

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	DISTRICT LEVEL IMPROVEMENT PLAN	2010-2011
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I. General Information and Instructions:

Improvement plans are due **November 10, 2010**.

E-mail final plan to ksterk@nesc.k12.mn.us

Mail the original two signature pages to: Kathy Sterk, NESC, 5525 Emerald Avenue Mt. Iron, MN 55768

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

District Name and Number: Virginia Public Schools	Phone: 218-749-5437
Superintendent/Director: Chuck Futterer	Fax: 218-741-8522
Site Address: www.vmps.org	Email: wspelts@virginia.k12.mn.us

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

<i>Improvement Team Members</i>	<i>Improvement Team Roles</i>
Willie Spelts	Principal and DAC
Mike Krebsbach	Principal and Title I coordinator
Laverne Hakly	Principal
Steph Aho, Byron Negen, Kathy Sacchetti, Dave Gunderson	Roosevelt Teachers
Mike Aro, Sally Ronkainen, Stacy M. Aune	Roosevelt Teachers
Stacie Baribeau, Sharon Keute	Parkview Teachers
Jeff Teasck, Linda Rakovetz, Marcia Bergquist	Parkview Teachers
John Weisbrod, Lori Ismil, Rick Wilson	VHS Teachers
Sue Kowal, Kate Larabee, Irene Henderson	VHS Teachers
Steve Marcella, Cara Pond	VHS Teachers
Patty Pervenanze	DAC Secretary
Carol Peterson	Roosevelt Teacher – Math RTI

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

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

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

Please Check the AYP stage that applies:

- In Need of Improvement 1.1 1.2
- Cont. In Need of Improvement 2.1 2.2
- Corrective Action 3.1 3.2



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1500 Highway 36 West
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DISTRICT LEVEL IMPROVEMENT PLAN

2010-2011

This document meets requirements for the District Improvement and Annual Measurable Achievement Objective (AMAO) Plans

Yes No

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

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

_____ **On File** _____ **11-8-10**
(Signature of Superintendent/Director) *(Date)*

_____ **On File** _____ **11-8-10**
(Signature of LEA Representative) *(Date)*

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of **Virginia Public Schools** has authorized **Willie Spelts** at a monthly meeting on **November 8, 2010** to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2010-11. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the review and administration of this improvement plan. The district ensures that its designee(s) will participate as a member of the improvement team and work in collaboration with the education service cooperative and/or MDE providing technical assistance through the AYP Statewide System of Support.

_____ **On File** _____ **11-8-10**
(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:

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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

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II. EXECUTIVE SUMMARY INTRODUCTION:

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

Address the following:

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

Virginia Public Schools is a school district located in northeastern Minnesota in the heart of the Mesabi Iron Range. Virginia Public Schools is comprised of about 1500 students in grades K-12. Virginia is a working class community with the major employer being US Steel and surrounding Mining companies. Virginia has seen quite a decline in population for the past 10 – 15 years due to the mining economy. Even with this being true, Virginia Public Schools has consistently scored very well on the statewide assessments. Virginia is continuously number one in the region for proficiency in reading, math, science, and writing test scores. The one area that Virginia has been identified as needing improvement is in math, as a district, but specifically with the Black, not of Hispanic origin subgroup. Special Education math also is an area of concern for us. All three schools: Parkview (Birth-3), Roosevelt (4-6) and Virginia High School (7-12) each met the target index rate needed to be proficient as schools. However, when the district data was combined, the district as a whole did not make AYP. This is the exact reason we are writing this plan. It is hopeful that this plan will remedy what needs to be done so Virginia can continue to soar in the preparation of its 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.

- **District demographics*:**

7%	American Indian	1%	Asian	4%	Black
1%	Hispanic	87%	White		

14%	Special Education	40%	Free/Reduced Lunch
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**information obtained from the Minnesota Department of Education, 2009-10 school year*

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III. NEEDS ASSESSMENT:

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

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

The needs assessment was given to all staff in early September of 2009 and was reviewed by the District Improvement Team on September 23, 2010. 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.

