Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	**DISTRICT LEVEL IMPROVEMENT PLAN**	2009-2010

I. General Information and Instructions:

Improvement plans are due to the Northeast Service Cooperative - AYP Team on **November 10, 2009**.
You must provide both a hard copy and electronic copy.

DISTRICT or CHARTER SCHOOL (Multiple Sites) IDENTIFICATION INFORMATION

District Name and Number: **Virginia Public Schools ISD 706**	**Phone:** **218-749-5437**
Superintendent/Director: **Chuck Futterer**	**Fax:** **218-741-8522**
Site Address: **411 5th Avenue South Virginia, MN 55792**	**Email: Willie Spelts, DAC** **wspelts@virginia.k12.mn.us**

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

Improvement Team Members		*Improvement Team Roles*	
1. Sue Kowal /	16. Stacie Baribeau	**JH/SH Math Teacher / Teacher**	**K-3 SPED**
2. Marcia Berquist /	17. Mike Aro	**Grade 2 Teacher /**	**Grade 6 Math Teacher**
3. Kathy Sacchetti /	18. Erikka Grose	**Grade 5 Teacher /**	**JH English Teacher**
4. Mike Krebsbach /	19. Sally Ronkainen	**PreK-3 Principal /**	**Grade 4-6 Title I Teacher**
5. Brian Skadsem /	20. Cara Pond	**JH/SH Math Teacher /**	**JH SPED Teacher**
6. Janel Scheuring /	21. Sharon Keute	**Grade 5 Teacher /**	**Grades K-3 Title I Teacher**
7. Steph Aho /	22. Laverne Hakly	**KDGN Teacher /**	**Grades 7-12 Principal**
8. Jim Nelson /	23. Stacie L. Aune	**Grades 7-12 SPED Coordinator /**	**K-6 tech Teacher**
9. Ed Cremers /	24. Linda Rakovetz	**Grade 4 Teacher /**	**Grade 1 Teacher**
10. Stacy M. Aune		**Grade 4-6 SPED Teacher**	
11. Lori Ismil		**JH/SH Math Teacher**	
12. Willie Spelts		**Grades 4-6 Principal**	
13. Byron Negen		**Grade 4 Teacher**	
14. Jeff Teasck		**Grade 3 Teacher**	
15. John Vukmanich		**HS Dean of Students**	

AYP (In Need of Improvement) Stages 2009-2010 School Year
*Any district in Continuing In Need of Improvement must complete Appendix B (1.2, 2.1, 2.2)
**Any district in Corrective Action must complete Appendix C (3.1, 3.2)

Please Check the AYP stage that applies:

- In Need of Improvement [X] **1.1** □ 1.2
- Cont. In Need of Improvement □ 2.1 □ 2.2
- Corrective Action □ 3.1 □ 3.2

This document meets requirements for the District Improvement and Annual Measurable Achievement Objective (AMAO) Plans
Yes [X] **No**

IMPROVEMENT PLAN ASSURANCES

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

1. The identified district will create or revise a current improvement plan with input of AYP Coordinators, teachers, and parents as outlined in P.L. 107-110, Section 1116.
2. The improvement plan will be developed and/or revised within 90 days of identification and shall cover a two-year period.
3. The district identified for AYP status will reserve and spend at least 10% of the district's Title I, Part A allocation for professional development activities related to carrying out the initiatives of the improvement plan in the current school year.
4. The district will ensure that all teachers teaching core content classes meet the requirements of highly qualified.
5. District and school improvement funds/resources will supplement and not supplant state and local funds.
6. A notice of district AYP status must be provided to **all** parents/guardians of enrolled students before the beginning of the school year.
7. 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 district must maintain the improvement plan and related documentation to be available upon request by MDE as needed, including compliance requirements.
9. If updating an *In Need of Improvement* plan (stages 1.2, 2.1, 2.2) Appendix B of this application must be completed; a district in Corrective Action must complete Appendix C.

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

_____

(Signature of Superintendent/Director) *(Date)*

_____

(*Signature of LEA Representative)* *(Date)*

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of **Virginia Public Schools, ISD 706** has authorized

Willie Spelts at a monthly meeting on **November 9, 2009** 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 2009-10. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the review and administration of this improvement plan. The district ensures that its designee(s) will participate as a member of the improvement team and work in collaboration with the education service cooperative and/or MDE providing technical assistance through the AYP Statewide System of Support.

