Minnesota Department of Education

Compensatory Revenue Allocation; Test Score Pilot Program for 2006-2008

February 2008

Report To the Legislature

As required by Minn. Laws 2005 First Special Session Chapter 5 Article 1 Section 50

COMMISSIONER:

Alice Seagren

Compensatory Revenue Allocation; Test Score Pilot Program for 2006-08

Assistant Commissioner
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Office of School Improvement and Accountability

February 2008

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Report To the Legislature

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As required by Minn. Laws 2005 First Special Session Chapter 5 Article 1 Section 50

Upon request, this report can be made available in alternative formats.

FY 2005 LEGISLATIVE REPORT
ON
COMPENSATORY REVENUE ALLOCATION; TEST SCORE PILOT PROGRAM

Estimated Cost of Preparing this Report

This report provides information which is maintained and published as Minnesota Rules by the Office of Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of actually analyzing the data, determining recommendations, and preparing this report document.

Special funding was not appropriated for the costs of preparing this report.

The estimated cost incurred by the Minnesota Department of Education in preparing this report is $1,639.

Compensatory Revenue Allocation; Test Score Pilot Program
Report of Site Results

The 2006-08 Compensatory Revenue Allocation; Test Score Pilot Program report has been prepared as required by Minnesota Session Laws 2005, First Special Session, Chapter 5 – H.F. No. 141, Article 1, Section 50, Subdivision 3. The Commissioner of Education is required to submit a report by February 15, 2008 (for FY 06 and 07) for the education committees of the Legislature as an evaluation of the effectiveness of redistributing compensatory revenue to improve overall student performance.

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(MDE Website maintains electronic version of full report)

EXECUTIVE SUMMARY
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The Compensatory Revenue Allocation; Test Score Pilot Program was created by the 2005 Legislature to allow an eligible school district to allocate compensatory revenue received under Minnesota Statutes, section 126C.10, subdivision 3, among its school buildings according to each building's school performance measures.

The following appropriations have been reserved for grants to participate in the Compensatory Revenue Allocation; Test Score Pilot Program under Sec. 21. Laws 2005, First Special Session chapter 5, article 1, section 50:

$2,100,000	…..	2006
$2,100,000	…..	2007
$2,175,000	…..	2008
$2,175,000	…..	2009

Of these appropriations, the following has been designated annually in statute for each of the eligible districts:

For FY 2006 and FY 2007:

Anoka-Hennepin (ISD 11)	$ 1,500,000
Osseo (ISD 279)	$ 210,000
Robbinsdale (ISD 281)	$ 160,000
Rochester (ISD 535)	$ 165,000
South Washington Co. (ISD 833)	$ 65,000

These annual appropriations (as part of the base budget) remain in statute for eligible districts for FY 2008 and 2009 with the addition of Brooklyn Center (ISD 286) at $75,000.

Eligible districts were required to submit a Compensatory Revenue Allocation; Test Score Pilot Program application to the Commissioner of Education for the allocation of compensatory revenue to school sites based on student performance. The application was required to provide a written resolution approved by their respective school boards that included:

- Identification of test results used to assess student performance
- Description of method for distribution of compensatory revenue to the designated school sites
- Summary of evaluation procedures used by the district to determine if the re-distribution of compensatory revenue improved overall student performance

The commissioner must annually notify all selected school districts of approval and funding by September 1.

PART I
Evaluation Report to Legislature

A final component of the Compensatory Revenue Allocation; Test Score Pilot Program is that the Commissioner of Education must submit a report by February 15, 2008 (for FY 06 and 07), to the education committees of the Legislature evaluating the effectiveness of the pilot program (Sec. 21. Laws 2005, First Special Session, Chapter 5, Article 1, Section 50, Subdivision 3).

On June 26, 2007, a memorandum was sent by the Minnesota Department of Education (MDE) to the Coordinators of the Compensatory Revenue Allocation; Test Score Pilot Program to collect eligible district evaluations. Attached to this memorandum was a "Final Evaluation Report" to guide eligible districts regarding the collection of information and data to assist the Legislature in analyzing the effectiveness of the pilot program. The reporting format included: (I) Identification Information requesting demographics of schools selected for the pilot program; (II) Program Information summarizing program components submitted in the application and changes that have occurred in student academic performance, attendance and, if possible, graduation rates; (III) Strategies and Work Plan restating performance targets listed in the work plans of the application and responses to questions pertaining to these targets. The evaluation reports were due to MDE by July 31, 2007.

PART II
2006-08 District Final Evaluation Report Summary

Anoka-Hennepin School District (ISD 11):

Three elementary schools in the Anoka-Hennepin School District are involved in the pilot program: Evergreen Park Elementary, Jefferson Elementary, and Sorteberg Elementary.

Evergreen Park Elementary, located in Brooklyn Center, serves a student body of 507 in grades K-5. When compared to the others, Evergreen Park has the highest percentage of students of poverty (as determined by the Free and Reduced Lunch statistic), the highest percentage of Limited English Proficient (LEP) learners, the highest percentage of students receiving special education services, and the most ethnic diversity.

Jefferson Elementary, located in Blaine, serves a student body of 702 in grades K-5. The largest of the three participating buildings, Jefferson Elementary has the lowest poverty percentage, the lowest percentage of student receiving special education services, the lowest percentage of LEP learners, and the least ethnic diversity.

Sorteberg Elementary, located in Coon Rapids, serves a student body of 397 in grades K-5. The smallest of the three participating buildings, Sorteberg demonstrates middle of the road demographic percentages when compared to the other two Anoka-Hennepin sites involved in the pilot program.

In a collaborative effort involving the three elementary schools, several major initiatives have been addressed in an effort to increase student achievement. Professional Learning Communities in each building focus on school improvement and closing the achievement gap. Teachers and administrators participate in ongoing staff development using research-based teaching strategies in mathematics, writing, literacy and differentiation to meet the needs of diverse learners. A formal process has been instituted to increase parent communication and involvement. School-wide discipline policies are in place in each building in an effort to create safe and welcoming school environments for all students and their families. Teachers have access to Viewpoint, an instructional management tool used to track academic achievement and supplemental services received by students throughout their education years in Anoka-Hennepin School district. Pilot program funds were directed to the hiring of part-time licensed staff to supplement the existing literacy programs at all three sites, part-time instructional coaches at all three sites, and a part-time licensed math support position at Evergreen Elementary.

As a result of the above initiatives, all three sites involved in the program met the state targets for Adequate Yearly Progress (AYP) in both math and reading. English Language Learners (ELL) met the target proficiency levels of English language acquisition and made significant improvement toward reading proficiency. At pilot site schools Jefferson and Sorteberg, the percentage of students achieving proficiency in math exceeded the state average but did not meet the district average of 80%. Although significant improvement was made at Evergreen Park in year one, the district math target was not met in year two of the pilot program.

In year two, an outside evaluation by the Center for Applied Research and Educational Improvement (CAREI) was conducted to determine the effect of implementation of major components of the pilot program, to what extent teachers use the expected practices, and how teaching teams function. Results indicate that classrooms that had consistent implementation of pilot components and processes demonstrated higher levels of performance.

Although no significant increase in attendance has been noted in parent involvement activities, teachers continue efforts to enhance the building of positive relationships between home and school allowing teachers and parents to work on shared goals for the child.

The full Final Evaluation Report for the Anoka-Hennepin District is found in Appendix A.

Osseo Area School District (ISD 279):

A total of seven schools in the Osseo School District participate in the pilot program: two high schools (Osseo Senior High and Park Center Senior High), two junior high schools (Brooklyn Junior and North View Junior High), and three elementary schools (Birch Grove, Edinbrook, and Palmer Lake).

Osseo Senior High School, located in Osseo, serves a student body of 1685 in grades 10-12. Osseo Senior High School initiated a three-phased reading improvement plan. In addition to implementing a building-wide silent, sustained reading program, each department developed and implemented a content reading strategy in individual classrooms. Staff development activities at staff meetings and during the four half-day staff development sessions focused on effective reading instruction. Performance targets and parent communication were a school effort. Unfortunately, reading targets were not met. Multiple subgroups performed below their expected level, lowering the overall achievement rate as well. Efforts will be focused on increasing achievement levels in reading for students eligible for free/reduced priced meals.

Park Center High School, located in Brooklyn Park, serves a student body of 1628 in grades 10-12. Park Center High School has been focusing on the initiatives of increasing reading skills and math problem-solving skills in order to increase AYP proficiency on the Minnesota Comprehensive Assessment Series II (MCA II). In addition, they are working to increase the percentage of students in grades 10-12 passing the Minnesota Basic Skills Test (MBST) and to meet AYP proficiency in participation for all subgroups. Funds have been directed to increase offerings of test prep classes, truancy tracking, and curriculum evaluation. Upon reviewing the results of these efforts, the district noted that the performance of Park Center High School students has been inconsistent among subgroups. In addition to maintaining the current goals of increasing reading skills, math problem-solving skills, and AYP participation for all subgroups, the school will implement a new advisory curriculum.

Brooklyn Junior High School, located in Brooklyn Park, serves a student body of 1073 in grades 7-9. The school has experienced significant changes in its demographics over the past five-year period. To address the challenges presented by these changes in student

population, Brooklyn Junior High continues to focus efforts on increasing academic performance in the areas of reading and writing as well as on building and maintaining a positive school climate. The impact of these initiatives has shown improved academic achievement for all students as evidenced by strong Northwest Evaluation Association (NWEA) test scores and significantly increased growth rates for students in both reading and math on NWEA assessments. In addition, building data reports a substantial reduction in the total number of disciplinary referrals, administrative dismissals and student suspensions. Compensatory Revenue funds have been directed to two part-time positions to support building initiatives.

North View Junior High, located in Brooklyn Park, serves a student body of 1067 in grades 7-9. The school targets were set for 10% of the students in grades 7-8 in reading classes to achieve grade level Rasch unIT (RIT) scores as measured by the NWEA testing in the spring of 2006. Several reading programs were initiated to strengthen reading support for all ELL students and for students achieving below grade level. The New Teacher Program, aimed at improving retention rates for new teachers, was designed to train and provide intensive support in crucial areas. A Homework Center was implemented where students receive tutoring services from licensed staff in both reading and math. In addition, emphasis was placed on increasing parent involvement. The Cultural Liaison was instrumental in increasing parent involvement on the Site Council. Continued efforts will be directed to implementing strategies to create an environment of inclusion for parents of color. Unfortunately, in spite of the program implemented to support students in reading, the targets were not met. Continued efforts will include high-quality professional development for teachers, increased parent involvement activities, and strong academic support for students to meet the performance targets.

Birch Grove Elementary School for the Arts, located in Brooklyn Park, serves a student body of 584 in grades K-6. Classroom teachers and arts specialists collaborate to integrate standards and provide multiple avenues for students to learn and demonstrate their learning through the arts. They are committed to developing a program of academic excellence and rigor that would motivate students to successful school achievement. They are able to see patterns in the students' achievement data that leads them to believe involvement in the arts improves student performance in reading and math, as well. Teachers used standards-based curriculum maps to plan their integrated instruction. During 2006-07, teachers also participated in a yearlong focus group to learn and apply principles of Multiple Intelligences, Differentiated Instruction, or Arts Integration in their teaching. Over the last 2 years, NWEA scores in reading for current 5th grade students show a full year's growth or more annually. Specific performance targets are not identified in the district evaluation report.

Edinbrook Elementary School, located in Brooklyn Park, serves a student body of 939 in grades K-6. Teachers at Edinbrook have worked diligently to identify best practice strategies in reading and math. With performance targets set to improve reading and math skills at all grade levels, teachers focused their Professional Learning Community time to identify essential outcomes, set SMART (Specific, Measurable, Attainable, Realistic, Timely) goals and develop common formative assessments. Parent classes are offered to show parents effective ways to help their children in the areas of reading and math. The reading goals for grades 2-5 were met at all grade levels. The math goals for grades 2-5 were met at grade 3, while other grade results were relatively flat or showed a slight

decrease. Compensatory Revenue funds were directed to offering more time and support for student learning.

	Reading		Math	
Grade	%	Goal	%	Goal
2	82	No Goal Set	82.4	No Goal Set
3	84	80	89	88
4	81	80	84.3	85
5	87	78	83	83

Palmer Lake Elementary, located in Brooklyn Park, serves a student body of 650 in grades K-6. Teachers at Palmer Lake Elementary are involved in Professional Learning Communities that focus on essential outcomes relating to reading and math. MCA II performance targets have been set for students in all subgroups to equal or exceed index targets for reading as reported by MDE, and the average NWEA growth target has been set to equal or exceed the district average. With the implementation of multiple reading initiatives for all learners and instructional support for "hot list" students, Palmer Lake students either met index targets or achieved safe harbor status as determined by MDE. Grades 5-6 met the district RIT growth average, but grades 3-4 did not. Reading initiatives, including a continued emphasis on non-fiction materials, will remain a major focus along with full implementation of the Responsive Classroom approach to building relationships and classroom management.

The Final Evaluation Report for the Osseo School District is found in Appendix B.

Robbinsdale Area School District (ISD 281):

Three middle schools in the Robbinsdale Area School District participate in the pilot program: Plymouth Middle School, Robbinsdale Middle School, and Sandburg Middle School.

In a collaborative effort, Plymouth, Robbinsdale and Sandburg Middle School head principals met regularly and determined that the overall goal of the pilot program was to increase the percentage of students and all subgroups of students scoring at or above the proficient level on the MCA II. They then identified students who would be included in the pilot, notified families and scheduled students into pilot math courses. The head principals also met regularly with the executive director of teaching and learning to discuss implementation fidelity and to review the results of formative evaluation data. The pilot grant funds allowed the district to hire 2.5 FTE licensed math teachers. Plymouth and Sandburg each received an additional 1.0 FTE and Robbinsdale hired an additional .5 FTE. High-quality professional development was provided to the 2.5 FTE licensed math teachers throughout the duration of the grant. A portion of the grant money was used to purchase an upgraded, web-based version of Accelerated Math (Renaissance Learning from Scholastic).

The three middle schools in the Robbinsdale Area Schools each developed a slightly different approach to meeting the goal of the grant.

Plymouth Middle School, located in Plymouth, serves a student body of 1127 in grades 6-8. Included in the pilot program were students who had not met or who had partially met the proficiency level on the MCA II. These students were enrolled in their regular math class for the entire school year and also received a "double-dose" (a full 45-minute class of additional math instruction) of math instruction every day for one quarter. Students were removed from either an elective or another required class during the time they participated in the double-dose session. In 2005-2006, using the Computerized Achievement Level Test (CALT) as a predictor of performance on the MCA-II, the 220 students involved in the pilot program showed a 4.5% growth compared to the 7.1% expected growth. While results varied by grade level, on average students in 2005-2006 made two-thirds (66.1%) of their expected growth for the year. Based on CALT data in 2006-2007, the 281 students tested demonstrated a 5.5% growth compared to an expected growth of 7.5%. The results for 2006-2007 showed that the students tested made 74% of their expected growth.

Robbinsdale Middle School, located in Robbinsdale, serves a student body of 769 in grades 6-8. Included in the pilot program were students who did not meet or who partially met performance levels on the spring math MCA-II. All students at Robbinsdale Middle School participate in Exploratory, a series of elective offerings that students self-select each quarter. Exploratory meets for 45 minutes a day, 3 times a week. The pilot students were enrolled in their regular math class for the entire school year, and received the double-dose of math instruction as a forced-choice elective during Exploratory. They were enrolled in the double-dose math Exploratory for the full school year. In 2005-2006, using the Computerized Achievement Level Test (CALT) as a predictor of performance on the MCA-II, the 65 students involved in the pilot program showed an overall 0.5% growth compared to the 8.3% expected growth. Based on CALT data in 2006-2007, the 14 students tested demonstrated an overall -1.2% growth compared to an expected growth of 7.1%.

Sandburg Middle School, located in Golden Valley, serves a student body of 1126 in grades 6-8. The lowest scoring students in each grade level, based on MCA-II math data, were identified to participate in the pilot program. The students experienced very low class sizes, and the licensed math instructor provided one-to-one or small group instruction on a daily basis for the entire school year. The students identified for participation in the pilot, for the most part, had not met the proficiency level on the MCA-II. In 2005-2006, using the Computerized Achievement Level Test (CALT) as a predictor of performance on the MCA-II, the 38 students involved in the pilot program showed an overall 5.4% growth compared to the 7.4 expected growth. On average, 73% of the students met or exceeded their expected growth target. Based on CALT data in 2006-2007, the 39 students tested demonstrated an overall 0.9% growth compared to an expected growth of 6.8%. The rate of growth was substantially lower (13%) for pilot program students in 2006-07.

The Final Evaluation Report for the Robbinsdale Area School District is found in Appendix C.

Rochester Public School District (ISD 535):

Three middle schools in the Rochester School District participated in the pilot program: Friedell Middle School, John Adams Middle School, and Willow Creek Middle School.

Friedell Middle School, located in Rochester, serves a student body of 287 in grades 6-8. Pilot program funds allowed the school to create the Academic Success Center. Supervised by a licensed teacher, students were schooled in test-taking and time management skills and provided additional help in mathematics and reading comprehension strategies. During its second year, the Academic Success Center was expanded to include a Student/Family Liaison who performed the following duties:

- Met with students daily to help them organize their school work and materials
- Contacted parents by phone and in person; helped their children improve attendance, organization and study habits; monitored students' test scores and performance; and scheduled them into remedial math and reading classes if needed
- Contacted parents personally to attend parent-teacher conferences and asked their input on what was going well for their students and how the school could be improved
- Referred students and families to the school counselor and social worker as needed
- Worked closely with the school minority liaison and district bilingual support staff in order to maintain contact with parents

Additionally, the pilot program funds supported a licensed teacher to work with students who had not achieved proficiency or who had narrowly achieved proficiency in reading and/or math on the MCA-II. Instruction was provided to students in usage of the MCA preparation materials in reading and mathematics and a computer program called Study Island that pretests students and adjusts the instruction to their individual levels. Although Friedell Middle School did not meet its reading and math AYP performance targets in 2004-05, it has since experienced two consecutive years in making AYP.

The John Adams Middle School, located in Rochester, serves a student body of 1113 in grades 6-8. The pilot program allowed the school to create the John Adams Academy, a four-week, theme-based summer school program for students who demonstrate low academic achievement and show significant academic regression during the summer. In 2006, the John Adams Academy, supported by pilot program funds, was held for 16 days in July and August. Four high-interest areas were offered (i.e., travel, medical careers, technology and sports). Invitations were sent to 170 students; 59 attended on the first day, and 55 completed the program. Students who participated took a pre/posttest for each thematic area related to reading, mathematics, and science applications. Performance increased significantly as measured by the posttest. Remaining pilot program funds were used to provide after-school academic support four afternoons each week in the areas of reading, mathematics and science. Student attendance averaged 34 per session. Achievement was measured by increased student homework completion and course grade improvement in reading, mathematics, and science.

Willow Creek Middle School, located in Rochester, serves a student body of 1023 in grades 6-8. Willow Creek Middle School utilized pilot program funds to develop an after-school academy. This educational opportunity allowed students eligible for free/reduced priced meals or significantly behind in academic progress to work on improvement in

reading and math. This program encompassed three days per week of intense reading and math instruction by highly qualified staff members with the addition of two days per week of community involvement from various community agencies (i.e., Boys and Girls Clubs, YMCA, and 4-H). Access to various technologies was made available to these students in an effort to prepare them for the global economy of the 21st century. Many of these students do not have access to technology to help them improve their academic success. Willow Creek Middle School successfully made AYP in 2005-06 and 2006-07.

The Final Evaluation Report for the Rochester School District is found in Appendix D.

South Washington County School District (ISD 883):

Two schools in the South Washington County School district participated in the pilot program: Crestview Elementary and Oltman Junior High School.

Crestview Elementary, located in Cottage Grove, serves a student body of 449 in grades K-6. Pilot program funds were targeted to teachers of grades 3-6 to receive training in math instructional strategies as well as differentiating math instruction in the classroom. Teachers were given monthly planning time to review Measures of Academic Progress (MAP) assessment data for math and build lessons/groupings accordingly. The district was also able to assist Crestview teachers with staff development opportunities by offering workshops throughout the year focusing on teaching strategies in math for different cognitive levels.

A web-based, basic-skills program was used in the after-school program. Pre/posttests were administered to students enabling differentiated instruction in the after-school program and during the regular instructional day. Parents were invited to visit the after-school math remedial program with their child. Funding from the pilot program has enabled the school to hire an additional teacher who focused on math with students in grades 3-6. Grade level teams have been required to examine MAP data and focus instruction based on the data.

Crestview provided a full-day Responsive Classroom (RC-1) training for its teachers during the first week of workshops after which all staff have been required to implement the basic procedures of RC-1. The training focused on building positive student relationships and having dialogue within the classroom to give students the power to help each other resolve conflicts. An after-school math program was created to help struggling students as identified by district/state data. These students met twice per week for most of the school year. When the program ended, they reviewed the student MAP data for these students and found that 90% had met their end-of-the-year target growth based on math MAP scores.

Oltman Junior High School, located in St. Paul Park, serves a student body of 664 in grades 7-9. After careful research of math programs that best meet the needs of the student population, Oltman has implemented the Understanding Math program where all students are required to complete several units of the program during each grading period. The Oltman mathematics teachers have collaborated to create a professional development plan to ensure a unified approach to math instruction and support. Administrators, counselors and all teachers are receiving ongoing training in the use of the Measures of

Academic Progress (MAP) test data and in Viewpoint, a data warehouse program, to target instruction to meet individual student needs. Parental involvement was integral to the selection process. Information is shared in a variety of ways to keep parent apprised of student progress and to ensure their understanding of assessment data. Students are offered a variety of opportunities both during and after school to meet their academic and personal needs (and parents are informed and involved).

MAP results for students in grade 7 indicate that implementation of the various strategies and interventions were making a positive impact on student achievement. Oltman grade 7 students demonstrated a 5.83% overall increase in Math proficiency for all subgroups for spring 2006 MCA-II. While NWEA results for grade 8 administered in spring 2007 showed that grade 8 exceeded the national RIT score average by five points, Hispanic students in grade 8 scored four points behind the national average, and special education and students eligible for free/reduced priced meals continue to score below the national RIT score average.

The Final Evaluation Report for the South Washington County School District is found in Appendix E.

PART III
Minnesota Department of Education Summary Statement

The objective of the Compensatory Revenue Allocation; Test Score Pilot Program has been to increase student academic achievement. Participating districts have researched and implemented numerous initiatives to increase levels of proficiency in reading and math for struggling students. While some of the participating schools mentioned in this report have experienced a positive impact as a result of their efforts, results of the test data used to assess the effectiveness of program initiatives are inconsistent. Because of the variety of approaches taken to address student achievement and the diverse measures used by the districts and schools to demonstrate increased student achievement, no overall determinations as to the effectiveness of the pilot program can be made at this time. At the conclusion of the 2009 school year, participating districts will have further trend data to inform future decisions in their efforts to improve the academic performance for all students.

APPENDICES

APPENDIX A

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	**COMPENSATORY PILOT PROGRAM**	ED-02374-01E FINAL REPORT

FINAL EVALUATION REPORT

SCHOOL YEAR
2006 - 2008

I. IDENTIFICATION INFORMATION

District Name			District Number
Anoka-Hennepin ISD #11			11
Address	**City**	**State**	**Zip Code**
11299 Hanson Blvd	Coon Rapids	MN	55433

Superintendent	Telephone Number	Fax Number
Dr. Roger Giroux	(763)506-1001	(763)506-1013

District Contact Person (If other than district admin.)	Title	Telephone Number	Fax Number
Dale Zellmer	Director of Supplemental Programs	(763)506-1120	(763)506-1018

District Contact E-Mail Address

dale.zellmer@anoka.k12.mn.us

School Name			District Number
Evergreen Park, Jefferson, Sorteberg Elementary Schools			11
Address	**City**	**State**	**Zip Code**

School Principal	Telephone Number	Fax Number
Jill Griffith-McRaith, Kim Pavlovich, Marcia Beyer	( ) -	( ) -

School Contact Person (if other than principal)	Title	Telephone Number	Fax Number
		( ) -	( ) -

School Principal Contact E-Mail Address	School Contact E-Mail Address

Current Title I Status (check one) ☐ N/A X☐ Targeted Assistance ☐ Schoolwide Project	Percentage of Students Receiving Free/ Reduced Price Lunch 65.94, 30.88, 47.71	Grade Levels Served by School K-5

Identified Area of Needs Assistance
Please check area(s) cited for improvement:
- ☐ Reading Participation and/or Proficiency
- ☐ Mathematics Participation and/or Proficiency
- ☐ Attendance
- ☐ Graduation
- ☐ Other

Check the category that best describes the area where the school is located and its performance status:

- ☐ Urban
- X☐ Suburban
- ☐ Rural
- ☐ Currently not making AYP
- ☐ Previously not making AYP
- ☐ Other, include list

II. PROGRAM SUMMARY

Please provide a summary of your District/School's use of Compensatory Pilot Program Funds.

