



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
December 1, 2011
6:30 PM

I. Call to Order

- A. Welcome
- B. Pledge of Allegiance

II. Truth in Taxation Hearing

- A. Introduction and Public Comment Protocol (Hill)
- B. Budget and Property Tax Presentation (Rider)
- C. Public Comment
- D. Conclude the Truth in Taxation portion of the meeting (Hill)

III. 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. Minutes of November 17, 2011 Board Meeting 3
- 2. Human Resources Report 6
- 3. Donation of \$250 from Peter & Monica Dorow to Sky Oaks Elementary 7
for the 6th grade field trip to Eagle Bluff Environmental Learning Center;
\$210 from Kathleen Volner to Harriet Bishop; and, \$200 from Anghel
Stoian and Diana Crintea-Stoian to Harriet Bishop Elementary
- 4. Approve extended field trip for Sky Oaks 6th grade students to Eagle 10
Bluff Environmental Learning Center, Lanesboro, MN, December 14-16,
2011
- 5. Approve Change Order #1 for the 2011-2012 Elevator Replacement 11
Project at John Metcalf and Joseph Nicollet Junior High Schools

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| 6. Schedule a Closed Session during the scheduled Board meeting on December 1, 2011 for preliminary consideration of allegations or charges against an employee or individual subject to its authority | 12 |
| IV. Unfinished Business | |
| A. Adopt a resolution discharging a classified employee (5 minutes) (Chance) | 13 |
| V. New Business | |
| A. Receive a report on TLT Curriculum, Instruction, Assessment and Technology Integration (30 minutes) (Lindholm) | 15 |
| B. Approve the 2011-12 AYP District Improvement Plan to be submitted to the MN Department of Education (20 minutes) (Lindholm) | 56 |
| C. Approve Final Certification of Property Tax Levy Payable in 2012 (5 minutes) (Rider) | 104 |
| VI. Reports | |
| A. Student Advisor | |
| B. Superintendent | |
| C. Board Members | |
| VII. Recess to Closed Session for preliminary consideration of allegations or charges against an employee or individual subject to its authority | |
| VIII. Reconvene and take action if appropriate | |
| IX. Adjourn to Closed Session for discussion of negotiation strategies | |

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 November 17, 2011

The meeting of the Board of Education was called to order by Chair Hill at 6:30 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center.

Call to Order

Members present: Directors Currier, Luth, Schmid, Sweep, Teiken, VandenBoom and Chair Hill. Others in attendance were Superintendent Randall Clegg, Student Advisor Wehling, administrators and staff.

Attendance

Chair Hill welcomed the audience and asked Director Teiken to lead the Pledge of Allegiance.

Pledge of Allegiance

Burnsville High School junior Savannah Lim was one of only six Minnesota students selected to participate in the World Food Prize Global Youth Institute in October. She was chosen based on the research she conducted over the summer at the University of Minnesota on improving crop yields and disease resistance in Ethiopia. Attending the Institute allowed Savannah to present her research, and meet with global leaders in science, industry and policy.

Public Recognition

The Burnsville High School Girls' Soccer Team was recognized for their outstanding season and ultimately placing second in the state competition.

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

Agenda

Moved by Director Schmid, seconded by Director VandenBoom, to approve the consent agenda as follows:

Consent
 Agenda
 Minutes
 Human Resources

- Minutes of November 3, 2011 Board meeting
- Personnel changes for R. Debronsky, M. Davis, J. Larson, D. Mosser, J. Olsen, S. Raichert, C. Sommer, A. Meehan, A. Pond, D. Haugen, L. Kurre, P. Mayfield, R. Winslow
- Donation of \$471.17 through the Wells Fargo Foundation to Sioux Trail; \$40 from Trisha and Anthony Gargano to Harriet Bishop in support of students and staff; \$40 from Daniel Feller and Kristin Mascotti to Harriet Bishop in support of students and staff; \$10 from Yolanda Raichert and \$6.60 from an anonymous donor through Blue Cross/Blue Shield United Way campaign to Gideon Pond; \$145.39 from Deborah Johnson through the Wells Fargo Foundation to Gideon Pond; and, \$124.62 from the Wells Fargo

Donations

| | |
|---|--|
| <p>Foundation to Gideon Pond; fabric valued at \$8,000 from Norcostco to BHS for theater productions; and \$201.92 from Brionne Sillman and \$40.39 from Robin Swanson through Wells Fargo to Hidden Valley Elementary</p> | |
| <ul style="list-style-type: none"> - Approve October payroll checks numbered 716065-716126, and Direct Deposit notices numbered 446993-449713, in the net amount of \$3,462,062.12. October and November claims to date represented by checks numbered 411570-412426, 100537-100567, 1003727-1003984 and wire transfers and adjustments totaling \$7,750,845.81. Also, that the Board accepts October receipts of \$17,664,011.06 and investments for Alt. Facilities and OPEB of \$21,528,348 as of October 31, 2011 | Payroll Claims & Receipts |
| <ul style="list-style-type: none"> - Accept the Budget Analysis for the month ending October 31, 2011 - Approve on a second reading basis, revisions to Policy ING and ING-R, <i>Animals in the School</i>, Policy ACD/JBD, <i>Bullying Prohibition</i>, and Policy JO, <i>Protection and Privacy of Student Records</i> | Budget Analysis Board Policies |
| <ul style="list-style-type: none"> - Award the bid for wireless networking of 14 sites to Technology & Information Education Service in the amount of \$314,736.37 | Wireless Bid |
| <ul style="list-style-type: none"> - Schedule Closed Sessions following the regularly scheduled Board meetings on December 1 and December 15, 2011 at the Burnsville High School Senior Campus for the discussion of negotiation strategies | Schedule Closed Session |
| <p>Chair Hill made special mention of donations to the District. Motion carried unanimously (7,0).</p> | |
| <p>Moved by Director Currier, seconded by Director Sweep, to adopt the Resolution Canvassing Returns of Votes for the Referendum Election held on November 8, 2011 indicating that the board of Independent School District No. 191 (Burnsville-Eagan-Savage) has proposed to renew the \$845.68 per pupil portion of the school district's existing referendum revenue authorization which is scheduled to expire after taxes payable in 2012. The proposed referendum revenue authorization would be applicable for ten years, beginning with taxes payable in 2013, unless otherwise revoked or reduced as provided by law. This was passed with 4,280 yes votes and 2,046 no votes. A roll call vote was taken and the motion carried unanimously (7,0 with Directors Currier, Luth, Schmid, Sweep, Teiken, VandenBoom and Chair Hill voting in favor, none opposed).</p> | Canvass of Referendum Election Returns |
| <p>Moved by Director Luth, seconded by Director Schmid, to adopt the audit report for fiscal year 2011 as prepared and presented by the school district's auditor LarsonAllen, LLP. Motion carried unanimously (7,0).</p> | Audit report for 2011 |

Moved by Director Luth to adjourn at 7:24 p.m. Motion carried unanimously (7,0).

Daniel W. Luth, Clerk

Adjourn

**Burnsville-Eagan-Savage Public Schools
Independent School District 191
Department of Organizational Development**

TO: Members, Board of Education
Randall Clegg, Superintendent

FROM: Tania Z. Chance, Ph.D., Executive Director Organizational Development

DATE: December 1, 2011

RE: Recommended Personnel Changes

**Certified
Leave of Absence**

Jennifer Hennen

-Teacher (currently on leave), requests a parental leave of absence effective until January 31, 2012

**Classified
Appointment**

Toni Welsch

-Replacement-2nd Cook, HB, 3 hrs/day, effective 11/21/11

Memorandum

To: Dr. Randall Clegg
CC: Rose Hermann
From: Kay Fecke
Date: 11/22/2011
Re: Donation

III.B.3

I recommend that the Board of Education accept the donation of \$250.00 from Peter and Monica Dorow (39 Marcin Hill, Burnsville, MN 55337) to Sky Oaks Elementary School. The donation will be used toward the 6th grade extended field trip to Eagle Bluff Environmental Learning Center.

Please deposit the money into the following account: 01-489-260-000-096-266.

We are grateful for their generous support of education and Sky Oaks School.

To: Dr. Randy Clegg
From: Rob Nelson
CC: Rose Herrmann (Code – 01-491-260-000-096-000)
Date: November 14, 2011
Memo: Wells Fargo Community Support Campaign

III.B.3

I am pleased to inform you that Harriet Bishop Elementary School has received a Wells Fargo Community Support charitable donation in the amount of \$210.00. I would like to recognize and thank Kathleen Volner, parent, who recognized Harriet Bishop for this contribution.

I recommend that the School Board accept this gift from Kathleen Volner in the amount of \$210.00.

Kathleen Volner
14538 Natchez Circle
Savage, MN 55378

/jh

To: Dr. Randy Clegg

From: Rob Nelson

CC: Rose Herrmann (Code – 01-491-203-000-096-007)

Date: November 28, 2011

Memo: Stoian Donation

I am pleased to inform you that Harriet Bishop Elementary School has received a donation in the amount of \$200.00 from Anghel Stoian and Diana Crintea-Stoian.

I recommend that the School Board accept this donation from Mr. and Mrs. Stoian.

/jh

Anghel Stoian
Diana Crintea-Stoian
1606 McAndrews Road West
Burnsville, MN 55337



**Agenda III.B.4
December 1, 2011**

**To: Members, Board of Education
Randall Clegg, Superintendent**

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

Date: December 1, 2011

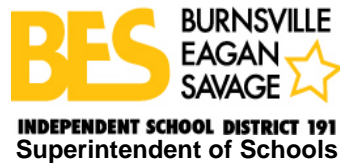
Re: Extended Field Trip – Sky Oaks Elementary

Recommendation: That the Board of Education approve the extended field trip proposal submitted by Sky Oaks Elementary School for sixth grade students to go to the Eagle Bluff Environmental Learning Center December 14-16, 2011 and that policy requirements prohibiting elementary extended field trips be waived.

Sky Oaks Elementary School has requested permission to take a group of sixth graders on an extended field trip to Eagle Bluff Environmental Learning Center. By policy definition, extended field trips are trips that require an overnight stay. Board policy prohibits extended field trips for elementary students unless the Board of Education waives the policy requirements. This proposal is in compliance with Board policy in all other respects. Background checks of all volunteers are expected to be completed this week. We are awaiting the insurance confirmation but expect it as well this week. We believe it is worthy of your support and recommend action accordingly.

Details of the trip are attached.

cc: Kay Fecke



TO: Members, Board of Education Agenda Item II.B.6
December 1, 2011

FROM: Randy Clegg, Superintendent

DATE: December 1, 2011

RE: Schedule Closed Session

Recommendation: That the Board of Education schedule a Closed Session, pursuant to Minnesota Statute 13.D.05, Subdivision 2(b), during the scheduled Board meeting on December 1, 2011 for preliminary consideration of allegations or charges against an employee or individual subject to its authority.

Discussion: Closed sessions of the School Board must be called by a majority vote of those in attendance at a duly called Board meeting.

Typically, School Board members are to be given a three-day notice of all meetings. Since the December 1 Closed Session cannot be called until that very evening, the motion indicates that the three-day notice is waived. Any member who is unable to attend the meeting will be asked to waive their right to the three-day notice as well.



Executive Director of Organizational Development

To: Members, Board of Education
Randy Clegg, Superintendent

Agenda Item IV.A
December 1, 2011

From: Tania Z. Chance, Ph.D.
Executive Director of Organizational Development

Date: December 1, 2011

RE: Discharge of Employee A

RECOMMENDATION: That the Board of Education adopt the attached resolution immediately discharging a classified employee.

The Board of Education notified Employee A of its intent to discharge said employee following the regular Board meeting on September 1, 2011. Employee A chose not to exercise rights under the provisions of Minnesota Statute 197.46, Veteran's Preference Act.

It is recommended that the Board of Education terminate the employment of Employee A effective December 1, 2011. Under Minnesota statute, the employee's identity and the grounds for their discharge will remain private until there is a final disposition by the Board of Education.

RESOLUTION
OF THE SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 191
BURNSVILLE, MINNESOTA

Pursuant to due call and notice thereof, a regular meeting of the Board of Independent School District No. 191 was held on the 1st day of December, 2011 at _____ o'clock p.m.

Board member _____ introduced the following Resolution and moved its adoption:

RESOLUTION DISCHARGING EMPLOYEE "A"

WHEREAS, the School Board took action on September 1, 2011, proposing the discharge of Employee A; and

WHEREAS, notice of the Board's action, including Employee A's rights under the Veterans Preference Act, were served on Employee A on September 10, 2011; and

WHEREAS, Employee A has not requested a hearing within the time period required under the Veterans Preference Act.

NOW, THEREFORE, BE IT RESOLVED, by the School Board of Independent School District No. 191 as follows:

1. Employee A's employment with Independent School District No. 191 is hereby terminated effective immediately.
2. The Executive Director of Organizational Development is directed to send written notice to Employee A in substantially the form as provided in Attachment No. 1.

The motion for the adoption of the foregoing resolution was seconded by Board Member _____ and upon vote being taken thereon, the following voted in favor thereof:

And the following voted against the same: _____

Whereupon said resolution was declared duly passed and adopted.



TO: Members, Board of Education
Randy Clegg,, Superintendent

FROM: Chris Lindholm, Assistant Superintendent

DATE: Nov. 28, 2011

RE: Teaching and Learning Team – 100 Day Report

Agenda V.A
December 1, 2011

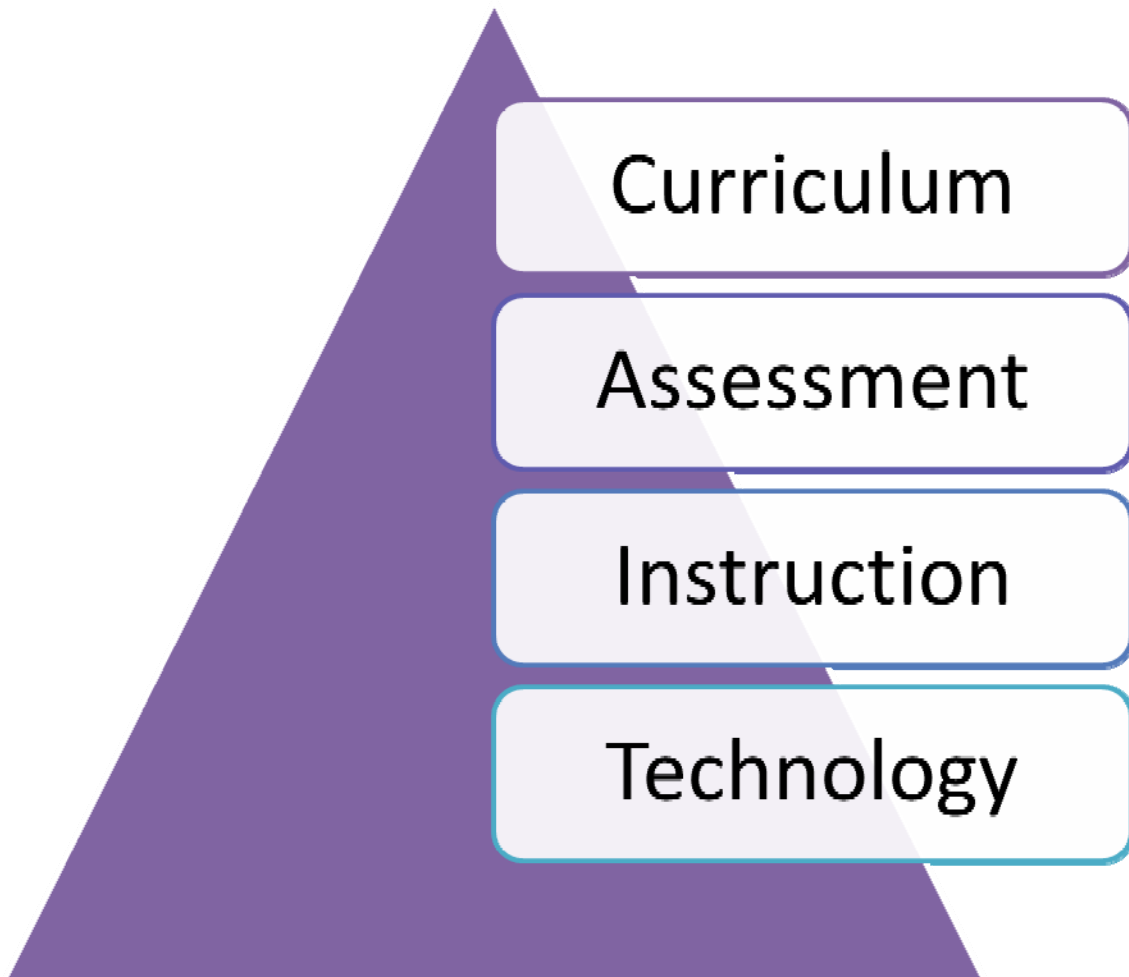
The ISD191 Teaching and Learning Team will provide the board with an informational update regarding efforts focused on curriculum, instruction, assessment, and technology integration. A detailed written report is included in the board packets, and the 4 TLT directors will share a brief presentation during the public meeting.

Please find both the written report and the prepared power point presentation in your board packets.

