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I. General Information and Instructions:

- ❖ Improvement plans are due **November 10, 2009**.
- ❖ Email the completed plan to Jan Pepelnjak via email jan.pepelnjak@metroecsu.org **AND**
- ❖ Mail or hand deliver the completed and signed plan in care of Jan Pepelnjak, Metro ECSU, 3055 Old Highway 8, Suite #302, St. Anthony, MN 55418.

DISTRICT IDENTIFICATION INFORMATION

District Name and Number: Odyssey Academy #4030	Phone: 763-971-8200
Superintendent: John Sedey	Fax: 763-549-2380
District Address: 6201 Noble Ave N Brooklyn Center MN 55429	Email: kmitchell@odysseyacademy.org

SCHOOL or CHARTER SCHOOL (Single Site) IDENTIFICATION INFORMATION

School Name: Odyssey Academy #4030	Phone: 763-971-8200
School Address: 6201 Noble Ave N Brooklyn Center MN 55429	Fax: 763-549-2380
Principal: John Sedey	Email: jsedey@odysseyacademy.org

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

Support Team Names

Support Team Roles

1. JaLene Rosengren	Teacher
2. Jeni Holm	Title one teacher
3. Kari Mitchell	Director of Operations
4. Heather Wincek	Parent
5. Jeoffrey Reed	Adminstrator
6. John Sedey	Director
7.	
8.	
9.	
10.	
11.	
12.	


School Choice	* 1.1 * 1.2	Supplemental Educational Services X* 2.1 * 2.2
Corrective Action	* 3.1 * 3.2	Pre-restructuring * 4.1 * 4.2
Restructuring	* 5.1 * 5.2	

* **Appendix B:** All schools in *Making School Choice* (1.2) or *SES* (2.1, 2.2) must complete

* **Appendix C:** All schools in *Corrective Action* (3.1, 3.2) must complete

* **Appendix D:** All schools in *Pre-Restructuring* (4.1, 4.2) must complete

* **Appendix E:** All schools in *Restructuring* (5.1, 5.2) must complete

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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 improvement plan, for schools in School Choice or Supplemental Education Services (SES), will be developed and/or revised within 90 days of identification and shall cover a two-year period. 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 MDE as needed.
3. The district must provide and/or arrange assistance and resources, including those available through the Statewide System of Support, for their Title I schools in corrective action, pre-restructuring and restructuring.
4. The district is responsible for the selection of a corrective action(s) and timely implementation within the school year as outlined under NCLB. The district must maintain documentation that will be available upon request by MDE as needed.
5. The district has direct oversight and involvement in the development and implementation of a restructuring plan for schools in this stage of *In Need of Improvement*. NCLB requires that a restructuring option(s) be chosen, a plan developed, and that implementation occur at the start of the next school year if the site does not make AYP during the pre-restructuring stage (4.1, 4.2). The district must maintain documentation that will be available upon request by MDE as needed, including compliance requirements.
6. Each school identified as School Choice or SES must 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.
7. The school principal will ensure that all teachers teaching core content classes meet the requirements of Highly Qualified.
8. The school will notify **all** parents/guardians of enrolled children of the school's AYP status 14 days prior to the beginning of the school year.
9. The recipients of a Title I School Improvement Grant [1003(g)] must align instructional strategies with the corrective action(s) and improvement plan goals.
10. If updating a School Choice or SES plan, Appendix B of this application must be used; a school in Corrective Action must use Appendix C; a school in Pre-Restructuring must use Appendix D; a school in Restructuring must use Appendix E.

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 Odssey Academy *(District Name)* has authorized

John Sedey *(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 2009-10. 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. The district ensures that its designee(s) will participate as a member of the school support team and work in collaboration with the education service cooperative and/or MDE providing technical assistance through the AYP Statewide System of Support.

(Signature of Superintendent/Director)

(Date)

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Title I 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 *In Need of 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 *In Need of 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

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 needs assessment

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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

Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will 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) Identify challenges that have prevented the school from making adequate progress.

We have a significant population that moves frequently.

During the 2008-2009 we will be testing nearly twice as many students as we did during the 2007-2008 school year; we have no predictor for where these students will test.

We are potentially over identifying our students of color as special education students.

We have a lack of parent involvement and support for academic work at home.

We lack cohesiveness and consistency in our curriculum.

We have not enough time and money to have quality staff development.


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 teachers at Odyssey Academy will work toward a 10% annual increase in student proficiency in math to be on track to 100% proficient by 2013-2014.