* SEE ATTACHMENT FROM ANOKA-HENNEPIN

The summary should be based on the following program components that were contained in your original, submitted application. If the outcome was a strategy, describe the changes that occurred in the classroom for increasing student core academic performance, attendance and, if applicable, graduation rates.

1. Leadership and Expertise of Current School Staff:
2. High Quality Staff Development/Current Program Design for Teachers, Administrators and Other Staff:
3. Parent and Family Involvement/Current Model and Results:
4. Academic Programs (Instructional models employed for all students [e.g., ELL, migrant, SPED, Title I, Gifted and Talented, Mainstream] according to the MN State Standards Content Areas: Arts, Math, Language Arts, Science, Social Studies):
5. School Climate and Classroom Management:
6. Technology (Describe how the school used technology to support the Improvement/Reform effort.):
7. Update your narrative snapshot of the school - Focusing on the transition from where you were when you wrote the application to where you are now, did you get there?

COMPENSATORY PILOT PROGRAM (CONTINUED)	ED-02374-01E Page Three

STRATEGIES AND WORK PLAN

Complete this section for each of your application Performance Targets. Please restate each Performance Target listed in your workplan and provide answers to each of the questions below.

Performance Target:

*SEE ATTACHMENT FROM ANOKA-HENNEPIN

STRATEGIES

- *Was the performance target achieved? Please explain.*
- *How did the district/school meet the performance target in instruction and/or curriculum?*
- *Identify any staff development activities that occurred to help meet the performance target.*
- *Identify parent/family involvement activities that resulted from the performance target?*
- *Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)*
- *What resources or technical support was used?*
- *Additional information as needed to support achievement of the performance target.*

Anoka-Hennepin ISD #11
Compensatory Pilot Program
Final Evaluation Report
October 16, 2007

PART II: PROGRAM SUMMARY
USE OF COMPENSATORY PILOT PROGRAM FUNDS

Leadership and Expertise of Current School Staff:
Evergreen Park, Jefferson, and Sorteberg Elementary schools have each benefited from the positive and consistent instructional leadership of their principals, Jill Griffith-McRaith, Kimberly Pavlovich and Marcia Beyer. These principals have remained at their respective schools since the beginning of the compensatory pilot program. All three principals continue to build professional learning communities that focus on school improvement and closing the achievement gap. All staff are highly qualified teachers, with approximately 60% holding advanced degrees and/or specializations. Teachers have continued to participate in ongoing staff development in mathematics, writing, literacy and differentiation to best meet the needs of diverse learners. Each school continues to have a .5 instructional coach to support teachers' professional development of research-based teaching strategies. Pilot program funds continue to support instructional coaching positions and staff development efforts (see below for additional detail).

High Quality Staff Development/Current Program Design for Teachers, Administrators and Other Staff:
Staff development for teachers continues to be on-going throughout the year and includes regular time for collaboration, instructional coaching, follow-up and opportunities for reflection, analysis and evaluation. Specific initiatives to address students' diverse learning styles have included Advantage Math, Math Recovery, Cognitively Guided Instruction (CGI), Intervention Kits in math and reading, Reading Recovery, and strategies to more effectively and efficiently use student centers in math and reading, flexible grouping and differentiation.

Staff development for the three compensatory pilot principals continues to consist of monthly meetings with the associate superintendent and the curriculum director for elementary education as well as participation in teacher staff development opportunities. The on-going meetings with district leadership allow principals to share experiences, support each other, and refine their role in the leadership essential to implementing the components that are defined in the compensatory pilot program.

Parent and Family Involvement/Current Model and Results:
Teachers have begun a formal process to increase regular and systematic contact with a minimum of three difficult-to-reach families in each classroom as part of the parent and family involvement component of the compensatory pilot program. Contact has consisted of weekly phone calls, emails, and/or exchange of notes between parent and

teacher. The result was increased parent communication and support. Teachers focused their communication on relationship building, positive and encouraging messages, and establishing a shared goal for the child. Teachers are using existing tools and methods as the basis of their conversations with parents, such as tip cards in reading and math and refrigerator magnets that provide parents with questions to ask their child about school each day. Teachers maintain a weekly log of parent contacts and submit the log to principals at the end of each week. enabling principals to monitor the schools' efforts at increasing parent and family involvement. The regular and systematic parent contact initiative will continue in 2007-08, beginning in September, and expanding to include more families, contacting them on alternating weeks. This adjustment was made after teachers met in May 2007 to make recommendations for program improvement. Teachers reported that some parents questioned the need to have weekly contact, that parents felt harassed by hearing from the teacher every week.

Academic Programs

Consistent, research-based curriculum and best practices continue to be the standard for literacy and math instruction. All teachers continue to receive staff development content and best-practices for effective instruction. In addition to staff development, pilot program funds are used to support the addition of a .5 team teacher in each of the pilot classrooms (grades 2 and 3), reducing the student-teacher ratio to approximately 11:1 for reading and math instruction. Reading Recovery teachers supplement the literacy program at each pilot school: 1.0 at Sorteberg, .75 at Jefferson, 3.5 at Evergreen Park; a .75 Math Recovery teacher supplements math instruction at each pilot school; instructional coaches at each pilot school are at .5 level.

ELL students are served by highly qualified ESL teachers reinforcing and scaffolding classroom instruction as well as using supplemental curriculum in both push-in and pull-out models supporting language acquisition, vocabulary development and cognitive academic language.

Additional supplemental programming in Title, Targeted Services, Special Education and Talent Development is available in the three compensatory pilot schools as well as in other Anoka-Hennepin schools.

School Climate and Classroom Management

Staff at each of the three pilot schools work hard to create a safe and welcoming school environment for all students and their families. In addition to the positive school climate provided by teachers and support staff during the school day, there are many programs and activities after school such as community education programs, extended day programs, parent/child classes and extended hours in the media center and technology lab for parents to use with their children on homework or to check out independent reading level books. A school-wide discipline policy is in place in all schools, ensuring consistent, clear expectations and creating a safe environment for all students.

Technology
In addition to the technology already being used to support the reform effort at the three pilot schools (student access to computers, lessons written to enhance reading and math, i.e. Curriculum Links, teachers' use of achievement data and academic growth data, i.e. Teacher Analytics and A-H Connect) teachers now have access to another instructional management tool: ViewPoint. This tool tracks academic achievement and the supplemental services that each student has been receiving during their career in Anoka Hennepin. ViewPoint also provides teachers with demographic information at the school and classroom and individual student level. This information can assist teachers as they plan the instruction for each child as well as help to streamline and eliminate duplication of services.

Update: Narrative Snapshot
All three pilot schools continue to have school improvement goals that address increasing student achievement in literacy and math. In addition, Jefferson and Evergreen Park include a goal to integrate technology into all areas of the curriculum. Evergreen Park also has been working on their goal to develop a specialty school with a focus on World Studies (a Primary Years Program of the International Baccalaureate Program). This remains an ongoing process at Evergreen Park. In general, the snapshot of each school remains true to the narrative presented in the original grant application.

STRATEGIES AND WORK PLAN

Performance Goal 1: Reading/Language Arts
Anoka-Hennepin students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

Performance Indicator 1.1 The percentage of students, in the aggregate and each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment.

LEA Performance Target 1.1 Spring of 2007, all students in grade 3, in the aggregate and in each subgroup, will reach high standards, attaining proficiency or better in reading/language arts, at a minimum increase the 2007 index rate for the aggregate and each subgroup on the State's assessment.

•*Was the performance target achieved? Please explain.*
Yes, although the MCA test changed from '06 to '07 and it is not possible to compare scores on the two tests, the three pilot schools (including every subgroup) met the state goal for AYP in reading and math. All pilot schools achieved a math growth rate between 75-90 percentile; their growth rate in reading ranged from 60-90 percentile.

•*How did the district/school meet the performance target in instruction and/or curriculum?*

Teaming, coaching support, guided reading strategies, literacy centers, use of district-developed literacy intervention strategies and kits, on-going staff development, hands-on principal leadership and professional community structures continued in place as pilot schools attempted to reach performance targets.

Literacy interventions were based on formative assessments administered by classroom and team teachers. Teachers report that specific diagnostic data collected from formative assessments is very helpful in understanding student academic needs.

On the teacher survey, teachers report a significant increase in the focus of assignments during the independent work time (centers) associated with guided reading instruction. In Year I the negative comments about centers increased and the positives dropped; in Year II the positives increased to 85%. This result speaks to the effort put into improving the use of center time through professional development and clarified expectations for the use of center time in Year II.

Observations made during Year I of the pilot indicated that students were not receiving an hour of reading instruction during team time each day. This was due in large part to the type of learning activities associated with guided reading that students were engaged in during the independent work time. At the end of Year II, 89.7 % of teachers reported providing explicit directions for center time. To change the focus of instruction, this time is now referred to as guided reading and literacy-focused independent time. Additionally, at the end of Year II, 75% of teachers report the assignments during literacy-focused independent time were focused on the guided reading lesson. The focus on literacy during guided reading is perhaps best reflected by the response of 97.4% teachers indicating that center work focuses solely on literacy during guided reading instruction. Each of these responses indicates a significant change in practice.

Literacy intervention kits based on the work of Jan Richardson were also developed. Teacher teams were provided staff development on how to use these tools with students. We will continue to refine these tools in 2007-2008. An intervention time was established in each classroom. This time focuses on small group instruction for struggling students in the areas of math and reading. Teachers use data from running records and notes made during guided reading to identify students who need instruction in specific areas. Interventions are planned for a two-week period with students exiting the intervention as they meet their goals. Classroom interventions are intended to eliminate gaps in student learning; consequently, the lessons in an intervention are very narrow in their focus. Although teachers find interventions in reading more difficult to implement than interventions in mathematics, by the end of Year II 87% felt they had the necessary skills to provide reading instruction. Presumably not only experienced teachers but also newer teachers are beginning to have more confidence in their ability to teach reading after receiving professional development.

•*Identify any staff development activities that occurred to help meet the performance target.*
Staff development for teachers continues to be on-going throughout the year and includes regular time for collaboration, instructional coaching, follow-up and opportunities for reflection, analysis and evaluation.

Specific initiatives to address students' diverse learning styles included interventions in reading by classroom teachers, Reading Recovery, and strategies to more effectively and efficiently use student centers in reading, flexible grouping and differentiation.

All teachers in the pilot participated in balanced literacy staff development that included sessions on book selection, comprehension strategies and the Developmental Reading Assessment. Teachers visited classrooms where research based practices are being implemented. The pre-visit discussion included discussions on establishing guided reading groups, book selection for guided reading groups and formative assessment note taking during guided reading. Teachers then spent the morning observing the balanced literacy block. This was followed with time for reflection and plans for application to their classroom practices.

Observations during the first year of the pilot indicated a need for staff development on organizing and managing guided reading and literacy-focused independent time. Outside evaluators hypothesized that the difference between gains made in math and reading during Year I were due to the fact that students did not actually receive one hour of reading instruction during teaming time. Teachers were very responsive to the data indicating that the focused instruction all students received during mathematics had a positive impact on student achievement. Staff development (Fountas and Pinell strategies) was provided on the first 20 days of Year II. This staff development resulted in teachers changing reading groups more frequently, based on student need: at the end of Year I, 30% of teachers reported changing reading groups less than once per month. By the end of Year II, 70% reported changing groups monthly.

Staff development for the three compensatory pilot principals continues to consist of monthly meetings with the associate superintendent and the curriculum director for elementary education as well as participation in teacher staff development opportunities. The on-going meetings with district leadership allow principals to share experiences, support each other, and refine their role in the leadership essential to implementing the components that are defined in the compensatory pilot program.

•*Identify parent/family involvement activities that resulted from the performance target.*
In addition to the Family Partnerships in Math and Reading that provide resources to families to help their children at home (literacy "tip" cards that offer grade level information, ideas and activities for parents to do with their child) and Family Involvement nights at schools, teachers selected a minimum of three high-need families per classroom with whom they established regular and systematic contact. This consistent contact was designed to establish a positive relationship between home and school and allow teachers and parents to work on shared goals for the child.

•*Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)*
Teachers, principals, instructional coaches and district curriculum specialists all worked to meet the performance target. Intervention specialists in the areas of reading, math and ESL also support meeting the performance target.

•*What resources or technical support was used?*
Resources and technical support included reading and math intervention specialists, collaboration time for teachers to align curriculum and participation in staff development.

•*Additional information as needed to support achievement of the performance target.*
The outside evaluators have seen large changes in teacher practice and attitude toward focused instruction. They are more receptive to instructional coaching and reviewing work in professional learning communities. At the start of the program, 44% of teachers believed that the coaches provided useful feedback to them. By the end of Year I, 69% felt coaching support was useful; by the end of Year II, 74% felt the coaches' feedback was useful. Changes made in the coaching staff are likely responsible for some of the shift, as well as increased understanding by teachers and coaches of the coaches' role.

Between December 2005 and May 2007, the percentage of teachers who agreed that the pilot has positively changed their instructional practice increased by 24%. This speaks to the usefulness of the professional development, particularly in math, that teachers received and is verified by other questions in the *Changes in Teacher Attitude Survey* administered in December 2005, May 2006 and May 2007. The next steps to support achievement are to continue to refine implementation of the research-based practices being used. The job embedded staff development provided by instructional coaches will be central to this effort.

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Performance Goal 2: Mathematics
Anoka-Hennepin students will reach high standards, at a minimum attaining proficiency or better in mathematics.

Performance Indicator 2.1 The percentage of students, in the aggregate and each subgroup, who are at or above the proficient level in mathematics on the State's assessment.

LEA Performance Target 2.1 Spring of 2007, all students in grade 3, in the aggregate and in each subgroup, will reach high standards, attaining proficiency or better in mathematics, at a minimum increase the 2007 index rate for the aggregate and each subgroup on the State's assessment.

•*Was the performance target achieved? Please explain.*
Yes, although the MCA test changed from '06 to '07 and it is not possible to compare scores on the two tests, the three pilot schools (including every subgroup) met the state goal for AYP in reading and math. Students achieved greater than expected gains in math compared to the gains achieved in reading.

•*How did the district/school meet the performance target in instruction and/or curriculum?*
Teaming, coaching support, cognitively guided instruction (CGI) strategies, math centers, use of Math Advantage as a classroom intervention, on-going staff development, hands-on principal leadership and professional community structures continued in place as pilot schools attempted to reach performance targets.

The observation protocol used by the outside evaluators provided principals and teachers with focused direction for good math instruction. Teachers and principals viewed video taped lessons of research based practice illustrating the three parts of a strong math lesson. The three parts of the lesson include the introduction, small group exploration and summary & sharing. The outside evaluators for this project have indicated an increased implementation of the observation protocol in math instruction. Summary & sharing is still an area for growth. It is still not included in the majority of math lessons at the pilot sites.

Mathematics interventions were based on formative assessments administered by classroom and team teachers. Teachers report the specific diagnostic data collected from formative assessments to be very helpful in understanding student academic needs in mathematics. Following the diagnostic assessments, teachers use very structured lessons from Math Recovery to meet student needs. Teachers have stated that Advantage Math provides them with the tools they have been looking for to support their students in mathematics. At the start of Year I, 30% of teachers disagreed that they had the skills to provide math interventions. By the end of Year I, that percentage had dropped to almost zero, but the percent who believed they did have the skills (agree or strongly agree) rose from 72% (Year I) to 92% at the end of Year II, again a testament to the value teachers felt they gained from professional development, especially in mathematics.

•*Identify any staff development activities that occurred to help meet the performance target.*
Staff development for teachers continues to be on-going throughout the year and includes regular time for collaboration, instructional coaching, follow-up and opportunities for reflection, analysis and evaluation. Specific initiatives to address students' diverse academic needs have included Advantage Math, Math Recovery, Cognitively Guided Instruction (CGI) and strategies to more effectively and efficiently use student centers in math and reading, flexible grouping and differentiation to meet diverse student needs.

CGI increases teacher understanding of how children acquire mathematics understanding. This staff development increases teachers' ability to use formative assessment to identify student learning needs by identifying the student's level of cognitive development in

mathematics. This understanding helps teachers make instructional decisions based on student needs.

Advantage Math training provides teachers with specific diagnostic tools and intervention strategies which facilitate students understanding of number sense. At the end of Year II, 79.5% of pilot teachers reported having the skills necessary to provide intensive intervention in math instruction in their classroom.

CGI and Advantage Math staff development have increased teacher confidence in their ability to deliver quality math instruction.

Staff development for the three compensatory pilot principals continues to consist of monthly meetings with the associate superintendent and the curriculum director for elementary education as well as participation in teacher staff development opportunities. The on-going meetings with district leadership allow principals to share experiences, support each other, and refine their role in the leadership essential to implementing the components that are defined in the compensatory pilot program.

•*Identify parent/family involvement activities that resulted from the performance target.*
In addition to the Family Partnerships in Math and Reading that provide resources to families to help their children at home (math "tip" cards that offer grade level information, ideas and activities for parents to do with their child and math partner games to play at home) and Family Involvement nights at schools, teachers selected a minimum of three high-need families per classroom with whom they established regular and systematic contact. This consistent contact was designed to establish a positive relationship between home and school and allow teachers and parents to work on shared goals for the child.

•*Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)*
Teachers, principals, instructional coaches and district curriculum specialists all worked to meet the performance target. Intervention specialists in the areas of reading, math and ESL also support meeting the performance target.

•*What resources or technical support was used?*
Resources and technical support included reading and math intervention specialists, collaboration time for teachers to align curriculum and participation in staff development.

Teachers reported increased discussions about instructional strategies in the first year. In December 2005, only 5% of teachers said they met frequently with other teachers. By May 2006, 64% agreed or strongly agreed that they met frequently for such purposes. By the end of 2007, 69% agreed or strongly agreed that they met frequently, which does not show much change from the end of 2006 to the end of 2007 but a great deal of change from the start of the program.

•*Additional information as needed to support achievement of the performance target.*
Teachers' ability to facilitate summary and sharing appears to be an area where teachers are still struggling. Additional content staff development in mathematics is one possible strategy to address this need. Another is to increase teacher understanding regarding the purpose of summary & sharing. We intend to explore the possible relationship between teachers who include summary & sharing as a regular part of their practice and student performance on MCA IIs.

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Performance Goal 3: All limited English proficient students will have achieved Cognitive Academic Language Proficiency in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Indicator 3.1 The percentage of LEP students, determined by cohort, who have demonstrated advancement in their English proficiency by the end of the school year.

LEA Performance Target 3.1 100% of LEP students will demonstrate advancement in English proficiency levels based on MN English Language Proficiency Standards. 80% of LEP students will advance at least one or more proficiency levels.

Performance Indicator 3.2 The percentage of limited English proficient students, determined by the cohort, who have attained proficiency or better in reading/language arts.

LEA Performance Target 3.2 By 2007, 80% of limited English proficient students will reach high standards, attaining proficiency or better in reading/language arts, at a minimum increasing the 2007 index rate for LEP students on the State's assessment, as reported performance indicator 1.1.

Performance Indicator 3.3 The percentage of limited English proficiency students, determined by cohort, who have attained proficiency or better in mathematics.

LEA Performance Target 3.3 By 2007, 80% of limited English proficient students will reach high standards, attaining proficiency or better in mathematics, at a minimum increasing the 2007 index rate for LEP students on the State's assessment, as reported performance indicator 2.2.

•*Was the performance target achieved? Please explain*
Significant progress has been made by English Language Learners toward the performance goal target of 80% proficiency in reading.

Performance Indicator 3.1 The percentage of LEP students, determined by cohort, who have demonstrated advancement in their English proficiency by the end of the school year.
The target of 100% of LEP students would demonstrate advancement in their English proficiency was met by the English Language Learners at Jefferson, Evergreen Park and Sorteberg. 96% of the English Language Learners increased in proficiency levels of English as measured by the IPT, district common assessments aligned to the MN English Language Proficiency Standards, and the TEAE (Test of Emerging Academic English). In addition, 8% have been exited from the ESL program having reached proficiency in English. English Language Learners at Jefferson Elementary also reached the 80% proficiency target for reading proficiency. 53% of the English Language Learners in the pilot schools were proficient as compared to 47% for the state.

Although English Language Learners met the target in advancing proficiency levels at all pilot schools and made significant gains toward reading proficiency, the math proficiency target was not met. At the pilot schools Jefferson and Sorteberg math proficiency gains exceeded the state average but did not meet the district average of 80%. Although significant gains were made at Evergreen Park in Year 1, in Year 2 Evergreen Park did not meet the target.

LEA Performance Target 3.1 100% of LEP students will demonstrate advancement in English proficiency levels based on MN English Language Proficiency Standards. 80% of LEP students will advance at least one or more proficiency levels.

•*How did the district/school meet the performance target in instruction and/or curriculum?*
Teaming, coaching support, cognitively guided instruction (CGI) strategies, math centers, use of district-developed math intervention strategies and kits, on-going staff development, hands-on principal leadership and professional community structures continued in place as pilot schools attempted to reach performance targets. ESL teachers in addition to participating in all math and reading staff development also received staff development to support classroom teachers with research-based practices in supporting English Language Learners during classroom instruction.

•*Identify any staff development activities that occurred to help meet the performance target.*
Staff development for teachers continues to be on-going throughout the year and includes regular time for collaboration, instructional coaching, follow-up and opportunities for reflection, analysis and evaluation.

Specific initiatives to address students' diverse learning styles included interventions in reading by classroom teachers, Reading Recovery, and strategies to more effectively and efficiently use student centers in reading, flexible grouping and differentiation.

Staff development activities in math includes coaching support (regular meetings and classroom observations), training in use of Math Intervention Kits, effective use of centers and consulting with the math intervention specialist.

In addition to literacy and mathematics training, staff development in ESL included intervention training and coaching with the ESL intervention specialist and SIOP (Sheltered Instruction Observation Protocol) training.

•*Identify parent/family involvement activities that resulted from the performance target.*
In addition to the Family Partnerships in Math and Reading that provide resources to families (all resources translated into five languages) to help their children at home (math "tip" cards that offer grade level information, ideas and activities for parents to do with their child and math partner games to play at home) and Family Involvement nights at schools, teachers selected a minimum of three high-need families per classroom with whom they established regular and systematic contact. This consistent contact was designed to establish a positive relationship between home and school and allow teachers and parents to work on shared goals for the child.

ESL teachers hosted ESL Family Nights for ESL families providing parents/guardians strategies to support their children in literacy and mathematics as well as shared information with families about extended support, tutoring, and other options for their children to increase their learning.

•*Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)*
Teachers, principals, instructional coaches and district curriculum specialists all worked to meet the performance target.

•*What resources or technical support was used?*
Resources and technical support included reading and math intervention specialists, collaboration time for teachers to align curriculum and participation in staff development.

•*Additional information as needed to support achievement of the performance target.*
None

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Performance Goal 4: Staff Development
All students in pilot schools will be taught by "highly qualified" teachers who vary instruction to address diverse learning levels and styles using assessment and student work to guide instruction that improves student academic achievement.

Performance Indicator 4.1 The percentage of classes being taught by highly qualified teachers in pilot schools who vary instruction to address diverse learning levels and styles using assessment and student work to guide instruction that improves student academic achievement.

LEA Performance Target 4.1 By Spring 2007, 100% of the classes will be taught by highly qualified teachers in pilot schools who vary instruction to address diverse learning levels and styles using assessment and student work to guide instruction that improves student academic achievement.

•*Was the performance target achieved? Please explain.*
Yes. In Year II, CAREI (outside evaluators) developed numeric measures based on observations of how closely teachers and teams were implementing the major components of the pilot, to what extent they used the expected practices and how well the teams functioned. There were two measures:

- Fidelity of Implementation
  - Did classrooms follow the prescribed time schedule of the pilot?
  - Did classrooms follow the prescribed components of each time slot?
- Fidelity of Process
  - To what extent did classrooms use the strategies that they learned in professional development in math, reading and interventions?
  - What evidence was there of collaboration and planning between team members?

In all cases the classrooms with high Fidelity of Implementation had higher performance and achievement gains than classrooms with low Fidelity of Implementation. Also, 3rd grade classrooms with high Fidelity of Process in mathematics performed at a statistically significant higher level on the MCA II.

•*How did the district/school meet the performance target in instruction and/or curriculum?*
The staff development provided to teachers focused on increasing their knowledge of mathematics, use of formative assessments to inform instruction and strategies to increase the focus of students during independent learning time. The understandings and strategies teachers acquired are reflected in both the fidelity rubrics and the teacher survey. Teachers report that 100% of students were assigned to intervention groups based on diagnostic evaluations. Additionally on the teacher survey teachers report that 92.3% of intervention time is spent directly working with individual students or in small groups; 71% of teachers report keeping track of individual student progress in interventions. The goal of interventions was to differentiate instruction based on diagnostic data to help close the achievement gap.

Growth data on MAP indicates that all subgroups are making the annual expected gains as predicted by NWEA. For some subgroups there has been progress toward closing the achievement gap.

