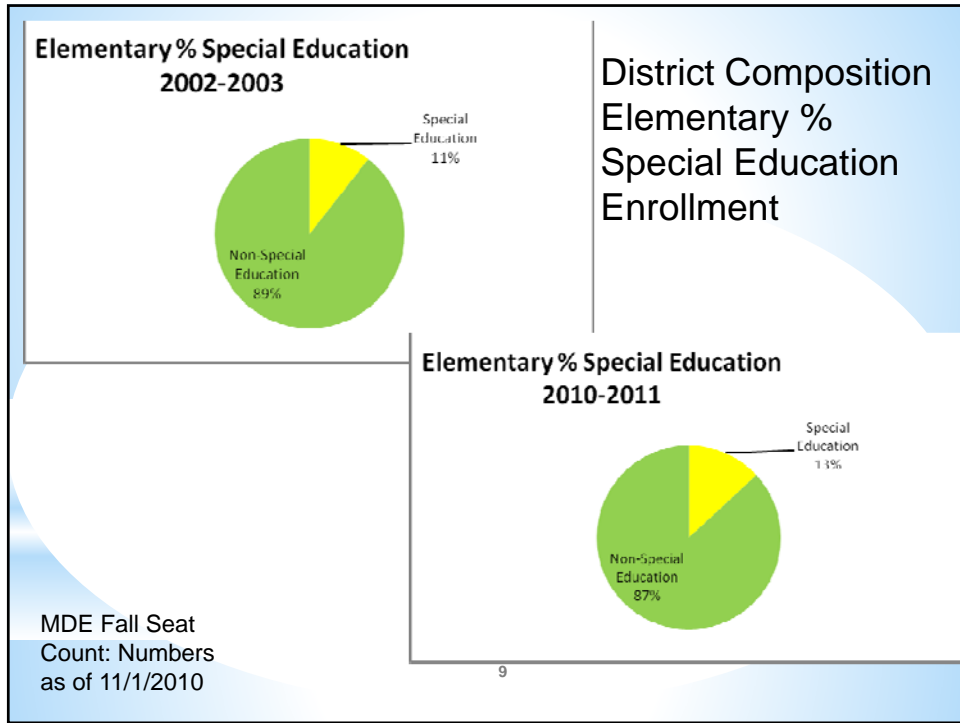
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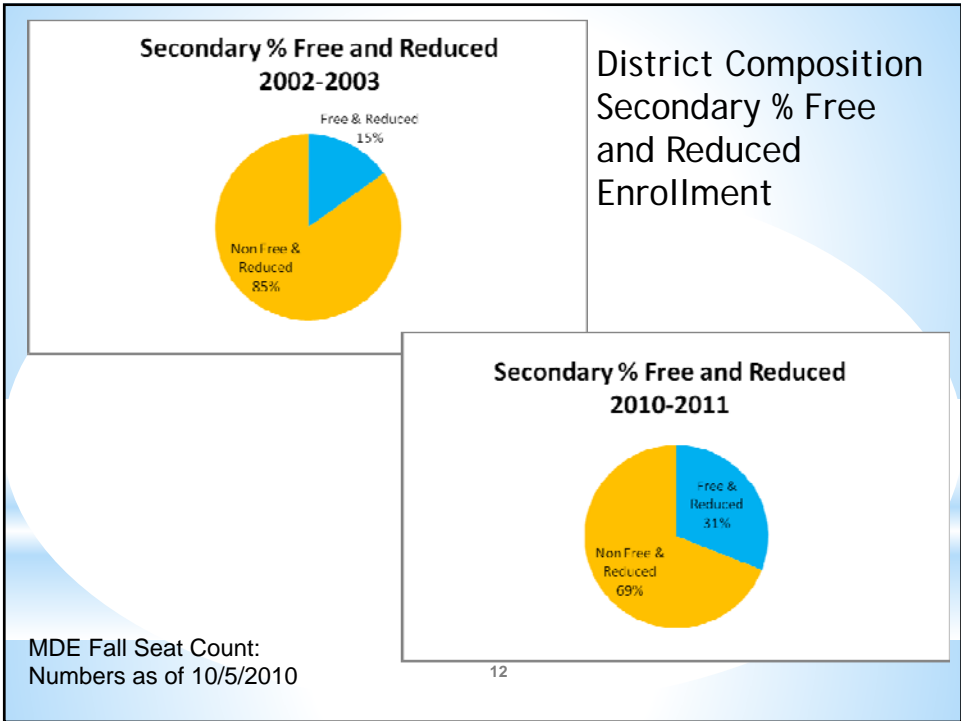
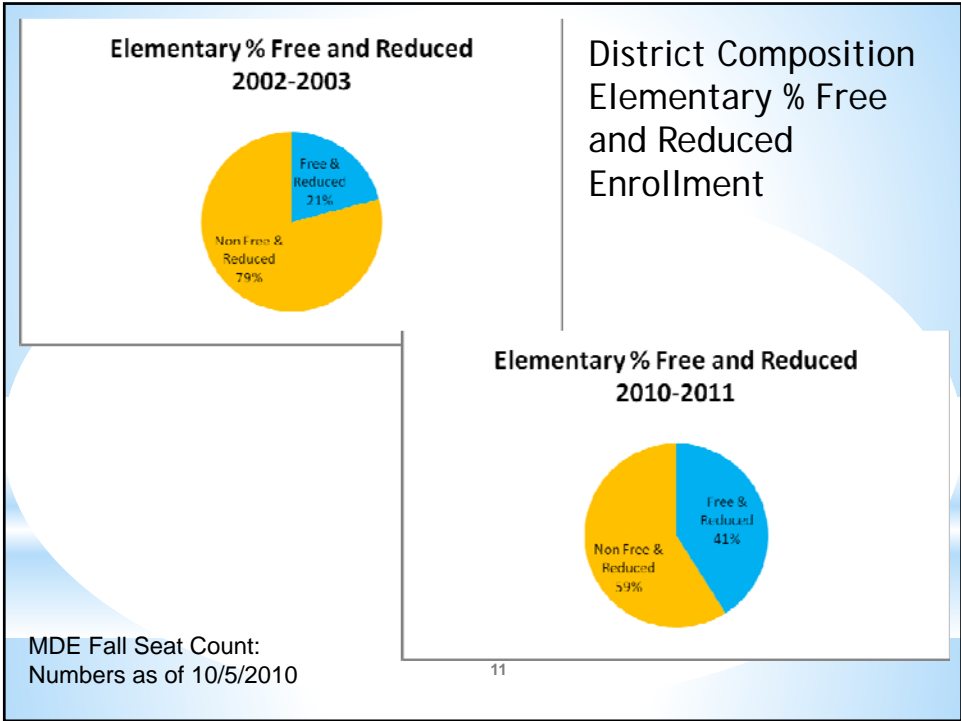
Historical Enrollment Data- Oct 1

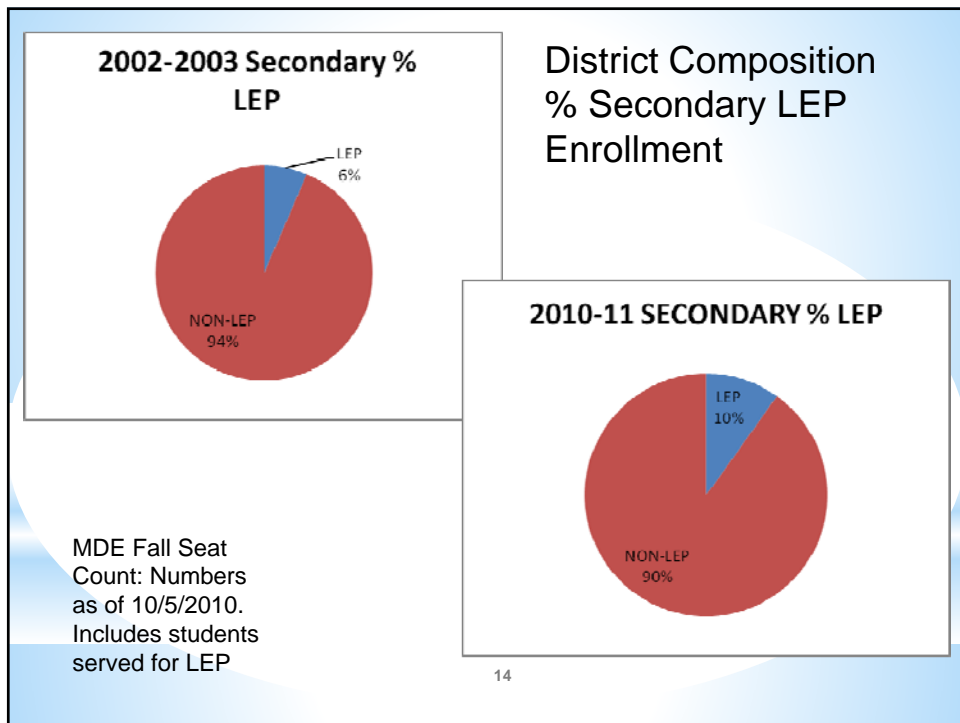
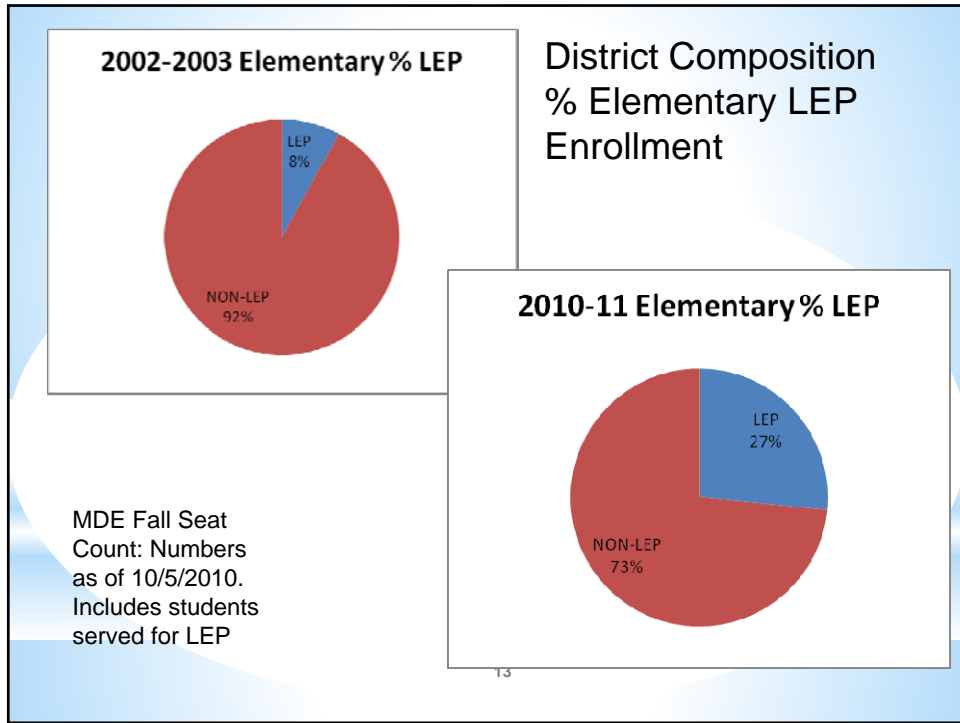


6









ISD 191 Magnet Enrollment by Program Elementary

2010-11

	William Byrne STEM	Harriet Bishop G/T	Rahn Incentive
Magnet students Total	98	219	24
Students within school attendance	N/A	83	0
191 Students on variance	98	77	24
Open Enrollment	0	59	2
# of Open Enrollment from Lakeville	0	13	0
Students of color Total	36	39	10
Students of color from within school attendance	N/A	9	0
Students of color on variance	36	14	8
Students of color open enrolled- non-Lakeville	0	16	2