The teachers at Odyssey Academy will work toward a 10% annual increase in student proficiency in reading to be on track to 100% proficient 2013-2014.

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

Page where identified: _____

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

The teachers at Odyssey will work to increase the proficiency of special education students in math by 15% annually to be on track to 100% in math by 20013-20014.

The teachers at Odyssey will work to increase the proficiency of black students in math by 15% annually to be on track to 100% in math by 20013-20014.

The teachers at Odyssey will work to increase the proficiency of free and reduced students in reading by 10% annually to be on track to 100% in math by 20013-20014.


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

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

We will test students in fall and spring to track student progress. Annually, the school data assessment coordinator will work with teachers to establish an expected growth rate. The resulting data for each targeted group will be reviewed by teaching team, DAC and leadership at the end of each year. The expected growth rate in NWEA scores should correlate with the expected annual growth rate in MCA scores.

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

Page where identified: _____

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

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

We will be incorporating several strategies into our teaching to address our performance goals. We will continue our Professional Learning Communities (PLCs), we will further our understanding and use of differentiation in the classroom, and we will increase our use of data in the development of curriculum and instruction.

Our PLCs will continue to focus on reading instruction, with the understanding that the ability to read effects a student's ability to do math.

In an effort to help our teachers understand how to interpret and use NWEA data, our staff was offered NWEA Stepping Stones training at the beginning of the 2009-2010 school year.

We will increase the frequency in which we administer the NWEA tests to three times each year, and we will assess our students using Aimsweb at the beginning of each school year. We will develop an overall framework for the use of the data gleaned from those tests.

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

The strategies will directly address the learning needs of those students who are proficient as measured by MCAs. More frequent NWEA testing will allow us to see where students are growing or failing to grow, and modified instruction will allow us to address in the classroom those students who are not achieving growth through non-modified instruction. Professional learning communities will allow teachers to mentor each other and to work together to determine the best approaches to instruction.

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


Page where identified: _____

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.

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We will use our set aside for substitute teachers so our regular staff and team leads can attend professional development activities and or take time to collaborate with each other. We will also purchase professional materials for the staff and use the money to pay for speakers or attendance at professional development opportunities. During the 2010-2011 school year we will employ a part time master teacher who will provide on site staff development in the areas of math and reading instruction.

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

Page where identified: _____

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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.

Our intention is to bring professional development on site or provide opportunities for team leads to attend professional development and come back and report to the rest of the staff.

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

The educational director or principal will participate in professional development activities around math and reading so that he may provide leadership for staff in those instructional areas. He or she will provide the structure for the overall professional development program.

Schools with a district approved existing school 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 strategies that will be used to increase parent involvement, including new efforts and enhancements to existing strategies.

We will continue to assess what the roadblocks to parent involvement are in our school. We will continue to work around work schedules, and to provide transportation whenever possible. We have conferences in student homes when necessary. We provide meals during school events when ever possible.

We have a staff member acting as a family liaison. When necessary, the liaison visits families in their homes to help new parents and families succeed at our school. These liaisons ascertain and address how we can best help parents be involved in their students' education.

We have three positions on our school board for parents. Parents are involved with the Community Action Committee. This committee plans school events, fundraisers and other activities.

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We have a part time volunteer coordinator who arranges for parents and community volunteers to be active in classrooms and throughout the school.

We schedule parent-teacher conferences three times each year. During conferences, with input from teacher, parent and students, specific math and reading goals are set for each student. Parents are then given strategies to use at home that will help their student achieve their math and reading goals.

During the first conference of the school year, teachers are expected to explain math and reading curriculum to all parents and students. This process helps parents understand what is expected and how they can help their students achieve their academic goals.

We hold a MCA II test prep night each year. During the event the test and the testing process is explained, as are the reasons for annual standardized testing. Strategies are shared for helping students achieve their best scores on the MCA II tests.

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


Consistent and clear communication between the school and the parents will allow parents to address academic issues in a timely manner. If parents are given information about specific academic goals, and strategies to help their student achieve those goals, they will be able to effectively collaborate with teachers and other school staff to help their student succeed. Explaining to parents how the curriculum works, and what is expected in terms of homework and other school activities will allow parents to see how their direct participation can impact their student's success.

c) If continuing in School Choice, SES, Corrective Action, Pre-Restructuring or Restructuring, describe the process to evaluate parent involvement strategies.

