


**YELLOW MEDICINE EAST ISD 2190
SPECIAL BOARD MEETING
NOVEMBER 6, 2008 @ 7:00 PM
LOCATION: YME HIGH SCHOOL BOARD ROOM**

AGENDA

1. **Call to Order**
2. **Approval of Agenda**
3. **Opportunity for Citizens to Speak**
4. **Reports**
 - A. Special Reports
 - B. Finance Reports
 1. Approval of Bills
 2. Fund Balance Report
 3. Enrollment Report
 4. Food Service Report
 - C. Student Council, Principal, Curriculum & Staff Development Reports
 1. Student Council Report
 2. High School Report - K. Norell
 3. Elementary Report - S. Hinz
 4. Curriculum/Staff Development Report - T. Schulte
 - a. Review AYP Improvement Plans 3
 - D. Superintendent Report
 - E. Board & Committee Reports
5. **Policy Updates**
6. **Personnel Items**
7. **Action Items**
 - A. Canvass Results of November 4 Election 86
8. **Consent Items**
9. **Discussion Items**
10. **Correspondence**
11. **Upcoming Events & Activities**
12. **Adjourn**

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I. General Information and Instructions:

- Improvement plans are due **November 3, 2008**
- Email the completed plan to Michael J. Koranda via email michael.koranda@swsc.org **AND**
- Mail or hand deliver the completed and signed plan in care of Michael J. Koranda, SWSC, 1420 E. College Drive, Marshall, MN 56258.

DISTRICT IDENTIFICATION INFORMATION

District Name and Number: Yellow Medicine East #2190	Phone: (320) 564-4081
Superintendent: Mr. Allen Stoeckman	Fax: (320) 564-4781
District Address: 450 9th Ave. Granite Falls, Mn 56241	Email: astoeckman@yme.k12.mn.us

**SCHOOL or CHARTER SCHOOL (Single Site)
IDENTIFICATION INFORMATION**

School Name: <i>Bert Raney Elementary</i>	Phone: (320) 564-4081
School Address: 555 7 th Ave. Granite Falls, Mn 56241	Fax: (320) 564-4427
Principal: Mrs. Stacy Hinz	Email: shinz@yme.k12.mn.us

School Support Team Members (for additional members, please attach names to plan)


<i>Support Team Names</i>	<i>Support Team Roles</i>
1. Trevor Schulte	Curriculum/Staff Development/Parent
2. Al Stoeckman	Superintendent
3. Stacy Hinz	Elementary Principal/Parent
4. Caroline Linden	Int. Literacy Coach/Teacher/Parent
5. Steve Huettl	6th grade teacher
6. Melissa Larson	ESL teacher
7. Adela Espinoza	ESL Paraprofessional
8. Amy Stewart	Special Education Teacher
9. Cindy Loe	Special Education Director
10.	

AYP Stages 2008-2009 School Year

- | | |
|---|---|
| X School Choice 1.1 or 1.2 | <input type="checkbox"/> Corrective Action 3.1 or 3.2 |
| <input type="checkbox"/> Supplemental Educational Services 2.1 or 2.2 | <input type="checkbox"/> Pre-Restructuring 4.1 or 4.2 |
| | <input type="checkbox"/> Restructuring 5.1 or 5.2 |

MDE USE ONLY

Final Approval Signature:	Date:
Comments:	

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IMPROVEMENT PLAN ASSURANCES

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

1. The identified school will create or revise a current improvement plan with the input of AYP Coordinators, teachers, parents and the school's support team as outlined in P.L. 107-110, Section 1116.
2. The school improvement plan will be developed and/or revised within 90 days of identification and shall cover a two-year period.
3. The district shall establish and implement a peer review process of the school plan within 45 days of receiving the improvement plan, maintaining documentation that will be available upon request by the SEA as needed.
4. Each school identified for improvement status will reserve and spend at least 10% of the school'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.
5. The school principal will ensure that all teachers teaching core content classes meet the requirements of highly qualified.
6. The identified school will provide an explanation of the parent's option to obtain school choice and/or supplemental education services for their child, if applicable, in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Documentation of parent notification will be maintained and available upon request by the SEA as needed.
7. School improvement funds will supplement and not supplant state and local funds.
8. The school must provide a notice to parents/guardians of each student enrolled in accordance with NCLB before the beginning of the school year.
9. If a recipient of a Title I School Improvement Grant (CFDA #84.377A), the corrective action plan goals, strategies and activities must be aligned.
10. The plan shall be approved by the district and the Minnesota Department of Education (MDE).

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

(Signature of School Principal)

(Date)

(Signature of Superintendent/Director)

(Date)

(Signature of LEA Representative)


(Date)

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of Yellow Medicine East 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 2008-09. The LEA Representative will ensure that the school district will maintain compliance with the appropriate federal statutes, regulations, and procedures and will act as the responsible authority in all matters relating to the administration of this improvement plan.

(Signature of Superintendent/Director)

(Date)

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Title I schools identified as not making adequate yearly progress (AYP) for two consecutive years are required to develop (or revise) and implement an improvement plan. The improvement plan is based on the following ten elements prescribed under P.L. 107-110 Section 1116:

Ten elements to be included in the needs improvement plan:

1. Ensure all students are proficient in core academic subjects by 2013-2014
2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency
3. Incorporate strategies based on scientifically based research to strengthen core academic subjects
4. Describe how the professional development set aside (10% of Title I) will improve the school status
5. Increase teacher and principal participation in High Quality Professional Development
6. Promote effective parent involvement strategies
7. Incorporate extended day and extended school year activities as appropriate
8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including the technical assistance provided by the LEA
9. Describe the process of written parent notification of needs improvement status
10. Incorporate teacher mentoring in the school improvement process

This can be accomplished as follows:


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

II. EXECUTIVE SUMMARY INTRODUCTION:

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

Address the following:

- School Demographics
- Areas of AYP identification and a brief overview of how these areas will be addressed in the improvement plan

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Bert Raney Elementary School serves students in preschool through grade six. Students enrolled at Bert Raney Elementary are instructed in a variety of classes, including a balanced literacy framework for teaching literacy. Other classes include math, science, social studies, computer technology, art, and health. Our curriculum is continuously being revised to incorporate the graduation standards that have been adopted by the Minnesota Department of Education. In 2008, we served 409 children.

Demographics:

LEP 7%
SPED 23%
F/R 53%

Ethnicity %

American Indian 17.1%
Asian 2.4%
Hispanic 10.3%
Black .5%
White 69.7%


Bert Raney met attendance requirements at a rate of 95.18%. Bert Raney did not meet AYP in the following student groups in 2008.

<u>Mathematics</u>	<u>Reading</u>
American Indian	-----
LEP	-----
Special Education	Special Education
Free/Reduced	Free/Reduced

In 2006-2007 Bert Raney was identified as being at stage 0 for Reading in the Hispanic and LEP student groups. We are pleased that our Hispanic student group has made improvements based on our 06-07-district AYP plan. The student groups that are in AYP have significantly increased at the elementary level.

III. NEEDS ASSESSMENT:

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

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- Date when comprehensive needs assessment was developed or updated
- Summarize the results of the needs assessment

On August 27th the data of the areas of “not-making” AYP were reviewed and follow:

Math	3 rd	4 th	5 th	6 th
All	64.8	58.2	46.5	63.8
American Indian	---	---	45.5	---
LEP	---	---	9.1	---
SPED	33.3	35.7	25.0	43.8
Free/Reduced	48.0	41.7	33.0	60.0

Reading	3 rd	4 th	5 th	6 th
All	57.4	58.2	60.6	62.1
SPED	16.7	42.9	31	18.8
Free/Reduced	36.0	54.2	51.0	46.7

(---) indicates fewer than 10 students

Assessment Data


- Our core curriculum is not currently meeting the majority of students’ needs in our school district. Overall in reading and math we are consistently below the state average on the MCA-IIs.
- Our NWEA scores demonstrate we are not making the targeted growth we feel we should be with our students.
- Time needs to be spent on ensuring the standards are embedded and the standards are truly being assessed.
- Teachers need to spend time looking at the test specifications, academic standards, item samples for sub-strands and cognitive levels to understand what is being assessed.
- The constructed response strand is a strand we need to improve our scores-especially with the ELL students.

Program Data

- The current model used in Special Education needs to be reviewed.
- We are in year two of our new math curriculum and anticipate more success as familiarity increases.
- We continue our Professional Development in Balanced Literacy. The model from The Literacy Collaborative involves 20+ hours of professional development in the 2008-2009 school year.
- Implementation and training of 6+1 Traits of writing will also occur with the trait of “ideas” a focus for the 08-09 school year.

Staffing

- The ESL teacher is in her 2nd year of implementation of the AYP plan and continues to work with staff, students, and families individual learning plans.

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- Our staff is now housed at one site with the closure of our smaller elementary school in a neighboring town. This change has affected several staff members as well as students and families.

Professional Development

- We have 8 early release days or late start professional development days and 11 full days. These will be used for continuous, ongoing professional development.
- The staff development time as a district has not been focused on an individual district goal.

IV. ELEMENTS SECTION:

Please complete each section, 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


Address the following:

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

There were several barriers identified by the AYP Leadership Team.

- The team felt that in the past theory has not been put into practice in the district.
- The English as a Second Language program is implementing a program based on best practice and inclusion of the students.
- There has been little communication and alignment of the curriculum K-12 in the past.
- The staff has been unfamiliar with the data and have not used the data they have to drive instruction in the classroom and curriculum decisions.
- The curriculum/staff development/assessment coordinator has been a different person each year for the last four years.
- Staff have not truly embedded the standards and ensure the standards are being assessed in the classroom
- Formative assessments have not been used
- Balanced Literacy has not been fully implemented in all K-6 classrooms
- Our school currently does not have an intervention in place for struggling math students.

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

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- Please see the attachment 1 & 2 (charts) for the target for all of our students to be proficient in reading and math by 2013-2014.

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

Establish specific annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) and enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress as defined in section 1111(b)(2), meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year

Address the following:

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


- Please see attachment 1&2, which displays our targets for our LEP students to be 100 % proficient in by 2013-2014. Because of the cell size we set the goals for the LEP student group.
-
- Please see attachment, 1&2, which displays our targets for our American Indian students to be 100% proficient by 2013-2014 school year. Because of the cell size we set the goals for the American Indian student group.
-
- Please see attachment 1&2, which displays our targets for our Special Education and Free/Reduced students to be 100% proficient by 2013-2014 school year. We were able to use the % from 07-08 as there were no “cell – size limitations” in these two student groups.

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

- The information provided on the charts tracks the student groups as a whole in reading and math. It provides us with measurable goals that will lead to looking at a cohort group and the progress they make.
- We will be using Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in the fall, winter and spring for all students in grades K-6 in math, reading and language usage.
- We will use the DRA assessment to track the progress of our students in grades K-6 in reading.

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

Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and

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address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes each of the components described in part F

Address the following:

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

Assessment

- Use NWEA MAP assessments in reading, math and language usage in K-6.
- Use DRA assessment for students in grades K-6 in reading
- Continue to use the best testing environment.


Curriculum

Reading

- K-2 teachers will be continue to receive training in the Literacy Collaborative model by the primary Intermediate Literacy Collaborative coach and will continue to implement the program
- 3-6 teachers will be continue to receive training in the Literacy Collaborative model by the primary Intermediate Literacy Collaborative coach and will continue to implement the program
- All teachers will be coached in balanced literacy nine times throughout the school year.
- Reading Recovery will continue to be used as an intervention with first grade students
- Study Island was implemented in the 2007-2008 school year
- The K-6 book room received another \$10,000 in district money for book collections for guided reading, shared reading, and independent reading.