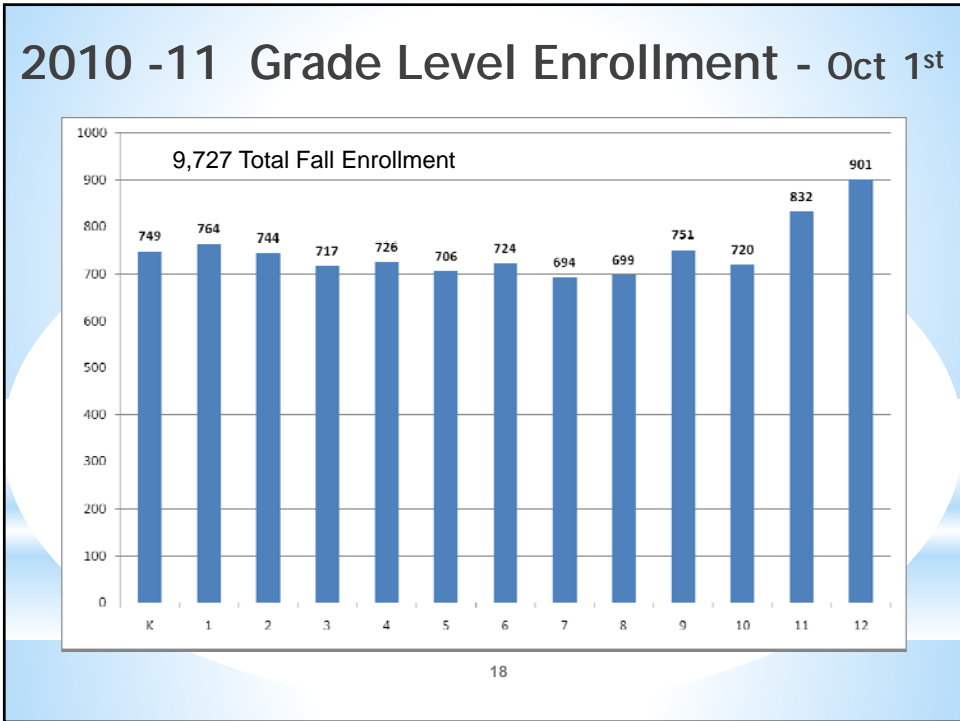
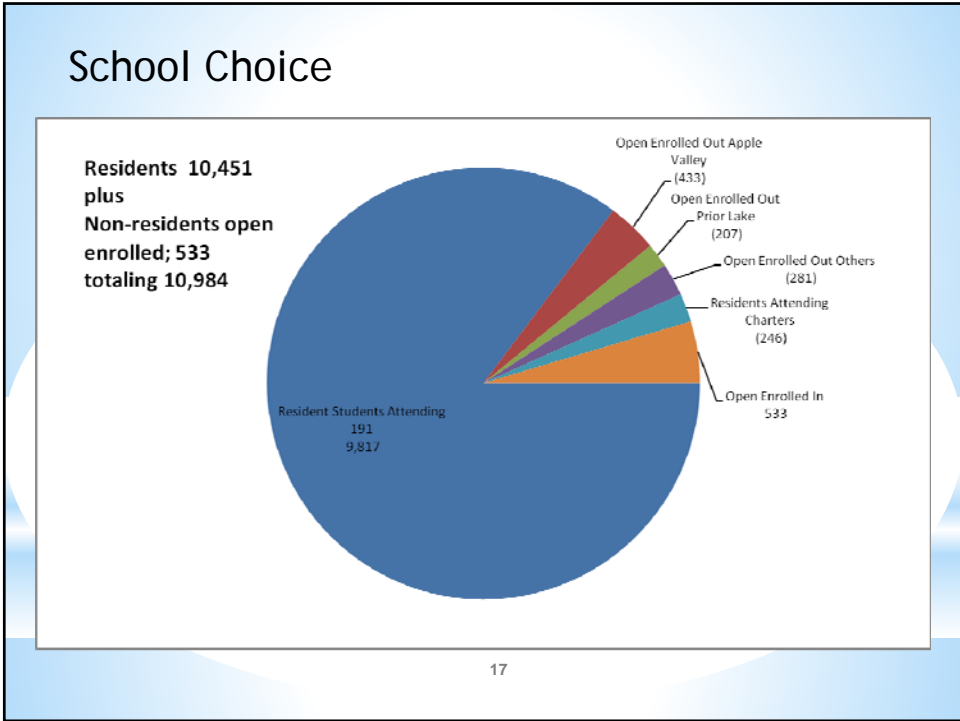
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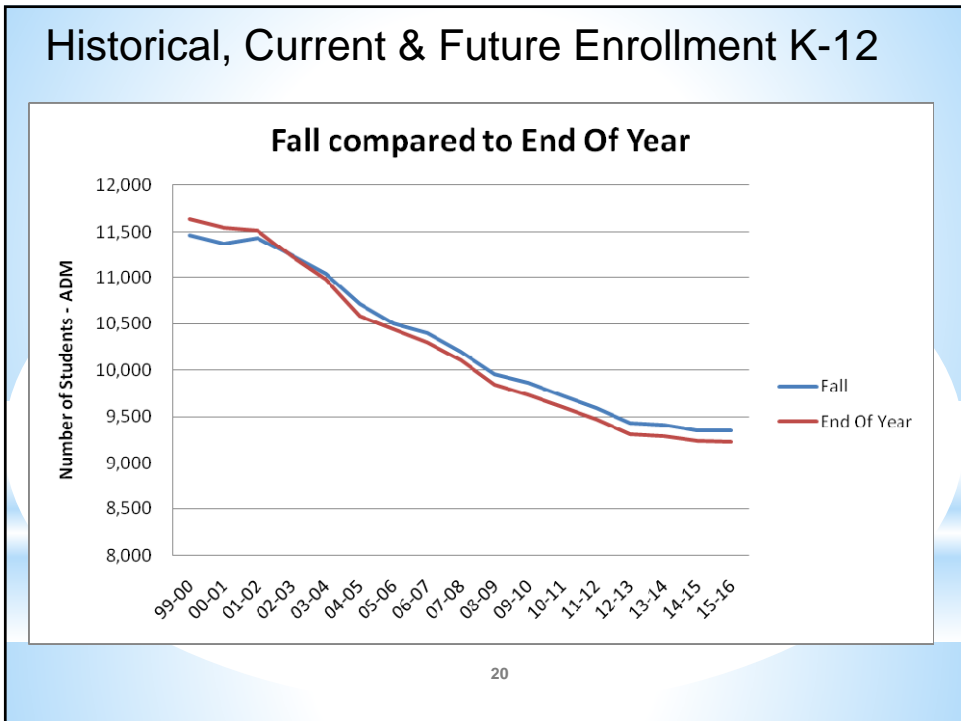
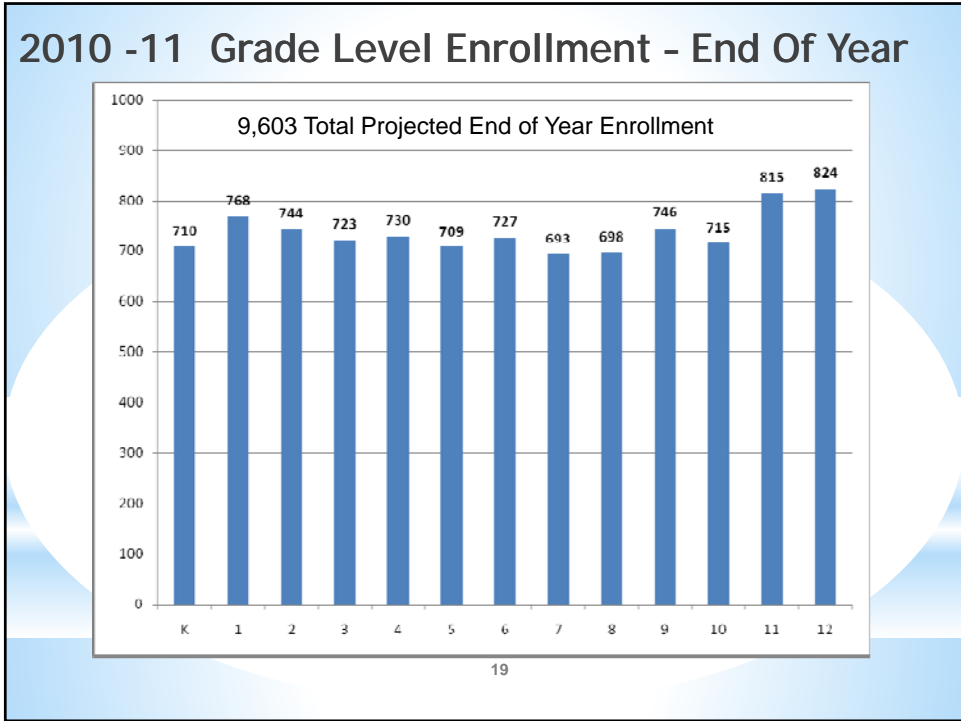
ISD 191 Magnet Enrollment by Program Secondary

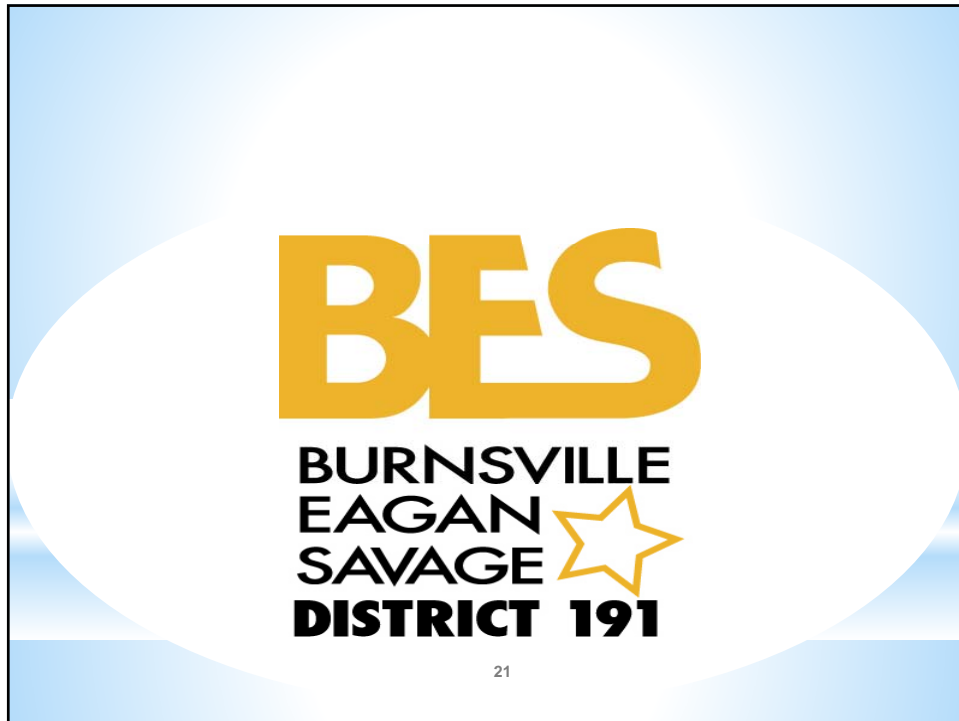
2010-11

	Metcalf JH STEM	Eagle Ridge G/T	Nicollet AVID	Envision
Magnet students Total	151	180	38	48
Students within school attendance	118	157	37	31
191 Students on variance	25	22	1	0
Open Enrollment	8	1	0	17
# of Open Enrollment from Lakeville	2	0	0	5
Students of color Total	27	29	27	19
Students of color from within school attendance	19	27	26	14
Students of color on variance	8	2	1	0
Students of color open enrolled- non-Lakeville	0	0	0	5

16








21

Seat Count- Elementary



**BURNSVILLE
EAGAN
SAVAGE**

ENROLLMENT REPORT


October 1, 2010

Elementary

GRADE	INDEPENDENT SCHOOL DISTRICT 191							Total	1-Oct-09	Difference
	1-Oct-10	1-Oct-10	1-Oct-10	1-Oct-10	1-Oct-10	1-Oct-10	1-Oct-10			
	KG TN	1	2	3	4	5	6	Total	Total	
G POND	65	62	72	59	55	54	59	426	407	19
E NEILL	64	58	51	66	53	68	70	430	436	-6
M W SAVAGE	75	82	87	79	81	73	69	546	556	-10
S TRAIL	55	69	55	50	55	65	54	403	415	-12
VISTA VIEW	58	73	71	72	70	71	57	472	489	-17
W BYRNE	92	95	93	77	90	76	68	591	573	18
RAHN	68	55	48	57	56	57	46	387	351	36
SKY OAKS	116	99	88	85	71	66	84	609	564	45
H VALLEY	82	78	77	83	87	85	107	599	644	-45
H BISHOP	74	93	101	88	107	91	107	661	642	19
VALE			1	1	1		3	6	8	-2
TOTAL	749	764	744	717	726	706	724	5130	5077	45
ACTUAL ENROLLMENT								5130		

22

Seat Count -Secondary



**BURNSVILLE
EAGAN
SAVAGE** ★

INDEPENDENT SCHOOL DISTRICT 191

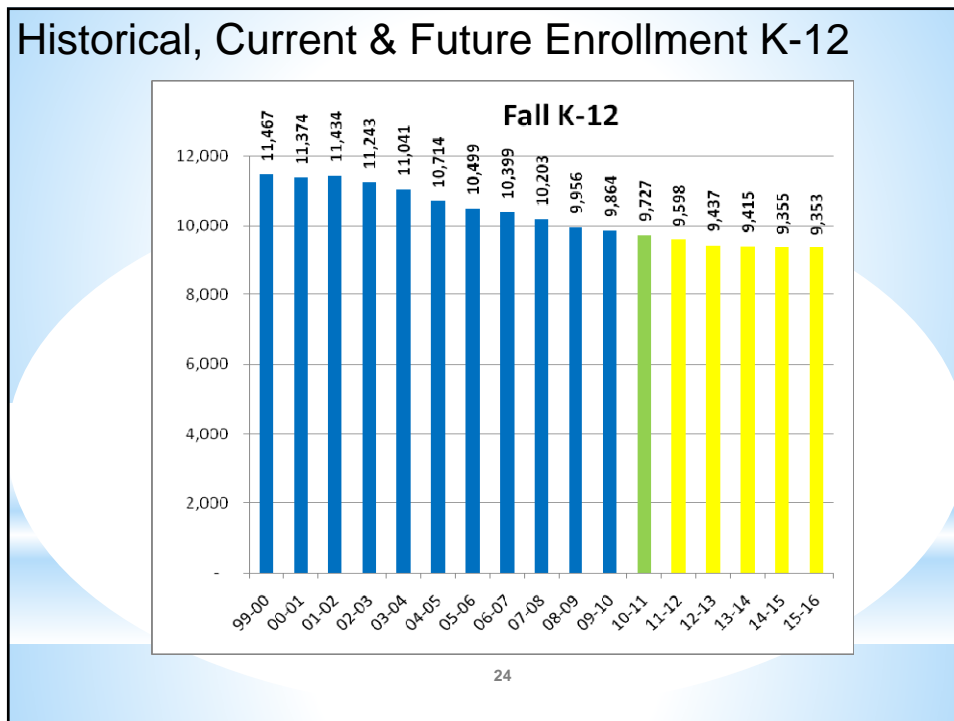
ENROLLMENT REPORT

October 1, 2010

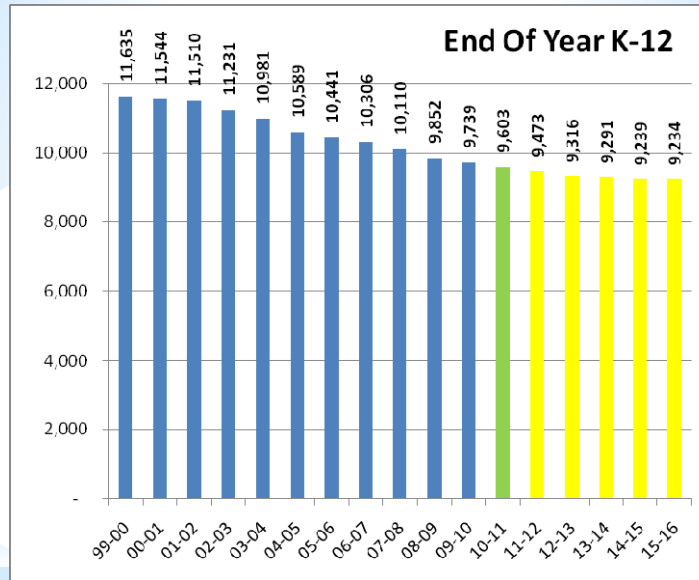
SECONDARY

	1-Oct-10	1-Oct-10	1-Oct-10	1-Oct-10	1-Oct-10	1-Oct-10	1-Oct-10	1-Oct-09	Difference
GRADE	7	8	9	10	11	12		Total	Total
METCALF	209	234	225					668	684
E RIDGE	278	235	272					785	758
NICOLLET	203	227	241					671	762
BHS			11	697	788	736		2232	2377
CEDAR ALT				18	33	109		160	154
VALE	4	3	2	5	11			36	39
TRANSITION PROGRAM						45		45	38
TOTAL by Grade	694	699	751	720	832	901		4597	4812
								4812	-215