•*Identify any staff development activities that occurred to help meet the performance target.*
Staff development activities in literacy included coaching support (regular meetings and classroom observations), training in use of Literacy Intervention Kits, effective use of centers and consulting with literacy intervention specialist.

Staff development activities in math included coaching support (regular meetings and classroom observations), training in use of Math Intervention Kits, effective use of centers and consulting with math intervention specialist.

•*Identify parent/family involvement activities that resulted from the performance target.*
Not applicable.

•*Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)*
Teachers, principals, instructional coaches and district curriculum specialists all worked to meet the performance target. Intervention specialists in the areas of reading, math and ESL also support meeting the performance target.

•*What resources or technical support was used?*
Resources and technical support included reading and math intervention specialists, collaboration time for teachers to align curriculum and participation in staff development.

•*Additional information as needed to support achievement of the performance target.*
Further analysis of the relationship between MCA performance, MAP gains and fidelity measures will be necessary to identify instructional strategies and the needed staff development to close the achievement gap. Data to this point indicates that we are moving in the right direction. Stages 0-3 of the change process as described in the Concerns-Based Adoption Model (CBAM) have required attention. Teachers need time to implement and practice what they have learned. Professional leaning communities focused on professional reflection and review of student work, opportunities to observe demonstration classrooms and further staff development on the use of formative assessment will be the focus for Year III. We have now moved through the implementation dip and expect to see further gains in student achievement this year.

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Performance Goal 5: School and Family Partnerships
Staff in pilot schools and families in their communities will form partnerships that connect them in the education of their students.

Performance Indicator 5.1 The percentage of families that attend building parent involvement activities that focus on forming home/school partnership that improve student academic achievement.

LEA Performance Target 5.1 100% of families in pilot schools, or at a minimum, quarterly increase attendance of families who attend building parent involvement activities that focus on forming home/school partnerships that improve student academic achievement.

•*Was the performance target achieved? Please explain.*
Schools continue to offer many opportunities for parents to attend building parent involvement activities, but parent attendance has not increased significantly. In an effort to expand the effort to involve more parents, pilot schools began an initiative to target selected high-need families for systematic and regular contact with the classroom teachers. Details of this initiative are explained below.

•*How did the district/school meet the performance target in instruction and/or curriculum?*
Not applicable.

•*Identify any staff development activities that occurred to help meet the performance target.*
District Parent Involvement Coordinator held a series of discussions with teachers at each pilot school, helping them to establish increased parent/family contact with a minimum of three families per classroom. Teachers provided feedback on their first attempts at enhancing the relationship with the identified families and their suggestions were incorporated into the plan for Year III. Meetings/discussions with teachers will continue in 2007-08, offering support for their efforts and providing a place to share ideas with colleagues.

•*Identify parent/family involvement activities that resulted from the performance target.*
In addition to the Family Partnerships in Math and Reading that provide resources to families to help their children at home (reading and math "tip" cards that offer grade level information, ideas and activities for parents to do with their child and math partner games to play at home) and Family Involvement nights at schools, teachers selected a minimum of three high-need families per classroom with whom they established regular and systematic contact. This consistent contact was designed to establish a positive relationship between home and school and allow teachers and parents to work on shared goals for the child.

•*Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)*
Teachers, principals, instructional coaches and district curriculum specialists all worked to meet the performance target. Intervention specialists in the areas of reading, math and ESL also support meeting the performance target.

•*What resources or technical support was used?*
Resources and technical support included reading and math intervention specialists, collaboration time for teachers to align curriculum and participation in staff development.

•*Additional information as needed to support achievement of the performance target.*
The school and family partnership target moved beyond attendance at school events to include regular and systematic contact with a minimum of three high-need families per classroom. Specifics of this initiative are described above and on pages 1-2 in the section on *Parent-Family Involvement: Current Model and Results.*

APPENDIX B

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	**COMPENSATORY PILOT PROGRAM**	ED-02374-01E FINAL REPORT

FINAL EVALUATION REPORT

SCHOOL YEAR
2006 - 2008

I. IDENTIFICATION INFORMATION

District Name			District Number
ISD 279-Osseo Area Schools			279
Address	**City**	**State**	**Zip Code**
11200 93rd Avenue North	Maple Grove	MN	55369-6605
Superintendent	**Telephone Number**	**Fax Number**	
Ms Susan Hintz	(763)391-7003	( ) -	
District Contact Person (If other than district admin.)	**Title**	**Telephone Number**	**Fax Number**
Adam LeClair	Coordinator, K-12 Operations	(763)391-8608	(763)391-8630
District Contact E-Mail Address			
leclaira@district279.org			

School Name			District Number
Osseo Senior High School			279
Address	**City**	**State**	**Zip Code**
317 2nd Avenue North	Osseo	MN	55369
School Principal	**Telephone Number**	**Fax Number**	
Robert Perdaems	(763)391-8500	(763)391-8501	
School Contact Person (if other than principal)	**Title**	**Telephone Number**	**Fax Number**
		( ) -	( ) -
School Principal Contact E-Mail Address		**School Contact E-Mail Address**	
perdaemsr@district279.org			

Current Title I Status (check one) xx☐ N/A ☐ Targeted Assistance ☐ Schoolwide Project	Percentage of Students Receiving Free/ Reduced Price Lunch 24%	Grade Levels Served by School 10-12

Identified Area of Needs Assistance Please check area(s) cited for improvement: ☐ Reading Participation and/or Proficiency ☐ Mathematics Participation and/or Proficiency ☐ Attendance ☐ Graduation xx☐ Other	Check the category that best describes the area where the school is located and its performance status: ☐ Urban xx☐ Suburban ☐ Rural xx☐ Currently not making AYP ☐ Previously not making AYP ☐ Other, include list

II. PROGRAM SUMMARY

Please provide a summary of your District/School's use of Compensatory Pilot Program Funds.

The summary should be based on the following program components that were contained in your original, submitted application. If the outcome was a strategy, describe the changes that occurred in the classroom for increasing student core academic performance, attendance and, if applicable, graduation rates.

1. Leadership and Expertise of Current School Staff:

The professional staff at Osseo Senior High School ranges from teachers with fewer than five (5) years' experience to some with over 30 years classroom experience. Seventh-six percent (76%) have masters degrees or higher. OSH has an established Building Leadership Team where we discuss school data and how it relates to student achievement and our site improvement goals. Administrative Assistants work with students who are chronically truant.

2. High Quality Staff Development/Current Program Design for Teachers, Administrators and Other Staff:

The staff at Osseo Senior High is committed to and engaged in the Professional Learning Community process. Staff development efforts are directed towards the work of our local Professional Learning Communities. Content is derived from the site improvement goals.

3. Parent and Family Involvement/Current Model and Results:

Osseo Senior High School has an active Parent Advisory Committee. The group meets quarterly. Meeting agendas include topics relevant to parent awareness and involvement.

4. Academic Programs (Instructional models employed for all students [e.g., ELL, migrant, SPED, Title I, Gifted and Talented, Mainstream] according to the MN State Standards Content Areas: Arts, Math, Language Arts, Science, Social Studies):

ISD 279-Osseo Area Schools has an effective and timely Program Improvement process. All departments maintain a seven (7) year cycle of curriculum measurement, development and implementation. All curricula include State Standards and other requirements.

5. School Climate and Classroom Management:

Students at Osseo Senior High School take great pride in their school. OSH cocurricular programs offer a variety of opportunities to students, including athletics, musical and theater arts, and academic clubs. The OSH staff is committed to encouraging all students to become involved with their school. The OSH staff has much experience in effectively managing classrooms. New ideas and best practices are shared through staff meetings and professional development experiences. We also have a solid system in place for administrative support to classroom teachers working with behaviorally challenged students.

6. Technology (Describe how the school used technology to support the Improvement/Reform effort.):

Students have access to 6 computer labs in the building. In addition, we utilize a technologically driven reading program, READ 180.

7. Update your narrative snapshot of the school - Focusing on the transition from where you were when you wrote the application to where you are now, did you get there?

OSH Missions Statement:
The purpose of Osseo Senior High School is to teach ALL students to. . .
1. *Become successful*
2. *Be responsible*
3. *Pursue personal fulfillment*

School improvement and professional development is teacher led, directed by CSI-Osseo (Continuous School Improvement-Osseo), a committee of teachers charged with the responsibility of collaboratively developing the site improvement plan and goals, targets for the state testing program and NCLB, and appropriate professional development activities.

OSH is now an urban/suburban school. Our ethnic minority index is 36%. Our free/reduced lunch population is 24%. Approximately 9%

of our students are on IEPs (Special Services) and 8% are English Language Learners (Limited English Proficiency).

Our primary focus for improvement is student achievement. We are committed to 1) raising our overall achievement rates on the MCA II tests, and 2) reducing the achievement gap between our subgroups. Part of that journey included a building-wide focus on reading.

COMPENSATORY PILOT PROGRAM (CONTINUED)	ED-02374-01E Page Three

STRATEGIES AND WORK PLAN

Complete this section for each of your application Performance Targets. Please restate each Performance Target listed in your workplan and provide answers to each of the questions below.

Performance Target:
To increase student achievement on the state-wide reading test by 2% during school year 2006-2007.

STRATEGIES

- *Was the performance target achieved? Please explain.*

No, the target was not reached. Multiple subgroups performed below expected levels, lowering our overall achievement rate as well.

- *How did the district/school meet the performance target in instruction and/or curriculum?*

OSH initiated a three-phased plan to improve reading. We implemented a building-wide silent, sustained reading program. The Language Arts faculty implemented the Drop Everything And Read (DEAR) program. Each department developed a content reading strategy for implementation in individual classrooms.

- *Identify any staff development activities that occurred to help meet the performance target.*

Staff development activities focused on effective reading instruction were included in each monthly faculty meeting. In addition, reading strategies and activities were the core of four (4) half-day staff development sessions included in the district preserivce and regular school calendar.

- *Identify parent/family involvement activities that resulted from the performance target?*

N/A. The performance target was a school effort. Parents were kept apprised of student progress via electronic mail, the building web site, and parent-teacher conferences.

- *Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)*

All staff, excluding food service, custodial, and some clerical staff.

- *What resources or technical support was used?*

District curriculum specialists, building teachers, print materials and video.

- *Additional information as needed to support achievement of the performance target.*

OSH will be studying ways to assist free/reduced lunch students read better, and achieve at a higher rate.

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	COMPENSATORY PILOT PROGRAM	ED-02374-01E FINAL REPORT

FINAL EVALUATION REPORT

SCHOOL YEAR
2006 - 2008

I. IDENTIFICATION INFORMATION

District Name				District Number
Osseo Area Schools				279
Address		City	State	Zip Code
11200 93rd Avenue North		Maple Grove	MN	55369
Superintendent			Telephone Number	Fax Number
Susan Hintz			(763) 391-7003	(763)391-7070
District Contact Person (If other than district admin.)		Title	Telephone Number	Fax Number
Adam LeClair		Coordinator, K-12 Operations	(763)391-8608	(763)391-8630
District Contact E-Mail Address				
leclaira@district279.org				

School Name				District Number
Park Center Senior High				279
Address		City	State	Zip Code
7300 Brooklyn Boulevard		Brooklyn Park	MN	55443-3395
School Principal			Telephone Number	Fax Number
Kelli Parpart			(763)569-7600	(763)569-7606
School Contact Person (if other than principal)		Title	Telephone Number	Fax Number
Heather Miller-Cink		Assistant Principal	(763)569-7600	(763)569-7606
School Principal Contact E-Mail Address			School Contact E-Mail Address	
parpartk@district279.org			miller-cinkh@district279.org	

Current Title I Status (check one) ☒ N/A ☐ Targeted Assistance ☐ Schoolwide Project	Percentage of Students Receiving Free/ Reduced Price Lunch 47%	Grade Levels Served by School 10-12

Identified Area of Needs Assistance Please check area(s) cited for improvement: ☒ Reading Participation and/or Proficiency ☒ Mathematics Participation and/or Proficiency ☒ Attendance ☒ Graduation ☐ Other	Check the category that best describes the area where the school is located and its performance status: ☐ Urban ☒ Currently not making AYP ☒ Suburban ☐ Previously not making AYP ☐ Rural ☐ Other, include list

II. PROGRAM SUMMARY

Please provide a summary of your District/School's use of Compensatory Pilot Program Funds.

The summary should be based on the following program components that were contained in your original, submitted application. If the outcome was a strategy, describe the changes that occurred in the classroom for increasing student core academic performance, attendance and, if applicable, graduation rates.

1. Leadership and Expertise of Current School Staff: **Total Number of Staff: 171; Administration: 7; Teachers: 109; Support Staff: 55; At Park Center, 21.59% of our licensed staff have a bachelor's degree, 78.41% of our licensed staff have a master's degree, and 57.06% of our staff have 10 or more years of experience.**

2. High Quality Staff Development/Current Program Design for Teachers, Administrators and Other Staff: **Staff development activities focused on implementation and further development of IB-MYP. This included lesson plan design, integrating areas of interaction, Rubicon Atlas curriculum mapping, IB-DP training, and global studies discussions. Staff Development activities also included the implementation/further refinement of Professional Learning Communities and the development of student-centered interventions. Further, there was diversity training offered and training on the implementation of our district's Alternative Teacher Professional Pay System.**

3. Parent and Family Involvement/Current Model and Results: **We have a full-time Cultural Liaison (now titled Student Learning Advocate), a full-time Student Assistance/Truancy Counselor, a full-time Special Education Building Coordinator, a part-time mainstream social worker, a full-time SpEd social worker, 4 full-time counselors, a parent volunteer coordinator, and 7 administrators, all of whom work very closely with parent/guardians and families. In addition, we have 30 hours of Parent-Teacher Conferences, Parent Advisory Committee meetings, a myriad of co- and extra-curricular activities/athletics for our parents to attend, and Booster Clubs for parent involvement in activities/athletics. Finally, we are an integral part of the NWSISD, which is a consortium of seven districts which have been deemed racially isolated and work closely with families to make choices to integrate our learning communities.**

4. Academic Programs (Instructional models employed for all students [e.g., ELL, migrant, SPED, Title I, Gifted and Talented, Mainstream] according to the MN State Standards Content Areas: Arts, Math, Language Arts, Science, Social Studies): **We have an ELL program with 6 full-time teachers (with a summer component as well), a full-service SpEd program with a full-time SEBC and 19 licensed staff, a full range of HP, AP, and ALP courses, MYP-IB programming, PSEO, and remedial courses in writing, reading, math, and science. In addition, we offer BST prep classes for students still needing to pass the BSTs and ACT prep classes. We also offer a program called *The Other Side* as an alternative to our students. We have a fully staffed Career Resource Center, and we offer independent study and credit retrieval opportunities to our students through Park Center and through our Osseo Alternative Learning Center.**

5. School Climate and Classroom Management: **We have a progressive, comprehensive discipline plan in place that supports both staff and students. We also have a *Code of Conduct* and student handbook with clearly defined academic and behavioral expectations that is reviewed with all students at Park Center. In addition, we have 3 full-time hall monitors, an after-school supervisor/monitor, adult greeters at our back entrance, a full-time parking lot supervisor, a Human Services Team, a full-time school resource officer, a full-time student learning advocate, a part-time social worker for our mainstream students and a full-time social worker for our SpEd students. We also have a full-time student assistant/truancy counselor, two assistant principals, 3 administrative assistants, a health service specialist, and a full-time activities' coordinator.**

6. Technology (Describe how the school used technology to support the Improvement/Reform effort.): **We have SchoolView/Parent View, Rubicon Atlas Curriculum Mapping Software, Read 180 software, geometry software, Smartboards, presentation stations in most classrooms, School Connects, 6 computer labs, MacBook Super Drive Laptops with mobility carts, and 15 digital cameras for student use (we have numerous digital cameras for staff use already). We have two licensed library media specialists, one funded by our district and one which we fully fund from our compensatory monies. Last, we have recently submitted a Global Studies Magnet application to MSAP, which, if awarded, would give us the opportunity to provide an additional 1 million dollars worth of technology for our students.**

7. Update your narrative snapshot of the school - Focusing on the transition from where you were when you wrote the application to where you are now, did you get there?

   Park Center Senior High School, in partnership with the community, dedicates itself to developing the potential of all learners: students, parents/guardians, residents, business leaders and staff:
   - **to cultivate and support mutual respect for all;**
   - **to promote self-directed lifelong learning;**

- to foster the "whole" person by nurturing individual talents by meeting individual needs;
- to emphasize excellence;
- to focus on skills and knowledge that prepare learners to pursue future opportunities to live in a global community;
- to nurture skills, attitudes and activities that actively contribute to the community; and
- to embrace all members of the community as learners.

Students from the cities of both Brooklyn Park and Brooklyn Center attend Park Center Senior High and are proud *Pirates.* These 1,600 students attend a recently remodeled school that has a 36-year history rich in tradition, staff, and student body. We are proud of our staff, embodying an essential blend of new teachers and veteran teachers. With our excellent staff, Park Center students have the opportunity to experience a microcosm of the world. Not only do they have the academic opportunities offered by a large, comprehensive suburban high school, they can also experience the world through interactions with classmates coming from 16 different countries and speaking 39 different languages. Why just read about the world when you can experience it at Park Center? We are proud to be a place of many rich cultures and are excited and energized by the continuation of our journey to becoming a fully authorized International Baccalaureate school and a Global Studies Magnet. We are very proud of Park Center and all our individual and group accomplishments. The successes we share help us gain a deeper appreciation for our human similarities and differences.

COMPENSATORY PILOT PROGRAM (CONTINUED)	ED-02374-01E Page Three

STRATEGIES AND WORK PLAN

Complete this section for each of your application Performance Targets. Please restate each Performance Target listed in your workplan and provide answers to each of the questions below.

Performance Target: See attached Site Continuous Improvement Plan for 2005-2006; See attached Site Continuous Improvement Plan for 2006-2007

STRATEGIES

- *Was the performance target achieved? Please explain.* **See attached Site Improvement Evaluation for 2005-2006**
- *How did the district/school meet the performance target in instruction and/or curriculum?* **See attached Site Improvement Evaluation for 2005-2006**
- *Identify any staff development activities that occurred to help meet the performance target.* **See attached Site Improvement Evaluation for 2005-2006**
- *Identify parent/family involvement activities that resulted from the performance target?* **See attached Site Improvement Evaluation for 2005-2006**
- *Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)* **See attached Site Improvement Evaluation for 2005-2006**
- *What resources or technical support was used?* **See attached Site Improvement Evaluation for 2005-2006**
- *Additional information as needed to support achievement of the performance target.* **See attached Site Improvement Evaluation for 2005-2006**

2005-06 Site Progress Report

Site Improvement Objective # 1

State the objective: To improve students' reading skills

This objective is ☒ New ☐ Continuing

Performance Targets:

- Increase the percentage of 10th grade students achieving a State scale score of 600 or more on the reading MBST from 43% to 45%
- Increase the percentage of 11th grade students achieving a State scale score of 600 or more on the reading MBST from 51% to 53%
- Maintain the percentage of 12th grade students achieving a State scale score of 600 or more on the reading MBST at 68%
- Increase the percentage of Black (non-Hispanic) 10th grade students achieving a proficient score (3, 4, or 5) on the reading MCA from 40% to 45%
- Increase the percentage of LEP 10th grade students achieving a proficient score (3, 4, or 5) on the reading MCA from 20% to 25%
- Increase the percentage of Free/Reduced Lunch 10th grade students achieving a proficient score (3, 4, or 5) on the reading MCA from 50% to 55%
- Increase the average reading ACT score from 21.2 to 22.2

Which action plan steps were completed?

1.1-1.18

Which of these steps were especially powerful?

1.1, 1.9, and 1.10

Which of these steps were not completed?

None

Provide evidence that your objective was achieved or not achieved.

- There was a decrease in the percentage of students who passed the reading MBST
- There was a decrease in the percentage of students who received a proficient score on the reading MCA
- There was an increase in the average ACT reading score from 21.2 to 21.7

What implications do this year's results have for 2006-07?

- PC will continue to have reading skills as a Site Improvement goal
- PC will continue to offer English/Reading classes with BST prep
- PC will pilot the Enterprise Edition of the READ 180 program
- PC will continue to offer numerous ELL reading classes
- PC will continue to offer Special Education reading classes with BST prep

2005-06 Site Progress Report

Site Improvement Objective # 2

State the objective: To improve students' math problem solving skills

This objective is ☒ New ☐ Continuing

Performance Targets:

- Increase the percentage of 10th grade students achieving a State scale score of 600 or above on the math MBST from 27% to 32%
- Increase the percentage of 11th grade students achieving a State scale score of 600 or above on the math MBST from 41.8% to 46.8%
- Increase the percentage of 12th grade students achieving a State scale score of 600 or above on the math MBST from 35.7 % to 40.5%
- Increase the percentage of LEP students achieving a State scale score of 600 or above on the math MBST from 19% to 24%
- Increase the percentage of F/RL students achieving a State scale score of 600 or above on the math MBST from 30% to 35%
- Increase the percentage of 11th grade students achieving a proficient score (3, 4, or 5) on the math MCA from 56% to 61%
- Increase the percentage of 11th grade Black (non-Hispanic) students achieving a proficient score (3, 4, or 5) on the math MCA from 26% to 31%
- Raise ACT median score in math to 21.8

Which action plan steps were completed?

2.1-2.14

Which of these steps were especially powerful?

2.2, 2.12, and 2.13

Which of these steps were not completed?

None

Provide evidence that your objective was achieved or not achieved.

- There was an increase in the percentage of students in 10th and 12th grade that achieved a State scale score of 600 or more on the math MBST
- There was a decrease in the percentage of students in 11th grade that achieved a State scale of 600 or more on the math MBST
- There was a decrease in the percentage of 11th graders achieving a proficient score on the math MCA
- The median math score on the ACT increased from 20.8 to 21.8

What implications do this year's results have for 2006-07?

- PC will continue to have math problem solving skills as a Site Improvement goal
- PC will continue to offer BST prep classes
- PC will utilize the expanded *Play it Smart* after school tutoring program
- PC will continue to offer varying levels of math classes to meet the needs of all learners

2005-06 Site Progress Report

Site Improvement Objective # 3

State the objective: To improve students' daily attendance

This objective is ☒ New ☐ Continuing

Performance Targets:

- Increase student daily attendance from 92.3% to 94%
- Achieve AYP participation proficiency in the following subgroups:
  - -Increase Black (not of Hispanic origin) student participation in math MCA testing from 94.2% to 95%
  - -Increase Black (not of Hispanic origin) student participation in reading MCA testing from 90.12% to 95%
  - -Increase LEP student participation in reading MCA testing from 92.81% to 95%
  - -Increase Special Education student participation in math MCA testing from 91.67% to 95%
  - -Increase Special Education student participation in reading MCA testing from 92.81% to 95%
  - -Increase F/RL student participation in math MCA testing from 94.69% to 95%
  - -Increase F/RL student participation in reading MCA testing from 92.03% to 95%

Which action plan steps were completed?

3.1-3.17

Which of these steps were especially powerful?

3.2, 3.3, 3.6, and 3.7

Which of these steps were not completed?

None

Provide evidence that your objective was achieved or not achieved.

- Student daily attendance increased from 92.3% to 92.82%
- PC achieved AYP participation proficiency in all subgroups for the reading MCA
- PC did not achieve AYP participation proficiency in:
  - -Black (not of Hispanic origin) student participation in math MCA testing
  - -LEP student participation in math MCA testing
  - -Special Education student participation in math MCA testing
  - -F/RL student participation in math MCA testing

What implications do this year's results have for 2006-07?

- PC will continue to have attendance as a Site Improvement goal
- PC will continue to allocate resources for a .5 truancy worker to track attendance issues
- PC will develop and implement an attendance incentive program
- PC will implement a new Advisory curriculum

Osseo Area Schools

2005-06 Site Continuous Improvement Plan

Submit this plan to your Assistant Superintendent on or before October 14.

Site Improvement Objective # 1

State the objective: ☒ **New** ☐ **Continuing**

Improve reading skills

Narrative Summary of this Objective and its Tasks (This narrative should briefly state your objective, target and strategies):
Park Center will improve the students' reading skills through 18 very specific, multi-faceted action plan steps. While each step is essential to our students' success, four of the foremost steps include continuing the Read 180 program, utilizing STRP strategies school wide, continuing the Reading Is Fundamental (RIF) program, and conducting a 10-day, BST test-taking workshop.

This improvement objective is intended for: ☐ 1 Year ☐ 2 Years ☒ 3 Years

This action plan is for what year of the plan? ☒ Year 1 ☐ Year 2 ☐ Year 3

Evidences of Need:
What key measurable performance indicators (test scores, RIT scores, MCA scores, survey results) show a need to spend time, energy, and resources on this particular objective?