_____ _____

(Signature of Superintendent/Director) *(Date)*

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:

Virginia Public Schools
2009-2010
Executive Summary

Virginia Public Schools is a dynamic district located on the Iron Range in northern Minnesota. Total student population in grades K-12 is 1,579. Parkview Elementary services grades K-3, Roosevelt Elementary contains grades 4-6, and Virginia High School houses grades 7-12.

US Steel, United Taconite, St. Louis County, and the Virginia Regional Medical Center are all major employers in the Virginia area. The surrounding community has a variety of housing accommodations from well-kept older structures to newer developments. Area apartment buildings range from small to sizeable developments with an emphasis on senior citizen housing and low-income housing.

The Virginia Public School staff includes 99 full-time teachers, three principals, one superintendent, one technology coordinator, one media specialist, and one business manager.

The enrollment history in the Virginia School District is as follows:

2009-2010 = 1583
2008-2009 = 1569
2007-2008 = 1591
2006-2007 = 1608

The student population consists of 86.9% White/Caucasian students, 6.5% American Indian students, 3.7% Black students, 1.4% Asian/Pacific students, 1.5% Hispanic students. The Virginia School District has approximately 38% of its students qualifying for Free and Reduced Meals, 16.6% of its students receiving special education services, and 221 students in grades K-6 receiving Title I assistance.

Student performance data on the Minnesota Comprehensive Assessment II has prompted an MDE District Level Improvement plan to address Adequate Yearly Progress in mathematics proficiency with students in the subgroups of black, not of Hispanic origin students.

The goal of the District Level Improvement Plan is to increase student proficiency in mathematics with the use of research-based instructional strategies, staff collaboration, and specific interventions.

III. NEEDS ASSESSMENT:

The AYP Improvement Team met fives times in September and October to create teams for the self-assessment and development of the District Improvement Plan. The groups then created specific goals and measures for each element of the District Level Improvement Plan.

The needs assessment was given to all staff in early September of 2009. The Needs Assessment was given via an electronic survey to be completed by staff. Principals asked staff to complete the assessment for the benefit of the District Improvement Team and their planning for meeting the needs of the district. Three areas of focus came from the needs assessment. They are as follows:

1. Focus on Instruction and instructional strategies

2. Provide staff development that will be useful and beneficial for staff improvement in meeting student needs

3. Look at providing effective and efficient assessment to make appropriate educational decisions that will immediately benefit students and teachers when meeting the needs of the district performance on the MCA-II tests.

IV. ELEMENTS SECTION:

1. Ensure all students are proficient in core academic subjects by 2013-2014

Address the following:

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

1. Support Services
   A. Lack of a uniform process for identifying and intervention of low-achieving students
   B. Limited RTI implementation district-wide

2. Lack of uniform Formative assessment in K-12.

3. Inconsistent analysis of test data K-12 (Northwest Evaluation Assessment-NWEA, Measure of Academic Progress-MAP, Accelerated Reader-AR, and MCA II)

4. Lack of meeting time with parents to discuss the results of NWEA and MCA II

5. Increase of student mobility

6. Reading comprehension is not considered everyone's responsibility (K-12).

7. Teacher and student unawareness of importance and significance of MCA-II testing process.

8. Time constraints and scheduling challenges hinder networking within district K-12

9. Lack of consistent test-taking settings from where they learned the subject matter

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

The listed targets were determined by using the AYP calculations formula. Goals for subsequent years will be calculated using the same formula to ensure all students will meet 100% proficiency by the year 2013-2014.

The AYP Mathematics index rate for All Students in grades 3-8 at Virginia will increase from 73.12 in 2009 to 73.79 in 2010 and to 80.32 in 2011.

The AYP Reading index rate for All Students in grades 3-8 at Virginia will increase from 86.81 in 2009 to 88.81in 2010, which is above the calculated index target and to 90.81 in 2011.

Page where identified: _____N/A_____

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

Address the following:

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

The listed targets were determined by using the AYP calculations formula. Goals for subsequent years will be calculated using the same formula to ensure all students will meet 100% proficiency by the year 2013-2014.