The previous District Improvement Plan may not have worked because of many factors. We are identified in Black, not of Hispanic origin, and this is a cell unique to our area. We did not focus our instruction on this group in our last plan. We need to do a better job of identifying these students, working with this group of students, and providing specific instruction to meet their academic needs.

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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 providing interventions for 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 has been addressed and we are still working on making it everybody's responsibility.
7. Time constraints and scheduling challenges hinder networking within district K-12

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 3-8,11 at the Virginia School District was 76.96 in 2010 and will increase to 79.90 by the spring of 2011 and to 81.91 by the spring of 2012 as measured by the Mathematics MCA-III.

The AYP Reading index rate for All Students in grades 3-8,10 at the Virginia School District was 88.10 in 2010 and will increase to 92.29 by the spring of 2011 and to 95.29 by the spring of 2012 as measured by the Reading MCA-II.

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

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.

The AYP Mathematics index rate for All Black, Not of Hispanic Origin Students in grades 3-8, 11 at the Virginia School District is 50.00 in 2010 and will increase to 71.95 by the spring of 2011 and 79.54 by the spring of 2012 as measured by the Mathematics MCA-III.

The AYP Reading index rate for All Black, Not of Hispanic Origin Students in grades 3-8, 10 at the Virginia School District is 70.97 in 2010 and will increase to 76.67 by the spring of 2011 and 82.94 by the spring of 2012 as measured by the Reading MCA-II.

The AYP Mathematics index rate for All Special Education Students in grades 3-8, 11 at the Virginia School District is 63.16 in 2010 and will increase to 75.87 by the spring of 2011 and 83.07 by the spring of 2012 as measured by the Mathematics MCA-III.

The AYP Reading index rate for All Special Education Students in grades 3-8, 10 at the Virginia School District is 75.76 in 2010 and will increase to 80.58 by the spring of 2011 and 86.11 by the spring of 2012 as measured by the Reading MCA-II.

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 MAP Testing
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 NWEA MAP assessments will be used to monitor progress throughout the year to make sure students are on track for success. The district will use NWEA assessment tools that are aligned to the Minnesota State Standards. Results from the assessment identify strengths and weaknesses of individual students and also Black/not of Hispanic origin students. These results allow teachers to adjust instruction 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 the scientifically research based strategies that are clearly stated and aligned to performance goals.

1. Staff will annually align text and curriculum in reading and math to MN state standards 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 RTI-Response to Intervention and Brain-Based Learning practices such as Differentiated Instruction, C.A.R.S.-Content Area Reading Strategies 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/americaaccounts/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.

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

Address the following:

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

The district has set aside 10% of the Title allocation. The district plans to bring in the NESC (Northeast Service Cooperative) for multiple trainings applicable to addressing staff development in cited areas.

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

1. State Standards Alignment
2. Instructional Strategies Implementation
(Such as: Differentiated Instruction, Response to Intervention, Content Area Reading Strategies, 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, Accelerated Reader, and MCA-II data
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 Brain-Based Learning such as: Differentiated Instruction
6. Staff will be trained in Content Area Reading Strategies (CARS)
7. Continue to raise awareness regarding the importance of MCA II and MCA III scores

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

Address the following:

a) Identify fundamental teaching and learning needs as identified from the district needs assessment process in the area(s) cited that contributed to the identification of needs improvement status.

Our staff development had not specifically addressed the educational needs of the Black, not of Hispanic origin students. Because our staff did not have professional strategies that aligned with these identified students, our instructional strategies were not effective.

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), Accelerated Reader (K-12) and MCA-II in team meetings and inservice days.
2. Attend workshops that provide training in RtI, Compass Learning, Perspective, Brain Based Learning such as: Differentiated Instruction, AIMSweb, and Reading and Math strategies.
3. Examine and implement math strategies that are effective for students of the Black, not of Hispanic origin subgroup.
4. Continue to examine curriculum for 7H (7 – Help) classes that address Differentiated Instruction, State standards, and Testing
5. Addition of scheduled SPED Resource Room time in the 7th and 8th grades
6. In-Service Day for all staff to have collaborative discussion regarding delivery of instruction and sequence, and also provide time for transitional planning.
7. Russ Davidson will train K-12 staff in math vocabulary and benchmarking of the state standards.
8. Staff members will attend workshops and upon return will be required to share the learned information with staff members.
9. Staff members (K-6) will be trained by Jan Ferraro in reading assessments and effective reading strategies.