Data Source	Need
MBST February 2005	43% of 10th grade students needing to test met or exceeded the State scale score of 600 or above 51% of 11th grade students needing to test met or exceeded the State scale score of 600 or above 68% of 12th grade students needing to test met or exceeded the State scale score of 600 or above
MCA May 2005	60% of Black (not of Hispanic origin) students taking the reading MCA were not proficient (scores of 1 or 2) 80% of Limited English Learner students taking the reading MCA were not proficient (scores of 1 or 2) 50% of Free/Reduced Lunch students taking the reading MCA were not proficient (scores of 1 or 2)
ACT April 2005	ACT average was 21.2, below the District average of 22.2

Performance Targets

What key measurable performance indicators/performance targets (test scores, RIT scores, MCA scores, survey results) will point to success at year-end review?

Data Source	Target
MBST Feb. 2006	Increase the percentage of 10th grade students achieving a State scale of 600 or more on the MBST from 43% to 45% Increase the percentage of 11th grade students achieving a State scale of 600 or more on the MBST from 51% to 53% Maintain the percentage of 12th grade students achieving a State scale score of 600 or more on the MBST at 68%
MCA 2006	Increase the percentage of Black (non-Hispanic) 10th grade students achieving a proficient score (3, 4, or 5) on the reading MCA from 40% to 45% Increase the percentage of Limited English Learner 10th grade students achieving a proficient score (3, 4, or 5) on the reading MCA from 20% to 25% Increase the percentage of Free/Reduced Lunch 10th grade students achieving a proficient score (3,4, or 5) on the reading MCA from 50% to 55%
ACT 2006	Increase the average math ACT score from 21.2 to 22.2

2005-06 Site Continuous Improvement Plan

2005-06 Action Plan Details for Objective # 1						
Task#	Tasks to be Completed	Timeline Begin	End	Assigned to:	Resources Allocated Time/$/Materials	Mon D.
	CURRICULUM					
	For Remedial Readers					
1.1	Continue READ 180 program with BST prep	Sept. 2005	June 2006	Becky Gorman	Para LCTS grant & building funds	Each '
1.2	Offer English/Reading classes with BST prep	Sept. 2005	June 2006	Jodi Stoa - Swenson and Alyssa Carlson	NA	June '
1.3	Offer 5 levels of ELL reading classes & Special Ed reading classes with BST prep when appropriate	Sept. 2005	June 2006	Verna Carlson; Sandy Haynie; Anna Teeple; Diane Bergman	NA	June '
1.4	Request class lists by hour for content area teachers reporting remedial readers' fall NWEA scores for purposes of identification and differentiated instruction; distribute list to teachers with reading RIT definitions.	Oct. 2005	March 2006	Austin Tollerson	Sheryl Quick (prepare reports)	Each when chang
Task#	Tasks to be Completed	Timeline Begin	End	Assigned to:	Resources Allocated Time/$/Materials	Mon D.
1.5	Screen new students (without documentation of passing MBST) with NWEA reading test to determine appropriate class placement	Aug. 2005	June 2006	Counselors	NA	At tim placer new s

2005-06 Action Plan Details for Objective # 1						
1.6	Use new language arts materials to achieve District grade level outcomes	Sept. 2005	June 2006	English Department	NA	June 2
1.7	Evaluate "The Other Side" curriculum for impact on BST and MCA test results	Sept. 2005	June 2006	Marilyn Trouth	.2 FTE compensatory funds for monitoring student success	June 2
	OTHER					
1.8	Use STRP strategies across the curriculum to facilitate improvement of reading skills	Sept. 2005	June 2006	All teaching staff	Staff Development	TBD
1.9	Increase test taking knowledge, provide instruction & practice for Reading MCA	March 2006	April 2006	10th grade English teachers	NA	June 2
1.10	Provide practice MCA Reading Test	Feb. 2006		Becky Gorman	NA	March
Task#	**Tasks to be Completed**	**Timeline**		**Assigned to:**	**Resources Allocated Time/$/Materials**	**Mon D**
1.11	Provide practice ACT reading selections	Oct. 2005	Dec. 2005	Maggie Campbell; Alyssa Carlson	NA	Dec. 2
1.12	Increase test-taking knowledge, provide expectations & practice for reading parts of ACT	Jan. 2006	Feb. 2006	11th grade teachers of science, social studies, ALP, and English	NA	June
1.13	Encourage ACT Test Prep class for college bound 11th & 12th graders	Oct. 2005	May 2006	Maggie Campbell (PC Coordinator)	Community Ed student fee	
1.14	Continue "Reading is Fundamental" (RIF) program	Oct. 2005	April 2006	Lindy Edwards	279 Foundation grant	Nov., March

2005-06 Action Plan Details for Objective # 1						
1.15	Conduct BST test-taking workshop for regular English students who must pass the test (students pulled out of English class for 10 days)	Jan. 2006	Feb. 2006	Ginger Davis (retired teacher)	Sub pay + prep time	April 2
1.16	Write article for *Ship to Shore* offering nonacademic hints for test taking days.	Dec. 2005	Jan. 2006	Becky Gorman		Jan. 2
Task#	**Tasks to be Completed**	**Timeline**		**Assigned to:**	**Resources Allocated Time/$/Materials**	**Mon D**
1.17	Provide water on test days	Feb. 2006	Feb. 2006	Macky Knutson	Pepsi funds	Feb. 2
1.18	Raise awareness & support for students taking BSTs, MCAs, & ACT	BST: Jan. 2006; MCA: April 2006; ACT: Oct. 2005 & Dec. 2005	Feb. 2006; April 2006	TBD Possibilities: Climate Committee; Art teachers; NHS	NA	Jan/F April 2

Osseo Area Schools

2005-06 Site Continuous Improvement Plan

Submit this plan to our Assistant Superintendent on or before October 14.

Site Improvement Objective # 2

State the objective: ☒ New ☐ Continuing

Improve math problem solving skills

Narrative Summary of this Objective and its Tasks (This narrative should briefly state your objective, target and strategies): Park Center will improve the students' math problem solving skills through the completion of 14 rigorous action plan steps. Key steps in the plan include offering BST Prep and Adjusted BST Prep classes, allocating an additional .40 FTE to math to lower the BST Prep class sizes, and utilizing the "Mastering the MCA" guidebook in all Integrated II and Integrated III classes.

This improvement objective is intended for: ☐ 1 Year ☐ 2 Years ☒ 3 Years

This action plan is for what year of the plan? ☒ Year 1 ☐ Year 2 ☐ Year 3

Evidences of Need

What key measurable performance indicators (test scores, RIT scores, MCA scores, survey results) show a need to spend time, energy, and resources on this particular objective?

Data Source	Need
MBST Feb. 2005	• 27% of the 137-10th grade students taking the MBST achieved a State scale score of 600 or above • 41.8% of the 91-11th grade students taking the MBST achieved a State scale score of 600 or above • 35.7% of the 42-12th grade students taking the MBST achieved a State scale score of 600 or above • 30% of F/RL students taking the MBST achieved the State scale score of 600 or above versus 49% of non-F/RL students who achieved the State scale score • 19% of LEP students taking the MBST achieved the State scale score of 600 or above versus 45% of non-LEP students who achieved the State scale score
MCA 2005	• 44% of 11th grade students taking the math MCA were not proficient (scores of 1 or 2) • 74% of 11th grade Black (non-Hispanic) students taking the math MCA were not proficient (scores of 1 or 2)
ACT 2005	The median ACT score at Park Center was 20.8, below the State median of 22

Performance Targets

What key measurable performance indicators/performance targets (test scores, RIT scores, MCA scores, survey results) will point to success at year-end review?

Data Source	Target
MBST **Feb. 2006**	• Increase the percentage of 10th grade students achieving a State scale of 600 or more on the MBST from 27% to 32% • Increase the percentage of 11th grade students achieving a State scale score of 600 or more on the MBST from 41.8% to 46.8% • Increase the percentage of 12th grade students achieving a State scale score of 600 or more on the MBST from 35.7% to 40.5% • Increase the percentage of LEP students achieving a State scale score of 600 or more on the MBST from 19% to 24% • Increase the percentage of F/RL students achieving a State scale score of 600 or more on the MBST from 30% to 35%
MCA **2006**	• Increase the percentage of 11th grade students achieving a proficient score (3, 4, or 5) on the math MCA from 56% to 61% • Increase the percentage of Black (non-Hispanic) 11th grade students achieving a proficient score (3, 4, or 5) on the math MCA from 26% to 31%
ACT **2006**	Raise ACT median score in math for Park Center to 21.8

Osseo Area Schools

2005-06 Site Continuous Improvement Plan

2005-06 Action Plan Details for Objective # 2						
Task#	Tasks to be Completed	Timeline Begin	End	Assigned to:	Resources Allocated Time/$/Materials	Monit Da
2.1	Offer BST Prep and Adjusted BST Prep classes	Sept. 2005	June 2006	Math Staff	NA	Ongoin
2.2	Offer Exploration class	Sept. 2005	June 2006	Math Staff	NA	Ongoin
2.3	Emphasize vocabulary acquisition in all classes; make vocabulary a part of all quizzes and tests	Oct. 2005	June 2006	Math Staff	NA	Departi meetin
2.4	Use the in-school TV broadcast system to televise mathematics vocabulary	Oct. 2005	June 2006	Justin Jacobs	NA	Departi meetin
2.5	Complete letter writing project (students will write a letter to someone in the work world to learn how math is used); potential speakers will be harvested from the responses	Nov. 2005	Nov. 2005	Ed Dillon and Advisory teachers	Pepsi Fund	Nov. 2C
2.6	Encourage multiple approaches to problem solving; roles of brainstorming and thinking "outside the box" will be emphasized; respect will be modeled as students share alternative approaches; teachers will regularly report classroom experiences to the math department	Sept. 2005	June 2006	Math Staff	NA	Ongoin

2005-06 Action Plan Details for Objective # 2						
Task #	**Tasks to be Completed**	**Timeline**		**Assigned to:**	**Resources Allocated Time/$/Materials**	**Monit Da**
		Begin	**End**			
2.7	Conduct a year long study on computational skills, giving a beginning of the year and end of the year assessment; Compare the effect of different teaching styles and classroom policies in computational abilities	Sept. 2005	June 2006	Ed Dillon and Lonna Adolshek	NA	June 2(
2.8	Create an incentive system for the MCAs; test proctors will make an objective assessment about student effort in the test; reward these selected students with an ice cream or pizza party	Jan. 2006		Justin Jacobs	Pepsi Fund	Jan. 2(
2.9	Conscientiously make an effort in the classroom to convey the message that we care about the success of every student -- specifically by greeting all students at the door, using the phrase "I care ..." and doing so sincerely, using consistent body language when communicating, paying attention to how we say things so as to not sound condescending, and always be respectful	Sept. 2005	June 2006	Math Staff	NA	Ongoin

Task #	**Tasks to be Completed**	**Timeline**		**Assigned to:**	**Resources Allocated Time/$/Materials**	**Monit Da**
		Begin	**End**			
2.10	Utilize additional 0.4 FTE to lower BST prep class sizes	Sept. 2005	June 2006	Math Staff	Compensatory pilot funds	Ongoin
2.11	Utilize additional *Skills Tutor* software	Sept. 2005	June 2006	Annie Bonow	Pepsi funds	Ongoin
2.12	Research and examine HP Integrated III – why isn't it offered?	Sept. 2005	Nov. 2005	Math Staff	NA	After fi departr meetin

2005-06 Action Plan Details for Objective # 2						
2.13	Expand ACT prep class to cover more time and schedule it on the weekends; advertise prep class including notification to parents	Sept. 2005	Spring 2006	Math Staff	Pepsi funds	After fa tests
2.14	Utilize the "Mastering the MCA" guidebook in all Integrated II and Integrated III classes as warm up exercises	Oct. 2005	April 2006	Sally Wojahn	NA	Math departr meetin

2005-06 Site Continuous Improvement Plan

Submit this plan to our Assistant Superintendent on or before October 14.

Site Improvement Objective # 3

State the objective: ☒ **New** ☐ **Continuing**
Improve daily attendance

Narrative Summary of this Objective and its Tasks (This narrative should briefly state your objective, target and strategies):
Park Center will improve its students' daily attendance through the implementation of a myriad of 17 action plan steps. Four highlighted strategies include hiring a .5 FTE truancy person to track/address truancy issues, revising the current school attendance practices, increasing staff visibility in the hallways, and monitoring closely students leaving the building for approved activities versus non-approved.

This improvement objective is intended for: ☐ 1 Year ☐ 2 Years ☒ 3 Years

This action plan is for what year of the plan? ☒ Year 1 ☐ Year 2 ☐ Year 3

Evidences of Need

What key measurable performance indicators (test scores, RIT scores, MCA scores, survey results) show a need to spend time, energy, and resources on this particular objective?

- The average daily attendance for school year 2004-2005 was 92.3%.
- The MCA testing attendance for 2004-2005 was 95.35% for math and 94.12% for reading.

Performance Targets

What key measurable performance indicators/performance targets (test scores, RIT scores, MCA scores, survey results) will point to success at year-end review?

- Increase daily attendance by 1.7% to 94%
- Achieve AYP participation proficiency in the following subgroups:
  - Increase Black (not of Hispanic origin) student participation in math MCA testing from 94.2% to 95%
  - Increase Black (not of Hispanic origin) student participation in reading MCA testing from 90.12% to 95%
  - Increase LEP student participation in reading MCA testing from 92.81% to 95%
  - Increase Special Education student participation in math MCA testing from 91.67% to 95%
  - Increase Special Education student participation in reading MCA testing from 92.81% to 95%
  - Increase F/RL student participation in math MCA testing from 94.69% to 95%
  - Increase F/RL student participation in reading MCA testing from 92.03% to 95%

Park Center Senior High

2005-06 Site Continuous Improvement Plan

2005-06 Action Plan Details for Objective # 3							
Task #	**Tasks to be Completed**	**Timeline**		**Assigned to:**	**Resources Allocated Time/$/Materials**	**Monitoring Dates**	**Progress Indicators**
		Begin	**End**				
3.1	Hire a .5 truancy person	Oct. 2005	June 2006	Linda Byers and Willie Jett	Compensatory pilot funding	Ongoing	Increased attendance
3.2	Implement new lunch room procedures	Sept. 2005	June 2006	Jason Harris	NA	Ongoing	Decrease in overall unexcused absences
3.3	Revise attendance practices	Aug. 2005	Aug. 2005	Administration	NA	End of each trimester	Decrease in overall unexcused absences and decrease in students being dropped from classes
3.4	Implement pass system for students participating in off-site programs (i.e. PSEO, HTC, OJT, etc.)	Sept. 2005	Sept. 2005	Counseling; HTC/OJT supervisors	NA	Ongoing	Students will be able to produce a pass when asked
3.5	Involve outside providers recommended by Hennepin County to assist students/families	Sept. 2005	June 2006	Counseling; Family Services Liaison	Hennepin County Social Services	Ongoing	Number of referrals to agencies
3.6	Implementation of Planners	Sept. 2005	June 2006	All Staff	Student Concession Fund and Play It Smart Program (NWSISD)	Ongoing	Use of planners by staff and students

Park Center Senior High

2005-06 Action Plan Details for Objective # 3

Task #	Tasks to be Completed	Timeline		Assigned to:	Resources Allocated Time/$/Materials	Monitoring Dates	Progress Indicators
		Begin	End				
3.7	Change advisory to one time per week	Sept. 2005	June 2006	All Staff	NA	Ongoing	Decrease in unexcused absences during advisory
3.8	Develop Site Improvement Plan for 2006-2007	June 2006	Oct. 2006	Heather Miller-Cink, Austin Tollerson, Linda Byers	Data Workshop Funding	Ongoing	Completion of plan
3.9	Increase visibility and interaction of teachers through hallway supervision	Sept. 2005	June 2006	All Staff	NA	Ongoing	Hallway incidents decreased; comments from staff and students; students in classes, not hallways
3.10	Implement PLCs which address student management and relationship building, thereby decreasing truancies	Oct. 2005	June 2006	All Staff	NA	Ongoing	Staff discussions; decrease in hourly truancies
3.11	Communicate absences to parents	Sept. 2005	June 2006	Peggy Kimble and Sharon Saba	ESP allocations	Ongoing	Decrease in unexcused absences; continued discussion with parents and students

Park Center Senior High

2005-06 Action Plan Details for Objective # 3							
Task #	**Tasks to be Completed**	**Timeline Begin**	**End**	**Assigned to:**	**Resources Allocated Times/$/materials**	**Monitoring Dates**	**Progress Indicators**
3.12	Address accurate attendance taking procedures at staff meetings and via e-mail	Aug. 2005	Sept. 2005	Kelli Parpart	NA	Ongoing	Comments from staff, students, and parents; decrease in unexcused absences.
3.14	Present information on student accountability at ESP meeting	Sept. 2005	Sept. 2005	Kelli Parpart	NA	Ongoing	Comments from staff, students, and parents; decrease in unexcused absences
3.15	Monitor daily activity of parking lot	Sept. 2005	June 2006	Larry Finch	Compensatory money	Ongoing	Decrease in number of unexcused absences
3.16	Greet and check in/out people entering/exiting the building	Sept. 2005	June 2006	Nichole Gilbert and Michele Holznecht	Compensatory and ESP allocation	Ongoing	Decrease in number of unexcused absences
3.17	Monitor building hallways	Sept. 2005	June 2006	Terry Carlson and David Hall	ESP allocation	Ongoing	Decrease in number of students being out of class during class time

2006-07 Site Continuous Improvement Plan

Site Improvement Objective # 1

State the objective: Improve students' reading skills

This objective is ☐ **New** ☒ **Continuing**

Narrative Summary of this Objective and its Tasks (This narrative should briefly state your objective, target and strategies):

Park Center will improve the students' reading skills through 22 very specific, multi-faceted action plan steps. While each step is essential to our students' success, three of these steps include piloting the Enterprise Edition of the Read 180 program, continuing the Reading Is Fundamental (RIF) program, and conducting a 10-day, BST test-taking workshop.

This improvement objective is intended for: ☐ 1 Year ☐ 2 Years ☒ 3 Years

This action plan is for what year of the plan? ☐ Year 1 ☒ Year 2 ☐ Year 3

Evidences of Need: What key measurable performance indicators (test scores, RIT scores, MCA scores, survey results) show a need to spend time, energy, and resources on this particular objective?

Data Source	Need
MBST February 2006	• 33.7% of 10th grade students needing to test met or exceeded the State scale score of 600 or above • 32% of 11th grade students needing to test met or exceeded the State scale score of 600 or above • 42% of 12th grade students needing to test met or exceeded the State scale score of 600 or above
MCA May 2006	• 28% of Black (not of Hispanic origin) students taking the reading MCA met or exceeded the State standard • 4% of LEP students taking the reading MCA met or exceeded the State standard • 29% of Free/Reduced Lunch students taking the reading MCA met or exceeded the State standard
ACT April 2006	• ACT average was 21.7, below the State average of 22.6

Performance Targets: What key measurable performance indicators/performance targets (test scores, RIT scores, MCA scores, survey results) will point to success at year-end review?

Data Source	Target
MBST February 2007	• Increase the percentage of 10th grade students achieving a State scale score of 600 or more on the reading MBST from 33.7% to 35% • Increase the percentage of 11th grade students achieving a State scale score of 600 or more on the reading MBST from 32% to 34% • Increase the percentage of 12th grade students achieving a State scale score of 600 or more on the reading MBST from 42% to 44%
MCA 2007	• Increase the percentage of Black (not of Hispanic origin) 10th grade students achieving a score that meets or exceeds the State standards on the reading MCA from 28% to 30% • Increase the percentage of LEP 10th grade students achieving a score that meets or exceeds the State standards on the reading MCA from 4% to 6% • Increase the percentage of Free/Reduced Lunch 10th grade students achieving a score that meets or exceeds the State standards on the reading MCA from 29% to 31%
ACT 2007	• Increase the average reading ACT score from 21.7 to 22.2

2006-07 Site Continuous Improvement Plan

Action Plan Details for Objective # 1							
Task #	**Tasks to be Completed**	**Timeline Begin**	**End**	**Assigned to:**	**Resources Allocated Time/$/Materials**	**Monitoring Dates**	**Progress Indicators**
1.1	Pilot the Enterprise Edition of the Read 180 and offer BST prep	Sept. 2006	June 2007	Becky Gorman	ESP, LCTS grant, and building funds	Each Tri	SRI scores; Pre and Post NWEA scores; BST scores
1.2	Offer English/Reading classes with BST prep for required English credit	Sept. 2006	June 2007	Jodi Stoa Swenson	NA	June 2007	Pre and Post NWEA scores; BST scores
1.3	Offer 5 levels of ELL reading classes and implement Rosetta Stone and Read 180 in appropriate ELL classes	Sept. 2006	June 2007	ELL Department	NA	June 2007	Pre and Post NWEA scores; BST scores; TEAE Reading scores
1.4	Offer reading class in Special Education with BST prep where appropriate	Sept. 2006	June 2007	Special Education Department	NA	June 2007	Pre and Post NWEA scores; BST scores
1.5	Inform teachers that remedial readers in their classes can be identified on i-Cue, under *Test and Assessment* heading	Sept. 2006	March 2007	Sue Toohey or Becky Gorman	NA	Each tri	Email reminder sent
1.6	Determine how remedial readers will be identified and tracked now that the BST will no longer be given in 8th and 9th grades	Dec. 2006	May 2007	Don Pascoe, Heather Miller-Cink, Becky Gorman	NA	Spring 2007	Process determined and information disseminated

Action Plan Details for Objective # 1							
Task #	**Tasks to be Completed**	**Timeline Begin**	**End**	**Assigned to:**	**Resources Allocated Time/$/Materials**	**Monitoring Dates**	**Progress Indicators**
1.7	Develop a process for placement of **incoming fall** 10th grade remedial readers from district junior highs for enrollment in English/ Reading, and Reading Lab	Feb. 2007	June 2007	Heather Miller-Cink, Counselors, Reading, ELL, and Special Education Teachers	NA	Spring 2007	PC's incoming fall 10th grade remedial readers from district junior highs are identified and registered for appropriate classes before current school year ends
1.8	Screen new students (without documentation of passing MBST or MCA) with NWEA reading test to determine appropriate class placement	Aug. 2006	June 2007	Counselors	NA	At time of placement of new students	RIT score given to English/ Reading teacher when student is placed in the class
1.9	Use language arts materials to achieve District grade level outcomes	Sept. 2006	June 2007	English Department	NA	June 2007	English 10-11-12 Outcome charts
1.10	Evaluate "The Other Side" curriculum for impact on BST and MCA test results	Sept. 2006	June 2007	Marilyn Trouth	.2 FTE compensatory funds for monitoring student success	June 2007	Determine percentage of students testing who passed reading BST and reading MCA

Action Plan Details for Objective # 1							
Task #	**Tasks to be Completed**	**Timeline Begin**	**End**	**Assigned to:**	**Resources Allocated Time/$/Materials**	**Monitoring Dates**	**Progress Indicators**
1.11	Develop a refusal of ELL services process which includes a refusal letter	Sept. 2006	June 2007	ELL Department, Guidance Counselor, Cultural Liaison, or interpreter if appropriate	NA	Ongoing as needed	Refusal of ELL services letters written in Hmong, Spanish, and other languages
1.12	Use STRP strategies across the curriculum to facilitate improvement of reading skills	Sept. 2006	June 2007	All teaching staff	Staff Development	TBD	Staff Development Training
1.13	Incorporate skills tested in the MCAs into 10th grade English curriculum; Increase test-taking knowledge, provide instruction and practice for reading MCA	Sept. 2006	April 2007	10th grade English teachers in PLC	PLCs	June 2007	Reading MCA scores
1.14	Provide practice ACT reading selections to 11th grade English teachers	Feb. 2007	Feb. 2007	Maggie Campbell and Diane Ahlberg	NA	Feb. 2007	ACT practice booklets distributed to 11th grade teachers
1.15	Increase test-taking knowledge, provide expectations and practice for reading parts of ACT administered in April	Feb. 2007	March 2007	11th grade English teachers	NA	June 2007	ACT scores

Action Plan Details for Objective # 1							
Task #	**Tasks to be Completed**	**Timeline Begin**	**End**	**Assigned to:**	**Resources Allocated Time/$/Materials**	**Monitoring Dates**	**Progress Indicators**
1.16	Encourage ACT Test Prep class for college bound 11th and 12th graders	Oct. 2006	May 2007	Maggie Campbell	Community Ed student fee		ACT scores
1.17	Continue "Reading Is Fundamental" (RIF) program	Oct. 2006	April 2007	Jennifer Borgeson and Anna Teeple	279 Foundation Grant	Nov., Jan., and March	Number of books given away; Verbal feedback from students, teachers, and parents
1.18	Conduct BST test-taking workshop for regular English students who must pass the test (students pulled out of English class for 10 days)	Jan. 2007	Feb. 2007	Donna Waataja (retired teacher)	Sub pay from Pepsi Fund	April 2007	Number of these students who pass BST
1.19	Include article for *Ship to Shore* with test dates and nonacademic hints for test taking days	Dec. 2006	Jan. 2007	Becky Gorman	NA	Jan. 2007	*Ship to Shore* newsletter
1.20	Provide water on BST test days	Feb. 2007	Feb. 2007	Macky Knutson and Sue Toohey	Pepsi Fund	Feb. 2007	Water in rooms before testing begins
1.21	Create an incentive system for the MCAs	Feb. 2007	March 2007	Advisory teachers with 10th and 11th grade students	Pepsi Fund for ice cream	Ongoing	Log of teacher input

Action Plan Details for Objective # 1							
Task #	**Tasks to be Completed**	**Timeline Begin**	**End**	**Assigned to:**	**Resources Allocated Time/$/Materials**	**Monitoring Dates**	**Progress Indicators**
1.22	Raise awareness and support for students taking BSTs, MCAs, and ACT	ACT: Oct. 2006; BST: Jan. 2007; MCA: April 2007	April 2007	Possibilities: NHS, SAC	NA	Jan./Feb. and April 2007	Banners, posters, scrolling television screens; short scripts for morning announcements

2006-07 Site Continuous Improvement Plan

Site Improvement Objective # 2

State the objective: Improve students' math problem solving skills

This objective is ☐ **New** ☒ **Continuing**

Narrative Summary of this Objective and its Tasks (This narrative should briefly state your objective, target and strategies):

Park Center will improve the students' math problem solving skills through the completion of 15 action plan steps. Key steps in the plan include offering BST Prep classes, HP Integrated III, and piloting the *Moving With Math* series.