ACTUAL ENROLLMENT 4597



Historical, Current & Future Enrollment K-12



25

Historical, Current & Future Enrollment Elementary K-6

Burnsville-Eagan-Savage #191												
2010-2011 ENROLLMENT PROJECTION END OF YEAR ADM (with stable Kindergarten #)												
GRADE	HISTORICAL					CURRENT	FUTURE ENROLLMENT PROJECTIONS					
	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	
KDG	777.5	727.4	723.9	723.1	683.0	709.5	709.5	709.5	709.5	709.5	709.5	
GRADE 1	806.2	767.6	751.3	753.1	756.4	768.5	709.5	709.5	709.5	709.5	709.5	
GRADE 2	781.6	789.8	737.8	724.5	737.9	743.9	750.2	744.8	744.8	744.8	744.8	
GRADE 3	724.3	760.1	786.8	707.3	724.8	722.8	731.4	737.7	732.3	732.3	732.3	
KDG-GRADE 3	3089.6	3044.9	2999.8	2908.0	2902.1	2944.7	2900.6	2901.5	2896.1	2896.1	2896.1	
GRADE 4	747.4	712.2	728.9	769.5	704.3	730.4	718.0	726.5	732.8	727.5	727.5	
GRADE 5	776.3	765.1	711.9	713.2	739.6	708.5	720.5	708.2	716.7	722.8	717.6	
GRADE 6	821.1	768.4	759.6	716.2	694.1	727.2	698.4	710.2	698.1	706.5	712.5	
GRADES 4-6	2344.8	2245.7	2200.4	2198.9	2138	2166.1	2136.9	2144.9	2147.6	2156.8	2157.6	
TOTAL K-6	5434.4	5290.6	5200.2	5106.9	5040.1	5110.8	5038	5046	5044	5053	5054	

HISTORY—2005-2010 History taken from the Gender-Ethnicity by Grade by District File of the MDE (GEGD) excluding Bldg 500 Extended Day/Year Students

CURRENT—2010-2011 District October 1st Seat Count excluding Bldg 500 Extended Day/Year Students

FUTURE PROJECTIONS— based on weighted ratio 4 years

26

Historical, Current & Future Enrollment Secondary 7-12

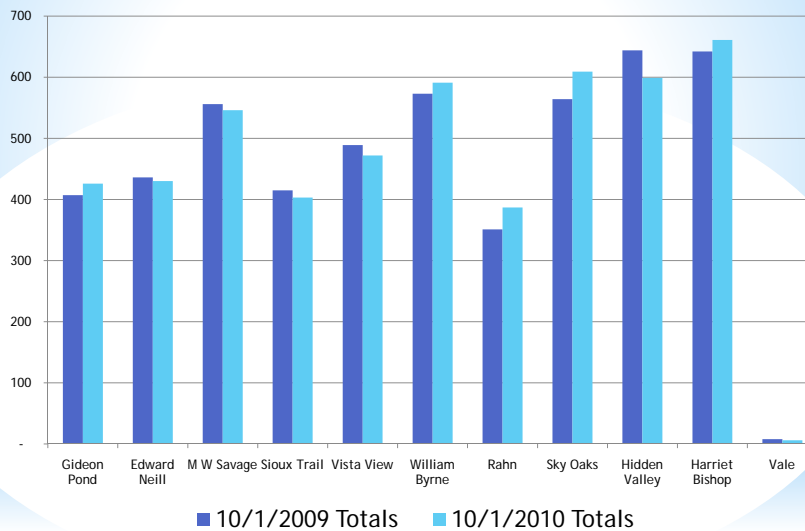
Burnsville-Eagan-Savage #191													
2010-2011 ENROLLMENT PROJECTION END OF YEAR ADM (with stable Kindergarten #)													
GRADE	HISTORICAL					*	CURRENT	*	FUTURE ENROLLMENT PROJECTIONS				
	05/06	06/07	07/08	08/09	09/10		10/11		11/12	12/13	13/14	14/15	15/16
GRADE 7	800.5	808.3	764.6	751.6	730.3	*	693.3	*	729.3	700.4	712.3	700.1	708.5
GRADE 8	814.2	803.2	801.1	753.0	753.8	*	697.9	*	678.9	714.1	685.9	697.5	685.6
GRADE 9	819.2	824.7	824.6	813.3	743.3	*	746.3	*	696.4	677.5	712.6	684.4	696.0
GRADES 7-9	2433.9	2436.2	2390.3	2317.9	2227.4	*	2137.5	*	2104.6	2092.0	2110.8	2082.0	2090.1
GRADE 10	911.3	846.3	832.2	817.6	838.1	*	714.9	*	741.2	691.6	672.8	707.7	679.7
GRADE 11	853.1	875.3	805.9	792.6	792.7	*	815.2	*	690.4	715.7	667.8	649.7	683.4
GRADE 12	808.5	857.6	881.8	816.8	840.6	*	824.2	*	845.8	716.3	742.5	692.9	674.1
GRADES 10-12	2572.9	2579.2	2519.9	2427	2471.4	*	2354.3	*	2277.4	2123.6	2083.1	2050.3	2037.2
GRADES 7-12	5006.8	5015.4	4910.2	4744.9	4698.8	*	4491.8	*	4382.0	4215.6	4193.9	4132.3	4127.3
KDG-GRADE 12	10441.2	10306	10110.4	9851.8	9738.9	*	9602.6	*	9419.5	9262.0	9237.6	9185.2	9181.0

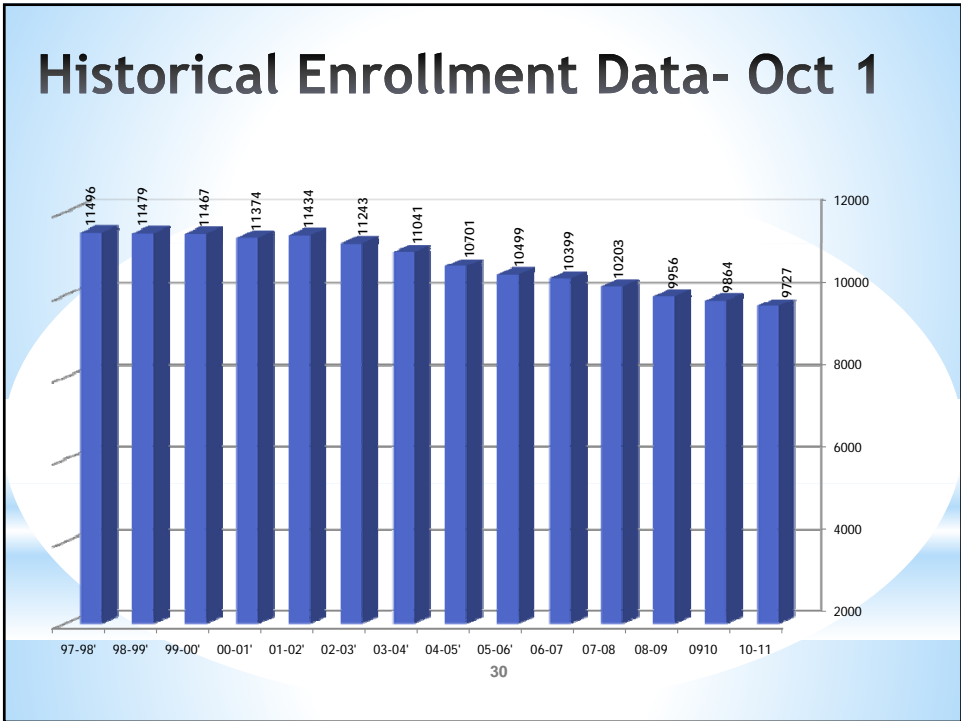
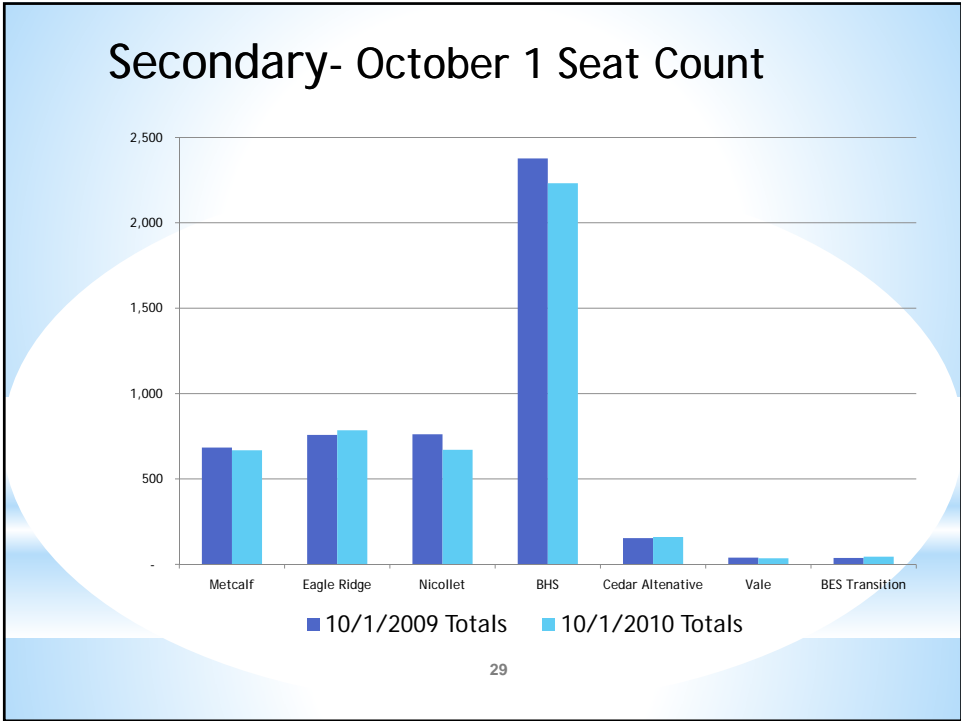
HISTORY=2005-2010 History taken from the Gender-Ethnicity by Grade by District File of the MDE (GEGD) excluding Bldg 500 Extended Day/Year Students