Math

- Continuing the implementation of the new K-5 Houghton-Mifflin series
- Continued conversations between 6th grade math with the high school math as well as continue Holt implementation
- One math team is involved in a math grant from Minnesota River Valley Education District (MRVED) where they use Lesson Study as a best practice strategy to improve their instruction and student learning.
- Four Elementary Math teachers received two weeks of specialized math instruction from SMSU and MRVED Lesson Study Grant
- One team will be involved in the Lesson Study model in math during the 2008-2009 school year
- Study Island will continue to be used to meet students individual needs in school as well as at home with internet access.

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- The K/1 teachers and the 2nd grade teachers will implement a new math report card based on the 2007 standards and ensure they are assessing the standards
- Primary students will be assessed on NWEA- MAP for Primary
- Train staff in the use of data to drive instruction

Staffing

- Affiliate with USD for Reading Recovery ongoing Professional Development
- 3-.5 time Reading Recovery teachers
- .5 Primary Literacy Collaborative trainer
- .5 Intermediate Literacy Collaborative trainer

Professional Development

- All staff need to receive professional development in strategies for working with ELL students. We are exploring SIOP or SDAIE.
- The ESL teacher will work closely with the teachers in the Title III consortium.
- Continuous and ongoing professional development opportunities will be provided with 8 early release and late starts along with 11 full professional development days

ESL Program

- . The data for each individual student will be reviewed to build the Individual Learning Plan (ILP). See attachment III
- “English in a Flash” will continue to be used by our ELL students

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


More inclusion of ELL students

- Based on research, the students will have more opportunities to learn the information their peer’s are learning, along with having time to focus on learning English if we look at more of an inclusion model, rather than a complete pull-out model. The ESL teacher will work closely with the classroom teachers at the elementary to ensure the students are in their rooms during the necessary instructional times.

English in a Flash

- This program will give students more practice and be based on the student’s instructional need. This program will help the ESL coordinator to monitor the students’ needs and base instruction on their needs.

Math Grant

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- This grant is based on best practice and researched based instructional strategies to give our staff training and tools to more effectively deliver the math standards. The teachers will have time to coordinate the curriculum K-6 and discuss the embedding of the standards, students setting goals and interventions when students aren't learning.

Study Island

- This program will give students more practice in the necessary skills and be a manageable way for teachers to differentiate student practice and monitor student growth.

Literacy Collaborative

- The Literacy Collaborative model continually collects data on students and teachers are continually using the data to drive the instruction of the student. Each student is seen as an individual learner with unique needs and the teacher bases the instruction on the data. This will impact all of our student groups for AYP.

Training staff in the use of data to drive instruction


- In order to best meet the needs of students we need use data to drive the instruction in the classroom.

Embedding standards

- The standards need to be truly embedded and assessed in the classroom and teachers need to understand where their students are at in their understanding of the standards. The reading and math standards also need to be embedded in the other content areas and need to be a focus of all of the teachers.

K-12 Literacy Team

This will help us coordinate the literacy program to build a consistent program with consistent interventions throughout the school district.

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4. Describe how the professional development set aside (10% of Title I) will improve the school status

Specify how the funds described in clause (iii) will be used to remove the school from school improvement status

Address the following:

Describe (in narrative format) how the school Title I set-aside funds will be used to provide high quality professional development to meet the needs of instructional staff in cited areas.

Our Title I set-aside funds (\$11,000) will be used to pay for two classroom, one Reading Recovery/Title Teacher, one special education, and the School Principal to receive professional development in Leveled Literacy Instruction. LLI focuses on implementing a small group intervention for K-3 (possibly identified 4th and 5th) grade students who find reading and writing difficult. Teachers work with students for 18 weeks with the goal of bringing them to grade level. Children selected are the lowest achievers in grades K-3. It is designed to supplement a good classroom literacy program and Reading Recovery as part of a comprehensive literacy approach. These four teachers will attend training on Nov. 3rd and 4th, January 20th and 21st, and April 28th and 29th in Brainerd, Minnesota. LLI will bring a huge piece of our missing puzzle and allow us to meet the needs of the student groups that are not making AYP as well as strengthen our comprehensive literacy program at Bert Raney Elementary.

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5. Provide high quality professional development for teachers and principals

Provide an assurance that the school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that —

- (I) directly addresses the academic achievement problem that caused the school to be identified for school improvement;*
- (II) meets the requirements for professional development activities under section 1119; and*
- (III) is provided in a manner that affords increased opportunity for participating in that professional development*

Address the following:


a) Explain how the professional development plan will be sustained and job embedded.

Reading

- K-2 teachers will be continue to receive training in the Literacy Collaborative model by the primary Intermediate Literacy Collaborative coach and will continue to implement the program
- 3-6 teachers will be continue to receive training in the Literacy Collaborative model by the primary Intermediate Literacy Collaborative coach and will continue to implement the program
- All teachers will be coached in balanced literacy nine times throughout the school year.
- Reading Recovery will continue to be used as an intervention with first grade students
- Study Island was implemented in the 2007-2008 school year
- The K-6 book room received another \$10,000 in district money for book collections for guided reading, shared reading, and independent reading.

Math

- Continuing the implementation of the new series K-5 Houghton-Mifflin
- Continued conversations between 6th grade math with the high school math as well as continue Holt implementation
- K-6 is involved in a math grant from Minnesota River Valley Education District (MRVED) where they use Lesson Study as a best practice strategy to improve their instruction and student learning.
- Four Elementary Math teachers received two weeks of specialized math instruction from SMSU and MRVED Lesson Study Grant
- Elementary staff will be involved in the Lesson Study model in math during the 2008-2009 school year
- Elementary math is meeting consistently throughout the year

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b. Describe how the ongoing professional development will support principals as instructional leaders.

The elementary principal will continue to work with the MRVED – along with the other six principals that attend those quarterly professional development sessions. The elementary principal will also be attending the six days of professional development in leveled literacy intervention along with the four other teachers. The expectation is that if the principal expects the teachers to move the greatest mountains of children that are not making AYP that she will also be instructing a leveled literacy group each day. The elementary principal also participates or leads professional development in all of our nine early out or late starts and eleven full in-service days in our school district. The elementary principal will continue to incorporate her work in lesson study, cognitive coaching, and the framework for teaching and learning in her continuous observations and evaluations.


6. Promote effective parent involvement strategies

Include strategies to promote effective parental involvement in the school

Address the following:

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

- Parent Teacher Organization-The Parent Teacher Organization continually plans activities and supports parent involvement in the elementary
- FRED-“Fathers Reading Every Day” program has been implemented with K-2 parents with the first event already occurring and the second event planned in February 2009 and March 2009.
- Goals-goals will be set with students who take the MCA-II assessment and NWEA assessment and the information will be shared with parents
- Individual Learning Plans (ILPs)-ILPs will be completed with all identified ELL students and shared with parents
- The elementary expects 100% participation in the conferences.
- Instructional, Curriculum Advisory Committee-The plan we develop will be shared with The Instructional, Curriculum Advisory Committee which is comprised of a majority of community members and input will be solicited on the plan
- Title I Parent Compact is shared with families at back to school night and signed by parent, teacher, and student.
- Study Island-This can be completed at home with the students login and password
- Book Borrowing
- Translations-Translations are provided when needed for notes, homework, etc. Teachers will be made aware of freetranslations.com as a resource to use also
- Investigate the availability of putting a kiosk in Hanley Falls where parents and students can access the internet
- Inform parents of the Parent Portal online access to your child’s attendance, grades, and schedules.

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- Inform parents of Teacher’s websites for valuable information about their child’s education
- Send monthly 20/20 calendar (student reads 20 minutes/20 times a month) along with an informative grade level newsletter about literacy and math. Students return the calendar for a prize.

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


- Parents will understand the goals for their students and understand the role they have in ensuring their child reaches the goal.
- Elementary parents will have the opportunity to be involved in many activities
- Providing translations and book borrowing will help parents be more involved in their child’s education

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

- Creating partnerships with the parents will stress the importance to the students and parents of the school-home partnership

d) Attach a copy of the school parent notification to this School Improvement Plan.

Please view attachment #4 – Parent Notification letter.

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

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

Describe the rationale if the site is not providing extended day activities.

Bert Raney Elementary will not be providing extended day activities. We currently provide after school programming for Grades 4-7 for at-risk students and it is well attended and supported throughout our community. We have offered Targeted Services over the summer and after school in 07-08 and both those options for student's were poorly attended. We want to focus on strengthening our current school day first before we start delving into extended options for students.

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

Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency under paragraph (4) and the local educational agency's responsibilities under section 1120A


Address the following:

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

- We have worked with Michael Koranda throughout the process.
- Our team attended the meeting with MDE staff and then met with Michael Koranda
- Trevor Schulte, the curriculum/staff development/assessment coordinator has been in contact with Michael as needed.
- Our staff has attended various workshops provided by the SW/WC Service Cooperative
- Trevor Schulte will be attending some of the School Improvement workshops provided by the Service Cooperative
- The administrative team attended the AYP meeting at the SW/WC Service Cooperative.

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

- We will continue to be provided opportunities to attend workshops the Service Cooperative provides.
- We will continue to use Michael as a resource.

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9. Describe the process of written parent notification of needs improvement status

Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand

Address the following:

All families received a letter from our Superintendent – dated August 29th. Translated letters were made available to families as needed.

Please See Attachment #4 for Parent Notification

10. Incorporate teacher mentoring in the school improvement process

Incorporate a teacher mentoring program

Address the following:

a) Describe the teacher-mentoring program.

All K-6 teachers at Bert Raney Elementary are coached by a primary or intermediate literacy coach nine times throughout the school year. All teachers of math are also in professional learning teams and using Lesson Study as the model for developing high quality math lessons. Teachers are encouraged to work with the elementary principal to facilitate colleague-colleague classroom observations.

b) Describe how the teacher-mentoring program will be designed to increase achievement in cited area(s).

In both lesson study in math and coaching in balanced literacy teachers will have an opportunity to design lessons, teach them, modify them, and then re-teach. These have direct impact on student achievement as the lessons are built around what did I plan to teach and did the students learn what I expected them to learn. The lesson is then refined to build capacity in the area of what how to teach when my students are struggling.

Literacy coaching involves a pre-conference, observation, and post-conference. Teachers are welcome to have the coach teach the lesson for modeling or observe directly in their classroom.