Teaching and Learning Team Report

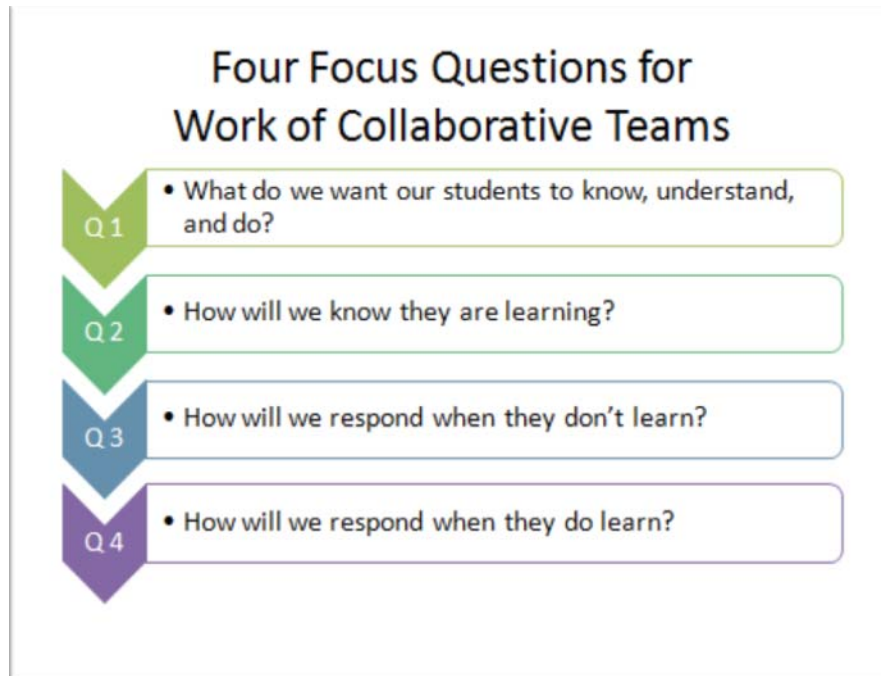
ISD 191 School Board Update

December 1, 2011

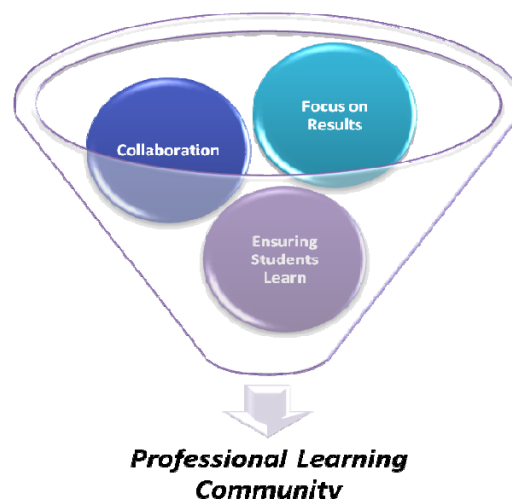


Guiding Our Work: 4 Questions and 3 Big Ideas

Improving teaching. Improving learning. The two imperatives direct the work of the Teaching and Learning Team. The Teaching and Learning Team's leadership is guided by the four questions that are foundations for the implementation of professional learning communities (PLCs or collaborative teams).



The work of the Teaching and Learning team is also guided by the **3 Big Ideas** cited in best practice literature about implementing collaborative teams: a focus on learning, collaboration, and results.



Aligning and Focusing Our Collaborative Efforts for 2011-2012 and 2012-2013

To intentionally focus on and sustain our district's efforts to improve student achievement, one of the components of each school's School Improvement Plan (SIP) is the development of action plans to support the following four areas: core instruction, culture and climate, system of interventions, and community engagement. The Teaching and Learning Team (TLT) is responsible for supporting principals and building leadership teams (BLT) as they develop, implement, and monitor their School Improvement Plans.

For the 2011-2012 school year, principals and BLT members are focusing a majority of their collaborative team time (professional learning communities) and building-initiated professional learning on their core instruction action plan.

Core instruction involves

- The identification of essential learning outcomes for the grade level and/or course(s) taught
- The development of units of instruction, guided by essential learning outcomes and standards and benchmarks
- The development of a continuum of assessments aligned with the essential learning outcomes, skills, knowledge, and key academic vocabulary for the grade level and/or course being taught
- The identification of research-based instructional strategies to deliver instruction
- The identification and/or development of classroom-based interventions and enrichments

While buildings are actively identifying goals and implementing strategies to support their core instruction action plan, TLT is being systematic in aligning its efforts to support the development of the core instruction action plans in the following ways during the 2011-2012 school year:

1. Facilitating the development of units of instruction as part of the district's focus on job-embedded curriculum development (Curriculum)
2. Supporting the documentation of units of instruction that are aligned with standards and best practices on the district's curriculum library, Drupal Gardens (Curriculum)

3. Supporting teachers as they identify essential learning outcomes for grade level and/or course(s) taught during district-initiated professional development (Instruction)
4. Providing multiple measures of student achievement data so that teachers and principals can effectively and efficiently access data to inform decision-making (Assessment)
5. Leading professional learning to support instructional leadership skill development and understanding for principals (Curriculum, Assessment, and Instruction)
6. Coordinating professional development to support teachers' understanding of core instruction as part of district-initiated professional learning and emerging Staff Development Academy (Curriculum, Assessment, and Instruction)
7. Assisting with the development of a variety of assessments aligned with essential learning outcomes (Assessment and Instruction)
8. Leading the development of district collaborative teams for interventionists and enrichment specialists (Instruction)
9. Creating a district-wide system of interventions to support core instruction (Curriculum, Assessment, and Instruction)
10. Leading regularly scheduled collaborative meetings for sites to communicate their action plans and emerging results from the implementation of the strategies to support their core instruction action plan (Curriculum, Assessment, and Instruction)

During the 2012-2013 school year, TLT will support and/or lead:

1. The development of units of instruction as part of the district's focus on job-embedded curriculum development (Curriculum)
2. The analysis of student achievement data to support the development of horizontally and vertically aligned assessments (Assessment)
3. The development of units of instruction by aligning essential learning outcomes to a continuum of assessments (Curriculum, Assessment, and Instruction)
4. The development of common formative and summative assessments by collaborative teams of teachers across the district (Curriculum, Assessment, and Instruction)
5. The documentation of aligned units of instruction on the district's curriculum library, Drupal Gardens (Curriculum)

-
6. Instructional leadership and district leadership team meetings to support the implementation of collaborative teams (PLCs) and the monitoring of action plans to support the implementation of school improvement plans (Curriculum, Assessment, and Instruction)
 7. The development of a system of interventions to support a response to instruction (classroom level) and a response to intervention (building and/or district-level supported intensive interventions) (Instruction)
 8. Job-embedded professional learning (district-initiated professional development and Staff Development Academy) to support components of core instruction (Curriculum, Assessment, and Instruction)

“A rigorous curriculum is an inclusive set of intentionally aligned components—clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies—organized into sequenced units of study that serve as both the detailed road map and the high –quality delivery system of ensuring that all students achieve the desired end: the attainment of their designated grade- or course-specific standards within a particular content area.”

Larry Ainsworth, Designing Rigorous Curriculum

Curriculum Goals

- 1. Facilitate the development of standards-based curriculum guides**
- 2. Develop a system of managing and implementing curricula**
- 3. Facilitate job-embedded teacher professional development in each course and/or content area**
- 4. Evaluate the English as a Second Language Program**
- 5. Support the creation and implementation a PreK-12 Literacy Plan**
- 6. Monitor implementation of the Curriculum Management System**

1. Facilitate the development of standards-based curriculum guides

- Facilitate curriculum writing meetings for mathematics, science, English language arts, and English as a Second Language
- Provide opportunities for over 440 teachers in grades K-12 to collaborate on what students need to know and be able to do
- Work directly with teachers to establish clear, valid and measurable standards that facilitate high achievement for all learners
- Collaborate with teachers and principals to implement the written curricula



Rebecca Taylor (Gideon Pond) and Ashley Berryman (Harriet Bishop) collaborate on a second grade mathematics Unit of Instruction.

2. Develop a system of managing and implementing curricula

- Create a database system for managing curricula that is responsive to the teaching and learning needs of Burnsville teachers and students
- Provide a system for comprehensive, coherent, and aligned curricula district-wide
- Ensure accessibility to the curriculum 24/7 from any computer, anywhere in the world

The screenshot displays the ISD 191 Curriculum Library website. The header includes the site name and a home link. The main content area is titled '6th Grade' and features a search bar and navigation buttons for 'View', 'Edit', and 'Outline'. The curriculum is organized into three columns: Math, Science - Classroom Teachers, and Science - Specialists. The Math column lists topics such as Factors, Decimals-Percents-Fraction Equivalents, Geometry 1, Probability and Outcomes, Coordinate Grid, Properties /Order of Operations, Algebra 2, Algebra 1, Measurement/Conversions, Ratios, Geometry 2, Division of Fractions, Inequalities/Rational and Irrational Numbers, and Themes Throughout the Year. The Science - Classroom Teachers column lists topics like Introduction to Waves, Sound, Light, Energy Systems and Transformations: Forms of Energy, Energy Systems and Transformations: Potential and Kinetic Energy, Introduction to Forces, Forces: Newton's Laws, Properties of Motion: Speed, Direction and Position, and Motion and Engineering. The Science - Specialists column lists Properties of Matter, Atoms and the Periodic Table, Physical and Chemical Changes, and Heat. A sidebar on the left contains navigation links for Information (Add New Unit, Search for a Unit, Feedback & Questions, Log out), Elementary (Kindergarten through 6th Grade), and Secondary (English Language Arts, Math, Science).

ISD 191 Curriculum Library

Home

BES
DISTRICT 191
Teaching &
Learning

Search

Information

- ▶ Add New Unit
- ▶ Search for a Unit
- ▶ Feedback & Questions
- ▶ Log out

Elementary

- ▶ Kindergarten
- ▶ 1st Grade
- ▶ 2nd Grade
- ▶ 3rd Grade
- ▶ 4th Grade
- ▶ 5th Grade
- ▶ 6th Grade

Secondary

- ▶ English Language Arts
- ▶ Math
- ▶ Science

6th Grade

View Edit Outline

Math

- Factors
- Decimals-Percents-Fraction Equivalents
- Geometry 1
- Probability and Outcomes
- Coordinate Grid
- Properties /Order of Operations
- Algebra 2
- Algebra 1
- Measurement/Conversions
- Ratios
- Geometry 2
- Division of Fractions
- Inequalities/Rational and Irrational Numbers
- Themes Throughout the Year

Science - Classroom Teachers

- Introduction to Waves
- Sound
- Light
- Energy Systems and Transformations: Forms of Energy
- Energy Systems and Transformations: Potential and Kinetic Energy
- Introduction to Forces
- Forces: Newton's Laws
- Properties of Motion: Speed, Direction and Position
- Motion and Engineering

Science - Specialists

- Properties of Matter
- Atoms and the Periodic Table
- Physical and Chemical Changes
- Heat

Scope & Sequence/Working Files

Scope/Sequence & Working Files

3. Facilitate job-embedded teacher professional development in each course and/or content area

- Lead teachers through processes to "unpack" Minnesota and Common Core Academic Standards, to create assessments, and to differentiate learning for students:
 - Using a backwards design process, teachers work in both vertical and horizontal teams to clearly articulate outcomes.
 - Teachers develop common assessments FOR and OF learning tied to the essential outcomes. Results of these assessments are used to differentiate instruction and to involve students in their learning.
 - Teachers work collaboratively in teams to create instructional plans aligned to learning targets and student needs.
 - Teachers work as a professional learning community to differentiate instruction and respond to student needs.

On Professional Learning...



“An empowered teacher is a reflective decision maker who finds joy in learning and in investigating the teaching / learning process—one who views learning as construction and teaching as a facilitating process to enhance and enrich development.”

--Fosnot

A slide used in an elementary mathematics curriculum workshop.

4. Evaluate the English as a Second Language (ESL) Program


- Research English as a Second Language Programs and use current data to create a consistent model of service to all English Language Learners
- Prepare for a Minnesota Department of Education site visit to evaluate the district's current ESL program
- Work directly with teachers to integrate and implement the newly adopted WIDA standards into all programs
- Collaborate with the Assessment Director and Coordinator to implement the W-APT and ACCESS assessments



Mindi Limberg, ESL teacher at Vista View Elementary School, with her students.

5. Support the creation and implementation a PreK-12 Literacy Plan

- Facilitate the modification of the district's K-12 Literacy Strategic Plan to meet Reading Well by 3rd Grade legislation
- Collaborate with multiple stakeholders to ensure plan development by June 2012



READING WELL BY 3RD GRADE

- Provide comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4
- Notify parents of student progress
- Implement intervention practices to meet the needs of learners
- Report adopted assessment method and data the Commissioner annually by June 1, 2012
- Train and support, elementary teachers need to be able to implement components of comprehensive, scientifically-based reading instruction, recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of ELL students

LOCAL LITERACY PLAN

- Needs to ensure reading proficiency for all students by the end of Grade 3
- Must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs.
- Literacy Plan must be posted on official school district Web site

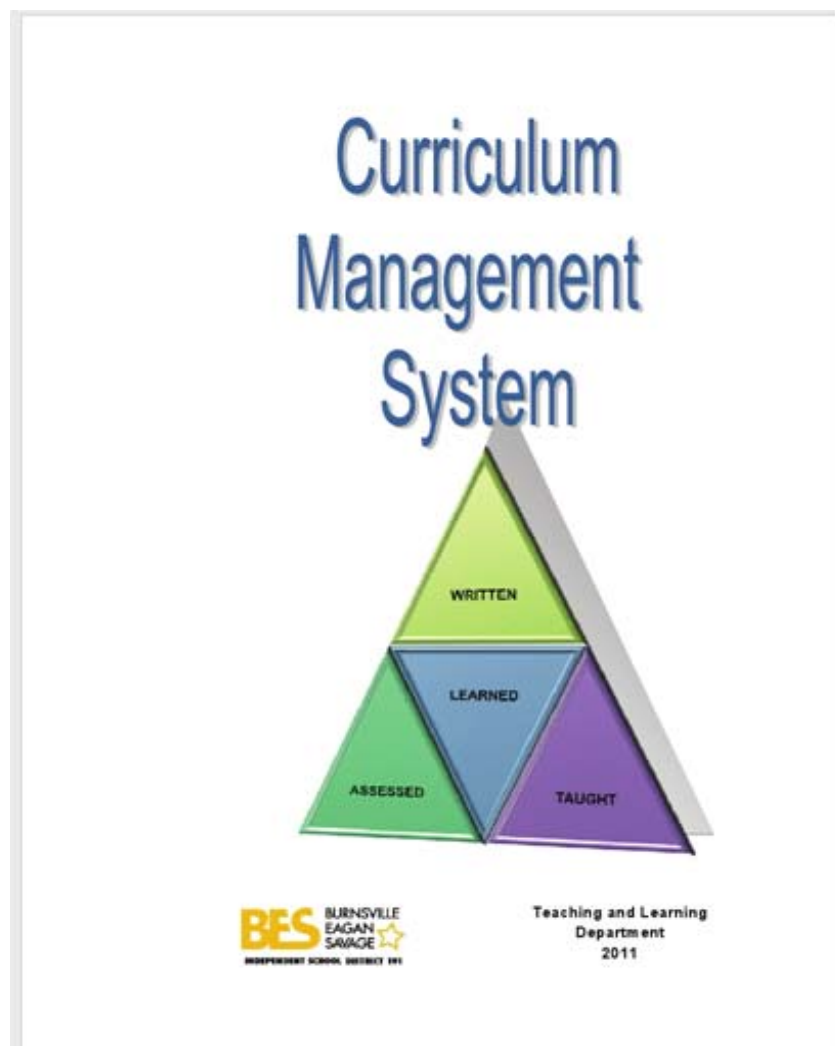
LITERACY INCENTIVE AID

- Beginning in fiscal year 2013, a school's proficiency allowance is equal to the percentage of students in each building that meet or exceed proficiency on the third grade reading Minnesota Comprehensive Assessment, averaged across the previous three test administrations, times \$85
- A school's growth allowance is equal to the percentage of students at that school making medium or high growth, under section 120B.299, on the fourth grade reading Minnesota Comprehensive Assessment, averaged across the previous three test administrations, times \$85

<https://www.revisor.mn.gov/laws/?id=11&doctype=Chapter&year=2011&type=1>
(Article 2 Sec. 3)

6. Monitor implementation of the Curriculum Management System

- Implement appropriate goals cited in the Curriculum Management System
- Monitor and evaluate implementation and coordination of the goals
- Identify and celebrate successes through our individual and collective efforts to help our students reach their full potential



Curriculum Management System presented to the Board of Education on May 19, 2011.

Perspective on Instruction and Professional Development

“What teachers know and do influences students’ academic success. The need for ongoing professional learning that deepens teachers’ understanding of their content area and expands their instructional repertoire is essential to improving student learning. When the content of staff development focuses specifically on what data about student performance indicate are the areas of greatest need for students, the return on the investment in professional learning is likely to be higher.”