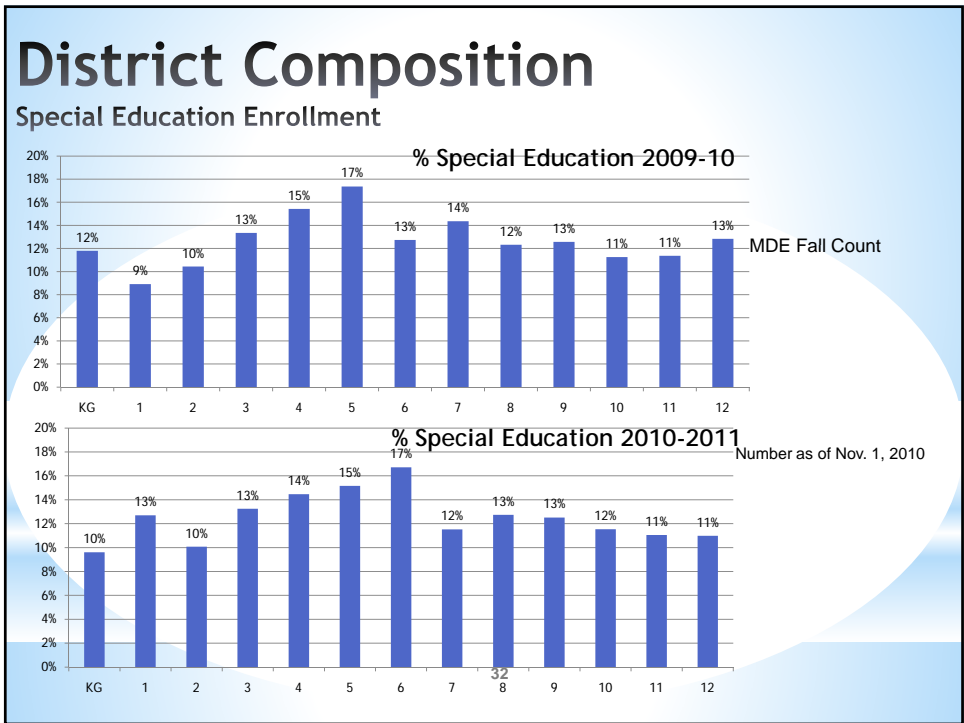
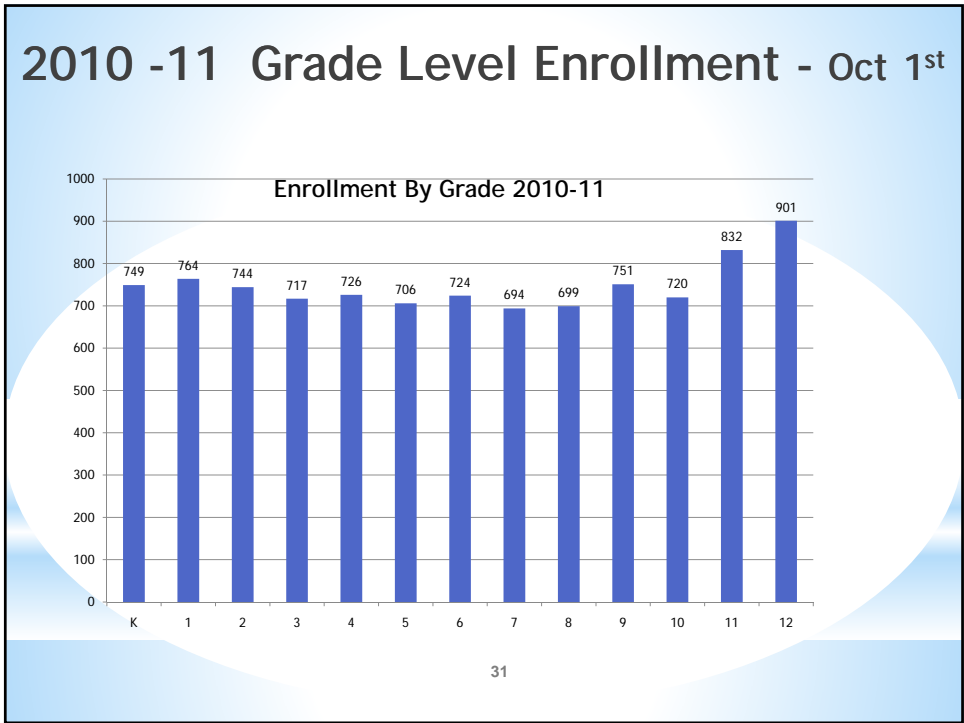
CURRENT=2010-2011 District October 1st Seat Count excluding Bldg 500 Extended Day/Year Students

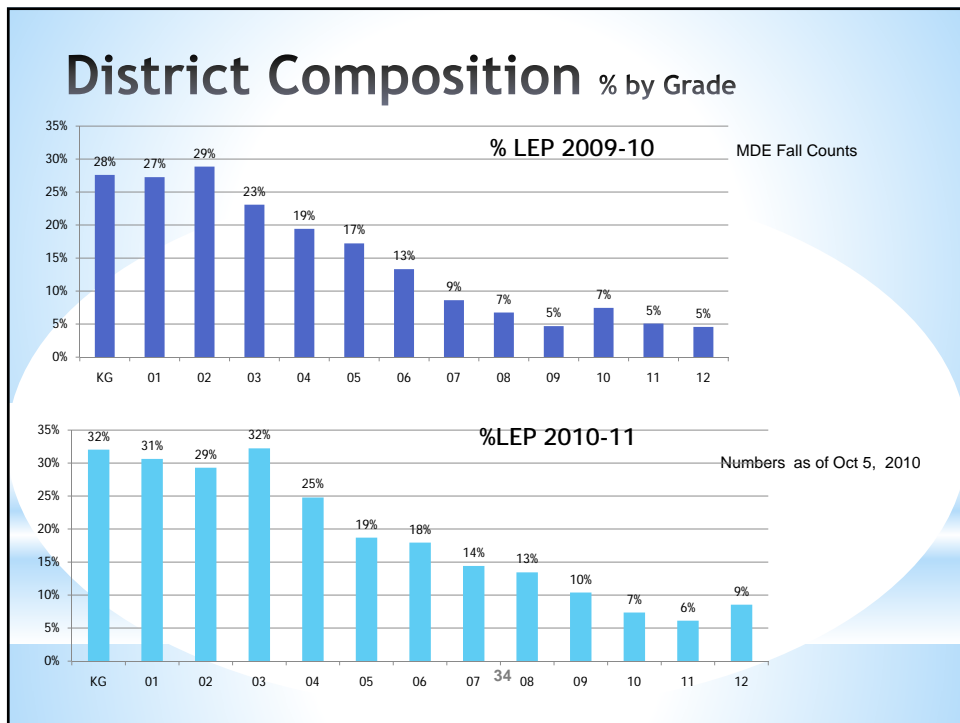
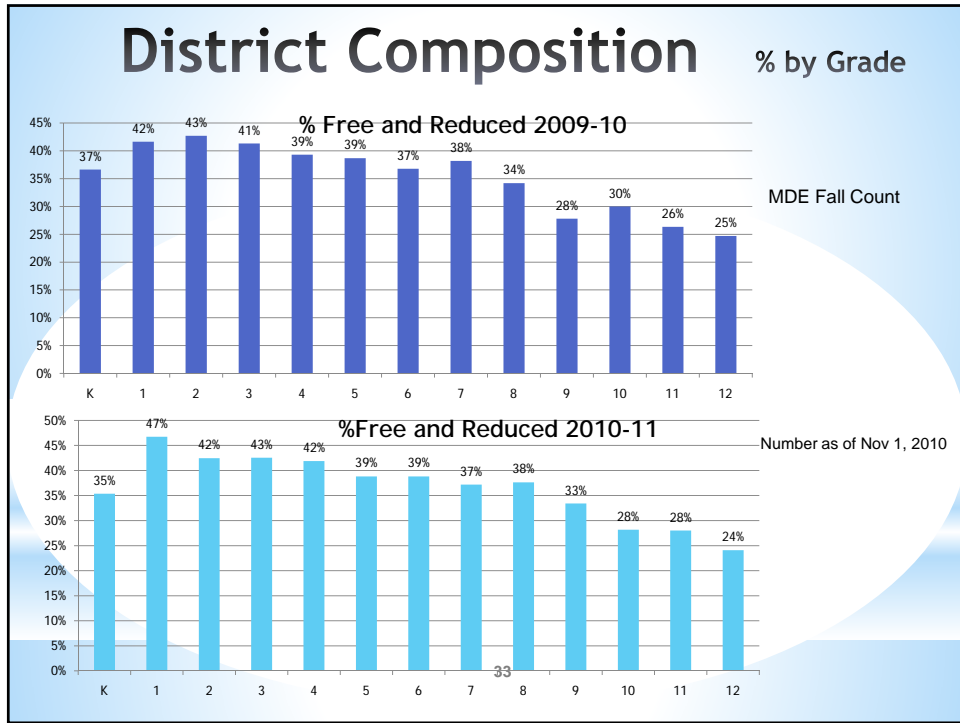
FUTURE PROJECTIONS= based on weighted ratio 4 years

Elementary- October 1 Seat Count









School Choice

2009-10

School Year 2009-10	Resident Students 191	Students Attending 191	Difference	(Open Enr. Out) Residents Attending Other Public schools	(Open Enr. In) Non-Residents Attending 191	Difference	Residents Attending Charters
	10,451.19	9,816.63	(634.56)	920.68	532.32	(388.36)	(246.20)
2009-10 Residents Attending Other Districts (Open Enrollment-Out) Over 20 Students Attending							
District				Students			
				433.23			
				207.45			
				53.09			
				35.94			
				25.71			
				19.65			
				19.37			
2009-10 Residents Attending Charter Schools- Over 20 Students Attending							
District				Students			
				57.44			
				28.94			
				37.59			
				38.00			



TO: Members, Board of Education
Randy Clegg, Superintendent

FROM: Chris Lindholm, Assistant Superintendent

DATE: October 28, 2010

RE: ISD 191 AYP Improvement Plan

Agenda Item IV.B
November 4, 2010

RECOMMENDATION: That the Board of Education approves the 2010-11 AYP District Improvement Plan to be submitted to the MN Department of Education.

ISD 191 is required to complete and submit a district improvement plan to MDE as a result of several student sub-populations not making “adequate yearly progress” in 2009-10 in math and/or reading. The sub-populations include:

Reading:

Hispanic
Special Education

Math:

All students
American Indian/Alaskan Native
Hispanic
Black
LEP
Special Education
F/R Lunch

In addition to the district improvement plan, the following elementary buildings are required to submit a building improvement plan: Edward Neill, M.W. Savage, Sioux Trail, Vista View, Sky Oaks, and Hidden Valley.

A draft district improvement plan will be sent out to board members following a staff work session on Friday. The plan is scheduled to be submitted to MDE following approval at the board meeting on November 4.

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I. General Information and Instructions:

The plan must be completed by **November 10, 2010**. Your AYP Coordinator will download your plan after 5:00 PM on November 10, 2010. After review by the AYP team, if any revisions or additions need to be added, your AYP Coordinator will upload the document to your workspace for you to review/revise prior to submitting the plan to MDE.

**DISTRICT or CHARTER SCHOOL (Multiple Sites)
IDENTIFICATION INFORMATION**

District Name and Number: Burnsville-Eagan-Savage School District 191

Superintendent/Director: Dr. Randall Clegg

Site Address:

100 River Ridge Court, Burnsville, MN 55337

Phone: 952-707-2001

Fax: 952-707-2002

Email: rclegg@burnsville.k12.mn.us

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

Improvement Team Members

Improvement Team Roles

1. Chris Lindholm	Assistant Superintendent - AYP Coordinator
2. Dave Helke	High School Principal
3. Laura Pierce	Elementary Principal
4. Susan Risius	Elementary Principal
5. Kelly Ronn	Junior High Principal
6. Janice Porter	Alternative High School Principal
7. Delonna Darsow	Director of Assessment and Data
8. Kristina Robertson	Titles Coordinator
9. Michelle Schwab	Director of Professional Development
10. Kathy Funston	Director of Curriculum
11. Doug Steele	Principal/ Federally Funded Programs
12. Libby Duethman	Teacher and Parent Representative
13. Kathy Jenson	Metro ECSU External Consultant

AYP (In Need of Improvement) Stages 2010-2011 School Year

*Any district in Continuing In Need of Improvement must complete Appendix B (1.2, 2.1, 2.2)

**Any district in Corrective Action must complete Appendix C (3.1, 3.2)

Please check the AYP stage that applies:

<input type="checkbox"/> In Need of Improvement 1.1 <input type="checkbox"/> Continuing In Need of Improvement 2.1 <input checked="" type="checkbox"/> Corrective Action 3.1	<input type="checkbox"/> In Need of Improvement 1.2 <input type="checkbox"/> Continuing In Need of Improvement 2.2 <input type="checkbox"/> Corrective Action 3.2
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This document meets requirements for the District Improvement and Annual Measureable Achievement Objective (AMAO) Plans:

- Yes
- No

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 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. A notice of district AYP status must be provided to **all** parents/guardians of enrolled students before the beginning of the school year.
7. The district must maintain the improvement plan and related documentation to be available upon request by MDE as needed, including compliance requirements.
8. If updating an *In Need of Improvement* plan (stages 1.2, 2.1, 2.2) Appendix B of this application must be completed; a district in Corrective Action must complete Appendix C.

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) (Date)

 (Signature of LEA Representative) (Date)

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of _____ (District Name) has authorized _____ (Name) at a monthly meeting on _____ (date) 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 2010-11. 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 review and administration of this improvement plan. The district ensures that its designee(s) will participate as a member of the improvement team and work in collaboration with the education service cooperative and/or MDE providing technical assistance through the AYP Statewide System of Support.

 (Signature of Superintendent/Director) (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:

Please provide a brief description and introduction about your district. This should be the first page of the improvement plan to give the reviewers a general understanding of your district.

Address the following:

- District demographics
- Area of AYP identification and a brief overview of how it will be addressed in the improvement plan

The mission of Independent School District 191 is, in partnership with students, parents, and the community, is committed to providing every student with relevant and challenging learning experiences that enable each individual to be a responsible, contributing member of a dynamic world community.

Each day approximately 9,800 students in kindergarten through grade twelve receive a comprehensive education in one of our sixteen schools. The district provides educational, social, and recreational opportunities for all learners of all ages including early childhood education and early intervention services for children with disabilities. The district provides Adult Basic Education, senior citizen activities, and a wide range of experiences for every age through Community Education.