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


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

- Yes
- No


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VI. SCHOOL IMPROVEMENT ACTION PLAN

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

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2008-2009
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School Improvement Action Plan for AYP		
AYP GOAL	Bert Raney Elementary teachers (5 – two regular education, two special education, a Reading Recovery/Title I Teacher and the principal will be trained in LLI – Leveled Literacy Intervention and implement the small group reading intervention in 08-09 K-5. The most at risk students not receiving Reading Recovery will receive a 30-minute literacy intervention every day for 18 weeks.	
INTENDED AUDIENCE	K-5 struggling readers/writers identified by MCA, NWEA, DRA and Teacher referral.	
ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE
<p>Six days of professional development in Leveled Literacy Intervention.</p> <p>Each teacher will have at least one LLI – group each day. LLI is an 18-week intervention – implementation will be after the first professional development session.</p>	<p>DRA Levels 1-6 Observation Survey for Kindergarten and 1st</p>	<p>Nov. 3/4 Jan. 20/21 Apr. 28/29</p>
RATIONALE		
<p>LLI is a supplement to our balanced literacy program and Reading Recovery as part of our comprehensive literacy program.</p>		

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2008-2009
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School Improvement Action Plan for AYP


AYP GOAL	All 3-6 Students will meet their individual Target Growth in READING on the NWEA- MAP test.
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INTENDED AUDIENCE	Students in grades 3-6
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ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE
<p>Teachers will teach the literacy framework and continuum of literacy learning and will receive 20+ hours in professional development directed by our primary and intermediate literacy coaches.</p> <p>All teachers will be coached at least 9 times from our K-2 or 3-6 literacy coach.</p> <p>Teachers will continue their use of the reading standards, test specifications, and item samplers to teach higher order thinking in the area of literature. Our data shows that the strand of literature is our weakest across all the grades.</p> <p>Teachers will allow for 1 hour of reading, 1 hour of writing and 30 minutes of word study each day.</p> <p>Teachers will share NWEA target data with students and parents at November conferences and make a plan for what children can do at home to help them reach their target growth.</p> <p>Parents will be informed of the Learning Continuum from NWEA and also the Perspectives website for resources to help their children at their level of instruction.</p> <p>Students will read at least 20 times a month for 20 days of the month and return their monthly calendar in exchange for local food coupon awards.</p>	<p>NWEA Target Growth Formative Assessment Data 20/20 Calendar Data MCA Correlation Data</p>	<p>Fall/Spring Assessment Results</p>

RATIONALE

This goal will show improvement of each child on an individual basis and is a better measure of improvement. The target is set based on getting them to grade level.

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2008-2009
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School Improvement Action Plan for AYP

AYP GOAL	All 3-6 Students will meet their individual Target Growth in MATH on the NWEA- MAP test.
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INTENDED AUDIENCE	All 3-6 Students
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ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE
<p>Teachers will continue their implementation of our new math curriculum.</p> <p>Teachers will meet monthly to articulate the power standards and match those with our current curriculum.</p> <p>Teachers will share the target data with students and parents at November conferences and make a plan for what children can do at home to help them reach their target growth.</p> <p>Parents will be informed of the Learning Continuum from NWEA and also the Perspectives website for resources to help their children at their level of instruction.</p> <p>Teachers and parents will utilize Study Island as supplemental instruction at the child's level.</p> <p>Teachers will continue their implementation of formative assessment within the areas of weakness identified by our AYP/Data Mining team.</p>	<p>NWEA MAP – MATH Formative Assessment results</p> <p>MCA Correlation Data</p>	<p>Fall and Spring Assessment Data</p>

RATIONALE

This goal will show improvement of each child on an individual basis and is a better measure of improvement. The target is set based on getting them to grade level.

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	SCHOOL LEVEL IMPROVEMENT PLAN	2008-2009
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Appendix Attachments

Appendix A: Scoring Rubrics

Appendix B: Continuing School Choice and SES Schools

Appendix C: Corrective Action Addendum [Section 1116(b)(3)(7)]

Appendix D: Restructuring Plan Addendum [Section 1116(b)(3)(8)]

Appendix A: Scoring Rubrics

A Rubric for School 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>
<ul style="list-style-type: none"> <input type="checkbox"/> General and contact information is included <input type="checkbox"/> Area(s) for identification are included <input type="checkbox"/> Overview of improvement plan for 2008-2009 school year is provided <input type="checkbox"/> Demographics are included in executive summary <input type="checkbox"/> Elements are addressed and easily located in the plan <input type="checkbox"/> Comprehensive needs assessment summary for 2008-2009 school year is provided <input type="checkbox"/> Highly Qualified Teachers section is completed on the plan <input type="checkbox"/> District or school improvement action plan is included with all sections completed 	<ul style="list-style-type: none"> <input type="checkbox"/> General information is not correctly or incompletely filled out <input type="checkbox"/> Area(s) for identification are not included <input type="checkbox"/> Overview of improvement plan for 2008-2009 school year is incomplete <input type="checkbox"/> Demographics are not included in plan <input type="checkbox"/> Elements are not provided or are incomplete <input type="checkbox"/> Comprehensive needs assessment summary is not provided or incomplete for 2008-2009 school year <input type="checkbox"/> Highly Qualified Teachers section is incomplete <input type="checkbox"/> District or school improvement action plan is not included or incomplete

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

1. Ensure all students are proficient in core academic subjects by 2013-2014		
Distinguished	Proficient	Needs Revision
<p><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</p> <p><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</p>	<p><input type="checkbox"/> Challenges preventing the school or district from not making AYP are identified</p> <p><input type="checkbox"/> Targets are identified for all students to be on track for 100% proficiency by 2013-2014 in reading and math</p>	<p><input type="checkbox"/> Challenges preventing the school or district from not making AYP are not identified or not clearly presented</p> <p><input type="checkbox"/> Targets are not provided or are unclear</p>

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

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

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

3. Incorporate strategies based on scientifically based research to strengthen core academic subjects		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> <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, targets and/or objectives 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) 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are identified for each performance goal, targets and/or objectives <input type="checkbox"/> Strategies are aligned to the performance goals, targets and/or objectives <input type="checkbox"/> Sources of scientifically-based research are identified regarding cited area(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are not identified <input type="checkbox"/> Strategies are not aligned to the performance goals, targets and/or objectives <input type="checkbox"/> Sources of research are not identified

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

4. Describe how the professional development set aside (10% of Title I) will improve school status		
Distinguished	Proficient	Needs Revision
<p><input type="checkbox"/> Title I set aside funds are used for the purpose of providing high quality professional development that targets the needs of all teachers and principal(s) and an evaluation process is evident</p> <p><input type="checkbox"/> Title I set aside activities are aligned to school and/or district professional development plan.</p>	<p><input type="checkbox"/> Title I set aside activities are used for the purpose of providing high quality professional development to meet the needs of instructional staff and administrators</p>	<p><input type="checkbox"/> Narrative is unclear in meeting Title I set aside requirements</p>

A Rubric for School Improvement Plans
 (DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

5. Increase teacher and principal participation in high quality professional development		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> <input type="checkbox"/> High quality professional development that targets the needs of all teachers and principal(s) to address school 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers and principal(s) participate in high quality ongoing sustained professional development linked directly to cited area(s) <input type="checkbox"/> High quality professional development provided to meet the needs of instructional and administrative staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Little or no documentation provided about professional development activities <input type="checkbox"/> Unclear or not meeting needs of instructional and administrative

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

6. Promote effective parent involvement strategies		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are identified that are effective based on research and best practice and an evaluation process is evident <input type="checkbox"/> Strategies are identified to effectively involve parents in meeting academic goal(s) for all students and an evaluation process is evident <input type="checkbox"/> Strategies are identified to inform families about continuous academic progress, especially in cited area(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are identified that are effective based on research and best practice <input type="checkbox"/> Strategies are identified to effectively involve parents in meeting academic goal(s) for all students <input type="checkbox"/> Strategies are identified and linked to improving student learning in cited area(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are not identified or unclear to promote effective parent involvement <input type="checkbox"/> Strategies are not identified to involve parents in meeting academic goal(s) for all students <input type="checkbox"/> Strategies are not identified or are not linked with improving learning in cited area(s)

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

7. Incorporate extended day and extended school year activities as appropriate		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <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.

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

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

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

9. Describe the process of written parent notification of needs improvement status		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Process of parent notification includes a variety of modes of communication regarding the school's status for needs improvement <input type="checkbox"/> Parental notification letter(s) are mailed prior to beginning of school year	<input type="checkbox"/> Parental notification letter(s) are clearly written in a language that parents can understand regarding the school's status for needs improvement <input type="checkbox"/> Parental notification letter(s) are mailed prior to beginning of school year	<input type="checkbox"/> No process of parent notification is evident

A Rubric for School Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

10. Incorporate teacher mentoring in the school improvement process		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Evidence describes teacher mentoring program that has elements which assure sustainability of resources for program implementation <input type="checkbox"/> Evidence and research is available that the teacher mentoring program design will impact student achievement in cited area(s)	<input type="checkbox"/> Evidence describes a teacher mentoring program <input type="checkbox"/> Teacher mentoring program is designed to increase student achievement in cited area(s)	<input type="checkbox"/> No evidence of a teacher mentoring program <input type="checkbox"/> Teacher mentoring program has no correlation to cited area(s)

If Teacher mentoring program is not available, please explain.

Appendix B: Updating School Improvement Plans Continuing School Choice and SES Addendums

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

Appendix C: Corrective Action Addendum Section 1116(b)(3)(7)

Public Law 107-110, No Child Left behind (NCLB) Act of 2001 Requirements	Found on page#
1. Must indicate and describe with specificity the district choice for a stage 3 AYP school from one or more of the corrective actions listed below: <ul style="list-style-type: none"> ○ Replace the school staff who are relevant to the failure to make Adequate Yearly Progress (AYP). ○ Institute and fully implement a new curriculum that is founded on scientifically based research and offers substantial promise of improving educational achievement for low achieving students. ○ Significantly decrease management authority at the school level. ○ Appoint an outside expert to advise the school on its progress toward making AYP, based on its school plan. ○ Extend the school year or the school day for the school. ○ Restructure the internal organizational structure of the school. 	
2. Please use the “School Improvement Action Plan for AYP template” (currently used in school improvement plan or a similar tool) to describe in detail the corrective action to be implemented in the same year it was developed. <ul style="list-style-type: none"> ○ Provide the rationale for choosing a corrective action ○ Establish relevant goals ○ Implement strategies and activities to increase achievement of student groups ○ Develop timeline to implement the corrective action(s). <i>Corrective Action(s) must be implemented in the same year as developed.</i> 	
3. List any existing school improvement plan elements that have been revised to implement the required corrective actions.	
4. Must be approved by the district and submitted to the Minnesota Department of Education (MDE) for approval (90 days after AYP official notification).	

Appendix D: Restructuring Plan Addendum Section 1116(b)(3)(8)

Public Law 107-110, No Child Left behind (NCLB) Act of 2001 Requirements	Found on page#
<p>1. Must indicate the district choice for the Stage 4 or 5 AYP school from one or more of the restructuring options listed below:</p> <ul style="list-style-type: none"> ○ Reopen the school as a public charter school. ○ Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP. ○ Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school. ○ Implement any other major restructuring of the school's governance arrangement that is consistent with the NCLB principles of restructuring such as: <ul style="list-style-type: none"> • Change the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the district • Close the school and reopen it as a focus or theme school with new staff or staff skilled in the focus area (e.g., mathematics and science, dual language, communication arts) • Reconstitute the school into smaller autonomous learning communities (e.g., school-within-a-school model, learning academies, etc.) • Dissolve the school and assign students to other schools in the district • Pair the school in restructuring with a higher performing school so that K-3 grades from both schools are together and the 4-5 grades from both schools are together • Expand or narrow the grades served, for examples, narrowing a K-8 school to a K-5 elementary school 	
<p>2. Must be collaboratively written by the district (or charter school sponsor) and the school site.</p> <ul style="list-style-type: none"> ○ Must be a two-year plan ○ Must be written while a pre-restructuring school continues the implementation of School Improvement and corrective actions plans ○ The district should continue to provide technical assistance for the school to ensure the necessary support is available to increase the potential for improvement and success 	
<p>3. Must be fully implemented in the following year if a pre-restructuring school does not make Adequate Yearly Progress (AYP).</p>	
<p>4. Schools in pre-restructuring or restructuring must continue to:</p> <ul style="list-style-type: none"> ○ Notify parents/guardians before the start of the school year ○ Offer school choice and supplemental educational services until they exit restructuring status by making AYP for two consecutive years 	

Formula for meeting the 100% proficiency on the MCAs for YME School District

(Adapted from MDE Document “Taking Minnesota Students From Nation-Leading to World Competing”- formula reviewed with Margaret Biggerstaff, MDE School Improvement Division)

The formula shown below will be applied to cohort groups of students who have completed the MCA-II assessments. This will help us set targets that are SMART (Specific, Measurable, Achievable, Results-oriented and Time-bound) and demonstrate how we plan on having all of our students proficient by 2014.