-Dennis Sparks, National Staff Development Council

Instruction and Professional Development

1. Facilitate principals’ collaborative team meetings
2. Support the development and implementation of school improvement and professional development plans
3. Support the implementation of district leadership teams
4. Coordinate job-embedded and sustained district-wide professional development
5. Support the development of a system of interventions and enrichments
6. Facilitate the development of a district-wide equity and integration plan

1. Facilitate principals' collaborative team meetings

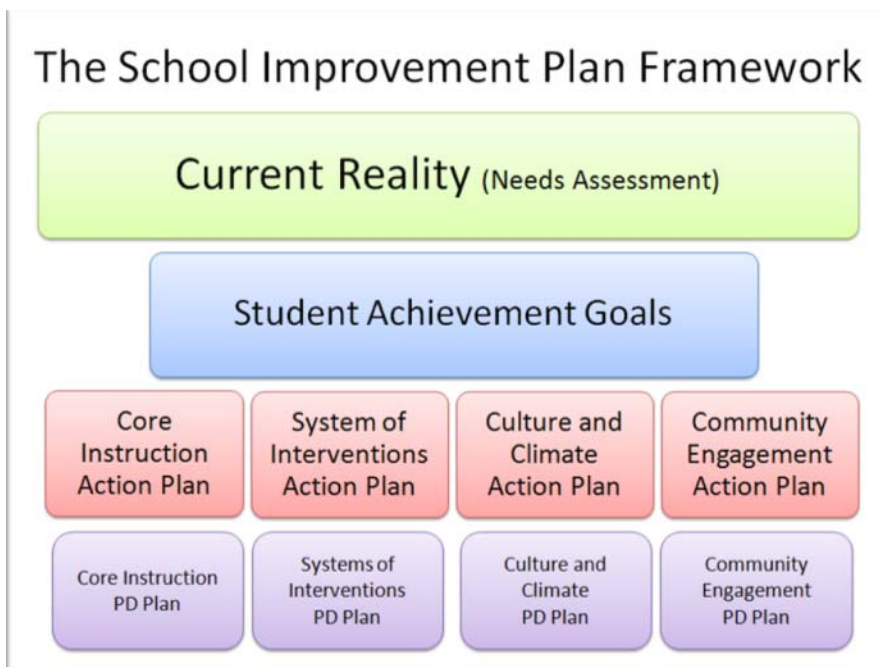
- Facilitate meetings to support the instructional leadership of building principals
- Model the implementation of best practices, processes, and protocols that are aligned with the mission and vision of the district and that support the leadership of building principals



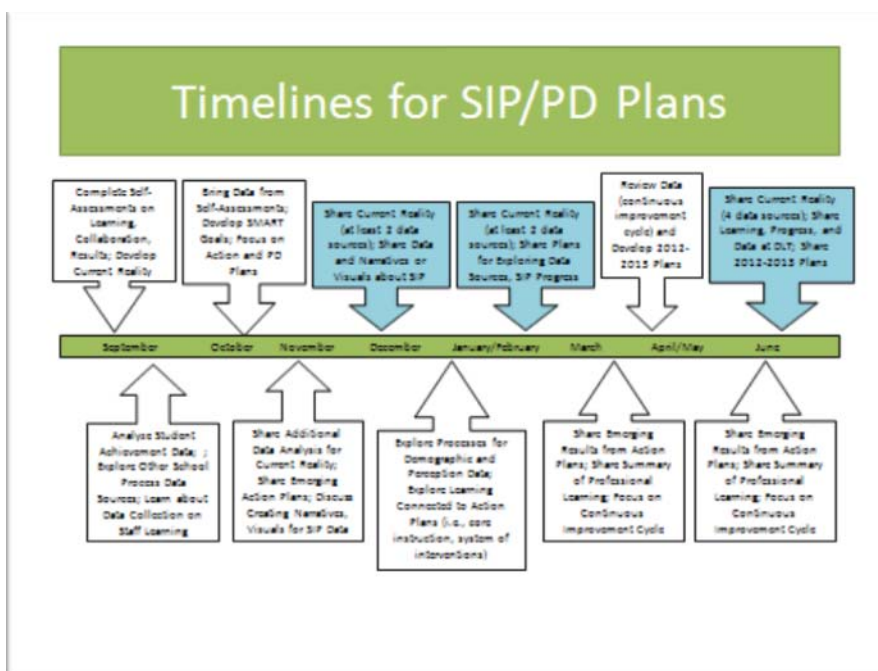
The slide was shared with principals during a collaborative team meeting where part of our meeting's focus was on our district's work to support Question 1 (supporting the implementation of collaborative teams): what do our students need to know, understand, and do? The intent was to demonstrate how the collaborative effort among our Teaching and Learning Team (TLT) aligns with buildings supporting the work of core instruction.

2. Support the development and implementation of school improvement and professional development plans

- Facilitate district meetings aligned with the expectations for school improvement and professional development plans
- Work directly with principals and building leadership teams to support the implementation of school improvement and professional development plans

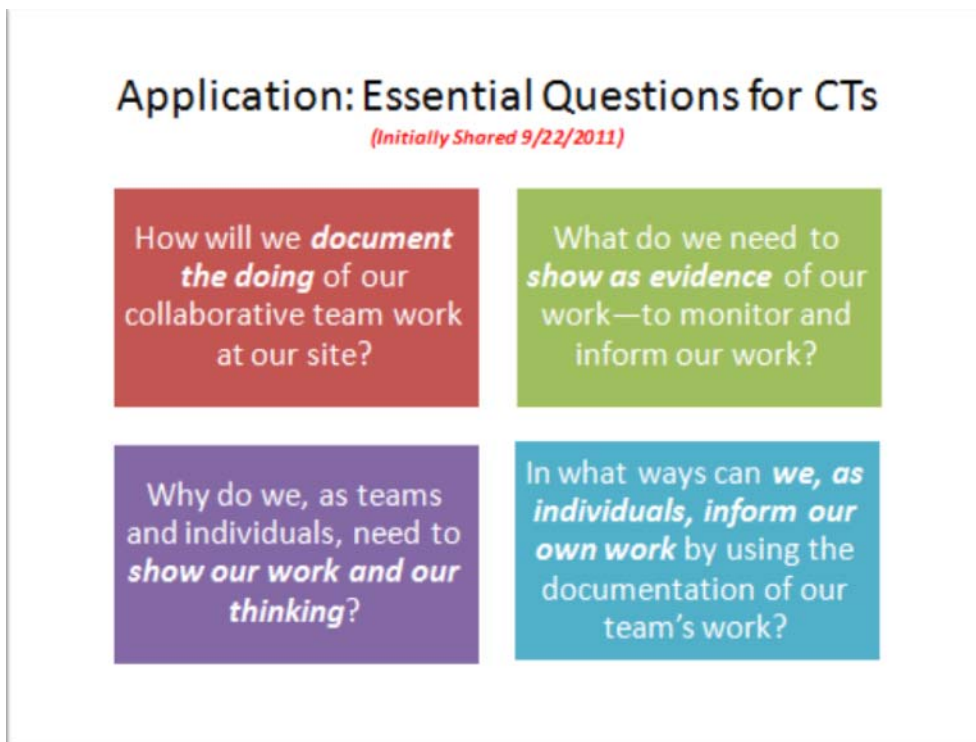


Both of the slides have been and will continue to be shared with building principals and the district leadership team (DLT) during meetings focused on the development, implementation, and monitoring of school improvement and professional development plans.



3. Support the implementation of district leadership teams

- Organize and lead district meetings that provide frameworks for principals and building leadership teams to implement and monitor school improvement and professional development plans
- Facilitate processes and protocols to monitor the implementation and effectiveness of collaborative teams (PLCs) in schools across the district



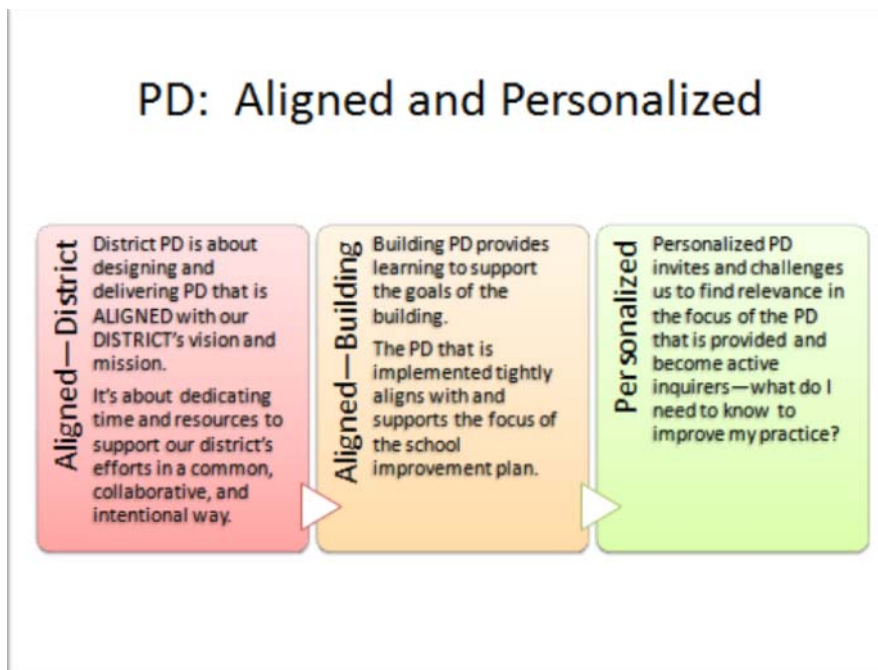
The slide is titled "Application: Essential Questions for CTs" with a subtitle "(Initially Shared 9/22/2011)". It contains four essential questions arranged in a 2x2 grid, each in a colored box:

- Red box (top-left):** How will we *document the doing* of our collaborative team work at our site?
- Green box (top-right):** What do we need to *show as evidence* of our work—to monitor and inform our work?
- Purple box (bottom-left):** Why do we, as teams and individuals, need to *show our work and our thinking*?
- Blue box (bottom-right):** In what ways can *we, as individuals, inform our own work* by using the documentation of our team's work?

This slide was introduced to principals during a collaborative team meeting where the learning focused on monitoring and documenting the work of collaborative teams. The essential questions can be implemented at the building level to engage teachers in conversations and the development of protocols to make their teaching and learning more transparent. The development of protocols at sites allows for individual sites to engage all licensed staff in learning about monitoring and documenting professional learning focused on supporting student achievement.

4. Coordinate job-embedded and sustained district-wide professional development

- Plan district-wide professional development aligned with the district's mission and vision
- Lead the development and implementation of professional learning programming for district's newly formed staff development academy to support and improve instructional leadership and teaching



The slide on aligned and personalized professional development was initially shared with principals at a collaborative team meeting to clarify how high-quality and research-based professional development is designed for schools. The slide will be used again with the district leadership team to clarify how and why professional learning plans should be developed at the building level.

5. Support the development of a system of interventions and enrichments

- Facilitate the implementation of collaborative teams (PLCs) to support role of interventionists and enrichment specialists across the district
- Organize and lead district professional development to support response to instruction (classroom-initiated interventions) and response to intervention (more intensive interventions) to improve student achievement

November 29, 2011

Expectations for Reading Interventionists

1. Determine the roles and responsibilities of an interventionist.
 - Articulate the process and procedures for identifying students who need strategic and/or intensive interventions.
 - Determine what data are reviewed to identify students needing strategic interventions.
 - Determine the optimal group size to support students needing strategic interventions.
 - Create a schedule for working with students.
 - Identify the skill set that interventionists need.
 - Determine the professional development needs of an interventionist (what is common to all, what is required at an introductory level, what is offered on an annual basis, what professional learning options interventionists need).
2. Determine the roles and responsibilities of the interventionist in relation to a classroom teacher.
3. Determine the roles and responsibilities of the interventionist in relation to a Title I and MRC teacher.
4. Determine the roles and responsibilities of the interventionist in relation to special education teachers and/or those providing more intensive support.
5. Develop a common understanding of strategic and/or intensive interventions by aligning with a common understanding of literacy block (determine essential components of the literacy block-- across the district).
6. Develop communications protocols to keep classroom teachers and interventionists engaged in ongoing conversations to support their students (use of data to inform/guide instruction) and to help students not lose instruction time.
7. Determine what interventions and materials are needed to support the role of the interventionist, classroom teacher, and specifically the students.
8. Develop an observation and coaching tool (look-for) so that principals can support the work of the

The expectations for district reading interventionists were the framework for the November 29 meeting for the reading interventionists' collaborative team meeting. The essential expectations for the meeting were identified and processed with interventionists so that our efforts across the district could become more consistent when responding to instruction and intervention. Similar expectations will be processed with math interventionists.

6. Facilitate the development of a district-wide equity and integration plan

- Organize and lead district-wide committee to embed an equity focus across all facets of the district's operations
- Develop system for examining processes, practices, and procedures that support equity-focused leadership and decision-making

Clarifying Our Purposes

- Establish equity as a way of being and doing by...
 - creating a vision for integrating equity into the operation of the district,
 - operating district work and collaborative teams through an equity lens, and
 - integrating an equity focus into continuous improvement processes.
- Identify a dashboard of relevant data points to guide the work of district and building leadership teams.
- Identify and provide a continuum of equity-focused staff and professional learning.
- Determine which policies, practices, and procedures that guide district, department, building, classroom, and individual practice need to be examined and/or addressed.
- Develop an infrastructure (processes, procedures, and protocols) to engage all communities in the core district operations.

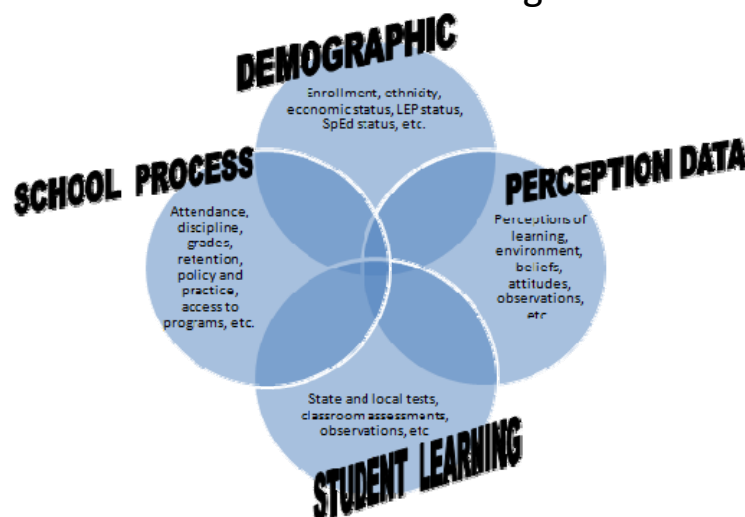
The slide was shared at an initial meeting for a district-wide committee identified to support our work to focus our work on equity in our district. The effort aligns with research from the Effective Schools Movement related to developing and implementing a "learning for all mission."

Perspective on Balanced Assessment

“With assessment, purpose is everything. We assess for two reasons: (1) to gather evidence to inform instructional decisions and (2) to encourage students to try to learn. Both purposes must be well-served for schools to be effective.”

- Rick Stiggins, Assessment Training Institute

1. Coordinate and interpret assessment results for improving student learning and programs, and public accountability
2. Serve as liaison for district surrounding policy and governance of student assessment data
3. Facilitate the development and implementation of assessment processes and protocols
4. Facilitate the development and implementation of student data systems to drive instruction and programming
5. Support collaborative team meetings with data-rich artifacts



Multiple Measures of Data diagram, Victoria Bernhardt

1. Coordinate and interpret assessment results for improving student learning and programs, and public accountability

- Work directly with principals and building leadership teams to support the interpretation and use of assessment results to guide instruction
- Persevere in securing Multiple Measures of Data:
 1. Student Learning
 2. Demographics
 3. School Processes
 4. Perceptions
- Provide data frameworks to link achievement to program and finance needs
- Provide leadership and information to all members surrounding accountability
 1. Assistance with data trend reports
 2. Leading Lagging Indicator reports

UNDERSTANDING STANINES IN TEST STRAND SCORES

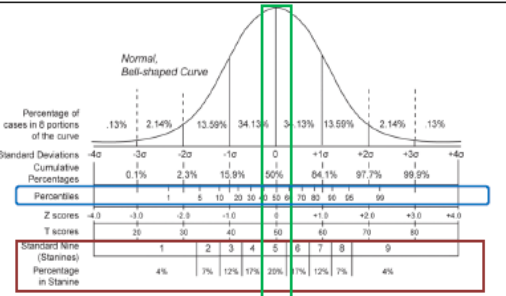
WHAT IS A STANINE?

The term stanine refers to “standard nine”, first introduced during World War II for grouping armed forces personnel. The stanine scale is derived by taking the normal distribution curve and slicing it into nine slices of equal width (each a .5 std. dev.). Because the curve varies in height within the slices, there may be more scores at the highest points. The mean lies at the center of the fifth stanine interval.

Stanines are most often used to:

- Convert any test score into a single number
- Compare two or more test score groups
- Estimate or to compute probabilities
- Speak more clearly with words rather than numbers in presenting statistical data

NOTICE THE AREA OF THE MEAN COMPARED TO THE STANINE GROUPS AND THE PERCENTILES IN THE DIAGRAM BELOW:



| | | | | | | | | | |
|--------------------------|----|----|-----|-----|-----|-----|-----|----|----|
| Standard Nine (Stanines) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Percentage in Stanine | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% |

HOW DOES ONE INTERPRET A STANINE?

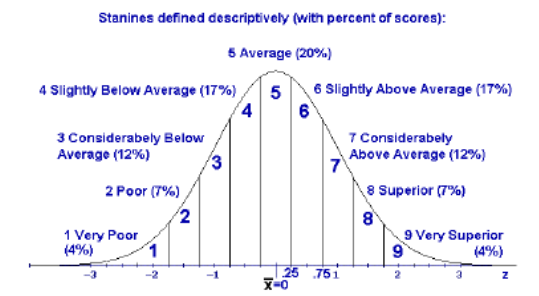
Stanine groupings range from 1 to 9 based on a ‘coarse grouping’ of the scores. A stanine of 1, 2, or 3 indicates below average achievement. A stanine of 4, 5, or 6 indicates average achievement, while 7, 8, or 9 indicates above average achievement.