- **Sub Goal**: Our Black Not of Hispanic Origin subgroup will increase their target index rate in Math from 47.92 in 2009 to 54 by spring of 2010 and from 54 to 60 by the spring of 2011.

- **Sub Goal**: Our Black Not of Hispanic Origin subgroup will increase their target index rate in Reading from 67.39 in 2009 to 74 by the spring of 2010, and from 74 to 80.6 by the spring of 2011.

- **Sub Goal**: Our Special Education subgroup will increase their target index rate in Math from 53.72 in 2009 to 59.72 by the spring of 2010 and from 59.72 to 65.72 by the spring of 2011.

- **Sub Goal**: Our Special Education subgroup will increase their target index rate in Reading from 69.69 in 70.69 by the spring of 2010 and from 70.69 to 71.69 by the spring of 2011.

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

- **Identify assessment(s) used to track progress toward these goals**

  1. NWEA

  2. Previous MCA scale scores

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

  1. The district will use NWEA and MCA II data to identify black/not of Hispanic origin students and provide supplemental math and reading help through using the tools below that are aligned to the MN state academic standards:

     A. Learning Locator-Perspective Learning
     B. Compass Learning
     C. Accelerated Reader and Math Facts in a Flash

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

Address the following:

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

1. Staff will annually align text and curriculum in reading and math to MN state standards

A. Through Professional Learning Communities(PLC), teachers will align state standards in reading and math and record where the standard is covered in their current reading and math curriculum. The process of aligning the reading and math standards with the current curriculum will be done within grade levels at the elementary level or at department meetings at the high school level. Aligning the state standards with current reading and math curriculum will direct and determine delivery of instruction.

***Jacobs, H.H. (1997). *Mapping the big picture: Integrating curriculum and assessment k-12*. Alexandria, VA: Association for Supervision & Curriculum Development.

2. Implement best practices such as Differentiated Instruction, C.A.R.S.-Content Area Reading Strategies, and RTI-Response to Intervention throughout the district, K-12, to make educational decisions to determine the needs of students and then apply immediate intensive instructional strategies and programming.

***National Commission on Mathematics and Science Teaching for the 21st Century. (2000). *Before it's too late: a report to the nation from the National Commission on Mathematics Teacher Preparation.* http://www.ed.gov/americacounts/glenn/

3. Teach test-taking strategies, and incorporate these strategies all year long, on all assessments (K-12) that will provide students with the proper tools to be successful on these assessments.

***Blau, Casey (2009). Quest Education Systems. Improving MCA Test Scores. www.questeducationsystems.com

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

These strategies will give teachers and administrators consistent, measurable data that will be monitored by staff thus improving educational decisions based on student achievement. This will also provide the opportunity to focus on specific student groups and grade levels.

Page where identified: _____N/A_____

4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development

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.

1. The district has approximately $30,000 in general Title money and $16,000 in Stimulus money. The district plans to bring in the NESC for multiple trainings applicable to addressing staff development in cited areas.

A. We will train K-12 staff in the following areas:

1. State Standards Alignment
2. Instructional Strategies Implementation
   (DI, RtI, CARS, AIMSweb, Odyssey-Compass Learning)
3. Test-Taking Strategies
4. Data Analysis

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

1. Identify at-risk students in immediate need through RtI, AIMSweb, NWEA, AR, MCA-II
2. Develop consistency of subject matter taught at grade levels
3. Create PLC meeting times among staff
4. Provide time for data analysis
5. Train staff in Differentiated Instruction
6. Staff will be introduced and trained in Content Area Reading Strategies (CARS)
7. Raise awareness regarding importance of MCA II scores

Page where identified: _____N/A_____

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

Address the following:

a) Identify fundamental teaching and learning needs in the area(s) cited that contributed to the identification of needs improvement status.

We didn't have enough time to analyze data and identify all groups in need. Which prevented us from adjusting instruction.

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.

1. Provide time to interpret data results from NWEA (K-6) and Accelerated Reader (K-12) and MCA-II in team meetings and inservice days.

2. Attend workshops to provide training in RtI, Compass Learning, Perspective, Differentiated Instruction, and AIMSweb

3. Examine curriculum for 7H (7 – Help) classes that addresses Differentiated Instruction, State standards, and testing

4. Addition of scheduled SPED Resource Room time in the 7th and 8th grades

5. In-Service Day for all staff to have collaborative discussion regarding delivery of instruction and sequence and also provide time for transitional planning.