This improvement objective is intended for: ☐ 1 Year ☐ 2 Years ☒ 3 Years

This action plan is for what year of the plan? ☐ Year 1 ☒ Year 2 ☐ Year 3

Evidences of Need: What key measurable performance indicators (test scores, RIT scores, MCA scores, survey results) show a need to spend time, energy, and resources on this particular objective?

Data Source	Need
MBST February 2006	• 37.3% of the 158-10th grade students taking the math MBST achieved a State scale score of 600 or above • 38.3% of the 107-11th grade students taking the math MBST achieved a State scale score of 600 or above • 31.6% of the 38-12th grade students taking the math MBST achieved a State scale score of 600 or above • 34.8% of F/RL students taking the math MBST achieved the State scale score of 600 or above compared to 42.5% of non-F/RL students who achieved the State scale score • 26.5% of LEP students taking the math MBST achieved the State scale score of 600 or above compared to 44.1% of non-LEP students who achieved the State scale score
MCA 2006	• 22% of 11th grade students taking the math MCA met or exceeded the State standard • 6% of 11th grade Black (not of Hispanic origin) students taking the math MCA met or exceeded the State standard
ACT 2006	• The mean ACT score on the mathematics section was 21.8, which is 0.3 points below the State average of 22.1
PCSH Registrar 2006-07	• 60.5% of current PCSH students taking a math class are registered for a math class that is at or above grade level (IM2, IM3, HP-IM3, Pre-Calc, HP-Pre-Calc, Stats, Calc AB, or Calc BC)

Performance Targets: What key measurable performance indicators/performance targets (test scores, RIT scores, MCA scores, survey results) will point to success at year-end review?

Data Source	Need
MBST February 2007	• Increase the percentage of 10th grade students achieving a State scale score of 600 or more on the math MBST from 37.3% to 40% • Increase the percentage of 11th grade students achieving a State scale score of 600 or more on the math MBST from 38.3% to 41% • Increase the percentage of 12th grade students achieving a State scale score of 600 or more on the math MBST from 31.6% to 35% • Increase the percentage of F/RL students achieving a State scale score of 600 or more on the math MBST from 34.8% to 38% • Increase the percentage of LEP students achieving a State scale score of 600 or more on the math MBST from 27% to 30%
MCA 2007	• Increase the percentage of 11th grade students achieving a score that meets or exceeds the State standards on the math MCA from 22% to 25% • Increase the percentage of Black (not of Hispanic origin) 11th grade students achieving a score that meets or exceeds the State standards on the math MCA from 6% to 10%
ACT **Update 2007	• Increase the ACT median score in math from 21.8 to 22.1
PCSH Registrar 2006-07	• Increase the percentage of current students taking grade level or above math courses (IM2, IM3, HP-IM3, Pre-Calc, HP-Pre-Calc, Stats, Calc AB, or Calc BC) from 60.5% to 65%

2006-07 Site Continuous Improvement Plan

Action Plan Details for Objective # 2							
Task #	**Tasks to be Completed**	**Timeline Begin**	**End**	**Assigned to:**	**Resources Allocated Time/$/Materials**	**Monitoring Dates**	**Progress Indicators**
2.1	Offer BST Prep classes	Sept. 2006	June 2007	Math Staff	NA	Ongoing	Classes being offered; student grades
2.2	Offer Exploration 1 and 2 classes	Sept. 2006	June 2007	Math Staff	NA	Ongoing	Classes being offered; student grades
2.3	Implement IB-MYP at Park Center	Sept. 2006	June 2007	All Staff	NA	Department Meetings	Lesson plans showing attempt at MYP
2.4	Utilize the expanded Play It Smart program to get students free after school tutoring	Sept. 2006	June 2007	Tia Stoa	Play It Smart Program	Department Meetings	Returned passes from advisor
2.5	Use Algebra Readiness Calendar Problems in ELL Math classes	Sept. 2006	June 2007	ELL Teachers	Pam Richards	Nov. 2006	Formal summary written up
2.6	Create an incentive system for the MCAs	Feb. 2007	March 2007	Advisory teachers with 10th and 11th grade students	Pepsi Fund for ice cream	Ongoing	Log of teacher input

Action Plan Details for Objective # 2							
Task #	**Tasks to be Completed**	**Timeline Begin**	**End**	**Assigned to:**	**Resources Allocated Time/$/Materials**	**Monitoring Dates**	**Progress Indicators**
2.7	Conduct a year long study on computational skills, giving a beginning of the year assessment; Compare the effect of different teaching styles and classroom policies in computational abilities	Sept. 2006	June 2007	Ed Dillon and Lonna Andolshek	NA	June 2007	Final report
2.8	Continue weekend version of ACT prep class began last year	Sept. 2006	June 2007	Math Staff	Pepsi Fund	After fall ACT tests	ACT results
2.9	Offer HP Integrated Math III	Sept. 2006	June 2007	Math Staff	NA	Ongoing	Math department discussions; mid-tri student evaluations
2.10	Utilize additional 1.8 FTE to lower below grade level class sizes, including ELL math, BST prep, Adj IM1, IM1, Exp 1, and Exp 2	Sept. 2006	June 2007	Math Staff	Compensatory funds	Ongoing	Additional classes offered
2.11	Continue to utilize *Skills Tutor* software	Sept. 2006	June 2007	Annie Bonow	NA	Ongoing	Computer lab log book
2.12	Utilize *Geometer's Sketchpad* software	Sept. 2006	June 2007	Math Staff	NA	After first department meeting	Make a decision for next year
2.13	Implement use of manipulatives into Adjusted Integrated I classes	Sept. 2006	June 2007	Math PLC group	District 279 Grant	PLC Meetings	Adjusted Integrated I grades

Action Plan Details for Objective # 2							
Task #	**Tasks to be Completed**	**Timeline Begin**	**End**	**Assigned to:**	**Resources Allocated Time/$/Materials**	**Monitoring Dates**	**Progress Indicators**
2.14	Increase use of technology in select classrooms	Sept. 2006	June 2007	TICT Cadre II	TICT Grant	Department Meetings	Student grades in the select classrooms
2.15	Pilot *Moving With Math* series for intervention with lower level math students	Sept. 2006	June 2007	Math Department	Kate Maguire and Jim Nelson	Ongoing	Student grades in the select classrooms

2006-07 Site Continuous Improvement Plan

Site Improvement Objective # 3

State the objective: Improve students' daily attendance

This objective is ☐ **New** ☒ **Continuing**

Narrative Summary of this Objective and its Tasks (This narrative should briefly state your objective, target and strategies):

Park Center will improve its students' daily attendance through the implementation of 20 action plan steps. Three highlighted strategies include a revised Advisory curriculum, allocation of resources for a .5 truancy person to track/address truancy issues, and the development and implementation of an Attendance Incentive Program to increase daily attendance.

This improvement objective is intended for: ☐ 1 Year ☐ 2 Years ☒ 3 Years

This action plan is for what year of the plan? ☐ Year 1 ☒ Year 2 ☐ Year 3

Evidences of Need: What key measurable performance indicators (test scores, RIT scores, MCA scores, survey results) show a need to spend time, energy, and resources on this particular objective?

- The average daily attendance for school year 2005-2006 was 92.82%
- The MCA testing attendance for 2005-2006 was 94.73% for math (must achieve 95% for AYP)

Performance Targets: What key measurable performance indicators/performance targets (test scores, RIT scores, MCA scores, survey results) will point to success at year-end review?

- Increase daily attendance from 92.82% to 94%
- Achieve AYP participation proficiency in the following subgroups:
  - Increase Black (not of Hispanic origin) student participation in math MCA testing from 93.29% to 95%
  - Increase LEP student participation in math MCA testing from 91.96% to 95%
  - Increase Special Education student participation in math MCA testing from 88.64% to 95%
  - Increase Free/Reduced Lunch student participation in math MCA testing from 94.22% to 95%
- Maintain AYP participation proficiency (95%) in the following subgroups:
  - Asian student participation in reading MCA testing
  - Black student participation in reading MCA testing
  - LEP student participation in reading MCA testing
  - White student participation in reading MCA testing
  - Special Education student participation in reading MCA testing
  - Free/Reduced Lunch student participation in reading MCA testing
  - Asian student participation in math MCA testing
  - White student participation in math MCA testing

2006-07 Site Continuous Improvement Plan

Action Plan Details for Objective # 3							
Task#	Tasks to be Completed	Timeline Begin	Timeline End	Assigned to:	Resources Allocated Time/$/Materials	Monitoring Dates	Progress Indicators
3.1	Allocate resources for .5 truancy person	April 2006	June 2007	Mitzi Heath	Compensatory funding	Ongoing	Increased attendance
3.2	Follow lunch room/closed lunch procedures	Sept. 2006	June 2007	Jason Harris	NA	Ongoing	Decrease in overall unexcused absences
3.3	Revise attendance practices to align with other District 279 Senior High Schools	Sept. 2006	March 2007	Heather Miller-Cink	NA	Ongoing	Decrease in overall unexcused absences
3.4	Utilize pass system for students participating in off-site programs (i.e. PSEO, HTC, OJT, etc.)	Sept. 2006	June 2007	Counseling: HTC/OJT supervisors	NA	Ongoing	Students will be able to produce a pass when asked
3.5	Involve outside providers recommended by Hennepin County to assist students/families	Sept. 2006	June 2007	Counseling	Hennepin County Social Services	Ongoing	Number of referrals to agencies
3.6	Utilize student planners	Sept. 2006	June 2007	All Staff	Student concession funds	Ongoing	Use of planners by staff and students
3.7	MCA testing to be completed on 1 day instead of 2 separate days	April 2007	April 2007	Austin Tollerson and all staff	NA	April 2007	Increased participation in reading and math MCA testing

Action Plan Details for Objective # 3							
Task#	**Tasks to be Completed**	**Timeline Begin**	**End**	**Assigned to:**	**Resources Allocated Time/$/Materials**	**Monitoring Dates**	**Progress Indicators**
3.8	Revised Advisory curriculum	June 2006	Aug. 2007	Diane Ahlberg, Mike Vecellio, Austin Tollerson, Julie Halverson, and Linda Byers	Julie Halverson	Ongoing	Increased pertinence of Advisory activities
3.9	Present information on revised Advisory curriculum to staff at August workshop	Aug. 2006	Aug. 2006	Diane Ahlberg, Austin Tollerson, Linda Byers, and Kathy Holladay	NA	Ongoing	Increased student participation in Advisory activities
3.10	Develop Site Improvement Plan for 2007-2008	June 2007	Oct. 2007	Heather Miller-Cink, Astein Osei, Austin Tollerson, Mitzi Heath	Data Workshop Funding	Ongoing	Completion of Plan
3.11	Visibility and interaction of teachers through hallway supervision	Sept. 2006	June 2007	All Staff	NA	Ongoing	Hallway incidents decrease; comments from staff and students; students in classes, not hallways

Action Plan Details for Objective # 3							
Task#	**Tasks to be Completed**	**Timeline Begin**	**End**	**Assigned to:**	**Resources Allocated Time/$/Materials**	**Monitoring Dates**	**Progress Indicators**
3.12	Work in PLC and LT groups which address student management and relationship building, thereby decreasing truancies	Sept. 2006	June 2007	All Staff	NA	Ongoing	Staff discussions; decrease in hourly truancies
3.13	Communicate absences to parents	Sept. 2006	June 2007	Peggy Kimble and Sharon Saba	ESP allocations	Ongoing	Decrease in unexcused absences; continued discussion with parents and students
3.14	Address accurate attendance taking procedures at staff meetings and via email	Aug. 2006	Sept. 2006	Kelli Parpart	NA	Ongoing	Comments from staff, students, and parents; decrease in unexcused absences
3.15	Present information on student accountability at ESP meeting	Sept. 2006	Sept. 2006	Astein Osei	NA	Ongoing	Comments from staff, students, and parents; decrease in unexcused absences

Action Plan Details for Objective # 3							
Task#	**Tasks to be Completed**	**Timeline Begin**	**End**	**Assigned to:**	**Resources Allocated Time/$/Materials**	**Monitoring Dates**	**Progress Indicators**
3.16	Monitor daily activity of parking lot	Sept. 2006	June 2007	Larry Finch	Pepsi Fund	Ongoing	Decrease in number of unexcused absences
3.17	Greet and check in/out people entering/exiting the building	Sept. 2006	June 2007	Greeter ESP	Compensatory funding	Ongoing	Decrease in number of unexcused absences
3.18	Monitor building hallways	Sept. 2006	June 2007	Terry Carlson and David Hall	ESP allocations	Ongoing	Decrease in number of students being out of class during class time
3.19	Develop and implement an attendance incentive program with Chipotle Restaurant	Sept. 2006	May 2007	Heather Miller-Cink	Chipotle Restaurant	Ongoing	Decreased number of unexcused absences; increased daily attendance
3.20	Computer station for greeter	Sept. 2006	June 2007	Astein Osei and Macky Knutson	Computer and electrical outlet	Ongoing	Decrease in number of students leaving the building without permission

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	**COMPENSATORY PILOT PROGRAM**	ED-02374-01E FINAL REPORT

FINAL EVALUATION REPORT

SCHOOL YEAR
2006 - 2007

I. IDENTIFICATION INFORMATION

District Name			District Number
ISD 279 - Osseo Area Schools			279
Address	**City**	**State**	**Zip Code**
11200 93rd Avenue North	Maple Grove	MN	55369
Superintendent		**Telephone Number**	**Fax Number**
Mrs. Susan Hintz		(763)391-7071	(763)391-7070
District Contact Person (If other than district admin.)	**Title**	**Telephone Number**	**Fax Number**
Adam LeClair	Coordinator, K-12 Ops	(763)391-7000	(763)391-7070
District Contact E-Mail Address			
leclaira@district279.org			

School Name			District Number
Brooklyn Junior High			279
Address	**City**	**State**	**Zip Code**
7377 Noble Avenue North	Brooklyn Park	MN	55443
School Principal		**Telephone Number**	**Fax Number**
Mr. Rob Mendolia		(763)569-7702	(763)569-7707
School Contact Person (if other than principal)	**Title**	**Telephone Number**	**Fax Number**
Ms. Kim Monette	Assistant Principal	(763)569-7703	(763)569-7707
School Principal Contact E-Mail Address		**School Contact E-Mail Address**	
mendoliag@district279.org		monettekim@district279.org	

Current Title I Status (check one)	Percentage of Students Receiving Free/ Reduced Price Lunch	Grade Levels Served by School
☒ N/A ☐ Targeted Assistance ☐ Schoolwide Project	44%	7-9

Identified Area of Needs Assistance
Please check area(s) cited for improvement:
- ☒ Reading Participation and/or Proficiency
- ☒ Mathematics Participation and/or Proficiency
- ☐ Attendance
- ☐ Graduation
- ☒ Other

Check the category that best describes the area where the school is located and its performance status:

☒ Urban	☐ Currently not making AYP
☐ Suburban	☐ Previously not making AYP
☐ Rural	☒ Other, include list

II. ASSURANCES & SCHOOL BOARD RESOLUTION

Compensatory Pilot Program

1. Title I Schools that receive these funds will not have their Title I federal funds reduced as a result of these state compensatory pilot program funds.
2. Only those schools that are currently identified as not making AYP, were previously identified as not making AYP or have the greatest academic need will receive these funds.
3. These funds will be used solely for the purpose of increasing the academic performance of students.
4. Each school that participates in this program must keep appropriate account of the funds and must provide the Commissioner of Education date and information that shows how these funds improved overall student performance.

COMPENSATORY PILOT PROGRAM *(continued)*	ED-02374-01E Page Two

III. LOCAL BOARD OF EDUCATION ACTION

The Local Board of Education Osseo Area Schools (district name) has authorized Kate Maguire (person's name) at a monthly meeting held September, 2006 to act as the LEA Representative. The LEA Representative will ensure that the school district maintains compliance with state procedures currently in effect and will act as the responsible authority in all matters relating to the administration of this improvement plan. The following person is authorized as contact person:

Signature of LEA Representative _____ Date _____

IV. LEADERSHIP TEAM INFORMATION

1. Explain who was involved in developing this plan.

In the development of this plan those parties included were the Site Improvement Team which is comprised of teachers, support staff, parents, administrators and community members. The Staff Development team was also involved in the development of this plan, that team consists of certified and non-certified staff members.

VI. PROGRAM SUMMARY

School Program: Overview: Provide a concise summary of the following components of your school program and describe how each is observable in the classroom for increasing student core academic performance, attendance and, if applicable, graduation rates.

1. Leadership and Expertise of Current School Staff:

To further our commitment to improve student achievement at Brooklyn Junior, we staff our building with appropriately licensed, highly qualified teachers who are dedicated to their own professional development. Our staff has received targeted professional development opportunities that provide strategies for working with ELL, special needs, academically accelerated, and at-risk students, students in poverty, and students with interrupted or no formal educational experiences.

2. High Quality Staff Development/Current Program Design for Teachers, Administrators and Other Staff:

Staff Preparation and Experience
Teachers with Bachelor's Degrees 36.15 %
Teachers with Master's Degrees 63.85%
Teachers with less than 3 years experience 6.04%
Techers with more than 10 years experience 51.62%

3. Parent and Family Involvement/Current Model and Results:
Brooklyn Junior High Site Council-has over 50% parent membership, PTO, Parent/Teacher Conferences, VIP (Very Important Parent) Day, Open House (before school starts), 7th grade Orientation Night, Music and Athletic performances, Talented and Gifted seminar and showcases, Honors Night, BJ IDOL and ELL Parent Program. Brooklyn Junior High has experienced good turn out for most school events.

4. Academic Programs (Instructional models employed for all students [e.g., ELL, migrant, SPED, Title I, Gifted and Talented, Mainstream] according to the MN State Standards Content Areas: Arts, Math, Language Arts, Science, Social Studies):

During the past five years, Brooklyn Junior High has experienced a significant shift in our demographics, changing our student population in a variety of rewarding and challenging ways:

- our English Language Learner population has risen from 3% to 11.9%;
- our free and reduced lunch population has increased from 30% to 49.8%; and,
- our students of color population has risen from 36% to 65%.

Moreover, our student population now represents 29 countries, 18 languages are spoken, and many of our students have interrupted educational experiences. In anticipation of the emerging needs of our students, I have worked collaboratively with staff, parents/guardians, and community members to initiate a wide array of creative school reforms at Brooklyn Junior. When addressing our students' shifting academic needs, Brooklyn Junior High made deliberate choices regarding both human and material resources. For this reason, we offer Scholastic Read 180 programs, a STAR (Students Taking Academic Responsibility) program, reading and writing enrichment labs, high performance courses, school-wide enrichment opportunities, a Reading Is Fundamental program, a team of teachers were trained in SIOP, (Shelter In Observation Protocol) and Pre-AP training. Moreover, we offer basic math prep classes and fund after-school prep classes for MCA test in reading and math. We also offered a credit recovery program to all eligible 9th grade students. To further strengthen our commitment to academic success, this year we added additional, targeted math classes, additional ELL classes, and purchased additional Read 180 site licenses to address the needs of our students who were not making Adequate Yearly Progress (AYP) on the Minnesota Comprehensive Assessments. We carefully monitor the success of our implemented programs/strategies through statewide Northwest Evaluation Assessments (NWEA) and the Minnesota Comprehensive Assessment Tests (MCA) in reading and math. The NWEA Achievement Level Tests are a series of tests that systematically increase in difficulty from one to another, allowing us to measure growth over time. It also helps us to know whether instructional programs are working effectively. Although our student population has presented many challenges, our NWEA growth scores have been excellent the past four years. Our growth in reading and math skills, as measured by the NWEA, has been consistent with, or exceeded, the national averages. The results of these tests determine if an individual student has mastered skills determined by the State to be necessary to function in adult society. Our improvement with our testing scores is most evident when one examines the performance of our most exigent populations. Following are charts that illustrate the increase in passing rates between 2001 and 2005 for the subgroups reported by the State. In addition we have included the current MCA II data that is reflecting our current reality:

MBST 8th Grade Reading: Percent Passing

	2001	2005
All Students	78%	85%
Asian/Pacific Islander	53%	85%
Black/Non-Hispanic	62%	73%
Hispanic*		67%
White/Non-Hispanic	89%	97%
English Language Learners	*	61%
Free/reduced lunch	56%	75%

*not enough students to calculate

MBST 8th Grade Math: Percent Passing

	2001	2005
All Students	70%	75%
Asian/Pacific Islander	60%	70%
Black/Non-Hispanic	41%	60%
Hispanic*		86%
White/Non-Hispanic	81%	90%
English Language Learners	*	48%
Free/reduced lunch	43%	61%

*not enough students to calculate

On both assessments, the increase in our test scores is in direct contrast to our changing demographics.

AYP Status: Not Making AYP 2006

	Reading Part. Rate	Reading % Prof	Mathematics Part. Rate	Mathematics % Prof	*Attendance Rate	*Graduation Rate
All Students	Yes	Yes	Yes	Yes	Yes	
American Indian/Alaskan Native						
Asian/Pacific Islander	Yes	Yes	Yes	Yes		
Hispanic		No		Yes		
Black	Yes	No	Yes	No		
White	Yes	Yes	Yes	Yes		
Limited English Proficient	Yes	Yes	Yes	Yes		
Special Education	Yes	No	Yes	Yes		
Free/Reduced Price Lunch	Yes	Yes	Yes	Yes		

5. School Climate and Classroom Management:

As the diversity at Brooklyn Junior rapidly increased, there was an apparent risk that students would lose their connection to the school and identify only with others of the same background. We knew it was necessary to initiate a wide array of school reforms in order to personalize our learning community, make every student feel that he/she is an important part of our school, and establish a positive school climate/culture. First, to provide a school climate based on respect, responsibility, integrity and service, we developed programs that celebrate differences among our students. We organized a number of programs through the Department of Cultural Integration, including an Asian Support Group, a Pan African Group, a Multi-cultural Club, a Black Achievers' Program, a 7th and 8th Grade Male Achievement Group, Sister Friends, and a Diversity Council. Further, we created a Characters-In-Action student team, WEB(Where Everyone Belongs) program and BJH rewards positive student actions through Random Acts of Kindness, Cool and Caring Kids, the BLING program that recognizes positive outstanding respectful and helplful behavior. In addition, we recognize students through academic award ceremonies and celebrations. BJH also acknowledges positive staff/student relationships through our "Connections" program. Throughout the year, we review our student behavioral expectations to all stakeholders. We devise, and teach to, a Code of Conduct and utilize a Student Attendance Review Team to address attendance concerns. Additionally, we have a Physical Violation Intervention Plan that incorporates student meetings with grade-level counselors in order to avoid further physical violations. Finally, we have a Human Services Team that meets to discuss behavioral, academic, and attendance issues, student health concerns, and any police referrals. Moreover, we have worked to integrate character education curricula throughout our daily routines and promote parent and community outreach and involvement. We have accomplished this through such programs as Project Wisdom and a program for at-risk students sponsored by the Tiger Woods Foundation and Target Corporation. Further, we have instituted the Olweus Bullying Prevention Program in collaboration with Hennepin County to recognize and address bullying activity. With this in mind, the ultimate purpose of all these programs is to create an atmosphere that personalizes our learning community, promotes student achievement, provides students with the character traits that will assist them in becoming successful in school, teaches

responsibility for choices and actions, and enables students to become productive members of society. Working collaboratively with all stakeholders has allowed us to develop a nurturing environment that will serve as a conduit to student success. Accordingly, our efforts have resulted in two measurable improvements: 1) improved academic outcomes of all students as evidenced by strong NWEA test scores and significantly increased growth rates for students in Reading and Math. and 2) substantial reductions in total number of disciplinary referrals, administrative dismissals, and student suspensions.