2007	X%
2008	$X\% + 1/6(\% \text{ for } 2011 - X\%)$
2009	$X\% + 1/3(\% \text{ for } 2011 - X\%)$
2010	$\% \text{ for } 2009 + 1/2(\% \text{ for } 2011 - \% \text{ for } 2009)$
2011	$X\% + 1/2(100\% - X\%)$
2012	$\% \text{ for } 2011 + 1/3(100\% - \% \text{ for } 2011)$
2013	$\% \text{ for } 2011 + 2/3(100\% - \% \text{ for } 2011)$
2014	100%

- This same formula will be used for the 3rd grade, 10th grade and 11th grade students to set the goals for the grade level.
- The goal for students who have not taken the MCA-II assessment will be set in 3rd grade and divided into equal intervals to reach the 100% proficiency by 2014.

Rationale

- Use of this formula permits us to break the overall goal of reaching 100% proficiency by 2014 into smaller, more attainable benchmarks that can be effectively measured. In the early years, when we are planning and implementing new strategies, research suggests we will not make as much growth as we will in the later years when the strategies are refined. Consequently, the formula is designed to expect less growth in the beginning and greater growth in the later years.
- The goals and targets are set up by grade level as the state index targets are also set up by grade levels.
- We believe these goals are attainable and will keep us focused on what we want to accomplish each year as we move to 100% proficiency by 2014. Remember, the Chinese proverb, **“The journey of 100 miles occurs one step at a time”**.
- It is difficult to set goals for a cohort group of students who have not previously taken the MCA-II. Consequently, these numbers are based on what we believe we can accomplish.
- Our endeavor is to move all of our students to proficiency by 2014. To do this we need to improve our school culture as it relates to student achievement. We believe we can accomplish our goal by identifying and addressing our professional development needs, by raising our expectations about what our students can accomplish, by using research based best-practice instructional strategies, by setting reasonable benchmarks and by measuring our progress over time. This will help us focus on student learning.
- The formula we identified above contains high achievement expectations for all students based on previous achievement, includes benchmarks that are reasonable and measurable, and emphasizes the fact we are on a seven-year journey.

Math MCA-II Targets-Percent Proficient								
Grade								
		3rd	4th	5th	6th	7th	8th	11th
Year	2007	77%	60%	43%	52%	64%	49%	15%
	2008	79%	79%	63%	48%	56%	67%	22%
	2009	81%	82%	81%	67%	53%	60%	29%
	2010	85%	84%	85%	85%	74%	63%	43%
	2011	89%	88%	88%	89%	89%	80%	58%
	2012	92%	92%	92%	92%	93%	93%	72%
	2013	96%	96%	96%	96%	96%	97%	86%
	2014	100%	100%	100%	100%	100%	100%	100%

Reading MCA-II Targets-Percent Proficient								
Grade								
		3rd	4th	5th	6th	7th	8th	10th
Year	2007	75%	65%	59%	58%	67%	65%	60%
	2008	77%	77%	68%	63%	63%	70%	63%
	2009	79%	81%	79%	71%	66%	66%	67%
	2010	83%	83%	85%	83%	77%	73%	73%
	2011	88%	87%	87%	89%	88%	83%	80%
	2012	92%	92%	91%	91%	93%	90%	87%
	2013	96%	96%	96%	96%	95%	97%	93%
	2014	100%	100%	100%	100%	100%	100%	100%

Math Hispanic Student Group MCA-II Targets-Percent Proficient		
		District
Year	2007	35%
	2008	40%
	2009	46%
	2010	57%
	2011	68%
	2012	78%
	2013	89%
	2014	100%

Math Am. Indian Student Group MCA-II Targets-Percent Proficient		
		District
Year	2007	44%
	2008	49%
	2009	53%
	2010	63%
	2011	72%
	2012	81%
	2013	91%
	2014	100%

**Math SpED Student
Group MCA-II
Targets-Percent
Proficient**

		District
Year	2007	23%
	2008	29%
	2009	36%
	2010	49%
	2011	62%
	2012	74%
	2013	87%
	2014	100%

**Math FRP Student
Group MCA-II Targets-
Percent Proficient**

		District
Year	2007	41%
	2008	46%
	2009	51%
	2010	61%
	2011	71%
	2012	80%
	2013	90%
	2014	100%

**Reading SpEd
Student Group
MCA-II Targets-
Percent Proficient**

		District
Year	2007	31%
	2008	37%
	2009	43%
	2010	54%
	2011	66%
	2012	77%
	2013	89%
	2014	100%

**Reading FRP Student
Group MCA-II Targets-
Percent Proficient**

		District
Year	2007	49%
	2008	53%
	2009	58%
	2010	66%
	2011	75%
	2012	83%
	2013	92%
	2014	100%

***Yellow Medicine East School District
ESL Student Qualification Form***

Student Name: _____

Date of Birth: _____

District Enrollment Date: _____

Grade Level: _____

Home Language Questionnaire

- First learned a language other than English
- Comes from a home where a language other than English is usually spoken
- Does not use English as a primary language

Qualifying Criteria for ESL Services

- ESL services received in previous school
 - IPT
Results: _____
 - NWEA
Results: _____
 - TEAE
Results: _____
 - MCA II – Reading: _____
 - SOLOM
Results: _____
 - Parent recommendations
 - Teacher recommendations
-

- Student qualifies for services**
- Student does not qualify for services**

_____ Date of Parent Notification

Comments: _____

***Yellow Medicine East School District
ESL Educational Learning Plan***

Student Name: _____

Parent/Guardian Name: _____

Address: _____

Phone: _____

Parent/Guardian Workplace: _____

Phone: _____

Student's Primary Language: _____

ESL Entry Date: _____

Related Services: Special Ed Title I 504 Plan

Mainstream Teachers' Observations

Teacher's Name: _____

Concerns noted in these areas:

Academic

Reading

Writing

Speaking

Social/Behavioral

Comments: _____

Student Objectives

1. _____

2. _____

3. _____

These objectives will be measured by the following:

Student Schedule

Student receives _____ minutes of ESL services per week.

Accommodations for Testing

Mainstream Classroom Accommodation/Adaptations

This education plan has been discussed and approved by the following:

_____ Parent/Guardian _____ (date)

_____ ESL Teacher _____ (date)

_____ Regular Ed Teacher _____ (date)

_____ Administrator _____ (date)

STUDENT TEST DATA

(Sept 2003)

TEST INFORMATION	20 - K DGN	20 - GR. 1	20 - GR. 2	20 - GR 3	20 - GR 4	20 - GR 5	20 - GR 6
IPT Oral Designation							
IPT Reading Designation							
IPT Writing Designation							
TEAE Reading							
TEAE Writing							
TEAE MN SOLOM							
NWEA Language Fall							
NWEA Language Spring							
NWEA Reading Fall							
NWEA Reading Spring							
NWEA Math Fall							
NWEA Math Spring							
MCA Math or MTELL							
MCA Reading/writing							

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STUDENT TEST DATA

(Sept 2003)

TEST INFORMATION	20 - GR. 7	20 - GR. 8	20 - GR. 9	20 - GR 10	20 - GR 11	20 - GR 12
IPT Oral Designation						
IPT Reading Designation						
IPT Writing Designation						
TEAE Reading						
TEAE Writing						
TEAE MN SOLOM						
NWEA Language Fall						
NWEA Language Spring						
NWEA Reading Fall						
NWEA Reading Spring						
NWEA Math Fall						
NWEA Math Spring						
MCA Math or MTELL						
MCA Reading/writing						

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YELLOW MEDICINE EAST – ISD 2190*Serving the communities of Clarkfield, Echo, Granite Falls, Hanley Falls, Hazel Run & Upper Sioux*

Allen Stoeckman, Superintendent

450 9th Avenue - Granite Falls, MN 56241

Phone: 320-564-4081 - Fax: 320-564-4781



August 29, 2008

Dear Parents or Guardian,

The federal No Child Left Behind (NCLB) Act requires that all schools in the nation make Adequate Yearly Progress (AYP) toward achieving the goal of all students being proficient in reading and math. As you may be aware, Yellow Medicine East has been designated as a district in need of improvement due to not making AYP for 2 years.

Not making AYP for a district is determined by collecting the results of academic achievement measures in reading/language arts and mathematics, student participation rates in these assessments, graduation rates, and for elementary and middle schools, the attendance rates. Many times tested subgroups are not large enough to meet the minimum group size*.

The following table provides the MCAII, attendance and graduation results for all groups of students:

Student Group	Math Yes or No	Reading Yes or No	Attendance Yes or No	Graduation Rate Yes or No
All Students	Yes	Yes	Yes	Yes
American Indian	No	Yes	Yes	*
Asian	*	*	*	*
Black	*	*	*	*
ELL	Yes	Yes	Yes	*
Free/Reduced Lunch	No	No	Yes	*
Hispanic	No	Yes	Yes	*
Special Education	No	No	Yes	*
White	Yes	Yes	Yes	Yes

A district improvement team will be analyzing all available assessment information to pinpoint strengths and challenges that will be addressed through professional development and a review of the curriculum.

We encourage you to be involved in improving the quality of education at our school district by participating on the district improvement team, talking with your child's teacher about how you can support your child's education or contacting the school district for more information.

Sincerely,

Allen Stoeckman


Superintendent of Schools

YME HIGH SCHOOL
Karen Norell, Principal
450 9th Avenue
Granite Falls, MN 56241
Phone: 320-564-4083
Fax: 320-564-4782

BERT RANEY ELEMENTARY
Stacy Hinz, Principal
555 7th Avenue
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Phone: 320-564-4082
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ACTIVITIES & COMMUNITY EDUCATION
Tim Knapper, Director
450 9th Avenue
Granite Falls, MN 56241
Phone: 320-564-4084
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MVCC - SPECIAL EDUCATION
Cindy Loe, Director
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I. General Information and Instructions:

- Improvement plans are due **November 3, 2008**
- Email the completed plan to Michael Koranda via email michael.koranda@swsc.org **AND**
- Mail or hand deliver the completed and signed plan in care of Michael J. Koranda, SWSC, 1420 E. College Drive, Marshall, MN 56258

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

District Name and Number: Yellow Medicine East School District # 2190	Phone: (320) 564-4081
Superintendent/Director: Allen Stoeckman	Fax:
Site Address: 450 9 th Avenue Granite Falls, MN 56241	Email: astoeckman@yme.k12.mn.us

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

1. Trevor Schulte	Curriculum/Staff Development/Assessment Coordinator/High School English Teacher/Parent
2. Allen Stoeckman	Superintendent
3. Stacy Hinz	Elementary Principal/Parent
4. Caroline Linden	Intermediate Balanced Literacy Coach/3 rd Grade Teacher/ Parent
5. Steve Huettl	6 th Grade Teacher
6. Melissa Larson	ESL Teacher
7. Adela Espinoza	ESL Paraprofessional/Parent
8. Karen Norell	High School Principal/Parent
9. Paul Hoernemann	High School Mathematics Teacher/Parent
10. Sheila Koepke	High School Special Education Teacher/Parent
11. Amy Stewart	Elementary Special Education Teacher
12. Cindy Loe	Special Education Director


AYP (In Need of Improvement) Stages 2008-2009 School Year
*Any district in Continuing In Need of Improvement must complete Appendix B
**Any district in Corrective Action must complete Appendix C

- In Need of Improvement 1.1 or 1.2
 Continuing In Need of Improvement 2.1 or 2.2
 Corrective Action 3.1 or 3.2

MDE USE ONLY

Final Approval Signature:	Date:
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Comments:

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IMPROVEMENT PLAN ASSURANCES

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

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

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

(Signature of Superintendent/Director)

(Date)

(Signature of LEA Representative)


(Date)

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of _____ *(District Name)* has authorized _____ *(Name)* at a monthly meeting on _____ *(date)* to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2008-09. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the administration of this improvement plan.