Things to remember:

- Stanine scores represent a band of scores, not a specific score
- Stanines are not “equal distances”
- The fifth stanine ranges from the 40th percentile to the 60th percentile

When speaking to parents, remember:

- State the range—from 1 to 9, there is no stanine of 0 or 10
- State where most students fall—between the 4th through 6th stanines
- Don’t use the word “average” when explaining stanine scores, you should speak of the student being at the ___th stanine



Stanines defined descriptively (with percent of scores):

- 5 Average (20%)
- 4 Slightly Below Average (17%)
- 6 Slightly Above Average (17%)
- 3 Considerably Below Average (12%)
- 7 Considerably Above Average (12%)
- 2 Poor (7%)
- 8 Superior (7%)
- 1 Very Poor (4%)
- 9 Very Superior (4%)

ISD 191 Assessment and Data

November, 2011

Staff help sheet shared with Vista View staff on 11/16/11

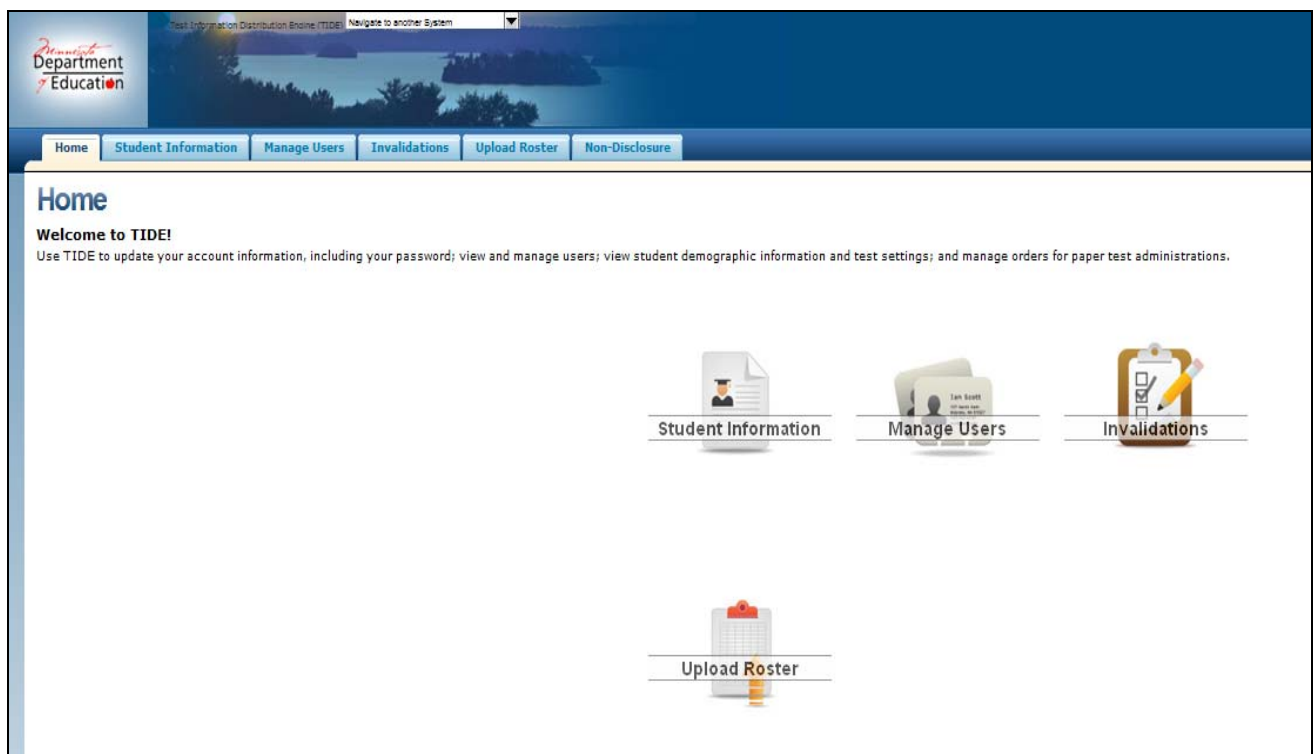
2. Serve as liaison for district surrounding policy and governance of student assessment data

- Serve on MN Common Course Catalog Technical Advisory Committee at MDE to gain insight to operation of software components, help troubleshoot incongruence of software applications, and prioritize needs and wants
- Implement processes and procedures to submit MN Common Course Catalog with collaboration of secondary sites
 1. Submit accurate term and year calendars
 2. Submit all 191 courses
 3. Submit all students and grades earned
- Provide oversight for test eligibility data migration from ISD 191 to MDE
- Serve on Data Advisory Committee at TIES to provide feedback relevant to ISD 191 needs, and relay information to ISD 191



3. Facilitate the development and implementation of assessment processes and protocols

- Establish processes and protocols to guide district transition to new MCA-III Math test and new test vendor for grades 3-8
 1. Develop test calendar
 2. Work with principals, technology personnel and school test coordinators to develop action plan
 3. Develop training and documentation guides
 4. Provide oversight for test training and certification
 5. Maintain communication between 191 and MDE
- Collaborate with the Curriculum Director and Coordinator to develop processes and protocols for administration of the W-APT and ACCESS assessments to LEP students
- Refine processes for systemic data analysis of assessment results
 1. Identify areas of strengths and opportunities
 2. Maximize understanding and use of data analysis software among district leaders and staff alike
 3. Provide ongoing training and support



Screenshot of new assessment vendor online system, Test Information Delivery System

4. Facilitate the development and implementation of student data systems to drive instruction and programming

- Manage and migrate assessment data into central student data repository
- Assist groups with ways to enter and access program-specific data
 1. Kindergarten Inventory in iCue
 2. Phy-Ed PACER test in iCue
 3. Special education notification system
- Identify and implement instructional dashboard for the purpose of principals monitoring school improvement processes
- Refine codes and processes for student data entry to ensure accurate, timely information

Sample "PBIS Top 5 Report" available to all users in Cognos



Sample principal dashboard showing test data, discipline, attendance, RSS feed, available reports

5. Support collaborative team meetings with data-rich artifacts

- Provide support to principals and building leadership teams in the area of data and assessment for School Improvement Plans
 1. Assist with identifying areas where achievement gaps exist
 2. Targeting student-level data that will aid in personalizing instruction
 3. Collaborate with building leaders to design reports and approach to information gathering that aligns with School and District Improvement Plans

- Collaborate with Curriculum Director and Coordinator to assess needs of content area teachers in the areas of iCue functionality and One Click Reports
 1. Design documentation
 2. Provide training and mechanisms for support
 3. Ongoing communication loop

- Collaborate with Instruction Director and Professional Development Coordinator to assess needs of building leadership teams in the areas of available data and approaches for analysis
 1. Design documentation
 2. Provide training and mechanisms for support
 3. Ongoing communication loop

- Provide help documents and accurate assessment information on StaffNet, Google docs and shared folders

| ISD191 Test Info | | | | | |
|--|------------------|--|---|--|---|
| Grade Level | Common Test Name | Formal Test Name | Test Subject | Purpose | When |
| Grade K - 8 | AIMSweb | Early Literacy Gr K-1/Oral Reading Fluency Benchmark Gr 2-6 (AIMSweb) | Oral reading fluency | Provides student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction. | Fall, Winter, Spring |
| Students who entered grade 8 in 2004-05 or earlier | BST | Basic Skills Test (BST) Required by State of Minnesota | Mathematics, Reading and Writing | Students who entered grade 8 in 2004-05 or earlier must pass the Basic Skills Tests to receive a diploma | Retests offered in the Fall and Spring |
| Grades 3 and 5 | CogAt | Cognitive Abilities Test (CogAT) by Riverside Publishing | Students' reasoning abilities in verbal, quantitative, and nonverbal reasoning abilities. | Provides insights into the way different students learn, and links assessment results to classroom instruction | Fall |
| Grades 9 - 12 | GRAD | Graduation-Required Assessment for Diploma (GRAD) Required by State of Minnesota | Reading, Mathematics and Writing | Graduation-Required Assessments for diploma in order to graduate from a MN public high school. These tests will measure proficiency on the Minnesota Academic Standards and other essential skills. GRAD WRITING = grade 9, GRAD READING = grade 10, GRAD MATH = grade 11. | Spring However, retakes are given multiple times during the year |
| Grades 1-9 | MAP | Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA) | Reading and Math | Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in the basic skills. They let teachers know where students' strengths are and if help is needed in specific areas. | Fall and Spring |

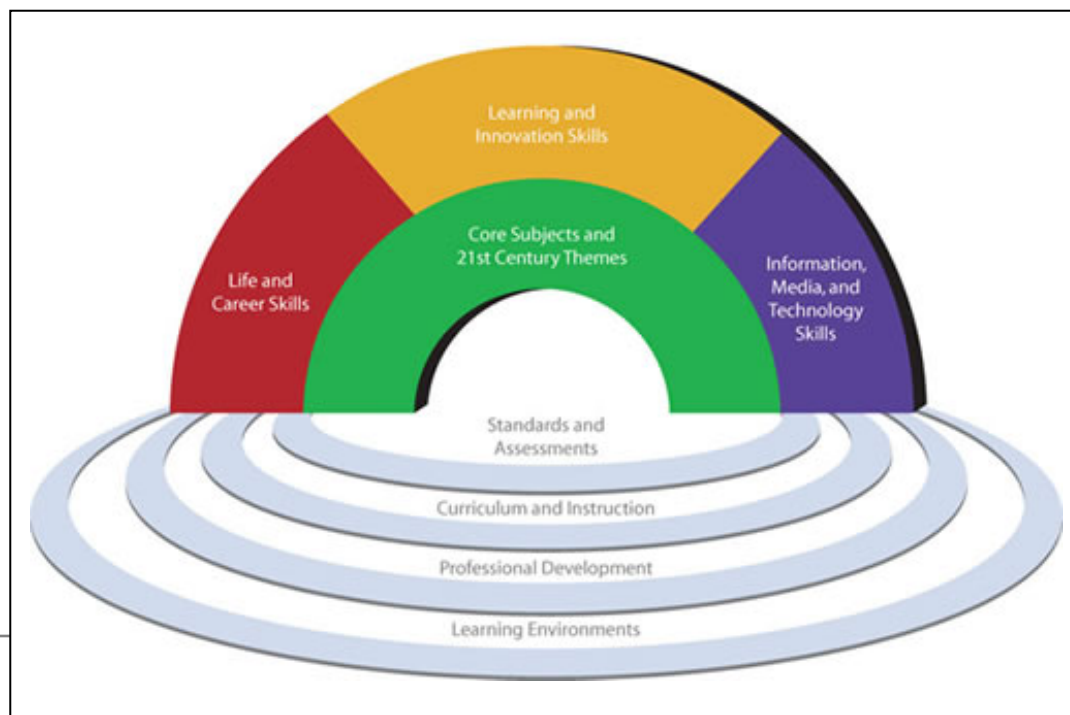
Aligning to a Collaborative Culture

“Great things are not done by impulse, but by a series of things brought together.”

- Vincent Van Gogh

Burnsville-Eagan-Savage ISD 191 is committed to providing its students with “relevant, challenging learning experiences that enables each individual to be a responsible, contributing member of a dynamic world community.” Technology is an essential part of this commitment. Through the ongoing use of technology in supporting content learning, students are empowered to attain essential technology capabilities so imperative for their future. Teachers are the key individuals to facilitate student development of technology knowledge and skills.

That said our vision is to outfit schools and classrooms with technology resources and skilled instructors that can effectively teach subject content while innovatively incorporating technology concepts and skills. The 2011-12 initiatives outlined in this document intend to make technology grow to be a supported and familiar classroom resource for teaching and learning, thus advancing traditional teaching strategies into strategies proven by research to promote learning that is more effective and engaging. Moreover, growing technology knowledge and use among all staff is an ongoing and essential objective.



Classroom Collaboration

1. Google Apps Implementation-
 - ✓ Active Directory integration to streamline staff and student account creation and ongoing maintenance. Integration application watches for changes nightly and creates, modifies, or deletes accounts based upon changes made in the Active Directory database.
2. Moodle Course Room
 - ✓ Application that sets a foundation for online and hybrid course work (blend of traditional and online components).

Policy and Governance

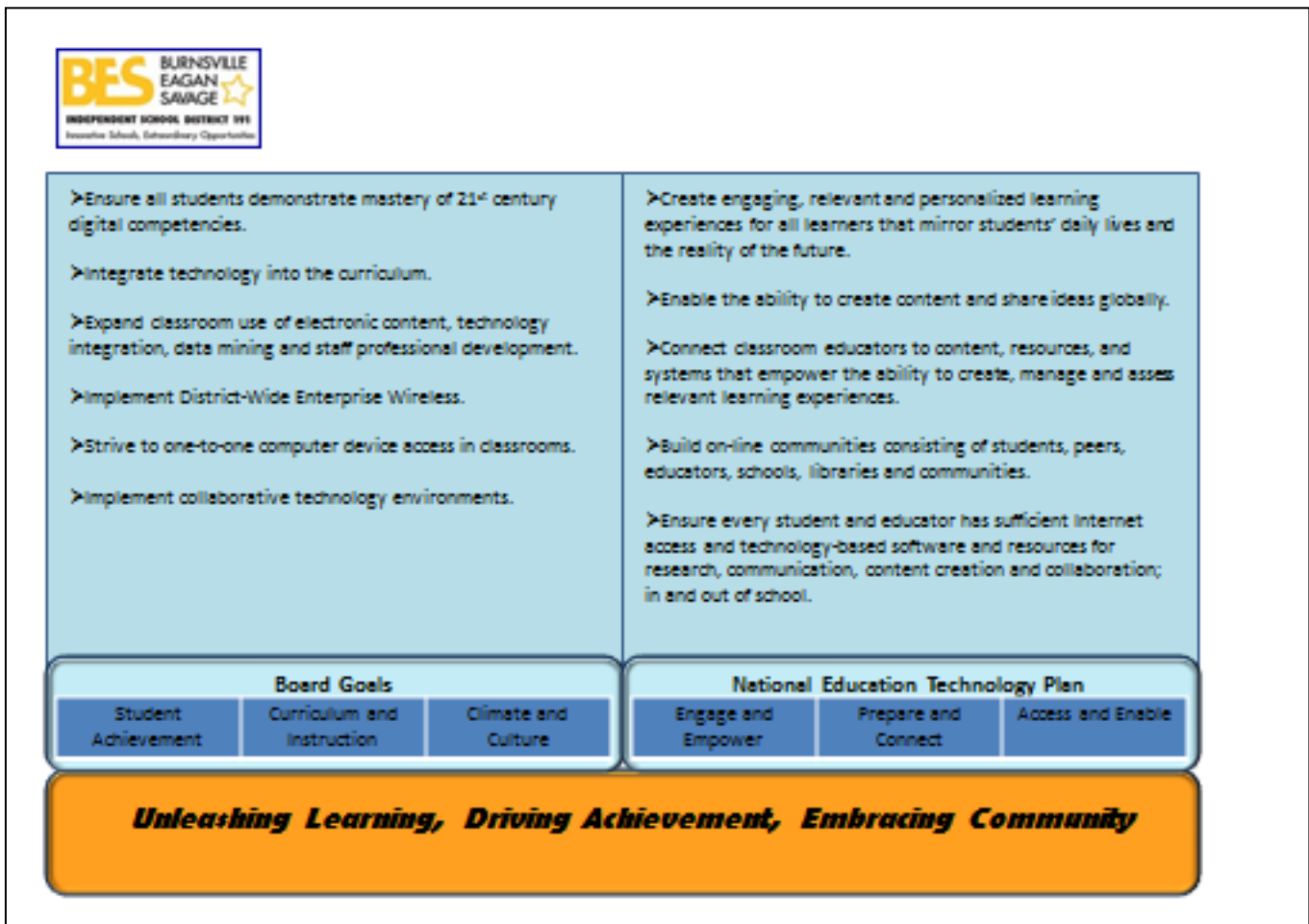
1. Technology Advisory Committee & Feed Back Loops
 - ✓ Thoughtful and equitable technology integration – Systems for decision-making & communication
 - ✓ Ensure all students demonstrate mastery of 21st century digital competencies
 - ✓ Align district-wide IT resources and policies to realize the vision
 - ✓ Establish a selection & evaluation process for all infrastructure and software acquisitions
 - ✓ Implement a district technology infrastructure to enable the vision (hardware, networks, etc...)
 - ✓ Expand the digital knowledge and capabilities of all ISD 191 employees to realize the vision

Infrastructure

1. Data Center Move- December 2011
 - ✓ Transition of Data Center equipment from existing location at Administrative Service Center to the High School head-end. New

location affords a power generator (activates during power failure), expandable space for future equipment needs, improved cooling, and fire suppression.

2. Enterprise Wireless- January –July 2012
 - ✓ Robust wireless access system that allows for authenticated and guest access. Phase 1 commences in January 2012 for seven schools. Remaining 7 schools installed in July 2012.
3. Virtual Private Network (VPN)- January 2012
 - ✓ Internal and remote access systems that uses encryption and other security mechanisms to ensure that only authorized users can access the network and that the data cannot be intercepted. The system will allow dissimilar devices like tablets to access network resources. Personal devices are allowed to access network resources in a secure authenticated manner
4. Internet Capacity- December 2011
 - ✓ Implement head-end equipment to support additional internet capacity requirements of enterprise wireless and VPN technologies



Teaching and Learning Team

Report to the School Board
December 1, 2011

1

This slide features a white background with a rounded top. A prominent orange horizontal band spans the width of the slide, containing the title 'Teaching and Learning Team' in white, bold, sans-serif font. Below this band, the text 'Report to the School Board' and 'December 1, 2011' is centered in a smaller, black, sans-serif font. In the bottom-left corner, there is a small orange circle containing the number '1'.

Guiding Our Work: 4 Questions

- Q 1 • What do we want our students to know, understand, and do?
- Q 2 • How will we know they are learning?
- Q 3 • How will we respond when they don't learn?
- Q 4 • How will we respond when they do learn?

2

This slide has a white background with rounded corners. The title 'Guiding Our Work: 4 Questions' is positioned at the top in a large, dark grey, sans-serif font. Below the title, four questions are listed vertically. Each question is preceded by a dark brown downward-pointing arrowhead containing the question number (Q 1, Q 2, Q 3, Q 4) in white. The questions are: 'What do we want our students to know, understand, and do?', 'How will we know they are learning?', 'How will we respond when they don't learn?', and 'How will we respond when they do learn?'. Each question and its corresponding arrowhead are contained within a light brown rounded rectangular box. In the bottom-left corner, there is a small orange circle containing the number '2'.

Perspective on Curriculum

“A rigorous curriculum is an inclusive set of intentionally aligned components—clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies—organized into sequenced units of study that serve as both the detailed road map and the high-quality delivery system of ensuring that all students achieve the desired end: the attainment of their designated grade- or course-specific standards within a particular content area.”