According to the MDE School Report Card, ISD 191 served 9,864 students during the 2009-10 school year including 16% LEP, 13% Special Education, 35% Free and Reduced Lunch, 9% Asian, 17% Black, 10% Hispanic, 63% White. The 2010 Minnesota Comprehensive Assessment results indicate the district met target goals in attendance and graduation and did not meet AYP in

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the following areas:

Math: All students, American Indian, Hispanic, Black, Special Education, LEP, F/R Lunch

Reading: Hispanic, Special Education

ISD 191 has experienced significant demographic changes over the past 7 years and the new district-level leadership team is taking significant steps to address the need for augmented system-wide structures to address student needs. The superintendent and assistant superintendent are implementing extended building visits with every school four times throughout the year to review student achievement data, implementation of the new curriculum framework, execution of necessary building leadership practices, and expected changes to instructional practices. The Executive Director of Individualized Student Services will participate in some of these visits to focus on the delivery of special education services. The visits will be supported by a local retired principal, Peter King, who will meet twice with each principal to coach and mentor their growth. The executive cabinet is also implementing a complete HR audit and restructuring budgeting and staffing processes for 2011-12 to address inequities and the current inability to ensure targeted resources are targeted to achieve the best impact on student achievement. Re-writing of the district's Q-comp plan, integration plan (with ISD 194), and professional development plan/structure for 2011-12 is being viewed as golden opportunity to make significant improvements that will result in increased student achievement.

This district improvement plan details actions that our staff will be taking to address our need to improve student achievement. The 2010-11 elementary professional development plan is focused intensely on using the current PLC structures to implement progress monitoring, RtI, differentiated instruction, and literacy interventions. All elementary teachers will also participate in several half-days of math curriculum work with an outside consultant. The 2010-11 secondary professional development plan is focused intensely on differentiating instruction and increasing staff cultural competencies. Also, outside consultants have been acquired to help in these areas.

At the core of ISD 191's improvement plans lies the fall 2010 roll out of a standards based district scope and sequence in Language Arts, Math, and Science. This work, to be followed by intense work creating differentiated units of instruction in each area, supports the collaborative work PLCs are involved in and lies at the core of reaching our increasingly diverse student body.

III. NEEDS ASSESSMENT:

NCLB requires a comprehensive needs assessment for your district. Please address the following:

- Date when comprehensive needs assessment was developed or updated
- Summarize the results of the district needs assessment
- Include a brief determination of why the district's previous plan did not bring about increased student academic achievement (for districts continuing *In Need of Improvement*)

I. ASSESSMENT and USE OF RESULTS	1	2	3	4	5
A. How does district staff analyze and use the results of MCA-II's and other standardized tests to identify areas for improvement?		X			
B. How does district staff analyze and use formative assessments to identify areas for improvement?	X				
C. How do classroom assessments evaluate the skills and concepts required by the standards?	X				
D. How does district staff select and use comparative information—especially data from other districts?	X				
E. How are the results of data analysis used to develop SMART goals?		X			

II. CURRICULUM (Reading)					
A. How is grade level curriculum aligned to state standards and assessments (test specifications) in reading?		X			
B. How does district staff understand and apply the research that supports the scope and sequence of the reading curriculum?	X				
C. How does district staff align reading curriculum to address a diversity of learning levels, learning styles, and family cultures?		X			
D. How does district staff understand the required skills and concepts in the grades above and below those each teaches?	X				
CURRICULUM (Math)					
E. How is grade level curriculum aligned to state standards and assessments (test specifications) in math?		X			
F. How does district staff understand and apply the research that supports the scope and sequence of the math curriculum?	X				
G. How does district staff align math curriculum to address a diversity of learning levels, learning styles, and family cultures?	X				
H. How does district staff understand the required skills and concepts in the grades above and below those each teaches?	X				
III. INSTRUCTION (Reading)					
A. How does district staff identify and apply scientifically research-based instructional strategies in reading that are effective in helping students learn at high levels?		X			
B. How does district staff differentiate instructional strategies in reading to accommodate learning levels, learning styles, and family cultures?		X			
C. How does district staff accelerate progress in reading for students who are below grade level?		X			
D. How does district staff use relationships to help students become actively engaged in their learning in reading?		X			
E. How does all staff collaborate to improve student learning in reading?		X			
INSTRUCTION (Math)	1	2	3	4	5
F. How does district staff identify and apply scientifically research-based instructional strategies in math that are effective in helping students learn at high levels?		X			
G. How does district staff differentiate instructional strategies in math to accommodate learning levels, learning styles, and family cultures?		X			
H. How does district staff accelerate progress in math for students who are below grade level?		X			
I. How does district staff use relationships to help students become actively engaged in their learning in math?		X			
J. How does all staff collaborate to improve student learning in math?		X			
IV. CULTURE for LEARNING					

A. How does the district analyze climate, including attendance, behavior, and satisfaction data, as well as systems and practices to identify areas for improvement?	X				
B. How does the district create a positive culture for learning with a continuum of strategies that address rigor, relevance, and relationships?		X			
C. How does the district develop consistent strategies to decrease disparities in outcomes among various groups of students?		X			
D. How does the district staff create a culture of collaboration that has a positive impact on the learning environment, student behavior and achievement?		X			
V. ENGAGING FAMILIES and COMMUNITY					
A. How does district staff learn about the expectations, values, and cultures of their students' families?	X				
B. How does district staff communicate with families and engage them as partners in the education of their children?	X				
C. How does district staff engage the community in forming partnerships that enhance the education of the districts' students?	X				
D. How does district gather, analyze, and use feedback from students, families, and community?	X				
VI. PROFESSIONAL DEVELOPMENT					
A. How does the district align professional development with student achievement goals?			X		
B. How does the district create a professional learning community focused on school and district achievement goals?		X			
C. How does district leadership plan for effective professional development?			X		
D. How does the district evaluate the effectiveness of professional development?	X				
VII. LEADERSHIP and GOVERNANCE					
A. How is leadership defined for the constituents of the district community?	X				
B. How does leadership set strategic direction focused on student achievement goals?		X			
C. How does leadership create a culture and supporting systems that lead to high levels of achievement for all students?		X			
D. How does leadership use student achievement results for improving instruction?		X			
E. How does leadership communicate achievement goals and results to all constituents?		X			

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VIII. PLANNING and RESOURCES					
A. How does the district plan and prepare for future challenges or opportunities?	X				
B. How does the district allocate resources in order to have the greatest impact on student achievement?	X				
C. How is the district decision making approach defined for its constituents?	X				

On September 17, 2010 the District Improvement Planning team met to review district strengths and challenges using the Annual Yearly Progress Assessment Chart. The ranking for each category is noted in the chart above. The results illustrate the significant improvement made in the area of professional development with a strong need to improve in all other areas.

ISD 191 has a strong history of site-based management and the 2010-11 district needs assessment clearly shows insufficient district-wide systems to address student achievement and district culture needs. Recent turnover in district level leadership has resulted in a district-wide professional development plan implemented in 2009-10, and this needs assessment reflects that progress as it is the highest scoring area. Other areas are being addressed, if only at beginning stages. Current efforts are focused on foundational areas for all students including the development of a district scope and sequence, professional development focused on differentiation, progress monitoring, cultural competence, and implementation of Response to Intervention.

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.

Demographic changes:

The last 10 years has presented ISD 191 with a declining student population and revenue stream while increasing the percentage of minority, special education, and LEP students significantly.

2000-01	12,630 stdnts (total)	7% LEP	80% White/Cauc.	16% F/RL	10% SpEd
2005-06	10,911 stdnts (total)	12% LEP	71% White/Cauc.	25% F/RL	11% SpEd
2009-10	10,594 stdnts (total)	16% LEP	62% White/Cauc.	34% F/RL	13% SpEd

Lack of district-wide systems/structures:

ISD 191 embraced the "site-based management" trend many years ago resulting in a lack of district structures/systems that ensure equitable and strategic practices for staffing, resource allocation, and instructional delivery. A district scope and sequence in math, language arts, and science was introduced this fall, and a district professional development plan was first implemented in 2009-10. Some of the district areas demonstrating inequities and a lack of strategic implementation include: technology infrastructure /use, curriculum resources, instructional practices, staffing, resource budget allocations, funding for targeted services, and access to co-curricular programming. Many of these identified areas are currently being addressed and further plans are being made for the 2011-12 school year.

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

The percentage of all students earning a proficient score in grades 3 – 12 will increase by 8.5% each year in math and 7% each year in reading to reach 100% proficiency by 2014.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified:

2. Establish annual measurable goals 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 MCA-II measurable goals for identified student group(s).

- The percentage of LEP students earning a proficient score in grades 3 – 12 will increase by 11.8% each year in math and 13.6% each year in reading to reach 100% proficiency by 2014.
- The percentage of F/R Lunch students earning a proficient score in grades 3 – 12 will increase by 13.3% each year in math and 11.3% each year in reading to reach 100% proficiency by 2014.
- The percentage of Special Education students earning a proficient score in grades 3 – 12 will increase by 16.9% each year in math and 15.7% each year in reading to reach 100% proficiency by 2014.
- The percentage of Hispanic students earning a proficient score in grades 3 – 12 will increase by 13.6% each year in math and 13.7% each year in reading to reach 100% proficiency by 2014.
- The percentage of American Indian students earning a proficient score in grades 3 – 12 will increase by 14.4% each year in math and 9.0% each year in reading to reach 100% proficiency by 2014.
- The percentage of Black students earning a proficient score in grades 3 – 12 will increase by 15.4% each year in math and 12.3% each year in reading to reach 100% proficiency by 2014.

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

- **Identify assessment(s) used to track progress toward these goals**
- **Describe alignment between the various assessments used to measure progress (if using assessment(s) other than MCA-II)**

Reading and Math: All students take the NWEA/MAP test in math and reading--grades 1-7 in the fall and spring and grades 8-9 in the fall.. Scores are migrated into TIES and accessible to teachers through i-Cue for the purpose of planning instruction and determining necessary interventions. The results of the TIES/MAP study are used to predict success on the MCA II assessments and to plan accordingly for each student (the TIES/MAP study was completed by TIES and demonstrates a strong correlation between the two assessments). Beginning in the fall of 2010, all elementary teachers will be "progress monitoring" student achievement in reading using AIMSWeb. All students will be bench marked three times during the year, and students needing significant interventions will be monitored at least weekly. Furthermore, all elementary teachers are participating in data days three times during the year to develop and maintain "4 Learners Charts" focused on identifying students who need academic interventions in reading. Implementing data days, progress monitoring, and the use of "4 Learners Charts" are initial district-wide steps towards implementation of RTI protocols. The DRAII assessment is used to further diagnose areas of focus for reading interventions with those students who do not meet grade level benchmarks identified on the "4 Learners Charts." Two elementary buildings will be piloting the use of "4 Learners Charts" and progress monitoring protocols to identify and support students struggling in math.

All 8th grade students will participate in the ACT-Explore test and all 10th grade students will participate in the ACT-PLAN test.

Development of formative and summative curriculum-based assessments aligned to state standards will begin in 2011-12. This is only now possible as 2010-11 is the first year of implementing the district scope and sequence in language arts, math, and science.

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Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified:

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

Implementation of RTI:

All teachers in ISD 191’s ten elementary sites are reading Richard Allington’s book What Really Matters in Response to Intervention (2009) and participating in an ongoing PLC book study. Principals are leading the beginning steps toward implementation of RTI including the use of AIMSWeb to progress monitor struggling readers and developing “4 Learners Charts” to help determine appropriate interventions. In the fall of 2010-11, principals began the process of defining a district RTI framework by identifying research based interventions that are currently in place. The process has shed light on a significant need for more research based interventions to address the needs of students. Tier 1, 2, and 3 research based interventions will target struggling students in all sub population groups as they are implemented.

Reading

District teachers and administrators worked together over the last two years to develop a standards based district scope and sequence. This document is being shared with teachers at sites along with sample lessons that demonstrate differentiated instruction for diverse learner needs. Through the district professional development plan all teachers will be working to teach following the scope and sequence.

Professional development K-12 is focusing on effective differentiated instruction to meet the needs of all learners. Experts, Diane Heacox and Richard Cash, are working with secondary classroom teachers, special education teachers, and support staff to develop systems of differentiating instruction. Secondary schools are also implementing Reading 180 and the Edge reading program in addition to required language arts classes for students struggling in reading.

Professional development at the elementary level is also focusing on progress monitoring using AIMS Web for students who are identified as needing additional reading support. Teachers assess progress weekly and implement research-based interventions designed to increase student performance. Finally, over half of district elementary schools have identified systems of additional support that involve Title I teachers, interventionists, and staff from the Minnesota Reading Corps.

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Math

District teachers and administrators worked together over the last two years to develop a standards based district comprehensive scope and sequence. This document will be shared with teachers throughout the year and complimentary differentiated units of instruction will be developed over the next couple of years. Teachers have started to create common assessments for these units and will begin using them to assess student progress and to drive PLC meetings.

All elementary teachers, including many special education and Title teachers will attend 3 half-day work sessions with consultant Nancy Nutting to better understand the new math scope and sequence. Math teachers in grades 6-8 are participating in the Region 11 math training program dedicating days of work to action research and development of differentiated lessons.

English Language Learners (ELL)

Over 170 content and ESL teachers have been trained in the Sheltered Instruction Observation Protocol (SIOP) in a cohort model. SIOP is an instructional framework designed to increase the academic achievement of ELLs by explicitly teaching academic English and differentiating instruction. Teachers learn together in a cohort model and are supported in effective implementation by a district SIOP coach. Many of the teachers have found that SIOP also helps struggling students who are not identified ELL. This is a three-year commitment and teachers receive SIOP coaching to effectively implement new strategies in their classroom. This training will continue and the goal is for 100% of teachers to be SIOP trained by 2014. The SIOP Coach will recruit 60 more teachers in spring 2011, half will be new teachers, to move towards the goal of 100% trained. She will also identify SIOP mentors for each building and work with the mentors to ensure quality support at sites.

The district has failed to meet AMAO goals for three years and must have an action plan to specifically address ELLs academic needs. To address this need the district will support the following ELL-specific activities.