(Signature of Superintendent/Director)

(Date)

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

Eight elements to be included in the needs improvement plan:

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

This can be accomplished as follows:

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

II. EXECUTIVE SUMMARY INTRODUCTION:


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

Address the following:

District Demographics

The Yellow Medicine East School District is located in rural west-central/southwest Minnesota. Elementary students (K-6) attend Bert M. Raney Elementary School in Granite Falls. All students enrolled in grades seven through twelve (7-12) attend Yellow Medicine East High School in Granite Falls.

As reported on the 2008 District School Report Card, during the 2007-2008 school year, 930 students were enrolled in the Yellow Medicine East School District. Seventy-seven (77) percent were Caucasian, ten (10)

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percent were Hispanic, eleven (11) percent were American Indian, two percent (2) were Asian, and one (1) percent was black.

During this school year six (6) percent of the student population was identified as having limited English proficiency and nineteen (19) percent were identified as receiving special education services. Forty-four (44) percent of the students were eligible to receive free or reduced school meals.

The District AYP attendance rate was at ninety-five (95) percent and the graduation rate was at ninety-nine (99) percent. Two hundred eighty-five (285) students were identified as being open enrolled out of the school district while sixty-eight (68) students who attend school at YME are from neighboring districts.

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

Yellow Medicine East School District #2190 (YME) was identified in the continuing needs improvement stage (2.1) based on the 2008 Minnesota Comprehensive Assessment (MCA) results. The student groups YME was identified in were American Indian and Hispanic for the area of math proficiency, while Special Education and Free/Reduced Lunch student groups were identified in both math and reading proficiencies. We were also identified at Bert M. Raney Elementary in mathematics for the student groups American Indian and Limited English Proficiency with Special Education and Free/Reduced Lunch student groups being identified for both areas of reading proficiency and mathematics proficiency. Bert M. Raney Elementary is now identified in the school choice of the needs improvement status. YME High School made AYP and is not in the needs improvement stage.

After the District AYP Leadership team reviewed all of the data, a decision was made to address reading and math overall, as there are still areas of improvement that need to be made for all students district wide. Our plan also identifies the improvement we need to address in the American Indian and Hispanic student groups in the area of mathematics. The plan also addresses the overall need of our students in the Special Education and Free Reduced/Lunch student groups in the areas of both mathematics and reading.


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

The comprehensive needs assessment was completed in 2007.

- Certified staff were given the opportunity to complete an online Quality Indicators Survey we received from Meg Litts, our AYP regional coordinator, in the fall of 2007. The District AYP Leadership Team reviewed these results on October 10, 2007.
- Perception surveys were conducted with parent groups in the winter and the spring of 2007. The results were reviewed by the District AYP Leadership Team and used as a component of our Comprehensive Needs Assessment. The following parent groups were represented: American Indian, Hispanic, and Caucasian.
- The District AYP Leadership Team reviewed the data from the Minnesota Comprehensive Needs Assessments and the Northwest Evaluation Association Measures of Academic Progress assessments.

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- The District AYP Leadership Team developed a list of current practices and programs in the areas of reading, math, special education, ELL, and professional development.
- Based on the information, the District AYP Leadership Team developed a list of needs in the areas of reading, math, special education, ELL, and professional development.

Using all of the information listed, the YME District AYP Leadership Team developed a comprehensive plan in the areas of reading, math, and the LEP student group in reading proficiency for the next two years. Our plan is for two years and is comprehensive. It addresses reading and math overall as well as our identified student groups. The plan will be reviewed and revised in the fall of 2009 as we continue to evaluate the data in regard to student achievement in order to monitor and adjust the activities.


Summarize the results of the needs assessment

Assessment Data:

- Our core curriculum is currently not meeting the needs of the majority of students in our school district. We have scored consistently below the state average in the percent of students proficient in the areas of reading and math on the MCA-II's at a majority of the tested grade levels.
- NWEA scores indicate that many students are not making their targeted growth, and the majority of students at a grade level are not performing at the typical grade level norm.
- State standards must be embedded and assessed within the district's core curriculum. The formative assessment piece is imperative for us in order for us to understand where students are in regard to achievement of the standards, and we need to use the results to drive instruction in the classroom.
- MCA-II test specifications need to be reviewed by teachers to ensure they clearly understand the standards being assessed and are aware of the students' performance on the standards at the classroom level.
- Students need additional instruction and practice in completing constructed response questions as presented in the MCA-II's. This is true for all students, but especially for our ELL students based on the number of points being scored on the constructed response questions.
- We do not have a common formative assessment developed.
- We need to continue to use the Developmental Reading Assessment (DRA) to drive instruction and develop a system to transfer the information to the following year for students.

Program Data:

- The instructional model of best practice used in the ELL program has been reworked and is now meeting the needs of the majority of students and is based on best practice. All ELL students in the high school are assigned to an English class.
- The high school language arts teachers could benefit from additional common planning time to review curriculum needs, discuss the placement of the standards, and look at having common formative assessments. The high school language arts teachers began conducting department meetings on a regular basis in the winter of 2007.
- The current delivery model used in special education is in the process of being reviewed to ensure we are delivering a model that best meets students' needs.
- A new math curriculum was adopted in grades K-6 for the 2007-2008 school year. We are using Houghton-Mifflin in grades K-5 and Holt in grade 6. Therefore, it is difficult to resolve a curriculum issue, as our curriculum in math at these levels is very different than that which was previously used.

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- The 7th and 12th grade mathematics teachers had a common prep time during the 2007-2008 school year and utilized the time to use data to drive instruction, create formative assessments, and review the standards. Math teachers do not currently have a common prep time for the 2008-2009 school year, however, they are conducting routine department meetings to review and modify information gathered during the 2007-2008 school year.
- The Balanced Literacy model has been adopted and is continuing to be implemented at the elementary level. All grade K-2 teachers were trained, during the 2006-2007 school year, and are in the third year of training and implementation. Grade 3-6 teachers began their training during the 2007-2008 school year and are in their second year of training and implementation. Again, this recent reading adoption makes it difficult to resolve what may be curriculum issues, as our curriculum is different than it has been in the past.
- The 7th-12th grade mathematics teachers are involved in a math grant with the Minnesota River Valley Education District (MRVED).
- 7th grade students who were identified as “at risk” for reading have been placed in a reading skills specific English course that utilizes the Read 180 program. As this course is a new addition in the 2008-2009 school year, it is too early to analyze the results and resolve what may be curriculum issues.

Perception Data:


- Annually, selected parents are invited to attend a Focus Group Discussion meeting facilitated by an outside facilitator. Focus groups are held for Hispanic, American Indian, and Caucasian parents.
- The intent of the discussion is to determine parents’ perception of how well the school is doing, what they see as strengths, and what they would like to see added or addressed by the school district.
- The overall support of the school by parents is very positive. There is a feeling that children are making academic progress and that issues of race appear to be less prevalent.
- The areas that the parents want to continue to see addressed are after school programming, homework help, bullying concerns, and increased participation in organized sports and school activities at the high school level.

Quality Indicators Survey:

- The certified staff indicated professional development was one of the stronger areas for our school district.
- Staff in the high school felt one of the strengths was developing a system-wide approach for using instructional strategies.
- For the elementary, engaging the community was a strength that was noted.
- In most of the areas, the staff felt we are developing a system-wide approach. The team felt this indicated we are trying to make changes and recognize that we are working to meet student’s individual needs.
- Staff working together to create a positive impact on the learning environment, student behavior, and attendance seemed to be areas we need to continue to focus on in our school district.

Staffing:

- Thirty-one (31) percent of the staff in the high school were new to the district in the 2007-2008 school year.
- The high school English department includes three staff members who were either new to the district or returned from leave last year (2007-2008) and also includes one member who is new to the district this year (2008-2009).
- We have two new staff members in the high school Special Education department.

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Professional Development:

- The district has nine (9) early release or late start professional development days. There are also eleven (11) full staff development days.
- The staff development plan will continue to focus on instructional practices designed to improve student achievement.

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.

There were several barriers identified by the District AYP Leadership Team.

- The team indicated they have received training on many best practices. However, there has been no follow-through so they have not been put into practice in the district. Based on research, the Constructivist Theory of Teaching allows for students to learn at their instructional level and the district will continue to develop a deeper understanding of that theory and put it into practice. It will also allow for differentiated instruction to occur in the classroom.
- The English Language Learners program is continuing to move forward while basing its program on best practices and inclusion of the students. The ELL program director is continuing to move toward inclusion of ELL learners and base the curriculum on research and best practice. We will continue to work with people who specialize in this area.
- There continues to be little communication and alignment of the K-12 curriculum from the past. We will continue to hold K-12 curriculum alignment meetings within curriculum areas to facilitate conversations around curriculum and standards. We will continue to post the current curriculum maps on the server and then begin to prepare for online publication.
- The staff has been unfamiliar with the data and has not used the data they have to drive instruction in the classroom and to design their curriculum. We continue to look at data to drive our curriculum, instruction, and decisions. We also need to develop a process to formalize the data review process. We will continue to investigate data warehouses to help us with this process.
- The curriculum/staff development/assessment coordinator has been a different person each year, for the last four years. Also, this position has been cut to a ½ time position due to budget restraints. Having consistency in this position will help us continue to move forward and progress.
- Our assessments need to drive instruction in the classroom. Once the data review process is more formalized and familiar to them, the staff will have a better understanding of our students’ needs and will be able to identify those needs in the instructional decisions in the classroom.
- Formative assessments have not been previously used to help students’ knowledge of the standards. We currently use NWEA (which is a formative and summative assessment) in grades

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2-10, as well as, Study Island, a method of assessing student learning and will need to continue to have our staff understand the data and how to use it to drive their instruction.

- Content area teachers in the high school have been trained in using the MCA and NWEA data to drive instruction. Throughout the course of the 2007-2008 school year, all teachers were trained in using the MCA and NWEA data to drive instruction and help them assess the standards. This should allow for improvement during the 2008-2009 school year.
- Some teachers have not reviewed the reading and math standards to embed all of the standards into their classes. A K-12 literacy team was and will continue to be responsible for training all of the 7-12 staff to use the designated reading strategies with the expectation that all of the teachers will embed the reading strategy into their instruction and bring student work to demonstrate the strategy. We will continue to train staff and follow-up on the strategies with staff to ensure they are embedded.
- We will train staff in instructional strategies for working with English Language Learners. During the 2007-2008 school year, high school staff completed four (4) hours of training on the Sheltered Instruction Observation Protocol (SIOP) model. The high school staff will continue training on the SIOP model for the 2008-2009 school year.

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

- Please see attached documents, Attachment #1 and Attachment #2, for the target for all of our students to be proficient in reading and math by 2013 and 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 objectives for continuous and substantial progress to achieve proficiency

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

Address the following:

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

- Please see Attachment #2 that displays our targets for our SpEd students to be 100% proficient in reading by 2013-2014. Because of the cell size we set the goals for the SpEd student group by district so it is more statistically reliable.
- Please see Attachment #2 that displays our targets for our FRP students to be 100% proficient in reading by 2013-2014. Because of the cell size we set the goals for the FRP student group by district so it is more statistically reliable.
- Please see Attachment #2 that displays our targets for our American Indian students to be 100% proficient in math by 2013-2014. Because of cell size we set the goals for the American Indian student group by district so it is more statistically reliable.