Larry Ainsworth, Designing Rigorous Curriculum

3

Curriculum

- 1. Facilitate the development of standards-based curriculum guides**
- 2. Develop a system of managing and implementing curricula**
3. Facilitate job-embedded teacher professional development in each course and/or content area
- 4. Evaluate the English as a Second Language Program**
5. Support the creation and implementation a PreK-12 Literacy Plan
6. Monitor implementation of the Curriculum Management System

4

Writing Curriculum for All Subjects

1. Facilitate the development of standards-based curriculum guides

- Facilitate curriculum writing meetings for mathematics, science, English language arts, and English as a Second Language
- Provide opportunities for over 440 teachers in grades K-12 to collaborate on what students need to know and be able to do
- Work directly with teachers to establish clear, valid and measurable standards that facilitate high achievement for all learners
- Collaborate with teachers and principals to implement the written curricula

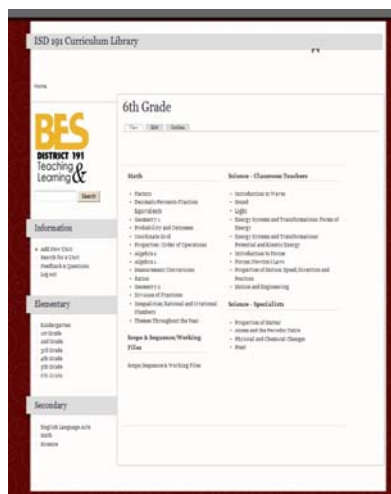


5

Creating a Curriculum Library

2. Develop a system of managing and implementing curricula

- Create a database system for managing curricula that is responsive to the teaching and learning needs of Burnsville teachers and students
- Provide a system for comprehensive, coherent, and aligned curricula district-wide
- Ensure accessibility to the curriculum 24/7 from any computer, anywhere in the world



6

Reviewing English as a Second Language Programs

4. Evaluate the English as a Second Language (ESL) Program

- Research English as a Second Language Programs and use current data to create a consistent model of service to all English Language Learners
- Prepare for a Minnesota Department of Education site visit to evaluate the district's current ESL program
- Work directly with teachers to integrate and implement the newly adopted WIDA standards into all programs
- Collaborate with the Assessment Director and Coordinator to implement the W-APT and ACCESS assessments



7

Perspective on Professional Development

“What teachers know and do influences students’ academic success. The need for ongoing professional learning that deepens teachers’ understanding of their content area and expands their instructional repertoire is essential to improving student learning. When the content of staff development focuses specifically on what data about student performance indicate are the areas of greatest need for students, the return on the investment in professional learning is likely to be higher.”

-Dennis Sparks, National Staff Development Council

8

Instruction and Professional Development

1. Facilitate principals' collaborative team meetings
2. **Support the development and implementation of school improvement and professional development plans**
3. Support the implementation of district leadership teams
4. **Coordinate job-embedded and sustained district-wide professional development**
5. **Support the development of a system of interventions and enrichments**
6. Facilitate the development of a district-wide equity and integration plan

9

Supporting School Improvement Plans

2. **Support the development and implementation of school improvement and professional development plans**
 - Facilitate district meetings aligned with the expectations for school improvement and professional development plans
 - Work directly with principals and building leadership teams to support the implementation of school improvement and professional development plans

The School Improvement Plan Framework

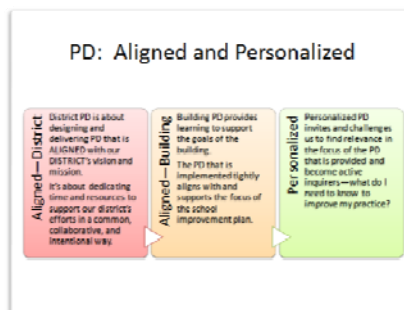


10

Coordinating Professional Development

4. Coordinate job-embedded and sustained district-wide professional development

- Plan district-wide professional development aligned with the district's mission and vision
- Lead the development and implementation of professional learning programming for district's newly formed staff development academy to support and improve instructional leadership and teaching



Developing a System of Interventions

5. Support the development of a system of interventions and enrichments

- Facilitate the implementation of collaborative teams (PLCs) to support role of interventionists and enrichment specialists across the district
- Organize and lead district professional development to support response to instruction (classroom-initiated interventions) and response to intervention (more intensive interventions) to improve student achievement

November 29, 2011
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2. Determine the roles and responsibilities of the interventionist in relation to a classroom teacher.
3. Determine the roles and responsibilities of the interventionist in relation to a Title I and MRF teacher.
4. Determine the roles and responsibilities of the interventionist in relation to special education teachers and/or those providing more intensive support.
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13

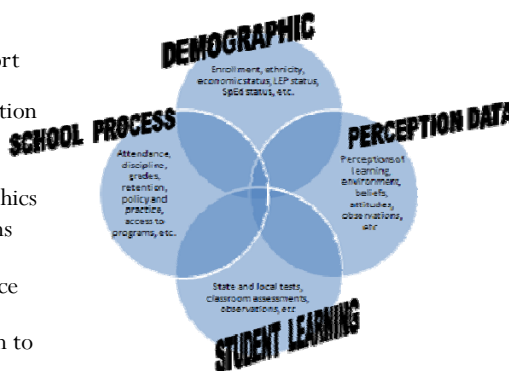
Assessment and Data

- 1. Coordinate and interpret assessment results for improving student learning and programs and public accountability**
2. Serve as liaison for district surrounding policy and governance of student assessment data
- 3. Facilitate the development and implementation of assessment processes and protocols**
- 4. Facilitate the development and implementation of student data systems to drive instruction and programming**
5. Support collaborative team meetings with data-rich artifacts

14

Coordinating and Interpreting Results

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 - Work directly with principals and building leadership teams to support the interpretation and use of assessment results to guide instruction
 - Persevere in securing Multiple Measures of Data:
 - Student Learning
 - Demographics
 - School Processes
 - Perceptions
 - Provide data frameworks to link achievement to program and finance needs
 - Provide leadership and information to all members surrounding accountability



15

Developing Assessment Processes & Protocols

3. **Facilitate the development and implementation of assessment processes and protocols**
 - Establish processes and protocols to guide district transition to new MCA-III Math test and new test vendor for grades 3-8
 - Collaborate with the Curriculum Director and Coordinator to develop processes and protocols for administration of the W-APT and ACCESS assessments to LEP students
 - Refine processes for systemic data analysis of assessment results



16

Developing Student Data Systems

4. Facilitate the development and implementation of student data systems to drive instruction and programming

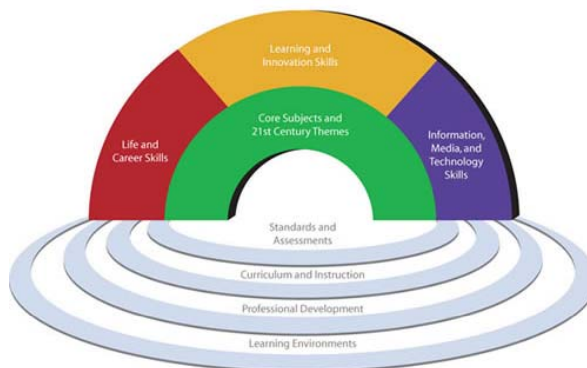
- Manage and migrate assessment data into central student data repository
- Assist groups with ways to enter and access program-specific data
 - Kindergarten Inventory
 - SpEd Notification
 - Phy-Ed PACER test
- Identify and implement instructional dashboard for the purpose of principals monitoring school improvement processes
- Refine codes and processes for student data entry to ensure accurate, timely information



17

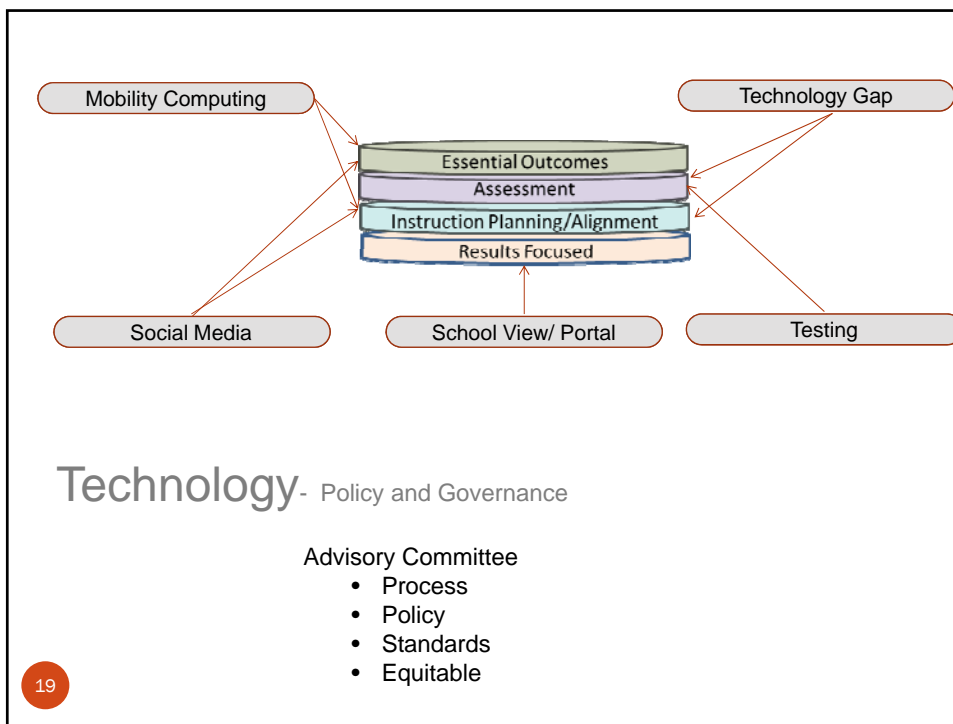
Technology

Technology is a supportive mechanism within curricular, instructional and assessment work – with focus on pedagogical goals and student learning. Thoughtful and equitable integration is essential for effective technology-enhanced teaching and learning.



Resource : P21 ORG

18



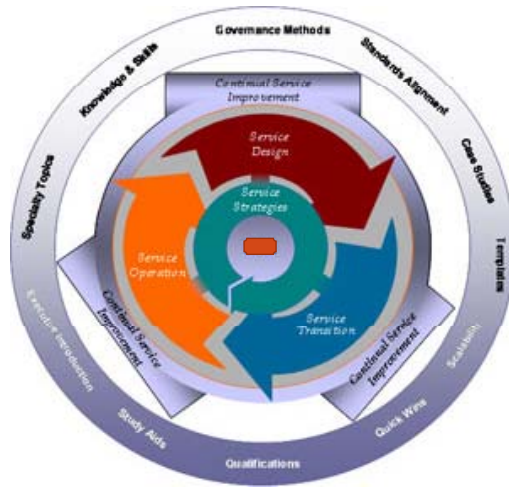
Technology – 21st Century Learning

innovative
.....in the classroom an beyond

- Collaboration Tool
 - Web 2.0
 - Google Apps
 - Drupal Gardens -online curriculum library
 - Moodle
 - Online Course – Full & Hybrid

20

Technology - Infrastructure to support our mission



- Data Center Relocation
- Enterprise Wireless & Internet Capacity
- Internal & Remote Secure Access (VPN)

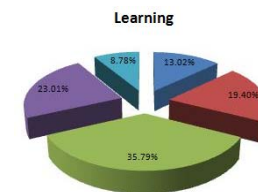
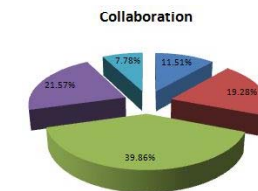
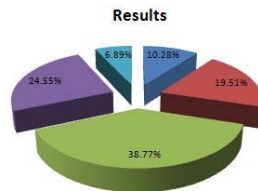
21

The “3 Big Ideas”

“If alignment is the compass by which school leaders guide the school district’s journey to becoming a professional learning community, then the destination is best represented by the three big ideas of a PLC: Ensuring that all students learn, building a collaborative culture, and establishing a focus on results”
 Clay, Soldwedel, Many (2011).



22



“What Are We Waiting For?”

“Imagine if everyone in a school thought that what happened in every classroom, to every teacher and every student, was of tremendous significance and that quality learning was the most valued commodity. What would that mean for how time is used? What would it enable in teams of teachers’ interactions with others? What would principals, teachers, and community members believe in and expect? What would students be able to accomplish?”

-Martin-Kneip, *Communities That Lead, Learn, and Last*



TO: Members, Board of Education Agenda V.B
 Randy Clegg, Superintendent December 1, 2011

FROM: Chris Lindholm, Assistant Superintendent

DATE: Nov. 28, 2011

RE: ISD 191 AYP Improvement Plan

RECOMMENDATION: That the Board of Education approves the 2011-12 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 not making “adequate yearly progress” in 2010-11 in math and/or reading. The sub-populations not making AYP include:

Reading:

All Students
 Hispanic
 Special Education
 American Indian

Math:

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 Neil, MW Savage, Sioux Trail, Vista View, Sky Oaks, and Hidden Valley.

A draft district improvement plan is included in board member packets. The plan must be approved by the school board and submitted to MDE by Dec. 16th.

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| Minnesota Department of Education | School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266 | DISTRICT LEVEL IMPROVEMENT PLAN | 2011-2012 57 |
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I. General Information and Instructions:

This plan will be due 90 days from the official release of the AYP data. As soon as that date is set, it will be identified here. The plan will be submitted through your workspace and downloaded by the contact AYP Coordinator, no later than the date set above.

**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)

| | |
|---------------------------------|-------------------------------|
| <i>Improvement Team Members</i> | <i>Improvement Team Roles</i> |
|---------------------------------|-------------------------------|

| | |
|-----------------------|---|
| 1. Chris Lindholm | Assistant Superintendent |
| 2. Dr. David Bernard | Director of Instruction |
| 3. Dr. Kathy Funston | Director of Curriculum |
| 4. Delonna Darsow | Director of Assessment |
| 5. Rachel Gorton | Parent |
| 6. Brad Robb | Coordinator of Professional Development, Title II |
| 7. Maggie Thompson | Coordinator of Assessment, Title I |
| 8. Doug Steele | Federal Programs |
| 9. Stephanie Corbey | Executive Director of Individual Student Services |
| 10. Janice Porter | Alternative High School Principal |
| 11. Tom Umhoffer | Director of Community Education |
| 12. Nancy Birch | Coordinator of Targeted Services |
| 13. Dave Helke | High School Principal |
| 14. Renee Brandner | Junior High Principal |
| 15. Don Leake | Junior High Principal |
| 16. Kelly Ronn | Junior High Principal |
| 17. Taber Akin | Elementary Principal |
| 18. Kristine Black | Elementary Principal |
| 19. Lyle Bomsta | Elementary Principal |
| 20. Jon Bonneville | Elementary Principal |
| 21. Kay Fecke | Elementary Principal |
| 22. Elaine Mehdizadeh | Elementary Principal |

| | |
|---|--------------------------------|
| 23. Rob Nelson | Elementary Principal |
| 24. Dr. Susan Risius | Elementary Principal |
| 25. Dr. Elizabeth Vaught | Elementary Principal |
| 26. Jeremy Willey | Elementary Principal |
| 27. 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) | |
| | |
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| | |
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| | |

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 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 checked="" type="checkbox"/> Corrective Action 3.2 |
|---|--|

Is it the intention of the district to use this plan to fulfill the requirements as both a Title I District Improvement Plan (DIP) and a Title III Annual Measurable Achievement Objective (AMAO) Plan?

- 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.

| | |
|--|------------------------|
| _____ <i>(Signature of Superintendent/Director)</i> | _____ <i>(Date)</i> |
|--|------------------------|

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(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 2011-12. 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) _____

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 implementation of more tightly aligned and monitored school improvement plans will help the district focus on the needs of the student groups that did not meet adequate yearly progress and to deliver education to its students through a "learning for all mission." The implementation will be supported through the development of professional learning communities for principals (meeting twice monthly) and for teachers in all buildings. The addition of building leadership teams and a district leadership team will also facilitate a more tightly aligned focus to support the district's mission and vision.

The district improvement plan details the actions that our staff will be taking to address our need to improve student achievement. The 2011-2012 school year will focus on the implementation of PLCs, the facilitation of standards-based curriculum development and district-wide professional development that is aligned and supports the curriculum development process. Principals and teachers from all buildings will participate in a district leadership team to align our district's efforts, and principals and teachers from across the district will participate in professional development to support the development of a system of interventions and enrichments, deepen staff members' assessment literacy, and engage parents in our school and district community.

A district study and strategic planning initiative focused on equity will also occur during the 2011-2012 school year to ensure that all schools, departments, and programs that are part of the district critically and systematically examine all practices, policies, procedures, and processes to ensure equity for all students and their families; this is especially critical for the student groups that did not meet adequate yearly progress and for the growing racial and cultural diversity of the district.

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*)

Annual Yearly Progress Self-Assessment

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I. ASSESSMENT and USE OF RESULTS | | | | | |
| A. How district and staff analyze and use the results of MCA-IIs 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 standards? | | X | | | |
| D. How does the district and staff select and use comparative information especially data from other districts? | X | | | | |
| E. How are the results of data analysis are 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 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 | | | | |
| II. 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 | | | | |

III. INSTRUCTION (Math)

| | | | | | |
|---|---|---|--|--|--|
| D. 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 | | | |
| E. How does district staff differentiate instructional strategies in math to accommodate learning levels, learning styles, and family cultures? | X | | | | |
| F. How does district staff accelerate progress in math for students who are below grade level? | X | | | | |
| F. How does district staff use relationships to help students become actively engaged in their learning in math? | X | | | | |
| G. How does all staff collaborate to improve student learning in math? | | X | | | |

IV. CULTURE for LEARNING—groups overlapped on this item

| | | | | | |
|--|---|---|--|--|--|
| 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 the 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 informing partnerships that enhance the education of the district's 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 | | | |
|---|--|---|--|--|--|

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| 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 | | | | | |
| 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 | | | |
| 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 | | | |

- 1= Never
- 2=Rarely
- 3=Sometimes
- 4=Often
- 5=All the time

Through the implementation of Professional Learning Communities (PLCs), the district is focused on the four questions for implementing PLCs with fidelity: What do all students need know, understand and do; How will their learning be assessed; How will we respond when students are not learning; and How will we respond when students have already learned? These four questions draw our attention to a guaranteed, viable curriculum, results-oriented assessments; and systems of intervention and enrichment. Our efforts regarding curriculum development, assessment, professional development will guide our district's approach to meeting the needs of its students. Professional development aligned with the needs of the mission and vision of the district will guide the identification and programming professional learning that will be offered through a district staff development academy, a series of professional development offerings that are most critical to improving teaching and learning across the district.