- SIOP trained teachers implement differentiated instruction and academic language objectives daily to assist ELLs in increasing reading comprehension. English as a Second Language teachers will continue to provide support both in the mainstream classroom in a collaborative model and through additional support such as pull-out. ESL teachers will reinforce students’ oral language development through vocabulary and strategies instruction as well as explicit opportunities to produce academic language in appropriate grammatical structures.

“Using a prompt requiring *expository writing*, ELLs in classes with SIOP-trained teachers outperformed and made greater overall gains on the IMAGE test* than ELLs in classes with non-SIOP-trained sheltered teachers.” (Echevarria, Short, & Powers, 2006).

*Illinois Measure of Annual Growth in English

“Alston Elementary School in Phoenix, AZ implemented SIOP professional development intensively for three years. After three years, 86% of third grade students who began in Alston’s full-day kindergarten program, are currently performing at or above grade level.” (Echevarria, Short, & Powers, 2006).

- A district-level ELL Advisory Team comprised of representative stakeholders from district-leadership and teachers K-12 will meet three times during the year to review ELL data, set priorities for action steps and ensure the integrity of activities that are implemented. Since reading instruction in native language is a proven, research-based approach to increased proficiency in English reading skills, the ELL Advisory Team will explore the possibility of creating a Spanish Dual-Immersion program in the district.
- “A second advantage is that students not only achieve at levels that are similar to or higher than those of their peers enrolled in other programs on standardized tests of reading and math in English, but in addition they are able to read and write at grade level in another language. This in turn positively affects general academic performance. Research (Lindholm-Leary, 2001; Thomas & Collier, 2002) shows that there are fewer high school drop-outs from dual language programs than from other programs. Lindholm-Leary (2003) also found that most dual language students expect to attend college. Thus, not only do dual

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language programs appear to improve academic performance but they may also enhance job opportunities in the future.”

- In 2009-2010 the district piloted an intensive English language instructional program called Language Immersion for New Kindergartners (LINK). This program was based on the St. Paul Public Schools Kindergarten Language Development Model (KLDM) , which successfully increased ELL Kindergartners English language and academic skills. Two District 191 schools, Sioux Trail and Hidden Valley Elementary, implemented the pilot with 20 ELL kindergartners in each program. The ELL kindergartners attend morning kindergarten and then stay for the afternoon to meet with the ESL teacher. This allows the ELLs to receive a full-day of English exposure with specific instructional strategies to increase their language production. At the end of the first year LINK students demonstrated excellent growth on the IPT oral language assessment. This growth exceeded the half-day ELL kindergartners who gained less than 5 points on average. Also, as the 2010-2011 school year began, LINK students who are now in first grade at Hidden Valley were assessed for Title I services. Out of 16 students who attended LINK, only three qualified for Title I services. Previously almost all first grade ELLs qualified for Title I services. The district will continue to look at data to determine the effects of this program and will expand it to two more sites in 2011-2012.
- The district will support one ESL and/or content teacher from each school to attend the MN Bilingual, Migrant and ELL Education conference in spring 2011. This will give ELL teachers an opportunity to learn of effective instructional strategies and programs that will increase ELL student achievement.

Special Education

Reading

Strategies to Increase Literacy Skills

Special education staff will acquire and utilize instructional strategies to increase literacy skills in students with IEPs. SIM – Strategic Instruction Model will be embedded into both pullout and inclusion special education services. A system of documenting and using SIM by special education staff will be renewed and reinforced. At the secondary level both general and special education teachers will learn the same content routines and teach the same study and reading strategies during collaborative teaching time. SIM used in secondary collaborative classrooms can effectively increase students receiving special education services performance on content tests. (Boudah, Schumaker, Deshler 1997).

Lee-Ann Sanborn, a consultant for Metro ECSU, will provide training to special education staff on instructional strategies to increase student achievement. These strategies are intended to support the learning of student with multiple learning styles and disabling conditions. The identification and determination of appropriate instructional strategies based on skill gaps will be emphasized. Additional on site consultation regarding individual students will be provided to school sites that are not making AYP. Critical factors affecting strategic performance, the basic instructional principles and the eight-stage instructional model for teaching learning strategies (Ellis, Deshler, Lenz, Schumacher, & Clark, 1991) will be taught to all special education staff at these sites.

Individualized Instruction Materials for IEP Goals

Students that have IEP goals in the area of reading will be provided instruction that is based on grade level standards and measured with multiple data sources. Instruction in the least restrictive setting will be the priority with supplemental materials. If necessary diagnostically prescribed alternative materials aligned to meeting grade level standards will be used in either pull out or the general education classroom to supplement or replace the general education curriculum.

Through collaboration, the general and special educator will ensure that students with IEPs are being taught the grade level standards that will be measured by the MCA-IIs, modified MCAs, MTAS, and instructional time is increased when necessary to provide the amount of general and special education time devoted to increasing student proficiency. Building Language for Literacy (preschool), Triumphs (elementary), My Skills Tutor, EdMark Reading, Language! (elementary, junior high and

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secondary and Read 180/ Advantage (secondary) are all current instructional literacy programs available to special education teachers. In addition CARS and STARS were purchased and will be implemented in 2010-11. These materials address reading comprehension with focused practice, concentrated instruction, and phonics for student that need decoding instruction. Prior to direct instruction CARS diagnoses specific student learning needs. Training from Curriculum Associates will be delivered to all special education staff that will use the materials during the month of October with follow up by classroom visits by special education leadership staff during November and December.

Special education IEP managers will review the IEP for students that receive special education services in the area of literacy to ensure alignment with grade level standards and adaptations to access classroom instruction. For students that have not met proficiency for two consecutive years, they will be identified to take the MCA-modified. In that situation the IEP team will meet and write “standards-based” IEP goals in the respective area – math, reading, and/or written language.

Standards-based IEP training will occur for all building lead teachers in mid-October. They will in turn bring the training materials to their respective buildings along with the data to identify the specific students who will require a standards-based IEP. Since this practice is considered best practice for all students, by the end of 2010-2011 all district special education students will have standards based IEPs in their core academic areas if not proficient on the MCAII without waiting for lack of proficiency to occur in two consecutive years.

Math

Special education staff will meet with general education staff to review available math data on students who were found to not be proficient on the MCAIIs. Upon review of data on all special education students who were not proficient on the MCAIIs, an instructional/intervention plan will be designed by a team of special education teachers, principal and district special education staff which includes such things as: 1) continued instruction towards meeting grade level MN Standards in general education; 2) IEP goals aligned with grade level MN Standards; 3) Saxon Math replacement materials; 4) Key Math Essentials Resources; or 5) other specialized interventions that align with the grade level or achievement level standards. Intervention strategies and/or additional diagnostic information (using the Key Math) will be obtained that aligns with the grade level standards.

In addition, IEP math goals will be reviewed and revised as necessary. Curriculum and instruction will be aligned through collaboration between special education and grade level teachers.

Summary of District Activities

The co-teaching/collaborative model of service delivery will be expanded in the district from the current secondary buildings to at least 3 elementary buildings. This model ensures students access to core academic instruction in the general education environment along with the support of a special education teacher. (Villa, Thousand, Nevin, 2008). Test ready materials that provide research background for test preparation will be delivered to all special education staff either through Curriculum Associates or by special education lead teachers at child study meetings.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified:

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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.

In 2008-09, the superintendent initiated an effort to lead teams of administrators on "Learning Walks" or "Learning Rounds" to collect and aggregate data illustrating the instructional practices taking place in ISD 191. 582 walkthrough observations were completed and the disaggregated data showed that lessons were targeted at the acquisition level of the Rigor and Relevance scale (Daggett) 75% of the time, whole group direct instruction took place approximately 50% of the time, and students worked on worksheets 38% of the time. Meta-cognitive strategies were being focused on only 3% of the time, cooperative learning took place only 10% of the time, and student lab activities took place only 4% of the time. The data calls for significant professional development in differentiation, grouping strategies, and implementing interventions.

The investment ISD 191 has made in professional development to address these needs far exceeds the set-aside Title I dollars and the 2% set aside for corrective action programming. A 5-year professional development plan was created and rolled out in 2009-10 and annual district and site PD plans are created annually. The 2010-11 elementary plan is focused on progress monitoring, RtI, literacy interventions, and differentiation. The 2010-11 secondary plan is focused on differentiation and increasing cultural competence among staff. Both model plans are attached.

Title funds specifically expended on professional development include \$20,000 for consulting experts for secondary teachers on differentiation. The consultants are working with all secondary teachers in the district over 3 separate half-day workshops. \$25,000 is also allocated for 7 presenters who will work with elementary teachers on progress monitoring and literacy interventions over 3 separate half-day workshops. In addition, building sites are targeting set aside dollars for professional development and targeted services. The district is investing into professional development further through the following:

- .2 FTE staff time for each of the 17 "early implementers"
- Region 11 preparation time for math teachers in grades 6 - 8
- 2 - 4 books for every teacher in the district to facilitate PLC studies embedded in the PD plans
- Consultant time and substitute time for every elementary teacher to work 3 half days on the new math scope and sequence
- District-level literacy coaches
- Training for all Title and ELL teachers

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

The challenges articulated previously refer to changes in demographics and a lack of district structures and alignment. Creating the district scope and sequence and establishing common language, understandings, expectations, and practices around it specifically targets the needs of our students. Implementing RtI protocols, differentiating instruction, creating researched based interventions, and increasing staff cultural competence directly target the challenges and our needs. The Region 11 training for math teachers in grades 6 - 8 and the three half-day trainings in math with consultant Nancy Nutting begin to address learning needs in math. Aligning PLCs with curriculum driven vertical teams in 2011-12 will make the work of developing common assessments and differentiated units of instruction more meaningful and successful.

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The Title I professional development set-aside is used to support two literacy coaches who work with teachers and administrators at the elementary level to support quality reading instruction. This work includes providing training on progress monitoring and AIMSweb, presentations and coaching on effective interventions and guided reading groups, supporting new teachers and leading committee work designed to increase literacy achievement. Funds are also used to support teachers' work on developing instructional models and implementation of standards by paying for substitutes and extended time work. Literacy coaches have provided coaching in reading and vocabulary development in content areas for special education, Title I, and ELL teachers.

The district has trained all certified staff on the Charlotte Danielson Framework for Effective Instruction. The framework focuses on various domains of effective professional practice that positively impact student achievement. The Charlotte Danielson framework for teacher appraisal is still used throughout the district today.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified:

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

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 as identified from the district needs assessment process in the area(s) cited that contributed to the identification of needs improvement status.

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.

The AYP needs assessment and internal district evaluations demonstrate a need for district leadership in the areas of curriculum, instruction, and creating a culture for learning. An alignment between a standards-based scope and sequence in language arts, math, and science and a comprehensive professional development plan will focus on changing instructional practices and school culture in order to improve student achievement. Development of a district scope and sequence in other content areas will continue through 2015-16. The board has charged district leaders with creating a curriculum management plan by the end of 2010-11. To further focus professional development plans in 2011-12, all school sites will be expected to create and implement a school improvement plan supported by a school PD plan that directly ties to the district improvement and PD plans.

As articulated in the needs assessment, in the walk through data, and in our student achievement data, ISD 191 schools need to carefully examine all variables that affect teaching and learning. Current efforts are being made to increase school choice options through magnet programming, to increase participation in support programs through evening busing routes, and to begin the journey into implementing RtI. Because of that journey, leadership teams are wrestling with how to implement progress

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monitoring, how to implement research based interventions, how to differentiate instruction, how to restructure the school day to better meet the needs of students, and how to more equitably use resources. Better use of assessments and improved instructional practice will finally happen as a result of work in PLCs with a standards based scope and sequence, meaningful structures, and focused allocation of resources. The 2011-13 school years will certainly be years of change in ISD 191 as we roll out new practices to strategically improve teaching and learning.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified:

6. Promote effective parent involvement strategies.

Include strategies to promote effective parental involvement in the school.

Address the following:

a) Identify research-based or best practice strategies used to increase parent involvement, including new efforts and enhancements to existing strategies.

Family involvement in ISD 191 includes advisory boards for Gifted and Talented programs, Special Education, Project Lead the Way, the Integration Plan, building PTOs, Instruction and Curriculum Advisory Committee, Co-Curricular Activities, etc. along with business partnerships, and several cultural liaison positions focused on establishing and maintaining relationships with specific language groups. Elementary school sites host family literacy and math nights in order to encourage parent participation by playing academic skills games and networking with other parents. In addition, many of our ELL and FRPL families live in apartment complexes and elementary staff collaborates with the apartment building management to use the recreation room to host these types of events. In the 2010-2011 school year elementary Title I and ESL teachers will be working together with Minnesota Parent Information Resource Center (MNPIRC) to develop comprehensive parent involvement plans and address barriers to effective participation of identified sub-groups. Interpreters are provided at these events and school conferences to facilitate communication with bilingual families. The Title I program solicits input from parents both at the building and district level. All Title I buildings have parent and staff groups that act as advisory boards. There is a Title I Advisory Board with parent representation that meets at least three times a year. Additionally, a parent will represent Title I on the district’s Instruction and Curriculum Advisory Committee (ICAC).

The district also has two Family Cultural Support Liaisons, a Spanish and Somali speaker, who are available to assist bilingual families with concerns and questions about their child’s education. The Family Support Liaisons travel across the district to meet with families and educational staff and present information to increase cultural competency. In addition the district has a partnership with 360Communities (formerly Community Action Council, CAC) and each elementary building houses a Family Support Workers who provide individualized support to help families with social concerns and share information about how to best help their child academically. A number of these Family Support Workers are bilingual and they effectively support ELL families.