We will track parent involvement throughout the year by recording both **how many** parents attend and **which** parents attend parent teacher conferences. Using conference attendance and other parent participation information we can track the success of specific students as it correlates to parent participation in conferences and other activities. We will also use parent and student surveys to gather information from the community regarding their perception of how effective parent involvement is as it relates to student success.

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

Page where identified: _____

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7. 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

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).**
- 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.**
- 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 school is not providing extended day activities.

At this time there is no money allocated in the budget for licensed teachers to provide an after school program. We have doubled in population and have had to hire additional teachers. Given our current increased enrollment, we will look carefully how to provide a after school program for next school year. Currently we are investigating enrichment based after school activities, and the intention is to move toward licensed teachers providing a formal after school program. We will move in this direction during this school year if and when our budget allows.

Schools 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


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 essential to effectively implement the school improvement plan.**

Technical assistance for planning and developing a continuous district/school improvement plan was provided by the assigned School Improvement Facilitator of Metro ECSU. The district/school's assigned coordinator worked with the site leadership team in the following areas.

- Facilitation of the needs assessment using the quality indicators.

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- Consultation/collaboration with leadership team members on data and setting of goals.
- Review of school continuous improvement plan draft.
- Support for professional learning communities.
- Guidance regarding appropriate professional development activities in areas of math and reading instruction and differentiation.
- Guidance in aligning curriculum with the standards.

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

The School Improvement Facilitator of Metro ECSU will continue to provide support to our Professional Learning Communities as they work to improve math and reading instruction. She will also continue to provide guidance with aligning our math curriculum with the math standards. We will consult with her as progress through the process of possibly purchasing new math and reading curriculum.

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

Page where identified: _____

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9. Describe the process of written parent notification of *In Need of 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:

Briefly explain how all parents/guardians of enrolled students were notified of the school's AYP status prior to the beginning of the school year.

A letter was prepared and sent via USPS to parents informing them of our AYP status. Notification of translation availability accompanied the letter.

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

Page where identified: _____

10. Incorporate teacher mentoring in the school improvement process

Incorporate a teacher mentoring program

Address the following:

a) Describe how the teacher mentoring program is designed to increase student achievement in cited area(s).

Our PLCs currently provide informal mentoring in the areas of math and reading instruction. During the 2010-2011 school year we will have a master teacher on staff to provide mentoring in the areas of math and reading instruction. Teachers in their first two years of instruction will be provided a structured mentoring program, and more experienced teachers will be able to access the master teacher for advice in the areas of math and reading instruction. Teachers teaching math and reading will be required to regularly consult with the master teacher.


b) Describe implementation of the teacher mentoring program with increasing levels of support for teachers serving students in cited area(s).

The teacher mentoring program will be a formal program for both new teachers and those teachers teaching math and reading. Regular observation and consultation will be required and student progress will be closely monitored so that instruction can be evaluated on a regular basis.

c) Describe the process to evaluate and improve the teacher mentoring program (if completing Appendix B).

As the teacher mentoring program is developed, goals and objectives will be clearly articulated. Teachers will evaluate the program at the end of the school year to determine how effective they perceive the program to be. Student data will also be examined to determine if changes in instructional technique resulting from the mentoring program have impacted student performance.

d) If no teacher mentoring program exists, please explain.

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Schools with a district approved existing school 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 school who are teaching core content classes are highly qualified:

☐ Yes
☒ No


If no, a school 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.

We currently have one teacher who is not highly qualified. She has a waiver to teach special education for the 2009-2010 school year. She is enrolled in a masters program and is supervised by an experienced special education teacher. She should be highly qualified by the beginning of the 2010-2011 school year.

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 proficiently address 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.

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School Improvement Action Plan for AYP			
AYP GOAL			
INTENDED AUDIENCE			
ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE	
RATIONALE			

School Improvement Action Plan for AYP			
AYP GOAL			
INTENDED AUDIENCE			
ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE	
RATIONALE			

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School Improvement Action Plan for AYP			
AYP GOAL			
INTENDED AUDIENCE			
ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE	
RATIONALE			

School Improvement Action Plan for AYP			
AYP GOAL			
INTENDED AUDIENCE			
ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE	
RATIONALE			

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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: Pre-Restructuring Plan Addendum [Section 1116(b)(3)(8)]