Page where identified: _____N/A_____

6. Promote effective parent involvement strategies

Address the following:

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

1. Implement K-12 JMC email to inform parents of upcoming MCA II testing and provide tips and strategies for success.

2. District wide programs and parent awareness –

Invite students to Math Night, Literacy Night, and Computer Night. Teachers will share tips through newsletters, conferences, emails and websites to help parents assist their children with math. Parents will be given vital information through newsletters, conferences, emails and websites that will help students excel on the MCA test - vocabulary, example problems specific to their needs, and sample MCA tests. Parents will be informed about the Perspective website and Odyssey website. Other websites will be offered as resources to assist in math education.

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

1. STRATEGIES

-Parents will be invited to "Math Night" where resources and tips will be shared

-Parents will be made aware of online resources - Perspective, Odyssey, Real Math, JMC, and many more.

2. HOW IT WILL WORK

-Parents will have resources to use to assist their child in learning

-Parents will learn new strategies for supporting their child in learning

-Parents will have access to sample tests in order to better assist their child in preparation for mastering standards

Page where identified: _____N/A_____

Parent Notification Letter for Virginia Public Schools

August 19, 2009

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, Virginia Public Schools has been designated as a district in need of improvement due to not making AYP for two years in the area of math. The first year (2007-08) was in Special Education math; in 2008-09 we remedied this and made AYP. The second year (2008-09) is now the Black student math cell. We believe these to be two different cells and solutions, but the state considers "math to be math". We will focus on this group and inservice our staff in better serving the needs of these students, and all students.

Not making AYP for a district is determined by aggregating 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 at an individual school level. However, when all of the data is compiled into one report at the district level the number will, in many cases, reach or surpass the minimum group size at the district level, and thus, possibly identify the district as not making adequate yearly progress even though no individual building in the district has been identified.

The following table provides the MCAII proficiency, attendance and graduation results for all groups of students in 2008-09: **(YES means: Met AYP. NO means: Did not meet AYP. The dash means there weren't enough students in our district to be considered a cell)**

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	YES	YES	YES	YES
Asian	-	-	-	-
Black	NO	YES	YES	YES
ELL	-	-	-	-
Free/Reduced Lunch	YES	YES	YES	YES
Hispanic	-	-	-	-
Special Education	YES	YES	YES	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. The Virginia Public Schools scored first place in overall Reading proficiency, Writing proficiency, Science proficiency, and third in Math proficiency of the 13 area school districts.

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

District contact information:
Willie Spelts
218-749-5437 (extension 1943)
***Please turn this over to see how well Virginia did in comparison with surrounding school districts.**

Sincerely,

Chuck Futterer
Superintendent

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

Address the following if providing extended day activities:

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

After-school child care for grades K-6 provides homework assistance for students in their program.

Title One tutoring is offered at Roosevelt Monday through Thursday from 2:50 to 3:15. This program is run through Title I and is open to Title eligible students.

Students in grade 7, identified as needing improvement from their previous MCA-II scores and teacher recommendations, will be tutored after school on Tuesdays and Thursdays in Math.

MCA II Test Prep for 11th grade math is offered during the summer months.

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

By working at the individual instructional levels of students during the extended day, the students will be able to meet their goals on the MCA-II.

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

Licensed teachers in math will provide the instruction.

Page where identified: _____N/A_____

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

Address the following:

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

1. The school district is providing funding, information, and coordination of site efforts.

2. The MDE is providing training and assistance with school improvement planning and implementation through the NESC.

3. The SEA is providing workshops to assist school improvement planning and implementation through NESC.

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

1. The NESC will provide ongoing support and consultation in the development and implementation of the district improvement plan.