ELL teachers at five sites have proposed innovative family involvement activities in order to increase ELL family involvement. These sites each received up to \$800 to cover costs of their project. Examples of projects include, ELL kindergarten “jump start” to school meetings where parents can learn about school expectations, ask questions, have their child’s language and academic skills

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assessed and receive a bag of school supplies and activities to do at home over the summer. At the high school, parents will be invited to participate in a “parent action” group to meet and learn about academic expectations for graduation and discuss concerns and needs they have as parents. School staff will meet with the parents and work to address concerns effectively with school leadership.

The district will investigate creating a community collaborative that brings parents and leaders from different cultural communities together in an informal setting to have conversations with district leaders about their concerns. District leaders will take the information from these discussions and develop, along with the parents, a district ELL family involvement plan that directly address families needs. This will be an on-going structure and feedback will be collected from all participants to ensure that the community collaborative group is effective.

“According to a review of recent research published by the Southwest Educational Development Laboratory (2002), students whose parents are actively involved in their education, no matter what their income or background, are more likely to:

- Earn higher grades and test scores and enroll in higher-level programs.
- Be promoted, pass their classes, and earn credits.
- Attend school regularly.
- Have better social skills, show improved behaviors, and adapt well to school.
- Graduate and go on to post-secondary education.”

www.colorincolorado.org/article/18800

ESL teachers, along with Title I teachers, will receive family involvement professional development from MN Parent Information Resource Center (MNPIRC) throughout the year. They will analyze their bilingual families needs and determine through collaboration with their building leadership, how to effectively eliminate barriers to effective family participation and contribute to increasing support for bilingual students at home.

The Special Education Department has an equally strong parent component. Parents are involved with the Continuous Improvement Monitoring Process (CIMP) as well as Special Educational Advisory Committee. Both groups analyze all available data and help create and implement goals that will further strengthen the special education department at a district level. Parents are also involved in the development of their child’s IEP where decisions are made regarding state testing, access to general education curriculum and special services.

Much planning and support is directed to all families who have students with disabilities. Parent to Parent networks, speakers, and community events help strengthen families and support parents. The special education area on the district’s website has a host of links that highlight parent information on different disabilities, special education programs and services, as well as a calendar of upcoming events. While the district has many vehicles for sharing information and receiving feedback, it is always a priority to enhance communication with students, parents, and the community.

Two Cultural Liaisons, one Spanish and one Somali work with families and staff to facilitate communication and participation in their child’s education. They facilitate parent support groups and training sessions on topics of interest and concerns for parents.

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

The focus of our ELL and Special Education programs on increasing parent involvement is not by accident. These sub-populations have to make significant gains to make AYP and increasing parent involvement is key to accomplishing this. The secondary PD plan also focuses on increasing cultural competence and establishing stronger teacher-parent relationships also targeting struggling students.

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c) *If Continuing in Need of Improvement or Corrective Action, describe process to evaluate parent involvement strategies.*

As part of the Title I and ESL parent involvement plan, measurements of objectives will be determined. This may include tracking attendance, parent feedback surveys, staff reflections, examples of communication as well as minutes from the Community Collaborative meetings. Communication Director, Ruth Dunn, will also be implementing and evaluation of parent perceptions through a focus group strategy facilitated by an outside consultant.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified:

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) **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.**
- b) **Identify how these activities help students meet the measurable goals set to improve achievement in the cited area(s).**
- c) **Describe how staff are identified and trained to provide effective services and activities to improvement achievement within the cited area(s). ~OR~ Describe the rationale if the district is not providing extended day activities.**

The Burnsville Area Learning Center provides Extended Year (summer) programming for those students who have been identified as struggling with the core areas of academics. Special Education students are eligible for Extended Year programming if it has been determined by the Special Education team that a significant learning loss would occur without additional support. The team must sign off that BALC is the appropriate option for the student. The Extended Year program provides math, reading and writing remediation to provide direct instruction in their respective focus areas for grades K-9. The Junior High Extended Day/Year program offers academic support in reading, math, and writing for students struggling in these core areas through the use of theme books and Study Island which is a comprehensive on-line curriculum with state standards embedded. The Jr. High Extended Year program piloted a 9th grade transition component during the 2009 summer session. Along with 9th grade credit recovery and remediation in the core areas, a new focus was introduced to assist in transitioning students to the high school level. The program took place at the high school allowing the students to become familiar with the environment. Curriculum from School Connect was used daily to address the social emotional skills necessary to be successful during this transition period. One day a week the students were also able to take tours of the building, ask questions of administrators and counselors to help ease anxiety levels, and were introduced to a multitude of extra curricular opportunities. The feedback from the staff and students was very positive and the BALC intends to continue this beneficial program in the future.

In the 2009-2010 school year the district implemented Supplemental Education Services (SES) as required by AYP guidelines. Three schools participated and over 180 students were served with this program. Many of the students received tutoring after school on-site, and some providers worked at the child's home. For the 2010-2011 school year four schools will offer SES and we anticipate higher numbers of students will take advantage of this service. The district advertises and notifies families of this opportunity through flyers, mailings, the district website and in other languages.

Extended Day and Year programs will be studied more closely to determine where additional academic support for district students is necessary. All Extended Day and Year program instructional staff is licensed.

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Additional opportunities for Extended Day programming for all students will be provided as we begin after-school activity busing in October and November.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified:

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 essential to effectively implement the district improvement plan.

Our AYP Coordinator, Kathy Jenson, has met with the District Improvement Plan team to help organize planning and implementation of the plan. She has answered technical questions and offered suggestions based on her knowledge of practices in other districts.

b) After consultation with the regional service cooperatives or SEA, identify the technical assistance that will be provided specific to the district stage of *In Need of Improvement*.

- Kathy will meet with the District Improvement Planning team in the winter and spring to check in on implementation and additional support needed.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

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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 teaching core content classes are highly qualified:

- Yes

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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:

- Describe the specific plan of action that shall be taken, e.g., classes, content exam, professional development, etc. in order for the teacher(s) to meet the federal “highly qualified” requirements.
- Identify the expected date when the teacher(s) must meet the requirements.

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 proficiently address 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	The percentage of all students earning a proficient score in grades 3 – 12 will increase by 8.5% each year in math and 7% each year in reading to reach 100% proficiency by 2014.
INTENDED AUDIENCE	All students in identified sub-groups.

ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE
Construct and implement with fidelity, a district scope and sequence in all subject areas that is aligned to state standards.	Classroom walk-throughs PLC focus on development of common assessments to measure student understanding Student achievement on NWEA MAP tests, MCA tests, and AimsWeb probes. “Instructional Rounds” with district admin team	Fall of 2010 is first year of implementation in Math, Language Arts, and Science Social Studies in fall of 2011 Elective areas to follow

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Implement differentiated instruction of the district scope and sequence in all subject areas	Classroom walk-throughs PLC focus on common assessments Instructional Rounds with district admin team	Admin training 6/2010 Secondary staff training fall 2010 and ongoing in PLCs Elementary PLC focus winter and spring 2010/11. Con't PD focus on differentiation in 2011-12.	
Implement RTI framework in all buildings to identify struggling students and implement research based interventions. Focus on reading interventions in 10-11 and expanded to math and behaviors interventions in 11-12.	Measured and reported in school improvement plans Cabinet will complete 4 site visits each year at each building to assess implementation Director of Assessment & Data Analysis will report on effectiveness of interventions at least annually.	All bldg teams will have attended RTI training by 2012. Elementary RTI study in PLCs fall 2010-11. Data days in all elementary sites will occur three times annually. District interventions identified by fall 2010 with ongoing monitoring of effectiveness. Implement Tier I, I, and III interventions in reading and math in all elementary buildings by 2011-12.	

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Introduce more equitable processes for staffing and budget allocations to strategically address student learning needs.	HR audit "Cost out" variable of budget packages including impact on student learning	Developed during 10-11 school year for 11-12 implementation
Alignment of district pro-pay/Q-comp plan, integration plan, professional development plan, and school improvement plans to focus district resources more strategically on student learning	MCA and MAP scores, plan evaluations	All plans submitted by spring 2010-11

RATIONALE
Critical to achievement improvement for all students is a district-wide standards based curriculum implemented with fidelity and differentiated to meet the needs of students. This foundational work has just begun and is currently intensifying.

DISTRICT IMPROVEMENT ACTION PLAN FOR AYP

AYP GOAL	The percentage of LEP students earning a proficient score in grades 3 – 12 will increase by 11.8% each year in math and 13.6% each year in reading to reach 100% proficiency by 2014.
INTENDED AUDIENCE	LEP students

ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE
English as a Second Language teachers will continue to provide support both in the mainstream classroom in a collaborative model and through additional support such as pull-out and continue to define and communicate ELL program models and goals.	Program rubric evaluation, parent and student surveys spring 2011	On-going monthly meetings throughout the year.
Site-based ELL Family Involvement plans created.	Participation, surveys, teacher reports.	On-going throughout the year.
"Listening Hour" structure developed to provide a monthly meeting format for all families to meet with district leaders and board members to share their concerns and help in planning ways to meet their students' needs.	Meeting notes, parent feedback, participation	Begin January and meet monthly until May.
SIOF Coach will recruit 60 more teachers in spring 2011, half will be new teachers, to move towards the goal of 100% trained. She will also identify SIOF mentors for each building and work with the mentors to ensure quality support at sites.	Participation, participant survey feedback	Spring 2011
All elementary teachers will participate in three 1/2 day PD sessions with a consultant, focusing on differentiating the new math scope and sequence	Participant feedback, walk throughs, MCA and MAP scores	November, January, and March

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SIOP trained teachers implement differentiated instruction and academic language objectives daily to assist ELLs in increasing reading comprehension.		SIOP rubric, video lesson evaluation, observations, teacher change checklist, Charlotte Danielson rubric	On-going throughout the year. Monthly meetings
A district-level ELL Advisory Team will meet three times during the year to review ELL and Hispanic student data, set priorities for action steps and ensure the integrity of activities that are implemented.		Meeting notes, participant feedback, evaluation of supported activities	Oct. 26, Jan. 11, April 11
The ELL Advisory Team will explore the possibility of creating a Spanish Dual-Immersion program in the district.		Student data, site visits, study research	On-going through the year.
The district will continue to evaluate student achievement data to determine the effectiveness of LINK program and consider expanding it to two more sites in 2011-2012.		IPT English language exam, observations, reading assessments, cohort study of pilot group	On-going throughout the year. Decision by May, 2011.
ESL teachers, along with Title I teachers, will receive family involvement professional development from MN Parent Information Resource Center (MNPIRC) throughout the year.		Participant surveys, site implementation rubric	Oct. 12, Dec. 16, March 17
The district will support one ESL and/or content teacher from each school to attend the MN Bilingual, Migrant and ELL Education conference in spring 2011.		Participant feedback surveys, implementation rubric	April 15, 2011
Implement RTI framework in all buildings to identify struggling students and implement research based interventions. Focus on reading interventions in 10-11 and expanded to math and behaviors interventions in 11-12.		Measured and reported in school improvement plans Cabinet will complete 4 site visits each year at each building to assess implementation	Implement Tier I, I, and III interventions in reading and math in all elementary buildings by 2011-12.

RATIONALE
Focusing efforts on improved ELL programming, research-based instructional models designed to assist bilingual students in all content areas, and effective parent and community involvement will improve the academic achievement of ELL students.

DISTRICT IMPROVEMENT ACTION PLAN FOR AYP

AYP GOAL	The percentage of F/R Lunch students earning a proficient score in grades 3 – 12 will increase by 13.3% each year in math and 11.3% each year in reading to reach 100% proficiency by 2014.
INTENDED AUDIENCE	Free/Reduced Lunch Students

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ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE
Begin running evening activity buses to increase participation in academic support programs and co-curricular activities by providing school to home transportation from after-school programs.	Track bus usage rates throughout the year and identify affect on program participation of F/R lunch students.	Tracking monthly throughout the year. Buses started October 2010.
Centrally coordinate Title, SES, and compensatory programming to ensure resources are used to target intended students.	Monthly and quarterly budget and expenditure reporting	Immediate redesign of budgeting and staffing for 2011-12.
All elementary teachers will participate in three 1/2 day PD sessions with a consultant, focusing on differentiating the new math scope and sequence	Participant feedback, walk throughs, MCA and MAP scores	November, January, and March
Expand inventory of differentiated classroom resources and use of the readers workshop instructional approach in the content areas, particularly focused in elementary sites.	Classroom walkthroughs, student reading comprehension scores on MAP and MCA tests.	Purchases spring 2011, further implementation fall 2011.
Incentive plan targeting low-income students to participate in all day kindergarten at specific sites.	Tracking student achievement growth of students participating in targeted program	Implemented fall 2010
Implement RTI framework in all buildings to identify struggling students and implement research based interventions. Focus on reading interventions in 10-11 and expanded to math and behaviors interventions in 11-12.	Measured and reported in school improvement plans Cabinet will complete 4 site visits each year at each building to assess implementation	Implement Tier I, I, and III interventions in reading and math in all elementary buildings by 2011-12.
Title I teachers will receive family involvement professional development from MN Parent Information Resource Center (MNPIRC) throughout the year.	Participant surveys, site implementation rubric	Oct. 12, Dec. 16, March 17.

RATIONALE
Many low-income students cannot access co-curricular programs and academic supports due to a lack of transportation – we are working to remove this barrier. Research increasingly points to the importance of background knowledge for reading comprehension, indicating the need to deliver reading instruction through the content areas more and more.