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6. Promote effective parent involvement strategies

Address the following:

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

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

2. Keep promoting 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 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).

-Parents will be invited to "Math Night".

Parents will have the opportunity to attend math night with the staff to learn strategies for improving student achievement.

-Parents will be made aware of online resources:

At parent teacher conferences all parents will be given the following information:

1. Websites of current math textbooks with students' passwords and log-ins.
2. Access to Perspective, Odyssey, Real Math, and JMC

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

Parents will be given website addresses of sample tests and given the opportunity to come in and work with staff on how to access this information.

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

1. Attendance will be taken at conferences.
2. Attendance will be taken at Math night.
3. Specific invites such as a follow up phone calls will be made to parents after letters have been sent to families of identified students.

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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.
- b) Identify how these activities help students meet the measurable goals set to improve achievement in the cited area(s).
- c) Describe how staff are identified and trained to provide effective services and activities to improvement achievement within the cited area(s).

~OR~

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

Due to financial constraints, we do not have funding for an after school program. Our students have access to attend an Area Learning Center if they need further remediation.

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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 Minnesota Department of Education is providing training and assistance with school improvement planning and implementation through the Northeast Service Cooperative.
3. The SEA is providing workshops to assist school improvement planning and implementation at the Northeast Service Cooperative. The Virginia School District sent data teams to the Data Retreat in August of 2010, which took place at the Northeast Service Cooperative.

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, and the SEA will continue to provide workshop opportunities.

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

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

Yes
 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.

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VI. DISTRICT IMPROVEMENT ACTION PLAN

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

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

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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 and MCA-III tests in math and reading.
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INTENDED AUDIENCE	
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ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE
<p>Staff will attend inservice training in Differentiated Instruction at after school inservices, day long inservices, and off-campus workshops.</p> <p>Staff will attend inservices to be trained on RTI at after school inservices, day long inservices, and off-campus workshops.</p> <p>Staff will attend inservices to be trained on C.A.R.S. at after school inservices, day long inservices, and off-campus workshops</p> <p>Staff will attend inservices to be trained on AIMSweb at after school inservices, day long inservices, and off-campus workshops</p> <p>Staff will attend inservices to be trained on Odyssey/Compass Learning at after school inservices, day long inservices, and off-campus workshops</p> <p>Staff will attend a data retreat at the NESC to be trained on Data Analysis</p> <p>Staff will attend inservices to be trained on Test Taking strategies at after school inservices, day long inservices, and off-campus workshops</p> <p>The District will bring in Russ Davidson and Jan Ferraro to teach K-12 staff specific math and reading strategies.</p> <p>Staff will attend off-campus Reading and Math strategy workshops to improve instruction in both academic areas.</p>	<p>Professional speakers to K-12 staff, workshop attendance, and professional collaboration as recorded in the annual staff development report.</p> <p>Teachers will implement these strategies into their daily instruction.</p>	<p>Throughout 2010-2012</p>

RATIONALE

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

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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 2010-2011 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 2010-2011 school year is provided <input type="checkbox"/> Highly Qualified Teachers section is completed on the plan <input type="checkbox"/> District improvement action plan is included with all sections completed 	<ul style="list-style-type: none"> <input type="checkbox"/> General information is incorrect or incomplete <input type="checkbox"/> Area(s) for identification are not included <input type="checkbox"/> Overview of improvement plan for 2010-2011 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 2010-2011 school year <input type="checkbox"/> Highly Qualified Teachers section is incomplete <input type="checkbox"/> District improvement action plan is not included or incomplete

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

1. Ensure all students are proficient in core academic subjects by 2013-2014		
Distinguished	Proficient	Needs Revision
<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