	2003	2004	2005	2006
Referrals	3031	2305	1670	2268
Suspensions	241	225	177	341
Dismissals	263	164	169	281

V. PROGRAM SUMMARY *(continued)*

6. Technology (Describe how the school will use technology to support the Improvement/Reform effort.):

Read 180 is a computer-based method of instruction; further, our current Read 180 classes show considerable student growth in their lexile scores (an average of 2 years in reading ability and text-level difficulty) and NWEA.

We have PC labs and a student mobile computer lab which can accommodate 30 students each and are used to support classroom instruction in writing and research. We have one Mac lab which can accommodate 30 students and is used for hands on experience in multi-media production. We have a goal of installing LCD projectors for every classroom; currently over 50 % of our classrooms have been completed. We have installed wireless access points throughout the building to allow flexibility and accessibility to the internet. Several staff members are involved in the district's TICT (Technology Integration Collaborative Teacher) initiative.

7. Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words); including at least a summary of the school's mission or vision in the statement. Write the Summary as if you are communicating with the school community (parents, teachers, other) in a district newsletter. Focus on the transition from where you are to where you are going.

Located in Brooklyn Park, Minnesota; Brooklyn Junior High serves a diverse population of approximately 1100 students in grades seven through nine.

BJH is proud to provide a variety of classes and programs designed to enhance the educational experiences of all students to meet diverse learning needs. Our staff is committed to overall student success, and we boast a well-established high performance program, an ELL program, STAR program, credit recovery program, a school-wide enrichment program, computer labs and a student Anti-Bullying committee and BLING program (student recognition program).

Further, BJH has a complimentary slate of mainstream and support programs for students academically at-risk, including a well-developed Reading/Writing Enrichment program, a Read 180 program, and a STAR program, (Student Taking Academic Responsibility) which is a program for academically at risk students that are not serviced through Special Education and ELL programming and have a strong desire to learn. These students are placed through counselors and previous teacher recommendations. BJH also offers a credit recovery after school program for 9th grade students. In addition to a strong academic base, BJH provides a wide range of support services to our students. We have three grade level counselors, 3 grade level administrators, a Special Education building coordinator, a Special Education social worker, a Family and Children's Services social worker, a Cultural Liaison, and a School Resource Officer.

Brooklyn Junior also provides many opportunities for students to become involved in school through co-curricular and extra-curricular activities. We also understand the importance of parental and community involvement in school and, to that end, we offer many opportunities for involvement through such organizations as Site Council, Parents Involved in Education, and Parent Volunteer Program.

VI. COMPREHENSIVE NEEDS ASSESSMENT

Complete each section as directed.

A. Enter the percent of students in each category from the most recent reliable enrollment count.

Ethnic Group	% Free and Reduced Price Lunch	% Limited English Proficiency	% Special Education	% Migrant
American Indian	unavailable	0.00	0.00	0.00
Asian	unavailable	5.97	1.8	0.00
Black	unavailable	3.6	5.6	.1
Hispanic	unavailable	1.9	.8	0.00
White	unavailable	.3	4.3	0.00
TOTAL	49.81	11.9	12.7	.1

B. Describe how you address the needs of highly mobile students, particularly migrant students.

Mobility presents continuous challenges because of the interrupted learning of the student. We have students complete the NWEA screening when they enter the building. This helps us place the students in a range of support classes, Read 180, ELL services (if appropriate) extra counseling support, connections to peer groups, and other individualized services.

VI. COMPREHENSIVE NEEDS ASSESSMENT *(continued)*

C. Student Assessment Data – MCA Data Analysis

What conclusions have you drawn from your review of data (including subscores) from the School Report Card?

Data Conclusions	What is the gap?	How is this referenced in the School Improvement Plan? (Complete after performance targets/strategies have been determined.)
Subgroup Black	Math & Reading	We will re-allocate existing resources to combine with AYP monies, thereby allowing us to provide three additional sections of math (1-7th grade, 2-8th grade), two additional sections of Read 180, 30 more Read 180 site licenses, and five additional sections of ELL classes (2 additional sections Trimester II and 3 additional sections Trimester III).
Subgroup Hispanic	Reading	Reading: Read 180 is a research–validated method of instruction; further, our current Read 180 classes show considerable student growth in their lexile scores (an average of 2 years in reading ability and text-level difficulty) and NWEA RITs.
Subgroup Special Education	Reading	Reading: Read 180 is a research–validated method of instruction; further, our current Read 180 classes show considerable student growth in their lexile scores (an average of 2 years in reading ability and text-level difficulty) and NWEA RITs.
Subgroup		
Subgroup		
Subgroup		

VI. COMPREHENSIVE NEEDS ASSESSMENT *(continued)*

D. Other Non-MCA Student Assessment Data Analysis

List additional data gathering tools (district, school, and classroom assessments for all students as well as ELL, SPED, Migrant) used by your school/district and describe the results of this review. Do these tools support conclusions from the state assessments? Do these tools reveal other needs?

TYPE OF ASSESSMENT	CONCLUSION	**How is this referenced in the School Improvement Plan? (Fill out after performance targets/strategies have been determined.)**
NWEA (North West Evaluation Association) testing each spring to show individual student growth and overall concerns to be addresses in the school.	NWEA aligns pretty well with MCA's and also shows who is intrackto pass BST's	The School Improvemt Plan indicates average growth scores need to meet or exceed district average growth scores
SRI assessment is used to help determine READ 180 student identification.	SRI scores are triangulated with MCA and NWEA scores to identify students for READ 180 program.	Referenced as a component of READ 180 program in the school.
Special Education assessments, ELL TEAE and placement tests,	Information from these assessments helps determine student placement in special programs such as ELL and Special Education.	These assessments are not referenced in the school improvement plan.

VI. COMPREHENSIVE NEEDS ASSESSMENT *(continued)*

E. Summary of Quality Indicators. Compile the results of a school wide discussion.

1. School has no system-wide approach. Some staff may address this area.
2. School is developing a system-wide approach.
3. Approach fully developed. Implementation under way.
4. Approach fully implemented.
5. School has evaluated and improved its fully implemented approach.

	1	2	3	4	5
I. Curriculum (Reading and Math)					
A. Alignment of curriculum to state standards and assessments (test specifications)					x
B. Staff understanding of the research that underlies and supports the school's curriculum				x	
C. Alignment of curriculum to address diverse learning levels and styles and diverse cultures			x		
D. Staff understanding of school-wide curriculum, especially of grades just above and below			x		
II. Instruction (Reading and Math)					
A. How staff identify and develop instructional strategies effective in helping students learn					x
B. How staff vary instruction to address diverse learning levels, styles, and cultures				x	
C. How staff accelerate progress of students who are below grade level				x	
D. How staff build relationships with students to help them become actively engaged in learning				x	
E. How classroom staff and various specialists collaborate to enhance student learning					x
III. Assessment and Use of Results					
A. How school and staff analyze and use the results of MCA's and other standardized tests to identify areas for improvement in student learning and teaching					x
B. How staff use Examining Student Work and other formative assessments to identify areas for improvement in student learning and teaching					x
C. Degree to which classroom assessments evaluate the skills and concepts required by standards				x	
D. Whether the school uses comparative data to identify strategies for improvement					x
IV. Staff Development					
A. How the school selects content for staff development relevant to improving student learning					x
B. How the school creates a culture of learning among the staff					x
C. How school leadership supports an environment for staff development					x
V. Engaging Families and Community					
A. How staff learn about the diverse expectations, values, and cultures of the students' families			x		
B. How staff and school communicate with families and engage them as partners in the education of their children			x		
C. How the school forms partnerships with the community to enhance the learning of the students			x		
D. How the school gathers, analyzes and uses feedback from students, families, and community			x		
VI. Leadership and Governance					
A. How leadership sets direction for the school				x	
B. How leadership creates a culture and systems that lead to high levels of learning				x	
C. How leadership reviews and analyzes progress of the school in achieving its objectives and uses the results of the review for improvement				x	
D. How leadership communicates achievement goals and results to all stakeholders				x	
VII. Planning and Resources					
A. How the school plans					x
B. How the school allocates resources					x
C. How the school makes decisions					x

VIII. Which of the indicators that reflect a score of 1 or 2 does your plan address in the plan's performance targets and strategies?

Note: If your district has a template for improvement planning, it may be substituted starting with this page, provided all components are addressed.

VII. PERFORMANCE TARGETS AND RATIONALE

What targets have been selected based on your comprehensive needs assessment? (Performance targets must be specific, measurable, achievable, reasonable and time-limited and must strengthen the core academic achievement of ALL children in the school with specific attention to population subgroups not making AYP.) Your leadership team determines the number of performance targets.

Performance Target: see attached site improvement plan

Rationale:

Performance Target:

Rationale:

Performance Target:

Rationale:

Performance Target:

Rationale:

Performance Target:

Rationale:

VIII. STRATEGIES AND WORK PLAN

Complete this section for each of the Performance Targets listed in Section VI.

Performance Target:

STRATEGIES What will you do to meet the performance target in instruction?	What will you do to meet the performance target in curriculum?	What staff development will meet the performance target?	What parent/family involvement will reflect the performance target?	Who is involved?	When will this be done?	What resources or technical support is needed?

Evaluation: How will you know these strategies work (tie back to your needs assessment)?

IX. COORDINATION AND REALLOCATION OF RESOURCES

Provide an explanation of how the strategies in this plan will be coordinated with other programs that support the achievement of schools in need of improvement, e.g., NCLB Programs, School Improvement, Comprehensive School Reform etc.

X. COMPENSATORY PILOT PROGRAM BUDGET UFDA's CODE			
Object Codes	**Program Code**	**FTE/Hours (h)**	**Total**
110	Executive/Managerial		
140	Licensed Instructional	.04	$2,121
141	Non-licensed Instructional	6 hours	$15,359
143	Licensed Support		
144	Non-licensed Support		
145	Licensed Substitutes		
146	Subs for non-licensed instructional		
170	Non-instructional Support		
185	Extended Time		
200	Fringe benefits (all)		$8,232
305	Consulting Fees/Fees For Services		
329	Postage and Parcel Services		
350	Repairs and Maintenance Services		
366	Travel, Conventions and Conferences		
368	Out-Of-State Travel, Federal Reimbursed		
394	Supplemental Services/Field Trips		
398	Chargeback (phone/printing)		
401	Non-Instructional Supplies/Materials		
430	Supplies & Materials (non-individualized)		
460	Textbooks and Workbooks		
461	Tests & Scoring		
470	Media Resources		
490	Food		
530	Other Equipment Purchased		
555	Technology Equipment		
	SUBTOTAL		
	Indirect Costs $_____ Enter dollar amount only, do not enter %. Restricted Rate (Max allowed: 3%)		
	TOTAL		
	Total Allocation Amount: $	$25,712	

NOTE: VERIFICATION OF INFORMATION REQUIRED ON NEXT PAGE ↗

XI. VERIFICATION OF INFORMATION

I hereby verify that all the information provided in this application is true and accurate to the best of my knowledge.

Signature - Principal	Date
Signature - Superintendent	Date

FOR STATE USE ONLY

This application has been approved as meeting the requirements for :

☐ AYP ☐ Schoolwide ☐ CSR ☐ Compensatory Pilot Program

Final Approval Signature	Date

Comments:

2005-06 Site Progress Report

2006-07 Site Continuous Improvement Plan

2006-07 Staff Development Plan

Submitted: October 2006
Brooklyn Junior High

Osseo Area Schools
Site Continuous Improvement Report

District 279 Mission Statement
The District of Excellence - dedicated to educating and empowering every learner to excel in our changing world.

Please submit the completed form to Joan Bowman at the ESC
by Friday, October 13, 2006

For 2005-2006: • Site Progress Report (4 pages)
For 2006-2007: • Site Continuous Improvement Plan
• Staff Development Plan and Calendar
• Site's Mission, Beliefs, Decision Making Matrix, and Bylaws

SITE: BROOKLYN JUNIOR PLAN YEAR: 2006-2007

SITE COUNCIL OR LEADERSHIP TEAM MEMBERS:

Rob Mendolia, Principal
Esme Apostolou, Parent
Michelle Burke, Parent
Wendy Ehlert, Parent
Kay Kust, Parent
Cheryl Billodeau, Teacher
Dana Trouth, Teacher
Angie Vivatson, Teacher
Christine Weatherman, Teacher
Laurie Dvorak, Support Staff
Pat Mohr, Support Staff
Arun Sharma, Business Rep
Kim Monette, Administrative Advisor

Preliminary Review by Site Council/Leadership Team
Signature _____
Date _____

Reviewed by Staff
Signature _____
Date _____

Reviewed by Assistant Superintendent
Signature _____
Date _____

Reviewed by Board Liaison
Signature _____
Date _____

Final Approval by Site Council/Leadership Team
Signature _____
Date _____

2005-06 Site Progress Report

Site Improvement Objective # 1

State the objective: Improve math problem solving skills

This objective is ☐ New ☒ Continuing

Performance Target

NWEA Spring 2006

- Attain 75% of 8th grade students a RIT of 228 or above
- Attain an 8 point average growth in RIT score for 8th grade students from spring 2005 to spring 2006
- Attain 71% of 7th grade students a RIT score of 221 or above
- Attain a 7 point average growth in RIT score 7th grade students from spring 2005 to spring 2006

MBST Feb. 2006

- Attain 35% of the 9th grade students required to take the math portion of the MBST meeting or exceeding the state scale score of 600

Which action plan steps were completed?

1.1 – 1.12

Which of these steps were especially powerful?

1.1, 1.4, 1.5

Which of these steps were not completed?

none

Provide evidence that your objective was achieved or not achieved.

See attached Objective #1 summary.

What implications do this year's results have for 2005-06?

See attached Objective #1 summary.

Summary of 2005 – 2006 Improvement Objective #1

Objective: Improve math problem solving skills

Improving math problem solving skills was one of the objectives in the Brooklyn Junior High Site Improvement Plan for 2005 – 2006. To demonstrate improvement and assess student growth and performance, BJH developed performance targets based on student NWEA RIT scores from 7th and 8th grade. We also assessed the math performance of some of our 9th grade students through the use of their MBST scores.

In 7th grade, the performance target was to attain a 7 point average RIT growth on the NWEA from spring 2005 to spring 2006. We exceeded this goal and achieved a 7.6 average RIT growth. The STAR program and the ELL math program were instrumental in helping our below grade level students achieve in math. The students performing below grade level in math attained an average RIT growth of 8.7. The target to attain 71% of 7th grade students a RIT score of 221 or above was also exceeded with 76% achieving this goal. The 7th grade math teachers worked collaboratively to develop lesson plans that enriched and expanded the current curriculum.

We set a rigorous goal of 75% of our 8th grade students attaining a RIT of 228 or above and came within 4% of achieving the goal. Our 8th grade students attained an average RIT growth of 7.2 which came within .8 point of our target. The 8th grade math teachers worked together to develop supplemental activities to enhance the current curriculum. These activities reviewed key math skills, stressed various problem solving methods, and introduced several test taking strategies.

The performance target for the 9th grade was to attain 35% of those students required to take the MBST-math portion meeting or exceeding the state scale score of 600. BJH achieved this target with 37% of the students reaching this goal. Of the 75 students enrolled in the 9th grade Test Prep course, 47% passed the MBST. Using data from students in the Test Prep course that were enrolled before Oct.1, 54% passed the MBST. This class successfully prepared students to take the MBST through its review of basic math skills and focus on problem solving strategies.

The performance targets for 2006 – 2007 will continue to focus on 7th and 8th grade NWEA test data. The mains goals will be to demonstrate growth in math and increase the percent of students that are performing at grade level. By continuing the STAR program and ELL math program, students that are performing below grade level will receive extra support. Also, within the regular math classes, there will be an increased emphasis on basic skills review and problem solving strategies. Using these interventions, BJH will achieve the performance targets set for the 2006 – 2007 school year.

2005-06 Site Progress Report

Site Improvement Objective # 2

State the objective: Improve Reading Skills

This objective is ☐ New ☒ Continuing

Performance Target:

Data Source	Target
NWEA	• increase the percentage of current 7th grade students achieving a reading RIT of 218 or above from 43% to 49%. • increase the percentage of current 8th grade students achieving a reading RIT of 222 or above from 62% to 67%.
MBST Feb 2005	• attain 29% of current 9th grade students required to take the MBST meeting or exceeding the state scale score of 600 or above.

Which action plan steps were completed?

2.1-2.7, 2.9-2.14

Which of these steps were especially powerful?

2.2, 2.5, 2.9, 2.10, 2.12

Which of these steps were not completed?

2.8

Provide evidence that your objective was achieved or not achieved.

See attached Objective 2 summary.

What implications do this year's results have for 2005-06?

See attached Objective 2 summary.

Summary of 2005-2006 Improvement Objective 2

Objective: Improve reading skills.

Improving reading skills was again a focal point for Brooklyn Junior High during the 2005-2006 school year. We set our goal for 7th grade students to increase the percentage of students who achieved a reading RIT of 218 from 43% to 49%. We surpassed this goal! Sixty-four percent of 7th graders achieved a reading RIT of 218 or above on the NWEA given this spring. In addition, we found that last year only 43% of the class of 2011 were reading at a 7th grade level; this year 55% of those students read at the national 8th grade level average of 222 or above. This means that after a year at BJH, students reading at grade level increased 12%. The spring NWEA also revealed that 62% of 8th grade students scored at the national grade level of 222 or above. Finally, we are encouraged to see that students reading below grade level have made significant growth this year. BJH Students reading below grade level grew an average of 7.1 RITs in 7th grade and an average of 6.2 in 8th grade. The national average growth from spring to spring for both 7th and 8th grade students is 4.3. At the ninth grade level, we were close to meeting our goal for students who still need to pass the reading BST. We had set our goal at 29% but accomplished 28%.

Several interventions were in place at Brooklyn Junior High during the 2005-2006 school year to address reading. The first intervention was the addition of a second reading teacher using district AYP funding. The reading teachers were responsible for teaching reading/writing lab courses using the READ 180 curriculum. READ 180 is designed to increase students' reading levels by at least two grades. Students whose NWEA results indicated that they might have difficulty with grade level reading and writing were selected to take these courses. BJH used the two reading/writing lab rooms all 6 periods of the day which allowed two ELL classes and two special education classes access to the READ 180 curriculum.

A third intervention was one full time reading ESP who worked in classrooms assisting students with reading and writing. In addition, the seventh and eighth grade English curriculum incorporated direct teaching of reading skills into the literature and gave practice tests to students. Seventh and eighth grade students were directly taught the reading skills necessary to do well on the MCA-II throughout the year and practiced taking sample tests to familiarize themselves with the testing format. We also provided students with a nutritious snack and bottle of water on the day of the test.

While many of the above-stated interventions will again be in place for the 2006-2007 school year (please see Improvement Objective #2 2006-2007), the literacy position was reduced to part-time due to reduced grant funding. This year, all subject areas will incorporate MCA-II reading test preparation that is related to their curriculum and continue direct teaching of reading strategies. In addition, we will also be continuing two successful programs that address our reading goal: the S.T.A.R. (Students Taking Academic Responsibility) program, which targets 60 seventh grades students who are reading below grade level, and RIF (Reading is Fundamental), which puts three self-selected books in the hands of every BJH student. Finally, we will continue to assist students reading below grade level by offering twelve sections of reading/writing lab every day. BJH is the first junior high in the district to implement the updated Enterprise edition of READ 180 in these classes.

2005-06 Site Progress Report

Site Improvement Objective # 3

State the objective: Improve Writing Skills

This objective is ☐ New ☒ Continuing

Performance Target:

Data Source	Target
Simulated MBST Writing Test (Jan. 2006)	• Attain 65% of current 9th grade students meeting or exceeding a state scale score of 3.

Which action plan steps were completed?

3.1 (9th grade), 3.4-3.8

Which of these steps were especially powerful?

3.1 (9th grade)

Which of these steps were not completed?

3.1 (8th grade), 3.2

Provide evidence that your objective was achieved or not achieved.

See attached Objective #3 summary.

What implications do this year's results have for 2005-06?

See attached Objective #3 summary.

Summary of 2005-2006 Improvement Objective #3

Objective: Improve writing skills

Increased emphasis on improved writing was a primary goal of the 2005-2006 Site Improvement Plan. The focus was to continue teaching and assessing student writing using the "Six Traits of Writing" and identify natural areas to incorporate more writing in all academic areas. In addition, we continued to gather concrete, measurable data to support our increased emphasis on improved writing.

The ninth grade English teachers administered a simulated Minnesota Basic Skills Writing Test to their students. The ninth grade prompt that was used was a previous State prompt. After having been trained by the State in evaluation procedures, the ninth grade teachers duplicated the State scoring procedure on the ninth grade papers with the following results: 15% scored "more than adequate," 50% scored "adequate," 33% scored "less than adequate," and 2% scored "very inadequate." This means that 65% of the ninth grade students would pass the State writing test with their current scores, a percentage that met our 2005-2006 goal. In addition, students scoring "more than adequate" on the test increased 2% from last year.

Our target for 2006-2007 goal differs from previous writing skills goals in that it will be based on ninth graders' performance on the Graduation Test in Written Composition. The test was formerly known as the Basic Skills Writing Test that was given in tenth grade. Because this is the first year the test will be given in ninth grade, last year we gave a simulation of the test to ninth graders, our goal is to attain 52% of ninth grade students passing the Graduation Test in Written Composition by meeting or exceeding the state scale score of 3.

The action plan developed for 2006-2007 includes nine specific tasks. The plan has a continued effort to promote the "Six Traits of Writing" as a teaching and evaluation tool across the curriculum. To enhance the effectiveness of "Traits" instruction, we will create a common assessment for 7-9 English students by translating the state writing rubric into a "Traits" rubric for students and teachers to use. This formative assessment will be implemented in English 7 to help inform English 8 instruction, and in English 8 to help inform English 9 instruction. It will be used by students as well as teachers in self and peer assessment activities. We will also administer a Graduation Test in Writing Composition practice writing test to 2006-2007 eighth and ninth grade students to assess writing instruction need and to help prepare those students for the Graduation Test in Writing Composition in 9th grade. Finally, the English department will participate in Professional Learning Communities to create other common assessments to improve specific writing skills.

2006-07 Site Continuous Improvement Plan

Site Improvement Objective # 1

State the objective: Improve math problem solving skills.

This objective is ☐ **New** ☒ **Continuing**

Narrative Summary of this Objective and its Tasks **(This narrative should briefly state your objective, target and strategies):**

Example: "OAK" will improve student writing skills so that 80% of the students who take the MCAs, will score 3 or above. Two strategies will be used to accomplish this: (1) all staff will be in-serviced on 6 Traits writing and (2) all students, grades 2-6, will do a standard writing assessment three times during the year with teachers monitoring their progress.

BJH will focus on the math growth of our students by attaining a 7 point average RIT growth with our 7th and 8th grade students from spring 2006 to spring 2007. The main strategies we will use to achieve this goal is to integrate basic math review and problem solving skills into all math classes, continue the STAR and ELL math classes, and implement a new Math 9 program.

This improvement objective is intended for: ☐ 1 Year ☐ 2 Years ☒ 3 Years

This action plan is for what year of the plan? ☒ Year 1 ☐ Year 2 ☐ Year 3

Evidences of Need: What key measurable performance indicators (test scores, RIT scores, MCA scores, survey results) show a need to spend time, energy, and resources on this particular objective?

NWEA spring 2006

- 71.3% of the current 9th grade students achieved a RIT of 228 or above
- 7.2 point average RIT growth for current 9th grade students from spring 2005 to spring 2006

- 62.3% of the current 8th grade students achieved a RIT score of 228 or above
- 13.7% of the current 8th grade students achieved a RIT score between 220 & 228
- 7.6 point average RIT growth for current 8th grade students from Spring 2005 to spring 2006

- 54.5% of the current 7th grade students achieved a RIT score of 221 or above
- 13.5% of the current 7th grade students achieved a RIT score between 213 & 221

MBST Feb. 2006

- 37% of the 9th grade students required to take the math portion of the MBST last year met or exceeded the state scale score of 600

Performance Targets: What key measurable performance indicators/performance targets (test scores, RIT scores, MCA scores, survey results) will point to success at year-end review?