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DISTRICT IMPROVEMENT ACTION PLAN FOR AYP

AYP GOAL	The percentage of Special Education students earning a proficient score in grades 3 – 12 will increase by 16.9% each year in math and 15.7% each year in reading to reach 100% proficiency by 2014.
INTENDED AUDIENCE	Special Education students

ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE
Implement RTI framework in all buildings to identify struggling students and implement research based interventions. School psychologists help coordinate Problem Solving Teams. Focus on reading interventions in 10-11 and expanded to math and behaviors interventions in 11-12.	Measured and reported in school improvement plans Cabinet – including the Exec. Director of Ind. Student Services will complete 4 site visits each year at each building to assess implementation Director of Assessment & Data Analysis will report on effectiveness of interventions at least annually.	All bldg teams will have attended RTI training by 2012. Data days in all elementary sites will occur three times annually. Implement Tier I, I, and III interventions in reading and math in all elementary buildings by 2011-12.
Special education has hired Somali and Latino cultural liaisons to increase parent engagement and increase understanding of the educational system. Parent support groups, educational programs, and transition meetings are held for parents of students with disabilities.	Staff feedback regarding involvement of minority special education parents Solicited parent feedback	Quarterly End of year
Implementation of progress monitoring, with the use of AIMS Web, in all elementary sites and a focus on implementing research based interventions	AIMS Web, MAP,DRA,MTAS and MCA tests Aggregate reports completed by Dir. of Assessment and Data	Begin Fall 2010 with quarterly review of aggregate data
Complete review of the new math scope and sequence to identify existing and needed supplemental materials that will be used to support grade level standards including types of assistive technology that supports math instruction.	Report to Exec. Dir. of Indiv. Student Services	By spring 2011 for budget consideration in 2011-12.

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Elementary teachers, including special education teachers, will participate in three 1/2 day PD sessions with a consultant, focusing on differentiating the new math scope and sequence	Participant feedback, walk throughs, MCA and MAP scores	November, January, and March	
Standards based IEP training for all building lead teachers in October 2010. Identification of special education students who are not proficient in the MCAII tests and construction of standards based IEPs in core academic areas for those students by the end of 2010-11.	District internal audit	Training in October Re-writing in winter Audit in spring	
Expansion of co-teaching/collaborative service model into at least 3 elementary buildings	Inclusion in school improvement plans Cabinet walk throughs including Exec. Dir. of Indiv. Student Services	2010-11 school year Consider further expansion in 2011-12	

RATIONALE
Research supports implementation of standards-based IEPs and the co-teaching/collaborative model. Implementing SIOP protocols, differentiated instruction, the RtI framework, and researched based interventions will naturally target struggling Special Education students in mainstream classes. Ensuring appropriate use of compensatory dollars and providing transportation to increase participation in support services will have a positive impact on these struggling students also.

DISTRICT IMPROVEMENT ACTION PLAN FOR AYP

AYP GOAL	The percentage of Hispanic students earning a proficient score in grades 3 – 12 will increase by 13.6% each year in math and 13.7% each year in reading to reach 100% proficiency by 2014.
INTENDED AUDIENCE	Hispanic students

ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE
Training all secondary staff on understanding cultural norms, perceptions and attitudes and how that can affect engagement, learning, and communication	Participant pre and post surveys	Sept. 28
Secondary book studies: <u>Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms</u> by Diane Heacox and <u>50 Ways to Close the Achievement Gap</u> by Downey, Steffy, Poston, and English.	PLC notes, participant and student surveys	PLC meetings in 2010-11
SIOP Coach will recruit 60 more teachers in spring 2011, half will be new teachers, to move towards the goal of 100% trained. She will also identify SIOP mentors for each building and work with the mentors to ensure quality support at sites.	Participation, participant survey feedback	Spring 2011

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All elementary teachers will participate in three 1/2 day PD sessions with a consultant, focusing on differentiating the new math scope and sequence	Participant feedback, walk throughs, MCA and MAP scores	November, January, and March	
SIOp trained teachers implement differentiated instruction and academic language objectives daily to assist ELLs in increasing reading comprehension.	SIOp rubric, video lesson evaluation, observations, teacher change checklist, Charlotte Danielson rubric	On-going throughout the year. Monthly meetings	
Implement RTI framework in all buildings to identify struggling students and implement research based interventions. Focus on reading interventions in 10-11 and expanded to math and behaviors interventions in 11-12.	Measured and reported in school improvement plans Cabinet will complete 4 site visits each year at each building to assess implementation	Implement Tier I, I, and III interventions in reading and math in all elementary buildings by 2011-12.	
A district-level ELL Advisory Team will meet three times during the year to review Hispanic student achievement data, set priorities for action steps and ensure the integrity of activities that are implemented.	Meeting notes, participant feedback, evaluation of supported activities	Oct. 26, Jan. 11, April 11	
The ELL Advisory Team will explore the possibility of creating a Spanish Dual-Immersion program in the district.	Student data, site visits, study research	On-going through the year.	
Title I teachers will receive family involvement professional development from MN Parent Information Resource Center (MNPIRC) throughout the year.	Participant surveys, site implementation rubric	Oct. 12, Dec. 16, March 17	
The district will support one ESL and/or content teacher from each school to attend the MN Bilingual, Migrant and ELL Education conference in spring 2011.	Participant feedback surveys, implementation rubric	April 15, 2011	

RATIONALE

Focusing efforts on improved ELL programming, research-based instructional models designed to assist bilingual students in all content areas, and effective parent and community involvement will improve the academic achievement of many of our Hispanic students. Implementing SIOp protocols, differentiated instruction, the RtI framework, and researched based interventions will naturally target struggling Hispanic students.

DISTRICT IMPROVEMENT ACTION PLAN FOR AYP

AYP GOAL	The percentage of American Indian students earning a proficient score in grades 3 – 12 will increase by 14.4% each year in math and 9.0% each year in reading to reach 100% proficiency by 2014.
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INTENDED AUDIENCE	American Indian students
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ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE
Training all secondary staff on understanding cultural norms, perceptions and attitudes and how that can affect engagement, learning, and communication	Participant pre and post surveys	Sept. 28
Secondary book studies: <u>Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms</u> by Diane Heacox and <u>50 Ways to Close the Achievement Gap</u> by Downey, Steffy, Poston, and English.	PLC notes, participant and student surveys	PLC meetings in 2010-11
Begin running evening activity buses to increase participation in academic support programs and co-curricular activities by providing school to home transportation from after-school programs.	Track bus usage rates throughout the year and identify affect on program participation of F/R lunch students.	Tracking monthly throughout the year. Buses started October 2010.
Centrally coordinate Title, SES, and compensatory programming to ensure resources are used to target intended students.	Monthly and quarterly budget and expenditure reporting	Immediate redesign of budgeting and staffing for 2011-12.
All elementary teachers will participate in three 1/2 day PD sessions with a consultant, focusing on differentiating the new math scope and sequence	Participant feedback, walk throughs, MCA and MAP scores	November, January, and March
Expand inventory of differentiated classroom resources and use of the readers workshop instructional approach in the content areas, particularly focused in elementary sites.	Classroom walkthroughs, student reading comprehension scores on MAP and MCA tests	Purchases spring 2011, further implementation fall 2011.
Implement RTI framework in all buildings to identify struggling students and implement research based interventions. Focus on reading interventions in 10-11 and expanded to math and behaviors interventions in 11-12.	Measured and reported in school improvement plans Cabinet will complete 4 site visits each year at each building to assess implementation	Implement Tier I, I, and III interventions in reading and math in all elementary buildings by 2011-12.

RATIONALE
Implementing SIOP protocols, differentiated instruction, the RtI framework, and researched based interventions will naturally target struggling American Indian students. Increasing sensitivity to cultural norms, ensuring appropriate use of compensatory dollars, and providing transportation to increase participation in support services will have a positive impact on these struggling students also.

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DISTRICT IMPROVEMENT ACTION PLAN FOR AYP

AYP GOAL	The percentage of Black students earning a proficient score in grades 3 – 12 will increase by 15.4% each year in math and 12.3% each year in reading to reach 100% proficiency by 2014.
INTENDED AUDIENCE	Black students

ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE
Training all secondary staff on understanding cultural norms, perceptions and attitudes and how that can affect engagement, learning, and communication	Participant pre and post surveys	Sept. 28
Secondary book studies: <u>Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms</u> by Diane Heacox and <u>50 Ways to Close the Achievement Gap</u> by Downey, Steffy, Poston, and English.	PLC notes, participant and student surveys	PLC meetings in 2010-11
Begin running evening activity buses to increase participation in academic support programs and co-curricular activities by providing school to home transportation from after-school programs.	Track bus usage rates throughout the year and identify affect of program participation of F/R lunch students	Tracking monthly throughout the year. Buses started October 2010.
Centrally coordinate Title, SES, and compensatory programming to ensure resources are used to target intended students.	Monthly and quarterly budget and expenditure reporting	Immediate redesign of budgeting and staffing for 2011-12.
Expand inventory of differentiated classroom resources and use of the readers workshop instructional approach in the content areas, particularly focused in elementary sites.	Classroom walkthroughs, student reading comprehension scores on MAP and MCA tests	Purchases spring 2011, further implementation fall 2011.
All elementary teachers will participate in three 1/2 day PD sessions with a consultant, focusing on differentiating the new math scope and sequence	Participant feedback, walk throughs, MCA and MAP scores	November, January, and March
SIOP Coach will recruit 60 more teachers in spring 2011, half will be new teachers, to move towards the goal of 100% trained. She will also identify SIOP mentors for each building and work with the mentors to ensure quality support at sites.	Participation, participant survey feedback	Spring 2011

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Implement RTI framework in all buildings to identify struggling students and implement research based interventions. Focus on reading interventions in 10-11 and expanded to math and behaviors interventions in 11-12.		Measured and reported in school improvement plans Cabinet will complete 4 site visits each year at each building to assess implementation	Implement Tier I, I, and III interventions in reading and math in all elementary buildings by 2011-12.

RATIONALE
Implementing SIOOP protocols, differentiated instruction, the RTI framework, and researched based interventions will naturally target struggling Black students. Increasing sensitivity to cultural norms, ensuring appropriate use of compensatory dollars, and providing transportation to increase participation in support services will have a positive impact on these struggling students also.

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Appendix Attachments:

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"/> General information is incorrect or incomplete
<input type="checkbox"/> Area(s) for identification are included	<input type="checkbox"/> Area(s) for identification are not included
<input type="checkbox"/> Overview of improvement plan for 2010-2011 school year is provided	<input type="checkbox"/> Overview of improvement plan for 2010-2011 school year is incomplete
<input type="checkbox"/> Demographics are included in executive summary	<input type="checkbox"/> Demographics are not included in plan
<input type="checkbox"/> Elements are addressed and easily located in the plan	<input type="checkbox"/> Elements are not provided or are incomplete
<input type="checkbox"/> Comprehensive needs assessment summary for 2010-2011 school year is provided	<input type="checkbox"/> Comprehensive needs assessment summary is not provided or incomplete for 2010-2011 school year
<input type="checkbox"/> Highly Qualified Teachers section is completed on the plan	<input type="checkbox"/> Highly Qualified Teachers section is incomplete
<input type="checkbox"/> District improvement action plan is included with all sections completed	<input type="checkbox"/> District 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

A Rubric for District Improvement Plans

(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

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"/> Teachers participate in high quality professional development	<input type="checkbox"/> Little or no description is provided about 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 to address district identification 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	<input type="checkbox"/> Use of 10% Title I set aside is unclear
<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		

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

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 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 (and include a process for evaluation when completing Appendix B or C) <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 or are not linked with improving learning in cited area(s)

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"/> Goals are provided or align to improvement goals	<input type="checkbox"/> Goals are vague or not provided
<input type="checkbox"/> Extended day/ year activities meet student needs in cited area(s) and result in student achievement	<input type="checkbox"/> Extended day/ year activities meet student needs in cited area(s)	<input type="checkbox"/> Activities have no correlation to cited area(s)
<input type="checkbox"/> Highly Qualified staff is trained in the area(s) they are servicing for the extended day program	<input type="checkbox"/> Staff is trained and prepared for the extended day program	<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.

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 customized coordination and technical assistance for development of the plan <input type="checkbox"/> Evidence of LEA/SEA customized 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 fixed targets in Element 1(b), update goals for identified student group(s) in Element 2(a) regarding school year 2010-11.	
Element 3: Describe how identified strategies are impacting student achievement especially with identified student groups. If little or no evidence of increased achievement, describe proposed strategy changes.	
Element 4: Describe the professional development supported with Title I setaside funds for school year 2010-2011 (<i>narrative format</i>).	
Element 5: Describe how teaching and learning needs are being addressed. If any changes or updates please describe as well.	
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, describe proposed research-based strategies.	
Element 7: Update, <i>if appropriate</i> , extended day activities.	
Element 8: Identify additional services and onsite consultation from the AYP Coordinators/Service Cooperative that could strengthen improvement implementation efforts <i>specifically</i> for your district. Please describe in detail.	
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. 	

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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 required 2% programmatic setaside (corrective action) will be utilized (this is in addition to the 10% professional development setaside).</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>	14-15 and 22-24
<p>2. List any existing district improvement plan elements that have been revised to exit <i>Corrective Action</i> stage of <i>In Need of Improvement</i></p> <ul style="list-style-type: none"> • Revisit needs assessment • Update improvement goals • Evaluate the implementation of current instructional strategies • Align professional development with cited area(s) • Review and revise district teaching and learning needs • Evaluate the implementation of current parent involvement strategies • Identify additional technical assistance and support from AYP state wide system of support 	Yes to all
<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>	None