At the beginning of the 2011-2012 school year, licensed staff members in all buildings completed an additional self-assessment on the three focus areas that support the implementation of PLCs: Results, Learning and Collaboration (Clay, Soldwedel, & Many, 2011). The summary of the areas are included in the charts and graphs that follow. This baseline data source serves as a critical guide for our district improvement plan and for sites to impact their school improvement plans to improve student achievement. In general, the summary suggests that members of the district see that that the focus of results, learning, and collaboration has started to varying degrees; however, sites will be embedding the focus areas as part of their school improvement plans, as is the district to ensure that the concepts of learning, results, and collaboration shift from concepts to practices that guide and inform our work on behalf of the students we serve each day. The results of the survey convey the importance of focusing our work as a district on core instruction, climate and culture, and system of interventions. The three areas are also part of the school improvement plans being developed at each of our schools.

1. We establish a safe, data-enriched district, school, and team/department culture where we can share and compare results data as a way to demonstrate accountability and learn from one another.

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 21 | 3% |
| Talking, but no action yet | 95 | 15% |
| Have begun to address this issue | 318 | 52% |
| Have moved beyond implementation | 156 | 25% |
| Process deeply embedded in our culture | 24 | 4% |
| Total | 614 | 100% |

2. We commit to aligning our work to the long-range goals and indicators/measures by which the district and school define our success

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 30 | 5% |
| Talking, but no action yet | 131 | 20% |
| Have begun to address this issue | 268 | 42% |
| Have moved beyond implementation | 165 | 26% |
| Process deeply embedded in our culture | 47 | 7% |
| Total | 641 | 100% |

3. We set district, school, and team/department goals that are specific, measurable, attainable, results-oriented, and timely. They address our gaps in relationship to the long-range district and school indicators/measures.

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 65 | 11% |
| Talking, but no action yet | 111 | 18% |
| Have begun to address this issue | 242 | 39% |
| Have moved beyond implementation | 158 | 26% |
| Process deeply embedded in our culture | 38 | 6% |
| Total | 614 | 100% |

4. We set indicators, measures, and challenging yet attainable targets for our goals to be clear about what is most important to track and monitor for improvement.

| | District totals | District % |
|-------------------------------------|-----------------|------------|
| Haven't begun to address this issue | 58 | 9% |
| Talking, but no action yet | 129 | 21% |
| Have begun to address this issue | 240 | 39% |
| Have moved beyond implementation | 169 | 27% |

| | | |
|--|------------|-------------|
| Process deeply embedded in our culture | 24 | 4% |
| Total | 620 | 100% |

5. We emphasize and promote outcomes over inputs and results over activities.

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 75 | 12% |
| Talking, but no action yet | 154 | 25% |
| Have begun to address this issue | 236 | 38% |
| Have moved beyond implementation | 134 | 22% |
| Process deeply embedded in our culture | 18 | 3% |
| Total | 617 | 100% |

6. We design and use a data management system that is valid and reliable, easily accessible, and provides timely and user-friendly feedback.

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 68 | 11% |
| Talking, but no action yet | 114 | 19% |
| Have begun to address this issue | 236 | 38% |
| Have moved beyond implementation | 158 | 26% |
| Process deeply embedded in our culture | 40 | 6% |
| Total | 616 | 100% |

7. We collect and analyze data and information to be certain we are addressing the needs and requirements of our stakeholders.

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 23 | 4% |
| Talking, but no action yet | 84 | 14% |
| Have begun to address this issue | 238 | 39% |
| Have moved beyond implementation | 190 | 31% |
| Process deeply embedded in our culture | 78 | 13% |
| Total | 613 | 100% |

8. We analyze data to: (a) identify students who need additional time and support for learning, (b) discover strengths and weaknesses in our individual teaching, (c) help measure our team's progress toward its goals, and (d) define our action plans.

| | District totals | District % |
|-------------------------------------|-----------------|------------|
| Haven't begun to address this issue | 26 | 4% |
| Talking, but no action yet | 74 | 12% |
| Have begun to address this issue | 237 | 39% |

| | | |
|--|------------|-------------|
| Have moved beyond implementation | 188 | 31% |
| Process deeply embedded in our culture | 88 | 14% |
| Total | 613 | 100% |

9. We ensure that students take responsibility for their own learning by collecting data to monitor and track their performance compared to high expectations and performance results of others.

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 106 | 17% |
| Talking, but no action yet | 144 | 24% |
| Have begun to address this issue | 212 | 35% |
| Have moved beyond implementation | 109 | 18% |
| Process deeply embedded in our culture | 35 | 6% |
| Total | 606 | 100% |

10. We share responsibility to act on data and develop plans to change present practices when our results are not where we want them to be.

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 76 | 12% |
| Talking, but no action yet | 126 | 20% |
| Have begun to address this issue | 239 | 39% |
| Have moved beyond implementation | 126 | 20% |
| Process deeply embedded in our culture | 48 | 8% |
| Total | 615 | 100% |

11. We develop and test improvement theories/strategies based on our analysis and current results to be certain they are adding value and improving results.

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 99 | 16% |
| Talking, but no action yet | 156 | 25% |
| Have begun to address this issue | 228 | 36% |
| Have moved beyond implementation | 125 | 20% |
| Process deeply embedded in our culture | 19 | 3% |
| Total | 627 | 100% |

12. We share evidence to show our results are improving compared to the past.

| | District totals | District % |
|-------------------------------------|-----------------|------------|
| Haven't begun to address this issue | 65 | 11% |
| Talking, but no action yet | 110 | 18% |

| | | |
|--|------------|-------------|
| Have begun to address this issue | 200 | 33% |
| Have moved beyond implementation | 176 | 29% |
| Process deeply embedded in our culture | 61 | 10% |
| Total | 612 | 100% |

13. When results have not improved, we develop and test new theories and strategies while eliminating those that did not change results.

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 113 | 18% |
| Talking, but no action yet | 137 | 22% |
| Have begun to address this issue | 216 | 35% |
| Have moved beyond implementation | 115 | 19% |
| Process deeply embedded in our culture | 33 | 5% |
| Total | 614 | 100% |

14. We work with colleagues on our team to build shared knowledge regarding state standards, the district curriculum guide, and their trends regarding student achievement and expectations for the next course or grade. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 43 | 7% |
| Talking but no action yet | 120 | 20% |
| Have begun to address this issue | 229 | 38% |
| Have moved beyond implementation | 158 | 26% |
| Process deeply embedded in our culture | 58 | 10% |
| Total | 608 | 100% |

15. We use those targets to design our unit and lesson plans and to communicate priority expectations to students and their families. We report progress related to those essential learning targets formatively and summatively. We focus time at conferences to identify essential targets where mastery has been achieved and essential targets where continuous learning is necessary. We assist students in taking responsibility to track their mastery of those essential learning targets

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 66 | 11% |
| Talking but no action yet | 122 | 20% |
| Have begun to address this issue | 217 | 35% |
| Have moved beyond implementation | 157 | 26% |
| Process deeply embedded in our culture | 52 | 8% |
| Total | 614 | 100% |

16. We have a balance between common formative assessment data to guide instruction and learning and common summative assessment data to reflect on the success of our teaching

| | District totals | District % |
|-------------------------------------|-----------------|------------|
| Haven't begun to address this issue | 83 | 14% |

| | | |
|--|------------|-------------|
| Talking but no action yet | 113 | 19% |
| Have begun to address this issue | 234 | 38% |
| Have moved beyond implementation | 140 | 23% |
| Process deeply embedded in our culture | 38 | 6% |
| Total | 608 | 100% |

17. We monitor the learning of each student on all essential learning targets, on a timely basis, through a series of frequent, team-developed formative assessments that are aligned to learning standards and measurable benchmarks. Our assessment system includes common unit preassessment, midpoint feedback, end-of-unit assessment, trimesterly or end-of-grading-period assessment, and end-of-year assessment. We share ideas for providing daily/weekly feedback

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 105 | 17% |
| Talking but no action yet | 144 | 24% |
| Have begun to address this issue | 216 | 36% |
| Have moved beyond implementation | 104 | 17% |
| Process deeply embedded in our culture | 39 | 6% |
| Total | 608 | 100% |

18. We use the data from formative assessments to guide instructional differentiation decisions, pacing decisions, and intervention decisions.

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 46 | 7% |
| Talking but no action yet | 82 | 13% |
| Have begun to address this issue | 226 | 37% |
| Have moved beyond implementation | 173 | 28% |
| Process deeply embedded in our culture | 87 | 14% |
| Total | 614 | 100% |

19. We provide a system of interventions that guarantees each student will receive additional time and support for learning if he or she experiences initial difficulty

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 69 | 11% |
| Talking but no action yet | 121 | 20% |
| Have begun to address this issue | 202 | 33% |
| Have moved beyond implementation | 140 | 23% |
| Process deeply embedded in our culture | 78 | 13% |
| Total | 610 | 100% |

20. We require rather than invite students to devote the extra time and receive the additional support until they are successful.

| | District totals | District % |
|--|-----------------|------------|
|--|-----------------|------------|

| | | |
|--|------------|-------------|
| Haven't begun to address this issue | 135 | 22% |
| Talking but no action yet | 117 | 19% |
| Have begun to address this issue | 188 | 31% |
| Have moved beyond implementation | 115 | 19% |
| Process deeply embedded in our culture | 49 | 8% |
| Total | 604 | 100% |

21. We have developed strategies to extend and enrich the learning of students who have mastered essential learning targets.

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 88 | 14% |
| Talking but no action yet | 127 | 21% |
| Have begun to address this issue | 233 | 38% |
| Have moved beyond implementation | 135 | 22% |
| Process deeply embedded in our culture | 27 | 4% |
| Total | 610 | 100% |

22. We have developed and deployed mission, vision, values (collective commitments), and goals to set clear direction for our district, our school, and our team/department

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 57 | 9% |
| Talking but no action yet | 128 | 21% |
| Have begun to address this issue | 240 | 39% |
| Have moved beyond implementation | 161 | 26% |
| Process deeply embedded in our culture | 31 | 5% |
| Total | 617 | 100% |

23. We recognize that specific behaviors and actions embody the vision, mission, values, and goals in our daily work. We identify the collective commitments we make to one another to ensure attainment of our mission, vision, values, and goals

| | District totals | District % |
|--|-----------------|-------------|
| Haven't begun to address this issue | 68 | 11% |
| Talking but no action yet | 127 | 20% |
| Have begun to address this issue | 256 | 41% |
| Have moved beyond implementation | 135 | 22% |
| Process deeply embedded in our culture | 37 | 6% |
| Total | 623 | 100% |

24. We promote, through those specific behaviors and actions, a culture/teaching environment of personal growth and high performance. We foster shared accountability for continuous improvement.

| | District totals | District % |
|--|------------------------|-------------------|
| Haven't begun to address this issue | 46 | 7% |
| Talking but no action yet | 104 | 17% |
| Have begun to address this issue | 209 | 34% |
| Have moved beyond implementation | 198 | 32% |
| Process deeply embedded in our culture | 60 | 10% |
| Total | 617 | 100% |

25. We are organized into high-performing, collaborative teams in which members work together interdependently to achieve common goals. We have developed and adhere to team norms and protocols.

| | District totals | District % |
|--|------------------------|-------------------|
| Haven't begun to address this issue | 38 | 6% |
| Talking but no action yet | 112 | 18% |
| Have begun to address this issue | 265 | 43% |
| Have moved beyond implementation | 134 | 22% |
| Process deeply embedded in our culture | 70 | 11% |
| Total | 619 | 100% |

26. We are provided time during the contractual day and school year to meet as a team. We support both vertical and horizontal team collaboration. We address transition and articulation from elementary to middle to high school and beyond.

| | District totals | District % |
|--|------------------------|-------------------|
| Haven't begun to address this issue | 81 | 13% |
| Talking but no action yet | 132 | 21% |
| Have begun to address this issue | 266 | 43% |
| Have moved beyond implementation | 105 | 17% |
| Process deeply embedded in our culture | 33 | 5% |
| Total | 617 | 100% |

27. We create a safe environment to report and compare data so as to learn from one another and share best practices.

| | District totals | District % |
|--|------------------------|-------------------|
| Haven't begun to address this issue | 65 | 11% |
| Talking but no action yet | 100 | 16% |
| Have begun to address this issue | 236 | 38% |
| Have moved beyond implementation | 141 | 23% |
| Process deeply embedded in our culture | 77 | 12% |
| Total | 619 | 100% |

28. We follow protocols that define how collaborative team time is to be used and artifacts that document how collaborative team time has been used.

| | District totals | District % |
|--|------------------------|-------------------|
| Haven't begun to address this issue | 44 | 7% |
| Talking but no action yet | 112 | 18% |
| Have begun to address this issue | 267 | 43% |
| Have moved beyond implementation | 148 | 24% |
| Process deeply embedded in our culture | 45 | 7% |
| Total | 616 | 100% |

29. We use team time to engage in collective inquiry on questions specifically linked to gains in student achievement.

| | District totals | District % |
|--|------------------------|-------------------|
| Haven't begun to address this issue | 80 | 13% |
| Talking but no action yet | 109 | 18% |
| Have begun to address this issue | 262 | 42% |
| Have moved beyond implementation | 111 | 18% |
| Process deeply embedded in our culture | 60 | 10% |
| Total | 622 | 100% |

30. Each team is called upon to generate and submit products, which result from its work on the critical questions related to student learning. We know how the decisions we make during collaboration affect learning results.

| | District totals | District % |
|--|------------------------|-------------------|
| Haven't begun to address this issue | 108 | 17% |
| Talking but no action yet | 142 | 23% |
| Have begun to address this issue | 247 | 40% |
| Have moved beyond implementation | 102 | 16% |
| Process deeply embedded in our culture | 24 | 4% |
| Total | 623 | 100% |

31. We recognize and celebrate individual and team success aligned to our goals.

| | District totals | District % |
|--|------------------------|-------------------|
| Haven't begun to address this issue | 126 | 20% |
| Talking but no action yet | 128 | 21% |
| Have begun to address this issue | 221 | 36% |
| Have moved beyond implementation | 101 | 16% |
| Process deeply embedded in our culture | 45 | 7% |

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| Total | 621 | 100% |
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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 students (total) | 7% LEP | 80% | White/Caucasian | 16% F/RL | 10% SpEd |
| 2005-06 | 10,911 students (total) | 12% LEP | 71% | White/Caucasian | 25% F/RL | 11% SpEd |
| 2010-11 | 9,696 students (total) | 18% LEP | 60% | White/Caucasian | 38% 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 last fall, and additional curriculum development processes are being facilitated and planned for the 2011-2012 school year. The district professional development plan, which was first implemented in 2009-10, is now tightly aligned to the curriculum development process and is addressing other critical areas to support the implementation of professional development to support core instruction. A greater focus on alignment of effort is being facilitated from the district level with the expectation that sites provide evidence of implementation and monitoring.

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 ó 12 on all accountability tests will increase by 16% each year in math and 9.2% 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).

Address the following:

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

- The percentage of LEP students earning a proficient score as measured on the MCA tests in grades 3 ó 11 will increase by 24% each year in math and 18.1% each year in reading to reach 100% proficiency by 2014.

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- The percentage of F/R Lunch students earning a proficient score as measured on the MCA tests in grades 3 ó 11 will increase by 22.3% each year in math and 14.3% each year in reading to reach 100% proficiency by 2014.
- The percentage of Special Education students earning a proficient score as measured on the MCA tests in grades 3 ó 11 will increase by 25.3% each year in math and 20% each year in reading to reach 100% proficiency by 2014.
- The percentage of Hispanic students earning a proficient score as measured on the MCA tests in grades 3 ó 11 will increase by 23.9% each year in math and 16.6% each year in reading to reach 100% proficiency by 2014.
- The percentage of Black students earning a proficient score as measured on the MCA tests in grades 3 ó 11 will increase by 22.5% each year in math and 14.7% 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 1-9 in the fall and spring each year. Scores are migrated into TIES and made accessible to all teachers through i-Cue for the purpose of planning instruction and determining necessary interventions. The results of a recent TIES/MAP study guide sites in predicting proficiency on the MCA-II assessments, and to plan accordingly for each student (the TIES/MAP study was completed by TIES using actual MN student data and provides a robust predictive value). Results from both the MAP and MCA strands guide 191 teachers in comparing student achievement across multiple data points, and provide objective data to support or defy õhunches.ö

Elementary sites employ a õFour Learnersö data charting tool to assist in adequately deploying intervention strategies and adequately grouping students in classrooms according to specific needs. The measures for the õFour Learnersö chart include regular progress monitoring of õintensiveö and some õstrategicö learners. All students receive a benchmark oral reading fluency score using AIMSWeb three times each year. Those students labeled õintensiveö or strategic will be monitored at least weekly using the Progress Monitor tool within AIMSWeb. Implementing data days, progress monitoring, and the use of õFour Learners Chartsö are initial district-wide steps towards implementation of RTI protocols. The DRA-II 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 õFour Learners Charts.ö

Efforts to provide a college or career readiness framework for all students in grades 8-12 is now in a beginning phase at the secondary level. The ACT-Plan and ACT-Explore tests will be used as the springboard assessment to begin crafting post-secondary plans. Secondary sites will be archiving their efforts using the Naviance College/Career Readiness online tool.

The district's Kindergarten Inventory will now be archived using TIES. Benchmark assessments will be entered to allow teachers to more easily analyze student skills across not only the Kindergarten Inventory, but also related applicable data points.

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.

Finally, PBIS (Positive Behavior Intervention Strategies) is a program that is now in effect in all but three district schools. District level oversight and guidance is provided to all sites with respect to data input, data generation, professional development and data analysis. PBIS input and report generation will occur using the current TIES Student Information System (TSIS) database and Cognos data warehouse tool.