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

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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"> * General and contact information is included * Area(s) for identification are included * Overview of improvement plan for 2009-2010 school year is provided * Demographics are included in executive summary * Elements are addressed and easily located in the plan * Comprehensive needs assessment summary for 2009-2010 school year is provided * Highly Qualified Teachers section is completed on the plan * District or school improvement action plan is included with all sections completed 	<ul style="list-style-type: none"> * General information is not correctly or incompletely filled out * Area(s) for identification are not included * Overview of improvement plan for 2009-2010 school year is incomplete * Demographics are not included in plan * Elements are not provided or are incomplete * Comprehensive needs assessment summary is not provided or incomplete for 2009-2010 school year * Highly Qualified Teachers section is incomplete * District or school improvement action plan is not included or incomplete

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

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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
<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * Goals are not measurable * Goals are not identified for targeted student group(s)

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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"> * Strategies are identified and an action plan is detailed for implementation of each identified strategy * Strategies are aligned to the performance goals, targets and/or objectives and specific activities and timelines are provided for each strategy * Sources of scientifically-based research are identified and evidence is linked to cited area(s) 	<ul style="list-style-type: none"> * Strategies are identified for each performance goal, targets and/or objectives * Strategies are aligned to the performance goals, targets and/or objectives * Sources of scientifically-based research are identified regarding cited area(s) 	<ul style="list-style-type: none"> * Strategies are not identified * Strategies are not aligned to the performance goals, targets and/or objectives * Sources of research are not identified

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4. Describe how the professional development set aside (10% of Title I) will improve school status		
Distinguished	Proficient	Needs Revision
<p>* 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>* Title I set aside activities are aligned to school and/or district professional development plan.</p>	<p>* 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>* Narrative is unclear in meeting Title I set aside requirements</p>

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

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

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7. Incorporate extended day and extended school year activities as appropriate		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> * Goals are clearly stated, measurable and align with improvement goals * Extended day/ year activities meet student needs in cited area(s) and result in student achievement * Highly Qualified staff is trained in the area(s) they are servicing for the extended day program 	<ul style="list-style-type: none"> * Goals are provided or align to improvement goals * Extended day/ year activities meet student needs in cited area(s) * Staff is trained and prepared for the extended day program 	<ul style="list-style-type: none"> * Goals are vague or not provided * Activities have no correlation to cited area(s) * Little or no training is provided to staff

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

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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
<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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

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9. Describe the process of written parent notification of <i>In Need of Improvement</i> status		
Distinguished	Proficient	Needs Revision
* Process of parent notification includes a variety of modes of communication regarding the school's status for <i>In Need of Improvement</i>	* Parental notification is clearly stated in a language that parents can understand regarding the school's status for <i>In Need of Improvement</i>	* No process of parent notification is evident


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10. Incorporate teacher mentoring in the school improvement process		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> * Evidence and research is available that the teacher mentoring program design will impact student achievement in cited area(s) * Evidence describes teacher mentoring program that has elements which ensure sustainability of resources for program implementation * Evidence of a process to evaluate the teacher mentoring program is included with a plan for ongoing improvement (if completing Appendix B) 	<ul style="list-style-type: none"> * The teacher mentoring program is designed to increase student achievement in cited area(s) * Implementation of the teacher mentoring program is designed with increasing levels of support for teachers serving students in cited area(s) * Evidence of a process to evaluate the teacher mentoring program is included (if completing Appendix B) 	<ul style="list-style-type: none"> * Teacher mentoring program design has no alignment to cited area(s) * Existing teacher mentoring program is not described * Evidence of a process to evaluate the teacher mentoring program is not included (if completing Appendix B)

- If teacher mentoring program does not exist, please explain in Element 10.


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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 fixed targets in Element 1(b), update <i>SMART goals</i> for identified student groups in Element 2(a) regarding school year 2009-10.	4 and 5
Element 3: Describe how identified strategies are impacting student achievement especially with identified student groups. If not, what changes are proposed with strategies?	6
Elements 4 & 5: Describe the professional development supported with Title I setaside funds for school year 2009-10 (<i>narrative format</i>).	7 and 8
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?	8 and 9
Element 7: Update, <i>if appropriate</i> , extended day activities.	10
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 school. Please describe in detail.	10 and 11
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) 14 days prior to the beginning of the school year.	12
Element 10: Describe the process to evaluate the teacher mentoring program.	12
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. 	13