	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	DISTRICT LEVEL IMPROVEMENT PLAN	2010-2011
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A Rubric for District Improvement Plans
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5. Address the teaching and learning needs in the district		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> A comprehensive needs assessment process is used to identify and review teaching and learning needs <input type="checkbox"/> Teaching and learning needs are aligned to identified areas for improvement and are supported by scientifically research based strategies	<input type="checkbox"/> A needs assessment process is used to identify teaching and learning needs <input type="checkbox"/> Teaching and learning needs are aligned to identified areas for improvement	<input type="checkbox"/> A needs assessment process to identify teaching and learning needs is incomplete or missing <input type="checkbox"/> Little or no alignment of teaching and learning needs to identified areas for improvement

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

6. Promote effective parent involvement strategies		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Strategies are identified that are effective based on research and best practice and an evaluation process is evident <input type="checkbox"/> Strategies are identified to inform families about continuous academic progress, especially in cited area(s)	<input type="checkbox"/> Strategies are identified that are effective based on research and best practice (and include a process for evaluation when completing Appendix B or C) <input type="checkbox"/> Strategies are identified and linked to improving student learning in cited area(s)	<input type="checkbox"/> Strategies are not identified or unclear to promote effective parent involvement <input type="checkbox"/> Strategies are not identified or are not linked with improving learning in cited area(s)

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

7. Incorporate extended day and extended school year activities as appropriate		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Goals are clearly stated, measurable and align with improvement goals <input type="checkbox"/> 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 customized coordination and technical assistance for development of the plan <input type="checkbox"/> Evidence of LEA/SEA customized coordination and technical assistance in the implementation of the plan	<input type="checkbox"/> Little or no evidence of LEA/SEA support in development of the plan <input type="checkbox"/> Little or no evidence of LEA/SEA inclusion in the implementation of the plan

Appendix B: Updating District Improvement Plans Continuing In Need of Improvement Addendums

Updating District Improvement Plan Requirements: In Need of Improvement (1.2) and Continuing In Need of Improvement (2.1, 2.2)	Found on page#
Elements 1 & 2: After reviewing the fixed targets in Element 1(b), update goals for identified student group(s) in Element 2(a) regarding school year 2010-11.	6 & 7
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.	8
Element 4: Describe the professional development supported with Title I setaside funds for school year 2010-2011 (<i>narrative format</i>).	9
Element 5: Describe how teaching and learning needs are being addressed. If any changes or updates please describe as well.	10
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.	11
Element 7: Update, <i>if appropriate</i> , extended day activities.	12
Element 8: Identify additional services and onsite consultation from the AYP Coordinators/Service Cooperative that could strengthen improvement implementation efforts <i>specifically</i> for your district. Please describe in detail.	13
Highly Qualified: Are all teachers of core content classes highly qualified? <i>If no</i> , a district <i>must</i> identify each teacher who does not meet the federal “highly qualified” requirements. In addition: <ul style="list-style-type: none"> • Describe the specific plan of action that shall be taken, e.g., classes, content exam, professional development, etc. in order for the identified teacher(s) to meet the federal “highly qualified” requirements. Were these teachers or positions identified the previous year? If so, please provide an explanation and action plan to rectify. • Identify the expected date when the teacher(s) will meet the requirements. 	14

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

Public Law 107-110, No Child Left behind (NCLB) Act of 2001 Requirements	Found on page#
<p>1. Please complete in detail the “District Improvement Action Plan for AYP” template (currently used in district improvement plan or a similar tool) to describe how the required 2% programmatic setaside (corrective action) will be utilized (this is in addition to the 10% professional development setaside).</p> <p>Provide the rationale for choosing the focus of 1) programmatic funds, 2) relevant goals aligned to increase achievement of student groups, 3) strategies/activities aligned to identified areas, and 4) timelines.</p>	
<p>2. List any existing district improvement plan elements that have been revised to exit <i>Corrective Action</i> stage of <i>In Need of Improvement</i></p> <ul style="list-style-type: none"> • Revisit needs assessment • Update improvement goals • Evaluate the implementation of current instructional strategies • Align professional development with cited area(s) • Review and revise district teaching and learning needs • Evaluate the implementation of current parent involvement strategies • Identify additional technical assistance and support from AYP state wide system of support 	
<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>	