Page where identified: _____N/A_____

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

All of the teachers in this district teaching core content classes are highly qualified:
_____ **Yes**
___X_ **No**

1. One SPED teacher at Parkview Elementary, Kim Plesha, who is enrolled in a program and working toward licensure by September 2010

2. One SPED teacher at Virginia High School, Mike Doyle, who is enrolled in a program and working toward licensure by September 2012

VI. DISTRICT IMPROVEMENT ACTION PLAN

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

District Improvement Action Plan for AYP			
AYP GOAL	**The Virginia School District staff will map curriculum to align with the MN academic standards in math and reading to help increase the student performance on MCA-II tests in math and reading.**		
INTENDED AUDIENCE	All Staff		
ACTIVITIES/STRATEGIES		**MEASUREMENT**	**DATE or TIMELINE**
Staff will revise Curriculum Maps on State Math and Reading Standards and current curriculum in their PLC during a half day inservice and summer curriculum writing.		Completed curriculum map	Annually by December 1
Staff will meet with Math Specialist regarding power vocabulary and 2007 math standards.		Teachers implement vocabulary in their daily lessons	School year
RATIONALE			
To align curriculum with the state standards which will help increase achievement on the state assessments.			

District Improvement Action Plan for AYP

AYP GOAL	**The Virginia School District staff will be trained in how to implement best practice teaching strategies to help increase the student performance on MCA-II tests in math and reading.**
INTENDED AUDIENCE	All Staff

ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE
Staff will attend inservice training in Differentiated Instruction at after school inservices, day long inservices, and off-campus workshops. Staff will attend inservices to be trained on RTI at after school inservices, day long inservices, and off-campus workshops. Staff will attend inservices to be trained on C.A.R.S. at after school inservices, day long inservices, and off-campus workshops Staff will attend inservices to be trained on AIMSweb at after school inservices, day long inservices, and off-campus workshops Staff will attend inservices to be trained on Odyssey/Compass Learning at after school inservices, day long inservices, and off-campus workshops Staff will attend inservices to be trained on Data Analysis at after school inservices, day long inservices, and off-campus workshops Staff will attend inservices to be trained on Test Taking strategies at after school inservices, day long inservices, and off-campus workshops	Professional speakers to K-12 staff, workshop attendance, and professional collaboration as recorded in the annual staff development report. Teachers will implement these strategies into their daily instruction.	Throughout 2010-2011

RATIONALE

Research shows a direct correlation between staff training in instructional strategies and student achievement improves teaching and student learning.

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)	
Completed	*Not Completed*
□ General and contact information is included	□ General information is not correct or incomplete
□ Area(s) for identification are included	□ Area(s) for identification are not included
□ Overview of improvement plan for 2009-2010 school year is provided	□ Overview of improvement plan for 2009-2010 school year is incomplete
□ Demographics are included in executive summary	□ Demographics are not included in plan
□ Elements are addressed and easily located in the plan	□ Elements are not provided or are incomplete
□ Comprehensive needs assessment summary for 2009-2010 school year is provided	□ Comprehensive needs assessment summary is not provided or incomplete for 2009-2010 school year
□ Highly Qualified Teachers section is completed on the plan	□ Highly Qualified Teachers section is incomplete
□ District improvement action plan is included with all sections completed	□ District improvement action plan is not included or incomplete

A Rubric for District Improvement Plans

(DISTINGUISHED ⟵ PROFICIENT ⟵ NEEDS REVISION)

1. Ensure all students are proficient in core academic subjects by 2013-2014		
Distinguished	Proficient	Needs Revision
□ 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	□ Challenges preventing the school or district from not making AYP are identified	□ Challenges preventing the school or district from not making AYP are not identified or not clearly presented
□ 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	□ Targets are identified for all students to be on track for 100% proficiency by 2013-2014 in reading and math	□ 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
□ Annual measurable goals for identified student group(s) are clearly identified via SMART goals □ Goals are documented for identified student groups and plans for implementation and evaluation are evident	□ Annual measurable goals for identified student group(s) are clearly identified □ Goals for identified student group(s) are established and a means of tracking progress is provided over 2 years of plan	□ Goals are not measurable □ 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
□ Strategies are identified and an action plan is detailed for implementation of each identified strategy	□ Strategies are identified for each performance goal	□ Strategies are not identified
□ Strategies are aligned to the performance goals and specific activities and timelines are provided for each strategy	□ Strategies are aligned to the performance goals	□ Strategies are not aligned to the performance goals
□ Sources of scientifically-based research are identified and evidence is linked to cited area(s)	□ Sources of scientifically-based research are identified regarding cited area(s)	□ 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
□ All teachers participate in high quality professional development linked directly to student achievement including cited area(s) □ 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) □ Schedules provide time for opportunities to participate in high quality professional development in an aligned, planned manner □ Professional development provides clearly organized, job-embedded collaboration to improve classroom practice	□ Teachers participate in high quality professional development □ Title I set aside funds are used for the purpose of providing high quality professional development that targets the needs of instructional staff	□ Little or no description is provided about professional development □ Use of 10% Title I set aside is unclear