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


<u>Public Law 107-110, No Child Left behind (NCLB) Act of 2001 Requirements</u>	<u>Found on page#</u>
<p>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:</p> <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. 	
<p>2. <u>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:</u></p> <ul style="list-style-type: none"> ○ <u>Provide the rationale for choosing a corrective action.</u> ○ <u>Establish relevant SMART goals.</u> ○ Implement strategies and activities <u>to increase achievement</u> for identified <u>student groups</u>. ○ Develop timeline <u>to implement the corrective action(s)</u>. <i>Corrective action(s) must be implemented in the same year as developed.</i> ○ Describe any revisions to the corrective action implementation for schools making AYP in this stage (3.2). 	<hr/>
<p>3. <u>List any existing school improvement plan elements that have been revised to implement the required corrective action(s).</u></p>	
<p>4. <u>Briefly describe parent notification process, fourteen days prior to the start of school, for the school in corrective action (may be described under element 9):</u></p> <ul style="list-style-type: none"> • What the identification means, and how academic achievement levels at this school compare to those at other schools in the district and in the state. • Why the school was identified and how they as parents can become involved in addressing the academic issues that led to the identification. • The parents’ option to transfer their child to another school in the district that has not been identified for improvement. The district must provide parents with information that helps them make an informed decision about whether or not to exercise this option. At a minimum, the district must inform parents about the academic achievement level of students at the school or schools to which their child may transfer. • How parents of eligible children can obtain supplemental educational services for their child. This notice must include information about the availability of 	<hr/>

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providers and brief descriptions of their services, qualifications, and effectiveness.	
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Appendix D: Pre-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 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. Please indicate where the following are addressed in update (submitted 90 days after public notification):</p> <ul style="list-style-type: none"> ○ Provide an update regarding the implementation of school improvement and corrective action plan (while developing Restructuring Plan) ○ Provide opportunities (dates & agenda) for parents and teachers to comment before district takes any restructuring action ○ Invite both parents and teachers to participate in the development of the school's restructuring plan (memos & participants) §1116(b)(8)(C) ○ Inform the school staff of restructuring option (date and communications) ○ Describe how the district continues to provide technical assistance for the school to ensure the necessary support is available to increase the potential for improvement and success 	


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<p>3. When a district identifies a school in pre-restructuring or restructuring it must provide the following parent notification requirements stated below. Please briefly describe how the district and identified school will address (can use element 9 of plan to address points below):</p> <ul style="list-style-type: none"> • Provide both parents with prompt notice of the decision; • Provide notice of the opportunity to comment before district takes any restructuring action; and • Invite parents to participate in the development of the school's restructuring plan. §1116(b)(8)(C) <p>Additional notification required for parents is similar to the notice required when a school enters corrective action. The LEA must notify the parents of all children enrolled in the school and explain –</p> <ul style="list-style-type: none"> • What the identification means, and how academic achievement levels at this school compare to those at other schools in the district and in the State; • Why the school was identified and how they as parents can become involved in addressing the academic issues that led to the identification; • Their option to transfer their child to another public school in the LEA that is not identified for improvement, corrective action, or restructuring; and • The supplemental educational services that are available to eligible children. 	
<p>4. Must be prepared by the district (charter school district) and arrangements made to implement the plan if school does not meet AYP during Pre-Restructuring stage. Please submit to MDE the Pre-Restructuring plan by May 1, 2010.</p>	
<p>5. The process for submitting a request for a new school status is outlined in the MDE Superintendents' memorandum from Deputy Commissioner Chas Anderson dated July 10, 2009.</p>	

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Appendix E: 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 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. Please indicate where the following are addressed in Restructuring plan update (submitted 90 days after public notification):</p> <ul style="list-style-type: none"> ○ Provide an update regarding the implementation of Restructuring Plan ○ Describe professional development used to support implementation ○ Describe how the district continues to provide technical assistance for the school to ensure the necessary support is available to increase the potential for improvement and success 	

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<p>3. When a district identifies a school as restructuring it must provide the following parent notification requirements stated below. Please briefly describe how the district and identified school will address (can use element 9 of plan to address points below):</p> <ul style="list-style-type: none"> • Provide both parents with prompt notice of the decision; • Invite parents to participate in the update and implementation of the school's restructuring plan <p>Additional notification required for parents is similar to the notice required when a school enters corrective action. The LEA must notify the parents of all children enrolled in the school and explain –</p> <ul style="list-style-type: none"> • What the identification means, and how academic achievement levels at this school compare to those at other schools in the district and in the State; • Why the school was identified and how they as parents can become involved in addressing the academic issues that led to the identification; • Their option to transfer their child to another public school in the LEA that is not identified for improvement, corrective action, or restructuring; and • The supplemental educational services that are available to eligible children. 	