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- Please see Attachment #2 that displays our targets for our Hispanic students to be 100% proficient in math by 2013-2014. Because of cell size we set the goals for the Hispanic student group by district so it is more statistically reliable.
- Please see Attachment #2 that displays our targets for our SpEd students to be 100% proficient in math by 2013-2014. Because of cell size we set the goals for the SpEd student group by district so it is more statistically reliable.
- Please see Attachment #2 that displays our targets for our FRP students to be 100% proficient in math by 2013-2014. Because of cell size we set the goals for the FRP student group by district so it is more statistically reliable.

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

- The information provided on the charts, tracks the student groups and the district as a whole in reading and math. It provides measurable goals that will lead to looking at a cohort group and the growth they make.
- We will be using Northwest Evaluation Association (NWEA) measures of Academic Progress (MAP) in the fall and spring for all students in grades K-10 in math and in grades 2-10 in reading. We will have teachers review the MCA and NWEA alignment as part of tracking the progress of students toward achievement of the standards and student growth.
- We will use the Developmental Reading Assessment (DRA) to track the progress of our students in grades K-6 in reading and for English Language Learners in grades 7-12.
- We will investigate the use of AIMSweb and other formalized math assessments that can give us valuable information to track the ongoing progress of our students.

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

Page where identified: _____

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


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

Address the following:

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

Assessment

- We will use NWEA MAP assessments in reading and math to assess student progress and growth and have teachers use it to drive instruction in the classroom. Students in grades K-10 will be assessed in the fall and spring for reading and math. All math students in grades K-6 will be assessed in the winter season also. NWEA MAP is a formative assessment and we will use the results of these assessments to make curricular and instructional decisions.

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- We will use the DRA assessment for students in grades K-6 in reading, which is a formative assessment. We will look at how we can transfer the information between grade levels to help us continue to utilize the information. DRA is a research-based assessment and aligns to our performance in reading.
- The testing environments will be aligned to meet individual students needs and we will set up the best testing environment possible for students. Research has shown that students should be assessed in the environment where instruction occurs.

Curriculum

Reading

- K-2 teachers will continue to receive training in the Balanced Literacy model. This is the 3rd year of training using this research-based curriculum. The Primary Literacy Collaborative Coach will continue to implement the program and coach the teachers in the strategies.
- Grade 3-6 teachers will receive extensive training in the Balanced Literacy model by the Intermediate Literacy Collaborative coach. Implementation of the program began during the 2007-2008 school year and is in the 2nd year of implementation. This is a research-based program.
- Based on the data (MCA II, NWEA, DRA, and teacher judgment), students in grade 7 will be placed in a reading class and have reading for a full year in addition to their regular English class. This course will be using the Read 180 program and will allow additional instructional time. Allowing the additional instruction is documented as a research-based strategy.
- The research-based program, Reading Recovery, will continue to be used as an intervention with first grade students who are struggling readers.
- Study Island was implemented during the 2007-2008 school year. Study Island allows students continual practice on the standards and benchmarks of the MCA-II. This program can be used to differentiate for all students' needs. Students can access this web-based program from home if need be. This allows for a home-to-school connection to occur. Once again, more time spent on instruction for students will increase student achievement in these areas.
- We will create a reading environment. The expectation will be that students have a book with them at all times. When finished with classroom work, students will be expected to read. We also have implemented the 20/20 family literacy program. This program's expectation is that each family reads at least 20 days a month for at least 20 minutes per day. The families receive a monthly newsletter and calendar to record the reading minutes. Our school's expectation is 100% participation.

Math

- During the 2007-2008 school year, a new math series was implemented in grades K-5. The Houghton-Mifflin mathematics program is research-based and aligned to the Minnesota Academic Standards.
- Grades 6-12 math teachers have met and coordinated their curriculum. Through this effort, 6th grade adopted the Holt math program. This is a research-based math curriculum.
- K-12 teachers are involved in an approximate \$500,000 math grant through the Minnesota River Valley Education District (MRVED). We are currently in the second year of this three-year grant. This grant is based on data interpretation and use, best practices, and research-based strategies in mathematics.

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- A portion of the elementary staff received extensive training in the Lesson Study model during the summer of 2008. They brought back the information to the elementary staff as a part of the MRVED math grant. Lesson Study is a Japanese research-based model of instruction.
- Some elementary staff will be involved in the Lesson Study model in math during the 2008-2009 and 2009-2010 school years.
- High school and elementary math teachers are meeting consistently throughout the year.
- Study Island was implemented during the 2007-2008 school year. Study Island allows students continual practice on the standards and benchmarks of the MCA-II. This program can be used to differentiate for all students' needs. Students can access this web-based program from home if need be. This allows for a home-to-school connection to occur. Once again, more time spent on instruction for students will increase student achievement in these areas.
- The K/1 and the 2nd grade teachers will continue to implement a new math report card based on the Minnesota Academic Standards. They will assess the standards and use the assessment to drive instruction.
- AIMSweb and other programs will be implemented as a way to assess math skills. We will look for a research-based program that will help assess students' knowledge and help us to provide interventions.
- We will train staff in the use of data to drive instruction. This will help ensure data driven decision-making in the classroom and school district.
- Criteria have been developed for placement in math classes at the 7-12 level. This allows for differentiated instruction to meet students' individual needs. This high school math department is striving to meet students' needs at their instructional levels.
- According to the data (MCA-II, NWEA, DRA, and teacher judgment), struggling students in grade 8 will be placed in a remedial math class and have math for a full year in addition to their regular math class. Research indicates more instructional time for students will increase student achievement.

Staffing

- 3 (.5) FTE Reading Recovery Teachers
- .5 FTE Primary Literacy Collaborative Coach
- .5 FTE Intermediate Literacy Collaborative Coach
- 1/6 time of a Math teacher and 1/6 time of a Special Education teacher time were allocated for an 8th grade additional math class for identified students.
- 1/6 time of an English teacher and 1/6 time of a Special Education teacher time were allocated for a 7th grade additional reading class for identified students.

Professional Development

- Our entire staff will be participating in Professional Learning Communities. The common theme of these communities will be: "Schools exist to ensure that all students learn at high levels." The driving questions we will continually ask ourselves are:
 - What is it we want all students to learn?
 - How will we know when each student has mastered the essential learning?
 - How will we respond when a student experiences initial difficulty in learning?
 - How will we deepen the learning for students who have already mastered essential knowledge and skills?

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- All high school staff will review reading scores of both the NWEA and MCA test and use these scores to drive their instruction. They will address both the reading and math standards in their lessons.
- All staff will receive professional development in strategies for working with SpEd and LEP students.
- Continuous and ongoing professional development opportunities will be provided with nine (9) early out or late starts along with eleven (11) full professional development days.

ESL Program

- The data for each individual student will be reviewed to build the Individual Learning Plan (ILP).
- “English in a Flash” has been added to our LEP program. This research-based program has helped expand our students’ speaking and listening comprehension. Exploration will continue on the best use of this program for our students. Students will be able to come in the morning before school or after school to work on the “English in a Flash” program.

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

English in a Flash

- This program will give students more practice on the oral development of the English language and be based on the student’s instructional need. This program will help the ESL coordinator to monitor the student’s needs and base instruction on their needs. This program is in addition to their ESL instruction during the day.

Math Grant

- The grant is based on best practice and researched based instructional strategies that will give our staff the training and tools to more effectively deliver the math standards. The teachers will meet on a regular basis to coordinate curriculum (7-12) and discuss the embedding of the standards, setting students goals, and intervening when students aren’t learning.

Study Island

- Study Island was implemented during the 2007-2008 school year. Study Island allows students continual practice on the standards and benchmarks of the Minnesota Academic Standards in Mathematics and Reading. This program can be customized to differentiate instruction based on individual students needs and strengths. Students can access this web-based program from home. This allows for a home-to-school connection to occur.

Balanced Literacy

- The Balanced Literacy reading model has teachers continually collecting data on students. Teachers are continually using the data to drive their instruction of the individual student in the classroom. Each student is seen as an individual learner with unique needs and the teacher bases the instruction on the student data. This will impact all of our student groups for AYP in reading proficiency.

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Training Staff in the Use of Data to Drive Instruction

- In order to best meet the needs of students, we need to use data to drive the instruction in the classroom. We want to utilize the current data we have to help us make instructional decisions.

Embedding Standards

- The standards need to be truly embedded and assessed in the classroom. Teachers need to instruct their students and assess the students in the standards. The reading and math standards also need to be embedded in the other content areas and need to be a focus of all teachers.

Professional Learning Communities

- Professional Learning Communities are research based and are necessary to make a cultural change in what we are currently doing in a school district. These learning communities will help staff focus on the importance of what students are learning, instead of what is being taught.

7th and 8th Grade Reading and Math Class

- One of the most significant indicators for students struggling is the time they spend on the subject. We are creating a focused class that gives students more time in the subject area in which they are struggling.

K-12 Literacy Team

- This will help us coordinate the literacy program district wide. This program allows us to build a consistent program with common interventions throughout the school district. High school teachers will implement a new strategy each month so literacy becomes a K-12 objective.

Book Expectation

- The district will convey to the students the importance of reading and the expectation that all students will read when they finish their work in any class. This will allow students more practice reading time and convey the importance of reading.

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:

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

The Title I set-aside funds will be used to provide high quality professional development to the instructional staff that does the following:

- Enhances literacy skills
- Promotes ESL program development
- Trains staff in best practices in working with all students
- Analyzes NWEA and MCA-II data for all teachers and use this data to drive instruction.
- Creates opportunities to map and align curriculum and state standards.

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

It is evident that the professional development plan relates directly to reading and math achievement of ALL students and also creates/utilizes an effective ESL and SpEd program based on research and on best meeting students’ needs. We have several other professional development activities as listed in Attachment #4 that are funded with district funds.

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 in the area(s) cited that contributed to the identification of needs improvement status.

- Based on the data, the core curriculum in reading and math does not meet the needs of a large percentage of our students’ needs.
- The ELL program is continuing to improve on its use of current research and best practices.
- The SpEd program is continuing to improve on its use of current research and best practices.
- Both math and reading/English continue to review the placement of the standards and ensure they are placed and assessed in the classroom.
- Staff needs to understand the data better and then use the data to drive instruction in the classroom.
- Staff needs to engage students and parents/guardians in setting goals. Having parents and students involved and accountable for their learning goals increases the chance of student success.

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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.

Reading

- The K-6 teachers have been instructed on the use of balanced literacy as part of the Literacy Collaborative Model of Professional Development.
- Literacy Collaborative requires one hundred-fifty (150) minutes of literacy instruction per day. We are working towards allocating this time, which is an increase in the previous instructional time allotted for reading. Research from Ohio State University and the LC Trademark Committee shows the most effective literacy model allows for one (1) hour of reading, one (1) hour of writing and thirty (30) minutes of word study each day.
- DRA assessments will be used to drive the instruction in grades K-6 and for ELL K-12. The NWEA assessments and MCA-II assessments will be used to identify students’ needs. The DRA and NWEA are formative assessments and will guide our instruction. MCA-II and NWEA are summative assessments and will be used as a summative measure of learning.
- Teachers will be trained on how to use the DSR MCA-II report to identify students’ needs and help students set goals. Identifying the students’ needs will allow teachers to identify the standards the students need more work on and the standards the students have already mastered. This will allow teachers to differentiate instruction for students. Student ownership is essential in goal setting and achievement.
- All content area teachers in grades 7-12 will receive training in the use of the NWEA reading assessments, the reading standards, and the use of the MCA-II scores to drive their instruction.
- A new year-long reading class for 7th grade students was added for students who struggle with reading. These students will have an English class and a reading class. The process for student selection is through the use of MCA-II assessments, NWEA, DRA, and teacher judgment.