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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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).

Viable, guaranteed curriculum
 Common assessments
 Professional learning communities
 System of interventions
 Cultural proficiency
 Community engagement
 Focus on reading and math (general and special education services)

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

Viable, Guaranteed Curriculum

Marzano (2011, 2007), Ainsworth (2010), DuFour, DuFour, Eaker, and Many (2006, 2010), and Van Clay, Soldwedel, and Many (2011), and DuFour and Marzano (2011) address the imperative of districts having a viable and guaranteed curriculum to support teaching and learning. Without access to a curriculum to guide instruction, the lack of consistency across a school district and in classrooms to address the essential learning outcomes would result in gaps in access and learning for students. The imperative of having a viable, guaranteed curriculum provides a systematic framework to support core instruction and fosters collaboration among teachers within buildings and across the district. Such collaboration around core instruction is essential for teachers to deepen their understanding of both content and pedagogy. By focusing our efforts on creating a systematic approach to developing and implementing a viable and guaranteed curriculum, the district is addressing some of the greatest needs identified in its self-assessments and is responding to the professional literature--both research and best practices--to support effective teaching and improved student achievement.

Common Assessments

Ainsworth (2006, 2010), DuFour, DuFour, Eaker, and Many (2006, 2010), and Van Clay, Soldwedel, and Many (2011), and DuFour and Marzano (2011), and other leaders in assessment (Stiggins, Wiggins) communicate the need for districts, buildings, and classrooms to deepen their assessment literacy and develop common formative and summative assessments that are aligned with the essential learning outcomes for core instruction. Having assessments that are aligned to essential learning outcomes and that foster collaboration is critical to improving student achievement. When assessments are aligned to the essential learning outcomes, teachers have a more effective structure to monitor student learning. When teachers engage in collaboration about student learning and connect their collaboration to what students are taught and how they are assessed, their focus on core instruction results in improved teaching and learning. Providing teachers with the time to develop common assessments and then to use the common assessments to guide collaboration with their colleagues results in teachers deepening their understanding of core instruction. Student achievement improves, along with the instructional practices within and across schools.

Professional Learning Communities

DuFour, DuFour, Eaker, and Many (2006, 2010), and Van Clay, Soldwedel, and Many (2011), DuFour and Marzano (2011), Martin-Kniep (2008), and Eaker and Keating (2012) are foundational works that document both the need for and impact of professional learning communities. As school districts engage in the study and implementation of professional learning communities, their efforts become focused on three concepts core to implementing and monitoring professional learning communities: learning, collaboration, and results. By focusing on learning, a shift from teaching to learning occurs. While teachers are still integral to the teaching and learning process, the focus of work in schools and across the district shifts to learning--what do our students need to know, do, and understand? How will we know when they know? What happens when they don't learn, and what happens when they already know what is being taught? Focusing on collaboration provides a framework for teachers and administrators to engage in meaningful work that supports student learning. The PLC framework also focuses on results; through collaborative structures, teachers and administrators engage in learning, reflection, and planning focused on the needs of the students. The implementation of processes and protocols through the professional learning communities provides the structures that teachers and administrators need to support student learning and focus on improved student learning and achievement.

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System of Interventions

Buffum, Mattos, and Weber (2011, 2010), Bender (2010), Windram, Bollman, and Johnson (2011) address the imperative of districts creating and supporting the development of a system of interventions to systematically and intentionally respond to instruction and intervention. The focus question of what happens when students are not learning is central to guiding collaborative work around the development of a system of interventions. The first step in creating a system of interventions is having a clearly articulated curriculum. When teachers know what they are supposed to teach and deliver instruction to support the diverse needs of their students, they have a clearer sense of what kinds of interventions students need. The collaborative culture allows grade level and course-alike teachers to engage in meaningful planning to develop classroom-based interventions, a process where teachers see themselves as the primary interventionists. As teachers develop and implement more classroom-based interventions and engage in collaborative planning to process responses to instruction and intervention reflecting Tier 1 and Tier 2 interventions (using an RTI framework), they become clearer about what they are supposed to teach and how they monitor their instruction and their students' learning. The collaboration and development of a system of interventions--at the classroom level--then provides greater clarity for the work of identifying more strategic and intensive interventions and fosters further collaboration in buildings and across the district in support of student learning. Having a systematic approach to interventions brings about collaboration, deepens teachers' understanding of content and pedagogy, and creates frameworks to more adequately address the diverse needs of all student groups, especially those identified as part of our AYP plan.

Cultural Proficiency

As our student population becomes more diverse, both culturally and racially, our district's response needs to continue support of creating more culturally responsive systems, structures, and staff members (Singleton and Linton, 2004), (Gay, 2002), (Ladson-Billings, 2009), (Skrla, McKenzie, and Scheurich, 2009), (Lezotte, 2010) and (Boykin and Noguera, 2011). The professional literature, research, and best practices cited all support the imperative of creating a district-wide approach to focusing our work on supporting the needs of all of our learners. Having a "learning for all" mission in action means that the structures, systems, practices, policies, and procedures designed to support student learning and family engagement actually are responsive to the needs of all student groups and their families. Creating an equity-focus to our work across the district and in our buildings and classrooms means that we provide greater access to academics and opportunities from which all students can benefit. Our work in developing and implementing equity audits, as an example, will help our district shape how we approach practices, policies, and procedures that may unintentionally impact opportunity and access for our students. By focusing on the needs of all student groups, especially those that have been historically underserved, the district will improve student achievement for all students (Singleton and Linton, 2004).

Community Engagement

Like three other areas of concentration for our district (core instruction, culture and climate, and system of interventions), community engagement invites and challenges our district to incorporate best practices and research on community engagement and parent involvement as a means of improving student achievement. Having parents engaged and feeling as though they have access to their children's schools does promote student learning and results in increased student achievement (Epstein, 2008 and 2010), (Southwest Educational Development Laboratory, 2002), and (Parent Institute for Quality Education, 2010).

Focus on Reading and Math

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.

Secondary schools are implementing Reading 180 and the Edge reading program in addition to required language arts classes for students struggling in reading. At the elementary level, teachers assess progress weekly and implement research-based interventions designed to increase student performance through the use of AIMSweb. 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.

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.

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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 ó 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, provided training in 2010-2011 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.

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 secondary and Read 180/ Advantage (secondary) are all current instructional literacy programs available to special education teachers. In addition, CARS and STARS materials address reading comprehension with focused practice, concentrated instruction, and phonics for student that need decoding instruction.

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 ó math, reading, and/or written language.

Standards-based IEP training will occur by January 2012 for special education staff. . Since this practice is considered best practice for all students, by the end of 2011-2012 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, or 6) special education staff will participate in district math curriculum teams as available.

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

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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:

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.

Primarily, the district is using its 10% set-aside and other district funds to support professional development related to the following areas:

- Curriculum development to strengthen core instruction
- Common assessment development aligned with essential learning outcomes
- System of interventions for reading and math
- Professional learning communities
- Community engagement
- Special education focus on literacy and math

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

By focusing our efforts to align our district as a professional learning community by leading principals in the development of a principal PLC and having the expectation that all sites implement PLCs in their buildings, the district will be addressing the curriculum development to strengthen core instruction, especially in reading and math. The focus on creating common assessments is aligning our professional learning's focus on curriculum to assessments, ensuring that the essential learning outcomes for grade levels and course(s) are aligned with the rigor and relevance of the assessments.

Through the structure of PLCs, the district will develop a system of interventions for math and reading to better and more clearly identify the students who were identified as part of our district AYP plan/process. Our collaboration across the district with special education and the development of systems and structures to support all learners will be critical to addressing the needs that caused the district to be identified.

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Finally, the development of parent advocacy groups who participate in parent training through PIQE will lead to parents having greater access to our schools and the resources they need to support their children's learning. The parent advocacy training through PIQE will build capacity for parents and lead our district to examine its processes, practices, and procedures to more equitably respond to the diverse needs of its learners.

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.

- Clearly defined curricula based on standards and best practices to guide instructional planning
- Clearly articulated essential learning outcomes for core instruction
- Aligned assessments
- Classroom-based, strategic, and intensive interventions
- Cultural proficiency

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. District leaders created a curriculum management plan that is guiding the scope of our professional development, as well, as the district works to align its professional development to our curriculum management plan and development processes. All school sites are creating and will be implementing a school improvement plan supported by a school professional plan that directly ties to the district improvement and professional development plans.

As articulated in the needs assessment 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 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, aligned professional development at the district and building levels, meaningful structures initiated through professional learning communities, and focused allocation of resources.

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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:

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 2011-2012 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 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:

- É Earn higher grades and test scores and enroll in higher-level programs.

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- É Be promoted, pass their classes, and earn credits.
 - É Attend school regularly.
 - É Have better social skills, show improved behaviors, and adapt well to school.
 - É Graduate and go on to post-secondary education.ö
- 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.

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:

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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.

The Burnsville Area Learning Center provides Extended Year (summer) and Extended Day programming for students in grades K - 9 who have been identified as struggling with school success. Students are identified for these programs based on the criteria established by MDE for Targeted Services. The programs focus on the needs of the whole child; social, emotional, and academic.

The primary academic focuses of the Extended Year and Extended Day programs are remediation in the areas of reading, writing, and math. Elementary and junior high programs utilize intervention strategies that have been identified for at-risk learners. Math strategies include using manipulatives to focus on deepening students' understanding of number sense. Reading interventions include strategies to improve comprehension, vocabulary, and fluency. In addition, elementary programs include phonemic awareness and phonics. Teachers utilize non-fiction resources, phonics resources and readers' theatre to improve the reading skills. Students are grouped in multiple ways based on skill levels and not the traditional grade level. The majority of the schools meet four days a week. Students that qualify are offered 187 hours per year of program service.

The 9th grade credit Extended Year program includes credit recovery and remediation in the core areas, along with strategies to assist in transitioning students to the high school level. This past summer, the program took place at the BHS Senior Campus allowing 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 able to ask questions of administrators and counselors to help ease anxiety, 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 expand upon this beneficial program in the future.

BALC K - 9 Targeted Services provides these instrumental programs for over 2,000 students each year. Programs are offered in all elementary and junior high schools.

Our Community Education department served over 180 students the last two years in our afterschool SES tutoring program at Vista View, Neill and Sky Oaks. Students access a snack after school and are provided with transportation home after each session. Students arrive at the school library each day (2 days per week for 1.25 hours each day), attendance is taken and then they have snack (with Project KIDS and enrichment programs students) and then tutoring begins.

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

In the 2010-2011 school year 60% of students participating in a Targeted Services program reached their growth goal using the Measure for Academic Progress (MAP). The measurement for the 2011-2012 school year is a baseline for future years. Improvements will continue to focus on reading, writing, and math growth.

Our curriculum was purchased with significant input from district TLT staff with the intent of closely mirroring what the daily curricular needs of our students were and focused on reading and comprehension. Conversations with staff in the buildings and pre and post-test scores of our students showed excellent gains in the areas covered and teaching staff comments were extremely positive and supportive. We established excellent lines of communication between building staff and SES tutors which provided a more thorough assessment of and approach to, meeting the individual students' needs. Daily communication from the students and tutors is sent home to parents.

Student to teacher ratios are established at 1:4 and our site SES supervisor works with staff and building teachers to establish the most productive and manageable groups of 4 for each staff to ensure proper attention is given in the areas indicated for each student's needs. Students are pre and post tested to find their particular academic base using the Dibels assessment system and then tested again at the end of their sessions to measure gains.

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.

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Extended Year and Extended Day programs provided by the Burnsville Area Learning Center hire staff with a Minnesota teaching license. Many teachers also teach for ISD 191 during the regular school day and participate in District professional development. Teachers that are hired for Extended Day or Extended Year teaching only are provided with multiple training opportunities throughout the year. The focus of these trainings is using strategies that are effective with at risk learners.

Community Education tutors are hired from within the buildings where the program is housed as much as possible to provide a more seamless flow of teaching adults for our students. When outside tutors are hired they must be either currently licensed or have 15+ years of teaching experience if their licensed has lapsed. Community Education provides an initial training session for all of its tutors regarding use of curriculum, expectations for staff, communication to families, building staff etc prior to the start of the program. Individual Community Education SES building supervisors are present at each SES session for support of any kind, substitute for absent tutors, communications with building staff or parents or the bus company or Project KIDS or any other help needed.

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, pending funding for AYP support.

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

Page where identified:

V. HIGHLY QUALIFIED TEACHERS - Public Law 107-110, the No Child Left Behind Act of 2001:

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

- Yes
- No

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

- 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

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Leadership teams need to prioritize the development, implementation and evaluation of the action plan as the central focus of the continuous improvement process. Improvement strategies are an enormous investment of resources (both time and money), so leadership teams will want to be rigorous in their evaluation and selection of action plan strategies to ensure a wise investment. Choosing too many improvement strategies will overwhelm and exhaust staff.

The purpose of NCLB funds is to focus on closing the achievement gap. Goals, strategies and job-embedded professional development must be focused on cited student groups and content areas. Action plans must have strategies that are specifically linked to cited areas. Timelines and measurements must have specificity.

After a district has identified improvement goals as directed in element 2(a), the team must select the best improvement strategies (element 3) to meet these goals. Districts should base their selection on the needs assessment analysis (and key processes that need to be in place). District improvement teams need to identify action plan leaders or groups that will be responsible for implementing improvement strategies and collecting or submitting the measurement/monitoring data. The federal elements direct focus of the action plan.

Key steps in developing or revising action plans:

Needs assessment analysis used to shape district (LEA) policies and procedures, especially those that affect leadership, assessment, curriculum and budget allocations

Align annual improvement goals for new/updated action plan from element 2(a)

Identify what evidence you will accept as attainment of the goal from element 2(b)

Based on the needs analysis, choose the improvement strategies (element 3) that you will implement to address challenges outlined in element 1(a)

Identify what data you will collect to monitor progress toward the goal from element 2(b)

Identify action steps that will support the improvement strategy

Identify people responsible for implementing strategies, collecting the assessment data, and monitoring overall progress

Identify Title I set aside funds to support job-embedded professional development that staff needs to implement the improvement strategies from elements 4 and 5

Key questions for developing action plans:

Why were the district's previous efforts not meeting its learning targets?

What should our goals be for this year's plan?

Will goals directly address district and school cited areas?

Will there be a framework of detailed action steps to improve on previous improvement efforts?

What evidence of attainment will we accept?

How will we collect the evidence?

How will the district improvement team monitor and support the action plan?

What capacities do staff need to build and implement the action plan?

District Continuous Improvement Action Plan

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| STAGE ____ 3.2 ____ | SMART Goal(s): By the end of the 2011-2012 school year, the district will create equity-focused practices, policies, and procedures to support all student groups and provide parent training regarding access, advocacy, and engagement for culturally and racially diverse communities being served by |
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| | our district to ensure that all educational practices and procedures are equitable for our students and accessible for all of our communities. |
| CITED CONTENT AREA: Reading and math CITED STUDENT GROUP(s): All student groups | IMPROVEMENT STRATEGIES (Policies/Resources/Practices): Examine policies, procedures, and practices to ensure the district provides a learning for all mission Provide training for parents regarding access, advocacy, and engagement so that they know how to access support for their children's education Develop district-wide PBIS planning committee to support implementation of PBIS |

| ACTION STEPS (describe how improvement strategies will be implemented for cited areas) | *ACTION PLAN LEADERS | **BENCHMARKS (Dates or Timelines) | ***PROGRESS NOTES (Planned Evidence) |
|--|--|--|---|
| Action Step 1: Equity and Cultural Competence Form district-wide committee that represents all buildings, programs, and departments to examine the policies, procedures, and practices in our district Engage district leadership team members in the examination of policies, practices, and procedures to support equity in our district Engage in professional learning to support the development of cultural competence for district leadership, principals, department leads, and teachers | D. Bernard, TLT, Principals, Department Leads, Staff and Teacher Representatives | Monthly meetings January -June 2012 February, April and June DLT meetings | Meeting notes Action plans Sharing on TLT website |
| Action Step 2: Parent Advocacy Training •Provide parent training to learn about advocacy, access, and engagement strategies to support their children--building parent capacity and skill to access the resources and staff in our district • • | Teaching and Learning Team, Principals, Teacher Leaders | Weekly meetings (8 week trainings) Multiple training options for parents | Meeting notes Action plans Sharing on TLT website |
| Action Step 3: PBIS and Responsive Classroom • Develop a district-wide PBIS committee to support the implementation of PBIS •Provide additional training for Responsive Classroom to support its implementation in our elementary buildings • | Teaching and Learning Team, Principals, Teachers | Monthly meetings for PBIS (January -June 2012) 1 day of training to monitor implementation of PBIS 2 day training for Responsive Classroom | Meeting notes Action plans Sharing on TLT website |

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| MONITOR AND SUPPORT <i>(questions answered in table)</i> |
| *Who will lead the improvement strategy, support conditions for change and monitor progress (include both name and assigned roles)? Dr. David Bernard, Director of Instruction |

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Delonna Darsow, Director of Assessment
 Dr. Kathy Funston, Director of Curriculum
 Rachel Gorton, Curriculum Coordinator
 Chris Lindholm, Assistant Superintendent
 Brad Robb, PD Coordinator
 Maggie Thompson, Assessment Coordinator
 Consultants with specialized knowledge, skill set

****How often will this review cycle occur throughout the school year (must be more specific than ongoing)?**
 The TLT meets weekly to review and monitor its work; principals meet weekly; district leadership teams meet in February, April, and June

*****As action plan instructional leadership meets throughout the year, how will progress data be recorded and reported to inform teacher learning needs?**
 The teaching and learning team will archive its work on its webpage, on the district's curriculum library, and through access to shared folders. Regular updates occur twice monthly with principals with additional updates for principals shared on a weekly basis. The district's leadership team meets four times during the year; as part of that collaborative work time and professional learning time, the TLT will provide updates to the district leadership team members, who, in turn, will report progress and essential information to their colleagues in their buildings.