NWEA Spring 2007

- attain 76% of the current 8th grade students a RIT score of 228 or above
- attain a 7 point average RIT growth for current 8th grade students from Spring 2006 to spring 2007

- attain 68% of the current 7th grade student a RIT score of 221 or above
- attain a 7 point average RIT growth for current 7th grade students from spring 2006 to spring 2007

2006-07 Site Continuous Improvement Plan

Action Plan Details for Objective # 1							
Task#	Tasks to be Completed	Timeline Begin	Timeline End	Assigned to:	Resources Allocated Time/$/Materials	Monitoring Dates	Progress Indicators
1.1	Continue to review and modify STAR program	Sept. 2006	June 2007	Celeste Enderle		Monthly	Student data Curriculum produced
1.2	Continue to review and modify ELL Math program	Sept. 2006	June 2007	Linda Rud		Monthly	Student data Curriculum produced
1.3	Implement Pre Algebra curriculum	Sept. 2006	June 2007	Cheryl Billodeau, Carol Johnson		Monthly	Student data Attend inservices Curriculum produced
1.4	Enhance learning through technology (TICT)	Summer 2006	June 2007	Celeste Enderle, Vicki Dimitroff, Linda Rud		Monthly	Attend workshops
1.5	Enhance learning of ELL students (SIOP workshops)	Sept. 2006	June 2007	Linda Rud		Monthly	Attend workshops
1.6	Enhance learning of above grade level students (Pre AP training)	Summer 2006	June 2007	Jessica Spurrell, Carol Johnson, Vick Dimitroff		Monthly	Attend Workshops
1.7	Participate in grade level math curriculum meetings to develop materials	August 2006	June 2007	Math teachers		Monthly	Attendance at meetings Curriculum produced
1.8	Distribute list of reading and math NWEA scores to math teachers	Oct. 2006	Nov. 2006	Cheryl Billodeau		Oct 2006	Lists distributed
1.9	Brief staff on math improvement goal and solicit support across curricular areas	Nov. 2006	June 2007	Cheryl Billodeau		Monthly	Presentation and communication to staff
1.10	Revisit SIP math targets and action plan at monthly department meetings	Nov. 2006	June 2007	Cheryl Billodeau		Monthly	Discussions at meetings

Action Plan Details for Objective # 1							
1.11	Develop evidences of need, performance targets, and action plan for 2007 - 2008	Summer 2007	Oct. 2007	Math teachers		Oct. 2007	Completed plan for 2007 - 2008

2006-07 Site Continuous Improvement Plan

Site Improvement [illegible]

State the objective: Improve reading skills

This objective is ☐ New ☒ Continuing

Narrative Summary of this Objective and its Tasks (This narrative should briefly state your objective, target and strategies):

Example: "OAK" will improve student writing skills so that 80% of the students who take the MCAs, will score 3 or above. Two strategies will be used to accomplish this: (1) all staff will be inserviced on 6 Traits writing and (2) all students, grades 2-6, will do a standard writing assessment three times during the year with teachers monitoring their progress.

BJH will improve student reading skills so that the percentage of students reading on grade level increases. BJH will increase the percentage of current 7th grade students achieving a reading RIT of 218 or above from 48% to 54%. BJH will also increase the percentage of current 8th grade students achieving a reading RIT of 222 or above from 55% to 63%. In addition, the average growth of students scoring below grade level in grades 7 and 8 will be accelerated. The national average growth from spring to spring for both 7th and 8th grade students is 4.3. At BJH, we will grow below grade level students an average of 7 RITs in 7th grade and an average of 5.3 RITs in 8th grade. Several strategies will be used to accomplish this: (1) school-wide focus on teaching reading skills and (2) remediation of students testing below grade level.

This improvement objective is intended for: ☐ 1 Year ☐ 2 Years ☒ 3 Years

This action plan is for what year of the plan? ☒ Year 1 ☐ Year 2 ☐ Year 3

Evidences of Need: What key measurable performance indicators (test scores, RIT scores, MCA scores, survey results) show a need to spend time, energy, and resources on this particular objective?

Data Source	Need
NWEA	• 48% of current 7th grade students achieved a reading RIT of 218 or above, which is considered the national grade level average for 7th grade. • 6% of current 7th grade students achieved a reading RIT of 214-217. • 55% of current 8th grade students achieved a reading RIT of 222 or above, which is considered national grade level average for 8th grade. • 8% of current 8th grade achieved a reading RIT of 218-221.

Performance Targets: What key measurable performance indicators/performance targets (test scores, RIT scores, MCA scores, survey results) will point to success at year-end review?

Data Source
NWEA

Target

- Increase the percentage of current 7th grade student achieving a reading RIT of 218 or above from 48% to 54%.
- Attain a 7 point average growth for current seventh grade students who score below grade level in reading from spring 2006 to spring 2007.
- Increase the percentage of current 8th grade students achieving a reading RIT of 222 or above from 55% to 63%.
- Attain a 5.3 average growth for current seventh grade students who score below grade level in reading from spring 2006 to spring 2007.

2006-07 Site Continuous Improvement Plan

Action Plan Details for Objective # 2							
Task#	Tasks to be Completed	Timeline Begin	Timeline End	Assigned to:	Resources Allocated Time/$/Materials	Monitoring Dates	Progress Indicators
2.1	Maintain level of correlation between district English curriculum and state reading standards in grades 7 and 8	Sept 2006	June 2007	English Department		Every trimester	Curriculum Chart
2.2	Regular practice with MCA-II literature passages in 7th and 8th grade English	Sept 2006	June 2007	English Department		Every trimester	Completion of practice tests
2.3	Regular practice with content related MCA-II reading passages in 7th and 8th grade classes across the curriculum	Sept 2006	June 2007	Testing Coordinator / All Departments		Every trimester	Completion of practice tests
2.4	Continue direct teaching of reading strategies in all curricular areas	Sept 2006	June 2007	Building Staff			
2.5	Implement Enterprise edition of READ 180 in reading classes	Aug 2006	June 2007	Reading Staff		Every trimester	Reading class instruction for 2006-2007
2.6	Disaggregate data from NWEA and MCA-II reading 2006 by ethnicity	June 2007	June 2007	English staff to be determined		June 2007	Excel Spreadsheet
2.7	Develop evidences of need, performance targets, and action plan for reading for 2007-2008	June 2007	June 2007	English Staff to be determined	Data workshop with Don Pascoe	Sept 2006	Action Plan for reading 2007-2008
2.8	Incorporate literacy ESP into reading classes to assist students reading below grade level	Sept 2006	June 2007	June Ward	Literacy position; ½ time LCTS position	Monthly	Literacy program calendar
2.9	Implement 12 periods of reading/writing lab instruction	Sept 2006	June 2007	Janet Jones, Katie LaPointe, Jane Hilbrands, Angie Vivatson		Every trimester	SRI, NWEA scores

Action Plan Details for Objective # 2							
2.10	Continue to target 7th grade students with reading RITs of 200-216 through STAR program	Sept 2006	June 2007	STAR teachers		Every trimester	SRI, NWEA scores
2.11	Distribute reading RIT scores and definitions to all classroom teachers	Sept 2006	June 2007	Testing Coordinator		Every Trimester	Classroom lists
2.12	Distribute three free, self-selected books to every BJH student	Sept 2006	June 2007	Barb Kinsmith	RIF grant	Every trimester	Three books per student
2.13	Hold regular department meetings to review action plan status	Sept 2006	June 2007	Department Chairs		Every trimester	SIP Checklist

2006-07 Site Continuous Improvement Plan

Site Improvement

State the objective: Improve Writing Skills.

This objective is ☐ **New** ☒ **Continuing**

Narrative Summary of this Objective and its Tasks (This narrative should briefly state your objective, target and strategies):

Example: "OAK" will improve student writing skills so that 80% of the students who take the MCAs, will score 3 or above. Two strategies will be used to accomplish this: (1) all staff will be inserviced on 6 Traits writing and (2) all students, grades 2-6, will do a standard writing assessment three times during the year with teachers monitoring their progress.

BJH will attain a 52% passing rate for the Graduation Test in Written Composition given to 9th grade students. To accomplish this, we have assigned nine specific tasks to staff. The tasks continue to promote the "Six Traits of Writing" as a teaching and evaluation tool across the curriculum. We will expand on this tool by creating a common formative assessment using the Writing Traits for both students and teachers to use with practice writing tests. This formative assessment will be applied numerous times in Grade 9 as students prepare to take the Graduation Test. English teachers will use data from the assessments to tailor writing instruction and better meet student needs.

This improvement objective is intended for: ☐ 1 Year ☐ 2 Years ☒ 3 Years

This action plan is for what year of the plan? ☒ Year 1 ☐ Year 2 ☐ Year 3

Evidences of Need: What key measurable performance indicators (test scores, RIT scores, MCA scores, survey results) show a need to spend time, energy, and resources on this particular objective?

Data Source	Need
Simulated MBST Writing Test (Jan. 2006)	65% of 9th grade students met or exceeded the state scale score of 3.

Performance Targets: What key measurable performance indicators/performance targets (test scores, RIT scores, MCA scores, survey results) will point to success at year-end review?

Data Source	Target
Graduation Test in Written Composition (April 2007)	52% of 9th grade students will meet or exceed a state scale score of 3.

2006-07 Site Continuous Improvement Plan

Action Plan Details for Objective # 3							
Task#	Tasks to be Completed	Timeline Begin	Timeline End	Assigned to:	Resources Allocated Time/$/Materials	Monitoring Dates	Progress Indicators
3.1	Train new English staff in the "Six Traits of Writing"	Aug. 2006	June 2007	English Department Chair	Staff Development funds for formal training if none is offered by the district	June 2007	Training Completion
3.2	Continue instruction in the "Six Traits of Writing" in English classes	Sept. 2006	June 2007	English Teachers		Every Trimester	English Curriculum
3.3	Use "Six Traits of Writing" rubrics to assess writing across the curriculum	Nov. 2006	June 2007	Teaching Staff		Every Trimester	Brooklyn Junior High Curriculum
3.4	Create and implement common formative assessments using the "Six Traits of Writing" to prepare students for the Graduation Test in Written Composition	Sept. 2006	June 2007	English Teachers		June 2007	Student Scores on Common Assessment
3.5	Use data from common formative assessments to tailor writing instruction	Dec. 2006	June 2007	English Teachers		Trimester Two; June 2007	English Curriculum
3.6	Train 7th and 8th grade teachers to score the Graduation Test in Written Composition	March 2007	June 2007	English Teachers	Pepsi Fund State CD-Rom	June 2007	Training Completion
3.7	Administer Graduation Test in Written Composition simulation to 8th grade students	May 2007	June 2007	8th Grade English Teachers		June 2007	Scored Tests
3.8	Administer Graduation Test in Written Composition simulation to 9th grade students	March 2007	March 2007	9th Grade English Teachers		April 2007	Scored Tests
3.8	Hold regular department meetings to review action plan status.	Sept. 2006	June 2007	English Department		June 2007	Site Improvement Plan Checklist

Action Plan Details for Objective # 3							
3.9	Develop evidences of need, performance targets, and action plan for writing for 2007-2008	June 2007	Sept. 2007	English Department Staff To Be Determined	Data Workshop Session; Don Pascoe	Sept. 2007	Action Plan for Writing for 2007-2008

2006-2007 PROFESSIONAL DEVELOPMENT CALENDAR

(3-half days District Professional Development, 1 Professional Development Release Day, 5-half days Building Professional Development, 2.0 days Sustaining Operations)

Monday, August 28*	Tuesday, August 29*	Wednesday, August 30*	Thursday, August 31*
District PK-12 Workshop (8:00 – 11:30 AM) Teacher/Administrator "Kick Off" (Location: Church of the Open Door)	7:30-8:00 AM Breakfast 8:00-10:00 Staff Meeting 10:00-10:30 ATPPS Overview 10:45-11:30 School Climate Activity 11:30-4:00 Staff Unity Activity @ River Park **Building: BJH**	8:00-8:30 Building Updates 8:30-8:45 Dr. Kate Maguire & Mr. Jim Nelson, speakers 8:45-9:45 Revisit in large groups 10:00-11:30 Small group rotations	**7:30 – 4:00 PM** **BJH: Sustaining Operations** 9:00 AM Dept Chairperson Mtg
12:30 – 4:00 PM **BJH: Sustaining Operations**	**12:30 – 4:00 PM** **Building**	**12:30 – 4:00 PM** **BJH: Sustaining Operations**	**Building**

Friday, December 8	Friday, February 16	Friday, May 4
District PK-12 Workshop (8:00 – 11:30) Rick and Becky DuFour: Professional Learning Communities Teachers/Administrators (Location: Church of the Open Door)	Professional Development Release Day (PK-12)	**District PK-12 Workshop** (8:00 – 11:30) PK-6 /Administration: New Math Curriculum 7-12 Math/Administration: New Math Curriculum 7-12/Administration: Program/Curriculum Areas K-12 Specialists**: Program/Curriculum Areas
12:30 – 4:00 **PK – 12 Building:** **Professional Learning Communities:** IntraDistrict Desegration Presentation		**12:30 – 4:00** **PK – 12 Building** Best Practices on PLC's/Collaborative Teams Goal Setting/Updates

*August 28 - 31 2006: .5 days District Professional Development, 1.5 days Building Professional Development, 2.0 days Sustaining Operations

** Counselors, ELL, IT Specialists, Music, Phy Ed, Social Workers, Special Ed, Title I, TAG...

2006-07 Site Staff Development Plan

1. **Please list the names and positions of your site's 2006-07 Staff Development Committee:**

   Janet Jones, Carol Johnson, Shelly Wasti, Janelle Charlton, Kim Monette, Nisa Giaquinto, Ross Winberg, Katie LaPointe, Kari Krogstad, Cody Ellos, Angie Vivatson, Elizabeth Martinson.

2. **Which of these Staff Development Committee members is your site's representative of the District Staff Development Committee?**

   Kim Monette, Janet Jones

3. **Describe your site's process for seeking input on the staff development goals listed below:** (attach a sample if you used a survey):

   The Staff Development team conducts a survey at the end of the year to determine our staff development needs.

4. **Describe the staff development goal(s) that correspond to each of your site goals:**

   Site Goal #1: Improve reading skills

   Staff Development Goal #1: To support the Site Improvement Plan and to increase student achievement in reading.

   Site Goal #2: Improve writing skills

   Staff Development Goal #2: To support the Site Improvement Plan and increase student achievement in writing through use of the Six Traits of Writing.

   Site Goal # 3: To improve math skills

   Staff Development Goal #3: To support the Site Improvement Plan and increase student achievement in math.

   If applicable, please list other site and staff development goals:

Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	COMPENSATORY PILOT PROGRAM	ED-02374-01E FINAL REPORT

FINAL EVALUATION REPORT

SCHOOL YEAR
2006 - 2008

I. IDENTIFICATION INFORMATION

District Name				District Number
Osseo Area Schools				279
Address	**City**		**State**	**Zip Code**
11200 93rd Ave N	Maple Grove		MN	55369
Superintendent		**Telephone Number**		**Fax Number**
Susan Hintz		(763)391-7000		(763)391-7076
District Contact Person (If other than district admin.)	**Title**	**Telephone Number**		**Fax Number**
Adam LeClair	Coordinator, K-12 Operations	(763) 391-8608		(763) 391-8630
District Contact E-Mail Address				
leclaira@district279.org				

School Name				District Number
North View Junior High				279
Address	**City**		**State**	**Zip Code**
5869 69th Ave North	Brooklyn Park		MN	55429
School Principal		**Telephone Number**		**Fax Number**
Peg Vickerman		(763)585-7200		(763)585-7210
School Contact Person (if other than principal)	**Title**	**Telephone Number**		**Fax Number**
		( ) -		( ) -
School Principal Contact E-Mail Address		**School Contact E-Mail Address**		
vickermanp@district279.org		same		

Current Title I Status (check one) ☒ N/A ☐ Targeted Assistance ☐ Schoolwide Project	Percentage of Students Receiving Free/ Reduced Price Lunch 58.63	Grade Levels Served by School 7-9

Identified Area of Needs Assistance Please check area(s) cited for improvement:	Check the category that best describes the area where the school is located and its performance status:
☐ Reading Participation and/or Proficiency ☐ Mathematics Participation and/or Proficiency ☐ Attendance ☐ Graduation ☒ Other	☐ Urban ☐ Currently not making AYP ☒ Suburban ☐ Previously not making AYP ☐ Rural ☒ Other, include list

II. PROGRAM SUMMARY

Please provide a summary of your District/School's use of Compensatory Pilot Program Funds.

The summary should be based on the following program components that were contained in your original, submitted application. If the outcome was a strategy, describe the changes that occurred in the classroom for increasing student core academic performance, attendance and, if applicable, graduation rates.

1. Leadership and Expertise of Current School Staff:
   - Our staff: We continue to staff our building with appropriately licensed, qualified and skilled teachers.
   - New teachers receive training though our district and in our building. Each new teacher worked with a mentor teacher this year and had access to a professional library. Many of our new teachers were involved in the IB application process and provided training which aided in our goal ro improve student acheivement at North View.
   - Our IBcoordinator and SEM coordinator provided extensive areas of interaction training. ALL of our teachers have attended IB training (most Leve 1 and 2) and Achieving and Sustaining Greatness Training. In addition, a core group of teachers and staff attended Facilitating Meetings training.

2. High Quality Staff Development/Current Program Design for Teachers, Administrators and Other Staff:

We provided numerous staff development opportunities for staff targeted to meet particular areas of need.

- ALL Staff: Areas of Interaction training occurred monthly through Professional Learning Communities (PLCs) and IB Commons groups. In addition to a preparation period, each teacher received an additional student/duty-free period to meet with a Commons group. During that time, staff received additional professional development. Topics included, Implementing Block Instruction, Differentiated Instruction, Motivating Students, Using Data to Inform Instruction, Horizontal and Vertical Alignment of Curriculum, and Achieving and Sustaining Greatness.
- New Teachers (25% of staff): New teachers were provided intensive staff development opportunities. Because of the large turnover in new teachers, the New Teacher Program was designed to train and provide intensive support in crucial areas. The new teachers meet monthly with a committee of master teachers to discuss various topics, including classroom management, motivating students, building operations, working with administrators, discipline, creating classroom management plans, differentiated instruction, scaffolding instruction to meet varying needs of students, etc. During these meeting new teachers were also provided with time to discuss successful strategies and other pressing issues. As a result of the New Teacher Programming and training, we anticipate higher retention of new teachers.

3. Parent and Family Involvement/Current Model and Results:
   - The Cultural Liaison played a major role in our Family Involvement plan. Our cultural liaison worked with the Minnesota African Women Alliance (MAWA) and African American Action Committee (AAAC) community liaisons to increase the level of parent involvement in Parent Advisory Committee (PAC) and Site Council, as well as, participation at school events, including conferences, , and other student performances. As are result, the level of parent attendance at Site Council increased. Unfortunately, we will need to increase our effort and reevaluate strategies creating an environment of inclusion (for recruiting) parents of color.
   - Community Service Hours – As part of the IB program, students are required to fulfill ten hours of community and service hours. At the end of the 05-06 years, only 35% of our students meet the requirement. It was difficult for the Community and Service Coordinator to manage the program. As a result, we plan to provide FTE for the Community and Service Coordinator to ensure accurate record keeping and improve coordination of programming.

4. Academic Programs (Instructional models employed for all students [e.g., ELL, migrant, SPED, Title I, Gifted and Talented, Mainstream] according to the MN State Standards Content Areas: Arts, Math, Language Arts, Science, Social Studies):
   - We believe we developed a comprehensive plan increasing challenges. The addition of an ELL class allowed us to further strengthen the programming of ALL ELL students. In doing so, we were able to provide Level specific variation of instruction. As a result students were more successful - teachers were able to provide intensive support to a smaller range of academic needs.
   - Both Math-lab and Read 180 classes were offered with great success. With one Read 180 lab, we were able to offer 4 sections of Read 180. We offered Math-lab sections to target student below achievement level (NWEA scores). In addition, we provided math-lab sections for ELL students. Currently, we are looking at increasing the capacity of both program and training more teachers. As our population shifts we plan to add an additional Read 180 programming and Math-labs to serve more students.
   - Homework Center/teacher tutoring: This component of our programs was extremely successful. Teachers, particularly math and Language Arts saw a tremendous increase in class work and homework completion. Students were able to make up work, take tests and complete homework. The Math Center and Language Arts Centers operated four days a week. Teachers rotated through the center ensuring that each student could work with any Math or Language Arts teacher. As a result of the success (attendance in centers and increased work completion), we plan to open other subject specific homework centers, as well as

provide a computer lab and media assistance next year. Hopefully we will be able to provide afternoon snacks.

5. School Climate and Classroom Management:
   - Our focus shifted somewhat due to administrative changes. For the 05-06 school year we decided to focus on Code of Conduct, Olweus Bullying Prevention, and improving building climate. The Olweus Bullying Prevention Program was another success. The coordinator invited (with teacher input) a group of eighth and ninth grade students who formed a group call Characters In Action (CIA). They created service announcements, posters and other promotional activities to create and promote a healthy climate. They were trained in peer mediation and crisis intervention. They worked hard with Hennepin County advisors to implement human resource services and create a anti-physical violence intervention plan. All students participated in the Code of Conduct training. We created a lecture, framing our behavior policies and practices to provide information and guidelines for new and continuing students. The Code of Conduct has three parts: The lecture, the quiz with signature as documentation of receipt, and trimester refreshers. Students now have a better understanding of behavior expectations and possible consequences for not adhering to school rules. Overall, we experienced an improvement in student behavior and choices. More importantly, we witness and increase in positive student-to-teacher and student-to-student interactions.

6. Technology (Describe how the school used technology to support the Improvement/Reform effort.):
   - The International Baccalaureate Program mandates fifty hours of technology in the curriculum. Our program surpassed the required amount. All students were received technology curriculum through, Family and Consumer Science (58 hours) Technology Education (58 hours), as well as through supplemental instruction delivered through Language Arts, Math, Science, and Social Studies.
   - All teachers used the Dell portable labs, Microsoft software, presentation stations (ELMOs), and other technology while implementing lessons for students. In addition several math and science teachers participated in TICT, a district technology initiative. Each of those teachers received additional technology and training (including SMART Board technology).
   - Electronic Student Portfolios: During the 05-06 school year, we had a core group of teachers (HP) piloting electronic student portfolios. The portfolios were extremely popular with parents, teachers and students. Currently, we have a second group of teachers who have made the commitment to utilize the electronic portfolio process designed by the initial teacher group.

7. Update your narrative snapshot of the school - Focusing on the transition from where you were when you wrote the application to where you are now, did you get there?

Mission: To Cultivate Scholarship

Climate Support programs - North View maintains support programming for all students. As we continue to design and implement programming we will us the data to inform our choices. The Code of Conduct lectures have allowed us to adequately communicate behavior expectations to students and their families. Our expectations are clear and provided in a variety of methods – lecture, handbook, news letter, etc. With programs such as the Olweus Bullying Prevention Program and groups such as Characters In Action, we are well on our way to creating a positive culture at North View. We want to create a safe environment where everyone feels like they belong. We believe we are doing that and more.

Academic supports – At North View we recognize that our student achievemnt levels are as diverse as out students. To that end we have many programs in place to meet the varying needs of our students. North View has a complimentary slate of mainstream and support programs for students academically at-risk, including a well-developed Reading/Writing Enrichment program, a Read 180 program, MBST Math test preparation classes, MBST after-school preparation classes, addition of ELL class, and a tutoring program. As a team (Principal's Cabinent) , we are contiually meeting and constantly assessing our strategies, looking for trends, designing programming for our students.

Student Support Services - In addition to a strong academic base, North View Junior High provides a wide range of support services to our students. We have three grade level counselors, a special education building coordinator, Areas of Interaction(*) Leaders, a special education social worker, a cultural liaison, an International Baccalaureate Coordinator, Community and Service Coordinator, MAWA Family Liaison drug, violence and safety prevention educator, and a school resource officer.

The diverse student body represents 21 countries, speaking 18 different languages. North View's unique programs encourage achievement and our professional staff provides personalized opportunities for students to be successful. Elective choices are offered in art, family and consumer science, foreign language, music, and physical education.

For the past 18 years, we have arranged for students to go fishing on Lake Minnetonka as appreciation for their good behavior. Our students are encouraged to expand personal interests by participating in enjoyable activities before and after school. North View students are connected to their community - 3M partners with North View students, offer a unique mentoring experience. North View actively seeks parent input. Students experience enrichment language camps off campus.

*The five Areas of Interaction are:
Approaches to Learning

Community & Service
Health and Social Education
Environment
Home Faber (man the maker)

The five Areas of Interaction are themes rather than specific subjects. These themes are not directly assessed nor awarded individual grades. They are indirectly assessed through the Personal Project, an independent piece of work that is intended to be the culmination of the student's sustained involvement with the five areas. The project may be an essay, an artistic production or other form of expression that will help prepare students for their required Personal Project that must be completed during the 4th year of the program at Park Center High School.

STRATEGIES AND WORK PLAN

Complete this section for each of your application Performance Targets. Please restate each Performance Target listed in your workplan and provide answers to each of the questions below.

Performance Target:

1. 10% of our 7th grade students in reading classes will have a RIT score of 218 based upon the results of the NWEA testing in the spring of 2006.
2. 10% of our 8th grade students in reading classes will have a RIT score of 222 based upon the results of the NWEA testing in spring 2006.

STRATEGIES

- *Was the performance target achieved? Please explain.*

No. Performance target was not achieved.

- 7th Grade: 2 out of 33 students achieved a RIT score of 218, 4 achieved a RIT score of 217.
- 8th Grade: 6 out of 39 students achieved a RIT score of 222.