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 new strategies that will be used to increase parent involvement.

- Parent Teacher Organization – Parent Teacher Organization will continue to plan activities and support parent involvement in both the elementary and high school. The PTO provides opportunities to develop parent leaders, representation/support for parents, and recruit parent volunteers.
- FRED – “Father’s Reading Every Day” program has been implemented with the K-2 parents. This program encourages fathers to read with their children since more reading leads to better understanding.

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- Goals – Goals will be set with students who take the MCA-II Assessments and NWEA Assessments, with the information being shared with parents. This will encourage the parents and students in increasing student achievement and encourage the home-school connection.
- Individual Learning Plans (ILPs) – ILPs will continue to be completed with all identified ELL students and shared with parents. These ILPs will lead to more focused, differentiated instruction for all of our ELL students in both the ELL and regular education classroom.
- Instruction and Curriculum Advisory Committee – The plan we develop will be shared with the ICAC, a committee which is comprised of a majority of community members, and input will be solicited for instructional and curriculum needs.
- Title I Parent Compact – This plan will be reviewed and modified to strengthen the home-to-school connection.
- Study Island – This program can be completed at home with the students’ logins and passwords. This will help to increase the home-to-school connection and encourage students and parents to target the specific skill their children need to work on.
- Translations – Translations are provided when needed for notes, homework, etc. Teachers will be made aware of freetranslations.com as a resource to use also. This will help involve parents who may otherwise be left out. If homework comes home in the native language, some parents will be more able to help.
- 20/20 – This is a reading program where elementary students are encouraged and rewarded if they read 20 minutes a day for 20 days during a month. Each month the calendar is sent home with the students with a reading newsletter attached for tips on reading to use at home.

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

- Parents will understand the goals set by their students and understand the role they have in ensuring their child reaches the goal. ELL ILPs will set clear student goals for this particular student group.
- Elementary parents will have the opportunity to be involved in many activities. Our Parent Teacher Organization continually plans activities and supports parent involvement in both the elementary and high school.
- Providing translations will help parents be more involved in their child’s education. Translations are provided when needed for notes, homework, etc. Teachers will be made aware of freetranslations.com as a resource for this. If homework and books come home in the native language, some parents, who may have otherwise been left out, will be more able to help and be involved in their child’s education.
- Discuss with PTO the opportunity to have PTO meetings in Clarkfield and Hanley Falls at times. Since transportation is an issue for some of our out-of-town parents, PTO meetings and activities in Clarkfield and Hanley Falls would help to increase participation of parents in those towns.

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

- Creating partnerships with the parents will stress the importance to students and parents of the home-to-school relationship. It will also help to have everyone working toward the same goal.

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- PTO allows opportunities to develop parent leaders, representation/support for parents, and recruit parent volunteers. The opportunities they present encourage parents to be involved in their child’s education.
- We encourage parents to read with their children since more reading leads to an increase in reading achievement.
- More frequent conversations with parents will lead to increased parent and student accountability. It will also create a partnership between the home and school.
- If homework comes home in the native language some parents will be more able to help.

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

- See Attachment #3

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

Page where identified: _____

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

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

Address the following if providing extended day activities:

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


- At this time we will not be formally adding any additional time to the school day.
- In the fall of 2007 we purchased “English in a Flash” for our ELL students to use, in order to enhance their oral English skills. We are currently implementing the program and have it available to students in the morning before school for student access. We will continue to evaluate the use and success of this program as we progress.

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

- Not applicable

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

~OR~

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Describe the rationale if the district is not providing extended day activities.

- Yellow Medicine East School District #2190 will not be providing extended day activities. We currently provide after school programming for Grades 4-7 for at-risk students and it is well attended and supported throughout our community. We have offered Targeted Services over the summer and after school in 07-08 and both those options for students were poorly attended. We want to focus on strengthening our current school day first before we start delving into extended options for students.

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 needed to effectively implement the district improvement plan.

- We have worked with Michael Koranda throughout the process.
- Our team attended the required meeting with the MDE staff and then met with Michael Koranda after the meeting to help direct us as we started our plan.
- Trevor Schulte, the curriculum/staff development/assessment coordinator has been in contact with Michael Koranda as the team worked on the improvement plan.
- Michael Koranda has worked with our staff on staff development days. He has worked with our staff in regards to understanding data and using the data to drive instruction.
- Michael Koranda will continue to work with our staff on staff development days so the training is continuous and ongoing.
- Our staff has attended NWEA workshops at both the SW/WC Service Cooperative and the MRVED.
- Trevor Schulte will be attending some of the School Improvement workshops provided by the Minnesota Department of Education and bring the information back to the appropriate teams in the school district.

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

- We will continue to attend workshops the Service Cooperative, MRVED, and the Minnesota Department of Education provides.
- We will continue to use Michael Koranda as a resource person to improve our programs.

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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: _____

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

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

Yes
 No

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

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

VI. DISTRICT IMPROVEMENT ACTION PLAN

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

- See Attachment #4

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Appendix Attachments

Appendix A: Scoring Rubrics

Appendix B: Updating District In Need of Improvement Plan Addendum

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

Appendix A: Scoring Rubrics

A Rubric for District Improvement Plans

The essential requirements in the school or district improvement applications have been incorporated (general information, executive summary, needs assessment, highly qualified teachers and improvement action plan)	
<i>Completed</i>	<i>Not Completed</i>
<ul style="list-style-type: none"> <input type="checkbox"/> General and contact information is included <input type="checkbox"/> Area(s) for identification are included <input type="checkbox"/> Overview of improvement plan for 2008-2009 school year is provided <input type="checkbox"/> Demographics are included in executive summary <input type="checkbox"/> Elements are addressed and easily located in the plan <input type="checkbox"/> Comprehensive needs assessment summary for 2008-2009 school year is provided <input type="checkbox"/> Highly Qualified Teachers section is completed on the plan <input type="checkbox"/> District or school improvement action plan is included with all sections completed 	<ul style="list-style-type: none"> <input type="checkbox"/> General information is not correctly or incompletely filled out <input type="checkbox"/> Area(s) for identification are not included <input type="checkbox"/> Overview of improvement plan for 2008-2009 school year is incomplete <input type="checkbox"/> Demographics are not included in plan <input type="checkbox"/> Elements are not provided or are incomplete <input type="checkbox"/> Comprehensive needs assessment summary is not provided or incomplete for 2008-2009 school year <input type="checkbox"/> Highly Qualified Teachers section is incomplete <input type="checkbox"/> District or school improvement action plan is not included or incomplete

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
<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> Challenges preventing the school or district from not making AYP are not identified or not clearly presented <input type="checkbox"/> Targets are not provided or are unclear

A Rubric for District Improvement Plans
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

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

A Rubric for District Improvement Plans


(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

3. Incorporate strategies based on scientifically based research to strengthen core academic subjects		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> <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) 	<ul style="list-style-type: none"> <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) 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are not identified <input type="checkbox"/> Strategies are not aligned to the performance goals <input type="checkbox"/> Sources of research are not identified

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> Little or no description is provided about professional development <input type="checkbox"/> Use of 10% Title I set aside is unclear

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A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

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

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

6. Promote effective parent involvement strategies		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are identified that are effective based on research and best practice and an evaluation process is evident <input type="checkbox"/> Strategies are identified to effectively involve parents in meeting academic goal(s) for all students and an evaluation process is evident <input type="checkbox"/> Strategies are identified to inform families about continuous academic progress, especially in cited area(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are identified that are effective based on research and best practice <input type="checkbox"/> Strategies are identified to effectively involve parents in meeting academic goal(s) for all students <input type="checkbox"/> Strategies are identified and linked to improving student learning in cited area(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are not identified or unclear to promote effective parent involvement <input type="checkbox"/> Strategies are not identified to involve parents in meeting academic goal(s) for all students <input type="checkbox"/> Strategies are not identified or are not linked with improving learning in cited area(s)

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.


A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

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

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

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

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

Formula for meeting the 100% proficiency on the MCAs for YME School District

(Adapted from MDE Document “Taking Minnesota Students From Nation-Leading to World Competing”- formula reviewed with Margaret Biggerstaff, MDE School Improvement Division)

The formula shown below will be applied to cohort groups of students who have completed the MCA-II assessments. This will help us set targets that are SMART (Specific, Measurable, Achievable, Results-oriented and Time-bound) and demonstrate how we plan on having all of our students proficient by 2014.

2007	X%
2008	$X\% + 1/6(\% \text{ for } 2011 - X\%)$
2009	$X\% + 1/3(\% \text{ for } 2011 - X\%)$
2010	$\% \text{ for } 2009 + 1/2(\% \text{ for } 2011 - \% \text{ for } 2009)$
2011	$X\% + 1/2(100\% - X\%)$
2012	$\% \text{ for } 2011 + 1/3(100\% - \% \text{ for } 2011)$
2013	$\% \text{ for } 2011 + 2/3(100\% - \% \text{ for } 2011)$
2014	100%

- This same formula will be used for the 3rd grade, 10th grade and 11th grade students to set the goals for the grade level.
- The goal for students who have not taken the MCA-II assessment will be set in 3rd grade and divided into equal intervals to reach the 100% proficiency by 2014.

Rationale

- Use of this formula permits us to break the overall goal of reaching 100% proficiency by 2014 into smaller, more attainable benchmarks that can be effectively measured. In the early years, when we are planning and implementing new strategies, research suggests we will not make as much growth as we will in the later years when the strategies are refined. Consequently, the formula is designed to expect less growth in the beginning and greater growth in the later years.
- The goals and targets are set up by grade level as the state index targets are also set up by grade levels.
- We believe these goals are attainable and will keep us focused on what we want to accomplish each year as we move to 100% proficiency by 2014. Remember, the Chinese proverb, **“The journey of 100 miles occurs one step at a time”**.
- It is difficult to set goals for a cohort group of students who have not previously taken the MCA-II. Consequently, these numbers are based on what we believe we can accomplish.
- Our endeavor is to move all of our students to proficiency by 2014. To do this we need to improve our school culture as it relates to student achievement. We believe we can accomplish our goal by identifying and addressing our professional development needs, by raising our expectations about what our students can accomplish, by using research based best-practice instructional strategies, by setting reasonable benchmarks and by measuring our progress over time. This will help us focus on student learning.
- The formula we identified above contains high achievement expectations for all students based on previous achievement, includes benchmarks that are reasonable and measurable, and emphasizes the fact we are on a seven-year journey.