A Rubric for District Improvement Plans

(DISTINGUISHED ⟵ PROFICIENT ⟵ NEEDS REVISION)

5. Address the teaching and learning needs in the district		
Distinguished	Proficient	Needs Revision
□ A comprehensive needs assessment process is used to identify and review teaching and learning needs □ Teaching and learning needs are aligned to identified areas for improvement and are supported by scientifically research based strategies	□ A needs assessment process is used to identify teaching and learning needs □ Teaching and learning needs are aligned to identified areas for improvement	□ A needs assessment process to identify teaching and learning needs is incomplete or missing □ 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
□ Strategies are identified that are effective based on research and best practice and an evaluation process is evident	□ Strategies are identified that are effective based on research and best practice (and include a process for evaluation when completing Appendix B or C)	□ Strategies are not identified or unclear to promote effective parent involvement
□ Strategies are identified to inform families about continuous academic progress, especially in cited area(s)	□ Strategies are identified and linked to improving student learning in cited area(s)	□ 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**
□ Goals are clearly stated, measurable and align with improvement goals	□ Goals are provided or align to improvement goals	□ Goals are vague or not provided
□ Extended day/ year activities meet student needs in cited area(s) and result in student achievement	□ Extended day/ year activities meet student needs in cited area(s)	□ Activities have no correlation to cited area(s)
□ Highly Qualified staff is trained in the area(s) they are servicing for the extended day program	□ Staff is trained and prepared for the extended day program	□ 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
□ Evidence of LEA/SEA collaboration and technical assistance for development of the plan □ Evidence of LEA/SEA collaboration and technical assistance in the implementation of the plan	□ Evidence of LEA/SEA coordination and technical assistance for development of the plan □ Evidence of LEA/SEA coordination and technical assistance in the implementation of the plan	□ Little or no evidence of LEA/SEA support in development of the plan □ 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#**
Elements 1 & 2: After reviewing the fixed targets in Element 1(b), update goals for identified student group(s) in Element 2(a) regarding school year 2009-10.	
Element 3: Describe how identified strategies are impacting student achievement especially with identified student groups. If little or no evidence of increased achievement, describe proposed strategy changes.	
Element 4: Describe the professional development supported with Title I setaside funds for school year 2009-10 (*narrative format*).	
Element 5: Describe how teaching and learning needs are being addressed. If any changes or updates please describe as well.	
Element 6: Describe the process to evaluate the parent involvement strategies being implemented. If strategies are not effectively engaging parents, particularly from those identified student groups, describe proposed research-based strategies.	
Element 7: Update, *if appropriate*, extended day activities.	
Element 8: Identify additional services and onsite consultation from the AYP Coordinators/Service Cooperative that could strengthen improvement implementation efforts *specifically* for your district. Please describe in detail.	
Highly Qualified: Are all teachers of core content classes highly qualified? ***If no***, a district ***must*** identify each teacher who does not meet the federal "highly qualified" requirements. In addition: • 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: District Corrective Action Addendum §1116(c)(10)(C)

Public Law 107-110, No Child Left behind (NCLB) Act of 2001 Requirements	Found on page#
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 utilized (this is in addition to the 10% professional development setaside). 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.	
2. List any existing district improvement plan elements that have been revised to exit *Corrective Action* stage of *In Need of Improvement* • Revisit needs assessment • Update improvement goals • Evaluate the implementation of current instructional strategies • Align professional development with cited area(s) • Review and revise district teaching and learning needs • Evaluate the implementation of current parent involvement strategies • Identify additional technical assistance and support from AYP state wide system of support	
3. A district may delay implementation of the corrective action plan for a period not to exceed one year if: ▪ 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.) If such a situation has occurred, please describe in detail the rationale for delay in implementing the corrective action plan.	