JOB-EMBEDDED PROFESSIONAL DEVELOPMENT *(question addressed below)*

Equity and cultural competency professional learning for principals, district leadership team, and department leads
 Parent Involvement for Quality Education (PIQE) training for parents
 Monthly PBIS meetings to support the implementation of PBIS for district PBIS planning team
 A variety of equity-focused professional learning experiences for staff members to engage in (relative to their interest and needs) offered through the district's staff development academy

District Continuous Improvement Action Plan

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| STAGE <u> 3.2 </u> | SMART Goal(s): By the end of the 2011-2012 school year, teachers will develop units of instruction, identify essential learning outcomes, and/or develop aligned common assessments, based on standards, benchmarks, and best practices research, for all content areas. |
| CITED CONTENT AREA: Reading and Math CITED STUDENT GROUP(s): All student groups | IMPROVEMENT STRATEGIES (Policies/Resources/Practices): Develop and communicate essential learning outcomes Create units of instruction Create common assessments |

| ACTION STEPS (describe how improvement strategies will be implemented for cited areas) | *ACTION PLAN LEADERS | **BENCHMARKS (Dates or Timelines) | ***PROGRESS NOTES (Planned Evidence) |
|---|-----------------------------|--|---|
| Action Step 1: Standards-Based Units of Instruction | K. Funston, R. Gorton, TLT | 4 times during the 2011-2012 year | Units of instruction posted on curriculum library |

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| É Develop units of instruction for elementary math, 7-12 math, 7-12 English-Language Arts, 7-12 science, K-12 ELL, K-12 writing, K-12 literacy, 7-12 social studies É É | | (separate calendar with all 56 meeting dates included available upon request) | |
| Action Step 2: Essential Learning Outcomes • Identify and communicate essential learning outcomes for all content areas and grade levels as part of district professional development days • • | D. Bernard, B. Robb, TLT, and all school administrators | October 17 January 23 February 20 | Essential learning outcomes, essential knowledge, essential skills, and essential key academic vocabulary for all grade levels and content areas |
| Action Step 3: Common Assessments • Develop understanding of common assessments and begin developing common assessments that are aligned with the essential learning outcomes • • | D. Darsow, M. Thompson, TLT, and collaborative teams | 2-two day workshops in April and May and 3 days of assessment writing in June | Common assessments for grade level and content area course(s) |
| Action Step 4: Professional Learning Communities • Facilitate the implementation and monitoring of professional learning communities for district principals • Provide training on the development, implementation, and monitoring of professional learning communities for district leadership teams (modeling practices that can be implemented at sites) | D. Bernard, TLT | Twice monthly principal meetings February, April, and June meetings for DLT | Meeting notes Action plans Processes and procedures to share with sites Updates (via meeting and email) to schools |

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| MONITOR AND SUPPORT <i>(questions answered in table)</i> |
| <p>*Who will lead the improvement strategy, support conditions for change and monitor progress (include both name and assigned roles)?</p> <p>The directors and coordinators for the district's teaching and learning team: Dr. David Bernard, Director of Instruction Delonna Darsow, Director of Assessment Dr. Kathy Funston, Director of Curriculum Rachel Gorton, Curriculum Coordinator Chris Lindholm, Assistant Superintendent Brad Robb, PD Coordinator Maggie Thompson, Assessment Coordinator Consultants with specialized knowledge, skill set</p> <p>**How often will this review cycle occur throughout the school year (must be more specific than ongoing)?</p> <p>The teaching and learning team meets weekly throughout the school year to review its work and to engage in</p> |

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collaborative planning and analysis of impact.

***As action plan instructional leadership meets throughout the year, how will progress data be recorded and reported to inform teacher learning needs?

The teaching and learning team will archive its work on its webpage, on the district's curriculum library, and through access to shared folders. Regular updates occur twice monthly with principals with additional updates for principals shared on a weekly basis. The district's leadership team meets four times during the year; as part of that collaborative work time and professional learning time, the TLT will provide updates to the district leadership team members, who, in turn, will report progress and essential information to their colleagues in their buildings.

JOB-EMBEDDED PROFESSIONAL DEVELOPMENT *(question addressed below)*

Curriculum development and writing (56 meeting dates scheduled for the 2011-2012 school year)
 District professional development days focused on identifying and communicating essential learning outcomes
 Collaborative team meetings twice monthly for principals, weekly for the TLT team members, and monthly PD and collaborative team meetings for teachers in buildings
 Preliminary readings and collaborative processing of reading (professional literature, research-based best practices) related to core instruction (curriculum and assessment)
 Common assessment workshops and assessment development and writing days

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District Continuous Improvement Action Plan

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| STAGE <u>3.2</u> | SMART Goal(s): By the end of the 2011-2012 school year, teachers, interventionists, and administrators will engage in the study and development of common understanding of interventions and create a district-wide system of interventions |
| CITED CONTENT AREA: Reading and Math CITED STUDENT GROUP(s): All student groups cited | IMPROVEMENT STRATEGIES (Policies/Resources/Practices): Develop a system of interventions by clearly defining and developing classroom-based interventions, strategic interventions, and intensive interventions |

| ACTION STEPS (describe how improvement strategies will be implemented for cited areas) | *ACTION PLAN LEADERS | **BENCHMARKS (Dates or Timelines) | ***PROGRESS NOTES (Planned Evidence) |
|--|--|--|--|
| Action Step 1: RTI Engage in professional learning about RtI and the role of classroom teachers in supporting student learning in tier 1 and tier 2 Develop classroom-based interventions to support reading and math | D. Bernard, B. Robb, TLT, Interventionists, Teachers, Principals | Monthly PLC meetings for reading interventionists; monthly meetings (January -June 2012) for all other interventionists Classroom-based intervention writing for 3 days (June 2012) | Completed professional learning Reflections on learning; action plans as a result of learning Meeting notes Classroom-based interventions archived online/sharing |
| Action Step 2: System of Interventions Create a system of interventions district-wide that articulates the roles and responsibilities of classroom teachers, interventionists, related instructional staff, and special educations | D. Bernard, B. Robb, TLT, Interventionists, Teachers, Principals, and SPED staff | Monthly meetings (January-June 2012) | Meeting notes Action plans Processes and procedures to share with sites Updates (via meeting and email) to schools |
| Action Step 3: • • • | | | |

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| MONITOR AND SUPPORT <i>(questions answered in table)</i> |
| *Who will lead the improvement strategy, support conditions for change and monitor progress (include both name and assigned roles)? Dr. David Bernard, Director of Instruction Stephanie Corbey, Executive Director of Individualized Support Services |

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Delonna Darsow, Director of Assessment
 Dr. Kathy Funston, Director of Curriculum
 Rachel Gorton, Curriculum Coordinator
 Chris Lindholm, Assistant Superintendent
 Dr. Susan Risius, Elementary Principal
 Brad Robb, PD Coordinator
 Maggie Thompson, Assessment Coordinator
 Consultants with specialized knowledge, skill set

**How often will this review cycle occur throughout the school year (must be more specific than ongoing)?
 Monthly PLC meetings
 District-wide staff development for 2 days during February and March, 2012
 3 days of intervention resource and strategy development during June 2012
 ***As action plan instructional leadership meets throughout the year, how will progress data be recorded and reported to inform teacher learning needs?
 Meeting notes/learning logs will be archived and posted on the Teaching and Learning Team's webpage
 Electronic updates will be shared with teachers, principals, and schools
 Resource documents will be developed and archived on the TLT webpage

JOB-EMBEDDED PROFESSIONAL DEVELOPMENT *(question addressed below)*

Monthly PLC meetings for the following interventionists: elementary math, elementary reading, secondary reading and math
 A variety of professional learning experiences offered through the district's staff development academy to support the work of the interventionists and classroom teachers (developing classroom-based interventions)
 2-two day workshops on deepening teachers, interventionists, and principals' understanding of interventions and RtI
 3 days of curriculum writing to generate resources that can be shared electronically with teachers across the district and school teams

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 2011-2012 school year is provided | <input type="checkbox"/> Overview of improvement plan for 2011-2012 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 2011-2012 school year is provided | <input type="checkbox"/> Comprehensive needs assessment summary is not provided or incomplete for 2011-2012 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 |

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)

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|--|
| 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 | <input type="checkbox"/> Annual measurable goals for identified student group(s) are clearly identified <input type="checkbox"/> Goals for identified student | <input type="checkbox"/> Goals are not measurable <input type="checkbox"/> Goals are not identified for |

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| identified student groups and plans for implementation and evaluation are evident | group(s) are established and a means of tracking progress is provided over 2 years of plan | targeted student group(s) |
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A Rubric for District Improvement Plans
 (DISTINGUISHED <-- PROFICIENT <-- NEEDS REVISION)

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|--|
| 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)

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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 |
|---|

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

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"/> A needs assessment process is used to identify teaching and learning needs | <input type="checkbox"/> A needs assessment process to identify teaching and learning needs is incomplete or missing |

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| <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"/> Teaching and learning needs are aligned to identified areas for improvement | <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)

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

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

| | | | |
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A Rubric for District Improvement Plans
 (DISTINGUISHED <-- PROFICIENT <-- NEEDS REVISION)

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

| Distinguished | Proficient | Needs Revision |
|--|--|---|
| <input type="checkbox"/> Evidence of LEA/SEA collaboration and technical assistance for development of the plan <input type="checkbox"/> Evidence of LEA/SEA collaboration and technical assistance in the implementation of the plan | <input type="checkbox"/> Evidence of LEA/SEA 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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A Checklist for District Improvement Action Plan
(PROFICIENT <-- NEEDS REVISION)

Leadership teams need to prioritize the development, implementation and evaluation of the action plan as the central focus of the continuous improvement process.

| Action Plan Indicator | Proficient | Needs Revision |
|---|------------|----------------|
| 1. All goals align with data and needs identified in the Needs Analysis | | |
| 2. There is a definite shift from programs to practices as identified in the action plan | | |
| 3. Improvement Strategy(s) have been prioritized, focused and integrated so that instructional practices (action steps) are matched to the gap | | |
| 4. Action steps consistently describe how practices will be implemented and who will implement them | | |
| 5. The action plan clearly identifies the core of teachers and district staff who will lead the design, implementation and ongoing assessment of action steps | | |
| 6. Implementation Monitoring Frequency aligns with the pacing of improvement strategy implementation | | |

_____ **Reviewer & Date** _____ **Region**

**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 2011-2012. | |
| Element 3: Describe how identified strategies are impacting student achievement especially | |

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| | |
|--|--|
| 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 set-aside funds for school year 2011-2012 (<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. | |
| <p>Action Plan: Goals, strategies and job-embedded professional development must be focused on cited student groups and content areas. Action plans must have improvement strategies that are specifically linked to cited areas. Identifying tools, structures or programs in place of improvement strategies is not acceptable. Choosing too many improvement strategies will lose focus. Timelines and measurements must have specificity.</p> <p>After a district has updated goals as directed in element 2(a), the leadership team must select high leverage improvement strategies (element 3) to meet these goals. Districts should base their selection on the needs assessment analysis (and key processes that need to be in place). Leadership teams also need to identify leaders or groups that will be responsible for implementing Improvement strategies and collecting or submitting the measurement/monitoring data.</p> | All schools and districts must use the updated action plan template for 2011-2012. |

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 set-aside (corrective action) will be utilized (this is in addition to the 10% professional development set-aside).</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> | Please provide sufficient detail on how the 2% set-aside will be used along with which action plan goal it is supporting. |
| <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 | Clearly identify updates to elements. |

| | | | |
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| | |
|--|--|
| <ul style="list-style-type: none"> • 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 | |
| <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> | |



**Agenda V-C
December 1, 2011**

To: Members, Board of Education

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

Date: December 1, 2011

Re: Certification of Final Property Tax Levy Payable 2012

RECOMMENDATION: That the Board of Education certify the final property tax levy for taxes payable in 2012 as follows:

| | |
|------------------------------------|----------------------------|
| General RMV Voter Approval | \$17,904,124.89 |
| General RMV Other | 1,042,726.57 |
| General NTC Other | 3,981,162.65 |
| Community Service | 1,006,162.69 |
| General Debt Voter Approved | 4,224,863.03 |
| General Debt Other | 3,129,631.31 |
| OPEB/Pension Other | <u>1,661,520.00</u> |
| Total | \$32,950,191.14 |

The final levy recommended for approval this evening is in the amount of \$32,950,191.14. This represents the District's maximum levy authority and reflects a \$967,069 or 2.85% decrease compared to the Payable 2011 final certified property tax levy.

I recommend approval of the final levy for taxes payable in 2012 of \$32,950,191.14.

Attachments: Detail Comparison of Payable 2012 to Payable 2011

Independent School District 191
Levy Certification Summary
2011 Payable 2012
For the Fiscal Year 2012/2013

| | 2010 | 2011 | |
|--------------------------------------|---------------------|---------------------|----------------------|
| | Payable | Payable | Increase/ |
| | 2011 | 2012 | (Decrease) |
| | <hr/> | <hr/> | <hr/> |
| General Levies: | | | |
| <i>Referendum Levy</i> | \$17,402,763 | \$17,484,293 | \$81,530 |
| <i>Equity Revenue Levy</i> | 740,078 | 750,422 | 10,344 |
| <i>Operating Capital Levy</i> | 1,440,711 | 1,359,795 | (80,916) |
| <i>Safe Schools</i> | 329,106 | 324,040 | (5,066) |
| <i>Safe Schools - District 917</i> | 49,366 | 41,045 | (8,321) |
| <i>Career & Technical Levy</i> | 207,844 | 242,452 | 34,608 |
| <i>Health & Safety Levy</i> | 527,518 | 538,069 | 10,551 |
| <i>Transition Revenue Levy</i> | 349,072 | 343,698 | (5,374) |
| <i>Integration Levy</i> | 422,938 | 416,235 | (6,703) |
| <i>Reemployment Insurance Levy</i> | 225,000 | 300,000 | 75,000 |
| <i>Lease Levy</i> | 879,183 | 776,996 | (102,187) |
| <i>Alternative Facilities Levy</i> | 0 | 0 | 0 |
| <i>Alternative Compensation Levy</i> | 895,404 | 891,856 | (3,548) |
| | <hr/> | <hr/> | <hr/> |
| Total General Levies | 23,468,983 | 23,468,901 | (82) |
| Levy Adjustments | 484,938 | (540,887) | (1,025,825) |
| | <hr/> | <hr/> | <hr/> |
| Net General Levies | <u>\$23,953,921</u> | <u>\$22,928,014</u> | <u>(\$1,025,907)</u> |

**Independent School District 191
Levy Certification Summary
2011 Payable 2012
For the Fiscal Year 2012/2013**

| | 2010 Payable 2011 | 2011 Payable 2012 | Increase/ (Decrease) |
|---|----------------------------------|----------------------------------|---------------------------------|
| | <hr/> | <hr/> | <hr/> |
| Community Service Fund: | | | |
| General Community Education | \$467,382 | \$475,684 | \$8,302 |
| Early Childhood Family Education | 253,764 | 257,420 | 3,656 |
| Disabled Adults | 3,062 | 3,062 | 0 |
| School Age Care | 250,000 | 250,000 | 0 |
| Home Visiting | 6,280 | 6,112 | (168) |
| | <hr/> | <hr/> | <hr/> |
| Total Levies | 980,488 | 992,278 | 11,790 |
| Levy Adjustments | (4,281) | 13,885 | 18,166 |
| | <hr/> | <hr/> | <hr/> |
| Community Service Levies | \$976,207 | \$1,006,163 | \$29,956 |
| | <hr/> <hr/> | <hr/> <hr/> | <hr/> <hr/> |

**Independent School District 191
Levy Certification Summary
2011 Payable 2012
For the Fiscal Year 2012/2013**

| | 2010 Payable 2011 | 2011 Payable 2012 | Increase/ (Decrease) |
|--|----------------------------------|----------------------------------|---------------------------------|
| | <hr/> | <hr/> | <hr/> |
| General Debt Service Fund: | | | |
| Voter Approved Levy | \$4,583,579 | \$4,576,650 | (\$6,929) |
| Alternative Facilities Levy Revenue | \$2,742,701 | \$3,400,999 | \$658,298 |
| | <hr/> | <hr/> | <hr/> |
| Total Levies | 7,326,280 | 7,977,649 | 651,369 |
| Levy Adjustments | 3,532 | (623,155) | (626,687) |
| | <hr/> | <hr/> | <hr/> |
| Debt Service Levy | \$7,329,812 | \$7,354,494 | \$24,682 |
| | <hr/> <hr/> | <hr/> <hr/> | <hr/> <hr/> |

Independent School District 191
Levy Certification Summary
2011 Payable 2012
For the Fiscal Year 2012/2013

| | 2010 Payable 2011 | 2011 Payable 2012 | Increase/ (Decrease) |
|---------------------------------------|----------------------------------|----------------------------------|---------------------------------|
| OPEB Levy - Non-Voter Approved | 1,657,320 | 1,661,520 | 4,200 |

Independent School District 191
Levy Certification Summary
2011 Payable 2012
For the Fiscal Year 2012/2013

| | 2010 Payable 2011 | 2011 Payable 2012 | Increase/ (Decrease) |
|----------------------------------|----------------------------------|----------------------------------|---------------------------------|
| | <hr/> | <hr/> | <hr/> |
| Summary of All Levies: | | | |
| General Levy | \$23,953,921 | \$22,928,014 | (\$1,025,907) |
| Community Service Levy | 976,207 | 1,006,163 | 29,956 |
| General Debt Service Levy | 7,329,812 | 7,354,494 | 24,682 |
| OPEB Levy | 1,657,320 | 1,661,520 | 4,200 |
| | <hr/> | <hr/> | <hr/> |
| Total - All Levies | \$33,917,260 | \$32,950,191 | (\$967,069) |
| | <hr/> | <hr/> | <hr/> |
| Percentage Decrease | | | -2.85% |