Math MCA-II Targets-Percent Proficient								
Grade								
		3rd	4th	5th	6th	7th	8th	11th
Year	2007	77%	60%	43%	52%	64%	49%	15%
	2008	79%	79%	63%	48%	56%	67%	22%
	2009	81%	82%	81%	67%	53%	60%	29%
	2010	85%	84%	85%	85%	74%	63%	43%
	2011	89%	88%	88%	89%	89%	80%	58%
	2012	92%	92%	92%	92%	93%	93%	72%
	2013	96%	96%	96%	96%	96%	97%	86%
	2014	100%	100%	100%	100%	100%	100%	100%

Reading MCA-II Targets-Percent Proficient								
Grade								
		3rd	4th	5th	6th	7th	8th	10th
Year	2007	75%	65%	59%	58%	67%	65%	60%
	2008	77%	77%	68%	63%	63%	70%	63%
	2009	79%	81%	79%	71%	66%	66%	67%
	2010	83%	83%	85%	83%	77%	73%	73%
	2011	88%	87%	87%	89%	88%	83%	80%
	2012	92%	92%	91%	91%	93%	90%	87%
	2013	96%	96%	96%	96%	95%	97%	93%
	2014	100%	100%	100%	100%	100%	100%	100%

Math Hispanic Student Group MCA-II Targets-Percent Proficient		
		District
Year	2007	35%
	2008	40%
	2009	46%
	2010	57%
	2011	68%
	2012	78%
	2013	89%
	2014	100%

Math Am. Indian Student Group MCA-II Targets-Percent Proficient		
		District
Year	2007	44%
	2008	49%
	2009	53%
	2010	63%
	2011	72%
	2012	81%
	2013	91%
	2014	100%

Math SpED Student Group MCA-II Targets-Percent Proficient		
		District
Year	2007	23%
	2008	29%
	2009	36%
	2010	49%
	2011	62%
	2012	74%
	2013	87%
	2014	100%

Math FRP Student Group MCA-II Targets-Percent Proficient		
		District
Year	2007	41%
	2008	46%
	2009	51%
	2010	61%
	2011	71%
	2012	80%
	2013	90%
	2014	100%

Reading SpEd Student Group MCA-II Targets-Percent Proficient		
		District
Year	2007	31%
	2008	37%
	2009	43%
	2010	54%
	2011	66%
	2012	77%
	2013	89%
	2014	100%

Reading FRP Student Group MCA-II Targets-Percent Proficient		
		District
Year	2007	49%
	2008	53%
	2009	58%
	2010	66%
	2011	75%
	2012	83%
	2013	92%
	2014	100%

YELLOW MEDICINE EAST – ISD 2190*Serving the communities of Clarkfield, Echo, Granite Falls, Hanley Falls, Hazel Run & Upper Sioux*

Allen Stoeckman, Superintendent
 450 9th Avenue - Granite Falls, MN 56241
 Phone: 320-564-4081 - Fax: 320-564-4781



August 29, 2008

Dear Parents or Guardian,

The federal No Child Left Behind (NCLB) Act requires that all schools in the nation make Adequate Yearly Progress (AYP) toward achieving the goal of all students being proficient in reading and math. As you may be aware, Yellow Medicine East has been designated as a district in need of improvement due to not making AYP for 2 years.

Not making AYP for a district is determined by collecting the results of academic achievement measures in reading/language arts and mathematics, student participation rates in these assessments, graduation rates, and for elementary and middle schools, the attendance rates. Many times tested subgroups are not large enough to meet the minimum group size*.

The following table provides the MCAII, attendance and graduation results for all groups of students:

Student Group	Math Yes or No	Reading Yes or No	Attendance Yes or No	Graduation Rate Yes or No
All Students	Yes	Yes	Yes	Yes
American Indian	No	Yes	Yes	*
Asian	*	*	*	*
Black	*	*	*	*
ELL	Yes	Yes	Yes	*
Free/Reduced Lunch	No	No	Yes	*
Hispanic	No	Yes	Yes	*
Special Education	No	No	Yes	*
White	Yes	Yes	Yes	Yes

A district improvement team will be analyzing all available assessment information to pinpoint strengths and challenges that will be addressed through professional development and a review of the curriculum.

We encourage you to be involved in improving the quality of education at our school district by participating on the district improvement team, talking with your child's teacher about how you can support your child's education or contacting the school district for more information.

Sincerely,

Allen Stoeckman
 Superintendent of Schools

YME HIGH SCHOOL
 Karen Norell, Principal
 450 9th Avenue
 Granite Falls, MN 56241
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 Fax: 320-564-4782

BERT RANEY ELEMENTARY
 Stacy Hinz, Principal
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ACTIVITIES & COMMUNITY EDUCATION
 Tim Knapper, Director
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AYP GOAL: We will improve students' reading skills so that we increase the percent of ALL students proficient as measured by the Minnesota Comprehensive Assessment II Reading Assessment for grades 3 through 8 and 10th grade.

<i>Activities/Strategies</i>	<i>AYP Members Responsible</i>	<i>Measurement</i>	<i>Timeline</i>
7 th –12 th grade English teachers meet consistently throughout the year	Trevor Schulte	Meetings are occurring	Fall 2008-Spring 2010
Add a high school reading class for 7 th grade students who are not at grade level – these students will have an English class as well.	Karen Norell	Assessment during class and NWEA scores	Fall 2008-Spring 2009
Intermediate teachers (grades 3-6) will be involved in the third year of Balanced Literacy Training, which will involve extensive training in literacy strategies and instructional techniques	Caroline Linden	Assessments	Fall 2008-Spring 2009
Language Arts/ Minnesota Academic Standards and reading test specifications for the MCA-II and GRAD tests will be reviewed by staff in order to understand what is being assessed.	Trevor Schulte, Caroline Linden	Survey of teacher knowledge	Fall 2008-Spring 2009
Primary teachers involved in the third year of Balanced Literacy training, which involves extensive training and continual work with the literacy coach.	Stacy Hinz	Assessments.	Fall 2008-Spring 2009
Continue to review how services are delivered to special education students and English Language Learners and seek input from other sources on developing a program that meets the needs of students	Melissa Larson, Amy Stewart, Cindy Loe	Recommendations are made to improve the delivery model	Fall 2008- Spring 2009
Train all teachers to understand and use data effectively to improve instruction – NWEA and MCA	Trevor Schulte	Data planed on training days	Fall 2008-Spring 2009
Use Study Island as a tool to help students practice reading skills and help teachers assess the students level of mastery of the standards – this can also be used to create a home-to-school connection	Trevor Schulte	Reports from Study Island	Fall 2008-Spring 2009
Developmental Reading Assessments (DRAs) will be used to effectively drive reading instruction in grades K-6	Caroline Linden	DRAs are used to drive instruction	Fall 2008-Spring 2009
Train other content area teachers in the high school in reading strategies and using the NWEA and MCA results to drive instruction and ensure they are embedding the standards in their courses	All High School members	Teachers have implemented the strategies and are using the results to drive instruction	Fall 2008-Spring 2009
Use the NWEA reading assessment fall and spring in grades K-10	Trevor Schulte	Assessment is completed.	Fall 2008-Spring 2009
Investigate the purchase of a data warehouse	Trevor Schulte, Stacy Hinz, Al Stoeckman, Karen Norell	Data warehouses are investigated	Fall 2008-Spring 2009
Create formative assessments to assess the Minnesota Academic Standards in the classroom	Trevor Schulte, Stacy Hinz, Karen Norell, Caroline Linden	Formative assessments are created	Fall 2008-Spring 2010
Professional Learning Communities (PLCs) are set up and meeting regularly	Trevor Schulte, Karen Norell, Stacy Hinz	PLCs are meeting regularly	Fall 2008-Spring 2010
Communicate the expectations in the reading and English classes to parents/guardians effectively	All members	Parents can articulate goals and expectations	Fall 2008-Spring 2009
Communicate the expectations in reading and English to students	All members	Students can articulate goals and expectations	Fall 2008-Spring 2009
Create the expectation that students must have a book with them at all times and the only option when they have completed other work in class is to read.	All members	Students have books with them at all times.	Sall 2008-Spring 2009
K-12 Literacy Team will select a reading strategy each month and train the entire staff in this strategy and follow up on the strategy.	Trevor Schulte, Caroline Linden	Literacy team is meeting regularly.	Fall 2008-Spring 2009

AYP GOAL: We will improve students' math skills so that we increase the percent of ALL students proficient as measured by the Minnesota Comprehensive Assessment II for grades 3 through 8 and 11th grade.

<i>Activities/Strategies</i>	<i>AYP Members Responsible</i>	<i>Measurement</i>	<i>Timeline</i>
Use criteria for placement of students in grades 7-12 mathematics classes	Karen Norell	Students are placed in appropriate courses	Fall 2008-Spring 2009
7-12 teachers will continue to receive training through the MRVED Math Grant and will be involved in Lesson Study	Trevor Schulte, Paul Hoernemann	Lesson Study is completed	Fall 2008-Spring 2009
7 th -12 th grade math teachers will meet consistently throughout the course of the year and use this time to discuss the Minnesota Academic Math Standards, create formative assessments, and use data to drive instruction	Paul Hoernemann	Meetings are happening	Fall 2008-Spring 2009
A high school math class will be added for 8 th graders who are not at grade level in mathematics – criteria for the class will be established through data – these students will also have another math class	Karen Norell	Assessment during class, NWEA scores	Fall 2008-Spring 2009
Math teachers will participate in Professional Learning Communities (PLCs) and meet regularly	Trevor Schulte	PLCs are meeting	Fall 2008-Spring 2009
Math curriculum maps are updated to reflect actual curriculum that is being taught and assessed in the classroom	Steve Huettl, Trevor Schulte, Paul Hoernemann	Curriculum maps are completed and updated	Fall 2008-Spring 2009
Elementary math teachers at Bert Raney will meet monthly with Stacy or Trevor to discuss math.	Stacy Hinz, Trevor Schulte	Meetings have occurred	Fall 2008-Spring 2010
Minnesota Academic Math Standards and mathematic test specifications will be reviewed by staff	Trevor Schulte, Paul Hoernemann, Stacy Hinz	Teacher knowledge of the standards and test specifications	Fall 2008-Spring 2009
Continue to research and implement math interventions with students	Trevor Schulte, Steve Huettl, Paul Hoernemann	Math interventions have been planned and implemented	Fall 2008-Spring 2009
Math teacher will continue to work on creating summative assessments and formative assessments	Trevor Schulte, Steve Huettl, Paul Hoernemann	Summative and formative assessment s are used to plan instruction	Fall 2008-Spring 2009
Continue to review how services are delivered for special needs and English Language Learners and seek input on best delivery methods	Melissa Larson, Amy Stewart, Sheila Koepke, Cindy Loe	Recommendations are made to improve instruction	Fall 2008-Spring 2009
Use Study Island as a tool to help students practice the standards and help teachers assess where the students are at in the mastery of the standards	Trevor Schulte	Reports form Study Island	Fall 2008-Spring 2010
Train teachers to understand and use data effectively to improve instruction – NWEA and MCA-IIs	Trevor Schulte	Data planned on training days	Fall 2008-Spring 2009
Elementary teachers will be involved in the MRVED Math Grant	Trevor Schulte, Stacy Hinz, Steve Huettl	Teachers are involved	Fall 2008-Spring 2010
Administer the NWEA MAP Assessment in the winter in addition to the fall and spring in order to use the results to drive instructional decisions in the classroom	Trevor Schulte	NWEA is administered	Winter 2008
Communicate the expectation in math classes to students	All members	Students can articulate goals and expectations	Fall 2008-Spring 2009
Communicate expectations in the math classes to parents/guardians	All members	Parents/guardians can articulate goals and expectations	Fall 2008-Spring 2009
Communicate NWEA and MCA-II math scores with students and set goals with students	All members	Goals are set	Fall 2008-Spring 2009
Use criteria developed for remediation and acceleration of students in math classes	Trevor Schulte, Karen Norell, Stacy Hinz, Steve Huettl, Paul Hoernemann	Remediation and acceleration are occurring	Fall 2008-Spring 2009
Review class size in the lower ability classes	Karen Norell	Class size reviewed	Fall 2008-Spring 2009

November 4, 2008 - School Board Election Results

4-Year Term

Tim Opdahl	2,588
Jane Hagert	2,037
Larry Lee	1,721
Steven Zumhofe	682

2-Year Term

Grant Velde	3,255
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