- *How did the district/school meet the performance target in instruction and/or curriculum?*

The performance target was not achieved.

- *Identify any staff development activities that occurred to help meet the performance target.*

While we did not meet our school goal, we believe that we can yield results from our current staff development design and related opportunities. Our focus on new teacher training, IB training, vertical and horizontal curriculum alignment, and continuing strong academic support for students and teachers will help meet the performance target.

- *Identify parent/family involvement activities that resulted from the performance target?*

- Parent conferences
- Open Houses
- Parent Advisory Committee
- Site Council
- Student Orientation
- Cultural Events
- IEP meetings

- *Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)*

- Principals
- Classroom teachers
- Olewus Coordinator
- IB Coordinator
- Special Education Coordinator
- Administrative Assistants
- Counselors
- Areas of Interaction leaders
- Para-professionals

- *What resources or technical support was used?*

- Building technology purchased through IB grant funds
- Technology acquired through the TICT program
- Building technology and media specialists
- District technology specialists

- *Additional information as needed to support achievement of the performance target.*

Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	COMPENSATORY PILOT PROGRAM	ED-02374-01E FINAL REPORT

FINAL EVALUATION REPORT

SCHOOL YEAR
2006 - 2008

I. IDENTIFICATION INFORMATION

District Name			District Number
ISD 279 – Osseo Area Schools			279
Address	**City**	**State**	**Zip Code**
11200 93rd Avenue North	Maple Grove	MN	55309
Superintendent	**Telephone Number**	**Fax Number**	
Susan Hintz	(763)391-7003	(763)391-7076	
District Contact Person (If other than district admin.)	**Title**	**Telephone Number**	**Fax Number**
Adam LeClair	Coordinator, K-12 Ops.	(763)391-8608	(763)391-8630
District Contact E-Mail Address			
leclaira@district279.org			

School Name			District Number
Birch Grove Elementary			
Address	**City**	**State**	**Zip Code**
4690 Brookdale Drive	Brooklyn Park	MN	55443
School Principal	**Telephone Number**	**Fax Number**	
MaLia Lee	(763) 561-1374	(763) 549-2300	
School Contact Person (if other than principal)	**Title**	**Telephone Number**	**Fax Number**
		( ) -	( ) -
School Principal Contact E-Mail Address		**School Contact E-Mail Address**	
leem@district279.org			

Current Title I Status (check one) ☒ N/A ☐ Targeted Assistance ☐ Schoolwide Project	Percentage of Students Receiving Free/ Reduced Price Lunch 55%	Grade Levels Served by School K-6

Identified Area of Needs Assistance Please check area(s) cited for improvement: ☐ Reading Participation and/or Proficiency ☐ Mathematics Participation and/or Proficiency ☐ Attendance ☐ Graduation ☒ Other	Check the category that best describes the area where the school is located and its performance status: ☐ Urban ☐ Currently not making AYP ☒ Suburban ☐ Previously not making AYP ☐ Rural ☒ Other, include list

II. PROGRAM SUMMARY

Please provide a summary of your District/School's use of Compensatory Pilot Program Funds.

The summary should be based on the following program components that were contained in your original, submitted application. If the outcome was a strategy, describe the changes that occurred in the classroom for increasing student core academic performance, attendance and, if applicable, graduation rates.

1. Leadership and Expertise of Current School Staff:
   The principal, Joint Work Group, Team Leaders, and the Staff Development Group collaborated on decisions that helped move Birch Grove Elementary School for the Arts forward in its transformation into an arts magnet school.

2. High Quality Staff Development/Current Program Design for Teachers, Administrators and Other Staff:
   Over the last two years, staff development for teachers at Birch Grove Elementary School for the Arts included standards-based curriculum mapping of all arts and academic areas; significant study in Multiple Intelligences, Differentiated Instruction, Arts Integration; and arts experiences with Weisman Museum, Minneapolis Institute of Arts, Minnesota Orchestra, Minnesota Dance Theater. Training in Responsive Classroom was provided for all teachers, administrators, and non-licensed staff.

   Teachers reported integration of arts and academic areas at least once a week, and in most classrooms more often.

3. Parent and Family Involvement/Current Model and Results:
   Many parents have been engaged in classrooms as volunteers. Communication is ongoing through "Peek of the Week," monthly newsletters, phone calls, email, and formal opportunities to visit school for open houses and performances.

4. Academic Programs (Instructional models employed for all students [e.g., ELL, migrant, SPED, Title I, Gifted and Talented, Mainstream] according to the MN State Standards Content Areas: Arts, Math, Language Arts, Science, Social Studies):
   Academic programs: ELL, Special Education, Talented and Gifted, Mainstream.
   Curriculum and instruction in all content areas meets state standards in arts, math, language arts, science, and social studies.

5. School Climate and Classroom Management:
   All teachers and education support professionals (ESPs) have received significant training and ongoing coaching in Responsive Classroom.

6. Technology (Describe how the school used technology to support the Improvement/Reform effort.):
   Teachers regularly use presentation stations, SMART boards, internet resources, and play along accompaniments in their classrooms to engage students in learning, and presenting problems requiring higher-level thinking to solve.

7. Update your narrative snapshot of the school - Focusing on the transition from where you were when you wrote the application to where you are now, did you get there?
   Starting in the 2004-2005 school year, Birch Grove began its' transformation to Birch Grove Elementary School for the Arts. We were committed to developing a program of academic excellence and rigor that would motivate students to successful school achievement.

   Birch Grove Elementary School for the Arts has made great strides in becoming an arts-infused school. Classroom teachers and arts specialists continue to work together to integrate standards and provide multiple avenues for students to learn and demonstrate their understanding, *learning through the arts*. Students also receive daily instruction in vocal music, dance, drama, or visual arts, *learning in the arts*. We are able to see patterns in our students' achievement data that leads us to believe involvement in the arts improves student performance in reading and math, as well.

   Birch Grove received a 2007 Magnet School of Distinction Award from Magnet Schools of America, and the Escher Award from Northwest Suburban Integration School District.

STRATEGIES AND WORK PLAN

Complete this section for each of your application Performance Targets. Please restate each Performance Target listed in your workplan and provide answers to each of the questions below.

Performance Target:
Reading – Compare and Contrast, and Analysis. This MCA outcome revealed the highest number of subgroups with the highest percentage of low scores in grade 3. In both grades 3 and 5, Compare and Contrast revealed low scores across all subgroups except LEP grade 3. Reading Compare and Contrast are skills students need for reading success.

STRATEGIES

- Was the performance target achieved? Please explain.

Current 5th graders

READING	Grade 2	2-3 Growth	Grade 3	3-4 Growth	Grade 4	4-5 Growth	Grade 5	5-6 Growth	Grade 6
At Grade Level	182	12	194	7	201	5	206	7	213
Word Meaning			195	8	203	1	204		
Literal Comp			199	10	209	3	212		
Inferential Comp			198	11	209	1	210		
Overall			197	9	206	2	208		
Individual Averages: Individual growth calculated between years, then averaged						6.6			

MCA-II scores are not available at this time. Over the last 2 years, NWEA scores in Reading for current 5th graders show a full year's growth or more annually in blue shaded cells, and below grade level achievement in the cell shaded in pink.

- How did the district/school meet the performance target in instruction and/or curriculum?
  Performance targets were met, in part, due to frequent review and application of skills in both arts and academic areas.

- Identify any staff development activities that occurred to help meet the performance target.
  Teachers used the standards-based curriculum maps to plan their integrated instruction. During 2006-07, teachers also participated in a yearlong focus group to learn and apply principles of Multiple Intelligences, Differentiated Instruction, or Arts Integration in their teaching.

- Identify parent/family involvement activities that resulted from the performance target?
  Parents received "Peek of the Week" information from teachers.

- Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)
  Classroom teachers, arts teachers, Curriculum Integration Coordinators, Special Education teachers, and ELL teachers.

- What resources or technical support was used?
  Teacher created integrated resources in addition to Harcourt Trophies, and Scholastic Read 180.

- Additional information as needed to support achievement of the performance target.

COMPENSATORY PILOT PROGRAM (CONTINUED)	ED-02374-01E Page Three

STRATEGIES AND WORK PLAN

Complete this section for each of your application Performance Targets. Please restate each Performance Target listed in your workplan and provide answers to each of the questions below.

Performance Target:
Reading – Analysis. This MCA outcome revealed the highest number of subgroups with the highest percentage of low scores in grade 5. In grades 3 and 5, Analysis revealed low scores across all subgroups except LEP grade 3 and Black grade 3. The ability to analyze using reading is an important skill-set students need for reading success.

STRATEGIES

- Was the performance target achieved? Please explain.
- How did the district/school meet the performance target in instruction and/or curriculum?
- Identify any staff development activities that occurred to help meet the performance target.
- Identify parent/family involvement activities that resulted from the performance target?
- Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)
- What resources or technical support was used?
- Additional information as needed to support achievement of the performance target.

See previous performance target:
Reading – Compare and Contrast

COMPENSATORY PILOT PROGRAM (CONTINUED)	ED-02374-01E Page Three

STRATEGIES AND WORK PLAN

Complete this section for each of your application Performance Targets. Please restate each Performance Target listed in your workplan and provide answers to each of the questions below.

Performance Target:
Math – Shape/Space/Measurement. This MCA outcome revealed the highest number of subgroups with the highest percentage of low scores in grades 3 and 5 (the exception is LEP grade 3).

STRATEGIES

- Was the performance target achieved? Please explain.

Current 5th graders

MATH	Grade 2	2-3 Growth	Grade 3	3-4 Growth	Grade 4	4-5 Growth	Grade 5	5-6 Growth	Grade 6
At Grade Level	182	13	195	6	201	8	209	7	216

Number Sense			199	10	209	5	214		
Computation			194	8	206	7	213		
Shape, Space, Measurement			203	11	214	3	217		
Chance and Data			201	12	213	6	219		
Algebraic Operations			203	10	213	3	216		
Overall			199	10	209	6	215		

Current 4th graders

MATH	Grade 2	2-3 Growth	Grade 3	3-4 Growth	Grade 4	4-5 Growth	Grade 5	5-6 Growth	Grade 6
At Grade Level	182	13	195	6	201	8	209	7	216
Number Sense	186	14	200	6	206				
Computation	179	13	192	10	202				
Shape, Space, Measurement	187	13	200	8	208				
Chance and Data	186	13	199	9	208				
Algebraic Operations	191	10	201	8	209				
Overall	183	15	198	8	206				

- How did the district/school meet the performance target in instruction and/or curriculum?
  In addition to information provided above, we have implemented ST Math+Music in our school. This program comes from the MIND Institute, and focuses on spatial temporal reasoning to improve math achievement.
- Identify any staff development activities that occurred to help meet the performance target.
- Identify parent/family involvement activities that resulted from the performance target?
- Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)
- What resources or technical support was used?
  ST Math software
- Additional information as needed to support achievement of the performance target.

See above to earlier STRATEGIES AND WORK PLANS

STRATEGIES AND WORK PLAN

Complete this section for each of your application Performance Targets. Please restate each Performance Target listed in your workplan and provide answers to each of the questions below.

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	COMPENSATORY PILOT PROGRAM	ED-02374-01E FINAL REPORT

FINAL EVALUATION REPORT

SCHOOL YEAR
2006 - 2008

I. IDENTIFICATION INFORMATION

District Name			District Number
Osseo			279
Address	**City**	**State**	**Zip Code**
11200 93rd Avenue North	Maple Grove	MN	55369
Superintendent	**Telephone Number**	**Fax Number**	
Susan Hintz	(763)391-7000	(763)391-7076	
District Contact Person (If other than district admin.)	**Title**	**Telephone Number**	**Fax Number**
Adam LeClair	Coordinator of K-12	(763)391-7000	(763)391-7076
District Contact E-Mail Address			
LeClaira@district279.org			

School Name			District Number
Edinbrook			279
Address	**City**	**State**	**Zip Code**
8925 Zane Avenue North	Brooklyn Park	MN	55443
School Principal	**Telephone Number**	**Fax Number**	
John Groenke	(763)391-8401	(763)391-8400	
School Contact Person (if other than principal)	**Title**	**Telephone Number**	**Fax Number**
		( ) -	( ) -
School Principal Contact E-Mail Address		**School Contact E-Mail Address**	
groenkej@district279.org			

Current Title I Status (check one) ☒ N/A ☐ Targeted Assistance ☐ Schoolwide Project	Percentage of Students Receiving Free/ Reduced Price Lunch 38%	Grade Levels Served by School K-6

Identified Area of Needs Assistance Please check area(s) cited for improvement:	Check the category that best describes the area where the school is located and its performance status:
☐ Reading Participation and/or Proficiency ☐ Mathematics Participation and/or Proficiency ☐ Attendance ☐ Graduation ☐ Other	☐ Urban ☐ Currently not making AYP ☒ Suburban ☐ Previously not making AYP ☐ Rural ☐ Other, include list

Performance Target:
Math – Computation. NWEA assessment data high need to provide instruction and opportunities for students to develop math computation skills.

STRATEGIES

- *Was the performance target achieved? Please explain.*
- *How did the district/school meet the performance target in instruction and/or curriculum?*
- *Identify any staff development activities that occurred to help meet the performance target.*
- *Identify parent/family involvement activities that resulted from the performance target?*
- *Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)*
- *What resources or technical support was used?*
- *Additional information as needed to support achievement of the performance target.*

See above

STRATEGIES AND WORK PLAN

Complete this section for each of your application Performance Targets. Please restate each Performance Target listed in your workplan and provide answers to each of the questions below.

Performance Target:

1. **Improve students reading skills**
2. **Improve students math skills**

STRATEGIES

- *Was the performance target achieved? Please explain.*

Yes at most grade levels. See chart:

	Reading		***Math***	
	%	Goal	%	Goal
2nd	82%	No Goal Set	82.4	No Goal Set
3rd	**84%**	**80%**	**89%**	**88%**
4th	**81%**	**80%**	84.3%	85%
5th	**87%**	**78%**	**83%**	**83%**

Kindergarten students again made some Outstanding gains. **91% - 95% of students are "at" or "above" grade level for BOTH reading and math. They met and surpassed all of their goals.**

- *How did the district/school meet the performance target in instruction and/or curriculum?*

All grade levels taught from our district selected curriculum and used it and other supplemental materials to meet the needs of all our students. Teachers discussed best practice during their professional learning community time.

- *Identify any staff development activities that occurred to help meet the performance target.*

Teaches spent 2 to 3 hours per month in professional learning communities looking at student data and planning instruction to help all students succeed. We offered topics around identifying essential outcomes, setting SMART goals and developing common formative assessments.

- *Identify parent/family involvement activities that resulted from the performance target?*

Parent/Family back to school event, parent classes offered focused on how to help their child succeed, grade level family events focused on both reading and math, and Books 4 Branches (students read for a goal of planting a tree in the community www.books4branches.corg

- *Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)*

Classroom teachers, ESPs, principal, counselor, behavior intervention, social worker, special education teachers, cultural liaison, media specialist, and volunteer coordinator.

- *What resources or technical support was used?*

Educational support professionals were used in addition to the technical support needed for READ 180.

- *Additional information as needed to support achievement of the performance target.*

II. PROGRAM SUMMARY

Please provide a summary of your District/School's use of Compensatory Pilot Program Funds.

The summary should be based on the following program components that were contained in your original, submitted application. If the outcome was a strategy, describe the changes that occurred in the classroom for increasing student core academic performance, attendance and, if applicable, graduation rates.

1. Leadership and Expertise of Current School Staff:

According to 2006-2007 data, 74%% of our teachers had a Master's Degree or above. In addition our teachers spend numerous hours each year receiving additional training. The expertise of Edinbrooks' staff has helped them become better teachers of reading, writing and mathematics. It has provided them strategies to help meet the needs of all students so all learners succeedHigh

2. Quality Staff Development/Current Program Design for Teachers, Administrators and Other Staff:
   Teachers and administrators have received training in professional learning communities, achieving and sustaining greatness, Assessment FOR Learning, site improvement plan development, and reading/math strategies. The staff development/training that Edinbrooks' staff and principal received helped them become better teachers of reading and mathematics. It has provided them strategies to help meet the needs of all students so all learners succeed. It also has provided a framework for us to have continued ongoing professional growth. In addition, our teams spend time working in Professional Learning Communities. Here they identified essential outcomes, set student learning targets, developed and used frequent common formative assessments to measure student achievement.
3. Parent and Family Involvement/Current Model and Results:

Parents/guardians and families are actively involved in several ways. We have seven parents on our Site Council leadership team. We have an active PTO that consists of mostly parents. These to groups play a critical role in the success of our students. Our families are involved in their children's academic success through their participation in curriculum nights, writing workshops, ExCEL Expos, conferences and kindergarten round-up. The Edinbrook community celebrates through events such as grade level music performances, open house, fun run, field day, talent show, and multi-cultural festivals. Parent/guardian and family involvement help develop and foster a positive learning community. Students succeed when they enjoy and take pride in their school. Two examples: 99% of our parents attend conferences and over 2000 parents and students attended our parent/family night in September 2006.

4. Programs (Instructional models employed for all students [e.g., ELL, migrant, SPED, Title I, Gifted and Talented, Mainstream] according to the MN State Standards Content Areas: Arts, Math, Language Arts, Science, Social Studies):
   To meet the needs of all of our students Edinbrook has a variety of academic programs to help them succeed. We currently offer programs such as: ELL, TAG, speech, full service special education, self-contained EBD, Read 180, and after school programming.

5. School Climate and Classroom Management:

Edinbrook Elementary is a Reponsive Classroom school. Most of our teachers have received training in RC. RC helps develop and foster community within the classroom. Edinbrook is also in the third year of it anti-bullying intiatives. Lesson plans were developed and implemented this year. Another way Edinbook promotes a positive climate is through our CARE (Cooperation, Attitude, Respect at Edinbrook) program. Each month we highlight one character trait and intigrate that into everything we do. Edinbrook promotes a positive school climate through student recognition as the celebration of our community. To aid in classrooom management staff attend workshops and have discussions with our discipline committee. To support staff and students Edinbrook has in intervention room and one behavior intervention teacher. All staff offered input into the status for Edinbrook's climate and current behavior plan. As a result, some changes will be made for the 2007-2008 school year.

6. Technology (Describe how the school used technology to support the Improvement/Reform effort.):
   We have several teachers that are part of a technology cadre. The main purpose of this cadre is the integration of technology into the classroom. As a result, many of our students have experience new ways to learn in all academic areas. The use of SMART boards has had a profound impact on student engagement. In addition, the World wide web for research and inquiry, Math on-line homework and games, READ 180 computerized reading program, word processing, powerpoint presentations, graphing and spreadsheets.
7. Update your narrative snapshot of the school - Focusing on the transition from where you were when you wrote the application to where you are now, did you get there?
   At the time of this grant we had many more student below grade level then our 2007 NWEA data suggests. We have been able to offer more time and support for student learning. In addition, teachers are more competent in helping all students succeed.

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FINAL EVALUATION REPORT

SCHOOL YEAR
2006 - 2008

I. IDENTIFICATION INFORMATION

District Name			District Number
Osseo Area Schools			279
Address	**City**	**State**	**Zip Code**
11200 93rd Ave. N	Maple Grove	MN	55369
Superintendent	**Telephone Number**	**Fax Number**	
Susan Hintz	(763)391-7000	(763)391-7076	
District Contact Person (If other than district admin.)	**Title**	**Telephone Number**	**Fax Number**
Adam LeClair	Coordinator K-12 Operations	(763)391-8608	(763)391-8630
District Contact E-Mail Address			
leclairea@district279.org			

School Name			District Number
Palmer Lake Elementary			279
Address	**City**	**State**	**Zip Code**
7300 W. Palmer Lake Drive	Brooklyn Park	MN	55429
School Principal	**Telephone Number**	**Fax Number**	
Tommy Watson	(763)561-1930	(763)549-2400	
School Contact Person (if other than principal)	**Title**	**Telephone Number**	**Fax Number**
		( ) -	( ) -
School Principal Contact E-Mail Address		**School Contact E-Mail Address**	
watsont@district279.org			

Current Title I Status (check one) x☐ N/A ☐ Targeted Assistance ☐ Schoolwide Project	Percentage of Students Receiving Free/ Reduced Price Lunch 48%	Grade Levels Served by School K-6

Identified Area of Needs Assistance Please check area(s) cited for improvement: ☐ Reading Participation and/or Proficiency ☐ Mathematics Participation and/or Proficiency ☐ Attendance ☐ Graduation X☐ Other	Check the category that best describes the area where the school is located and its performance status: ☐ Urban ☐ Currently not making AYP X☐ Suburban ☐ Previously not making AYP ☐ Rural ☐ Other, include list

II. PROGRAM SUMMARY

Please provide a summary of your District/School's use of Compensatory Pilot Program Funds.

The summary should be based on the following program components that were contained in your original, submitted application. If the outcome was a strategy, describe the changes that occurred in the classroom for increasing student core academic performance, attendance and, if applicable, graduation rates.

1. Leadership and Expertise of Current School Staff:
   Of 40 teachers:
   44% have a Bachelor' Degrees, 56% have a Master's Degree, 7.5% have less than 3yrs. Experience, 62% have more than 10yrs. Experience, 94% meet the "highly qualified" standard.

2. High Quality Staff Development/Current Program Design for Teachers, Administrators and Other Staff:
   All staff are involved in Professional Learning Communities in our building with a focus on essential outcomes related to reading and math.
   Responsive Classroom has been fully implemented into all of our building classrooms. All classrooms are conducting morning meetings, behavior management strategies, classroom organization, guided discovery, and academic choice.
   Our school had one staff member conduct a training for our staff about the benefits of non-fiction reading, as a result our school has increased the numbers of non-fictional materials in our building.
3. Parent and Family Involvement/Current Model and Results:
   The Palmer Lake PTA did manage to increase its parent participation by 50%, to meet this goal. We opened our doors to the community by participating in a district wide showcasing of our schools called Parade of Schools. Also, our school has on going musical activities taking place throughout the year. In addition, we have Talented and Gifted, Family Nights, and a very successful School Carnival that takes place each spring.
4. Academic Programs (Instructional models employed for all students [e.g., ELL, migrant, SPED, Title I, Gifted and Talented, Mainstream] according to the MN State Standards Content Areas: Arts, Math, Language Arts, Science, Social Studies): Palmer Lake continues to offer a wide spectrum of programs suited for students in the following areas: ELL, Talented and Gifted, Special Education, Developmentally and Cognitively Disabled Program, DAPE, READ 180, Read Naturally, and CCC Lab.

5. School Climate and Classroom Management:
   Palmer Lake has been successful in keeping students involved in the shaping of our school climate through opportunities such as Student Council and Peer Mediation. All staff are fully implementing Responsive Classroom as a way of creating relationships with students and managing their classrooms. We also offer supports form our Behavior Intervention Teacher and Educational Support Para for those students needing more help in the area of behavior management.
6. Technology (Describe how the school used technology to support the Improvement/Reform effort.):
   Palmer Lake has a full time Educational Support Para for Technology assistance and training in our building. Students have been introduced to World Wide Web research and inquiry, on-line math, READ 180, CCC Lab, Powerpoint presentations, spreadsheets, word processing, and individualized math and reading computer programs.

7. Update your narrative snapshot of the school - Focusing on the transition from where you were when you wrote the application to where you are now, did you get there?

See attached document

COMPENSATORY PILOT PROGRAM (CONTINUED)	ED-02374-01E Page Three

STRATEGIES AND WORK PLAN

Complete this section for each of your application Performance Targets. Please restate each Performance Target listed in your workplan and provide answers to each of the questions below.

Performance Target:
Palmer Lake will equal or exceed index for Reading in each subgroup as reported by the MN Department of Education. Palmer Lake's average NWEA growth will equal or exceed the district average.

STRATEGIES

- *Was the performance target achieved? Please explain.*

MCA test results showed that **Overall** Palmer Lake exceeded the index targets in reading and reported by the MN Department of Education. The following subgroups met index targets; Asian, White. All other subgroups reached Safe Harbor targets.
Palmer Lake NWEA test results showed a cumulative RIT growth of 7.5. Fifth and 6th grade met the district RIT growth average. Third and 4th grade did not achieve district RIT growth

- *How did the district/school meet the performance target in instruction and/or curriculum?*

Collaborative efforts between ELL and classroom programs. Read 180 Completion of reading series by all grade levels.
Identification of "hot list" students and instructional support for these students

- *Identify any staff development activities that occurred to help meet the performance target.*

Camp-Read-A lot and Young Readers Club #13 Increase the use of formative assessments to monitor student progress

- *Identify parent/family involvement activities that resulted from the performance target?* N/A

- *Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)*

All staff

- *What resources or technical support was used?* N/A

- *Additional information as needed to support achievement of the performance target.*

APPENDIX C

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	**COMPENSATORY PILOT PROGRAM**	ED-02374-01E FINAL REPORT

FINAL EVALUATION REPORT

SCHOOL YEAR
2006 - 2008

I. IDENTIFICATION INFORMATION

District Name			District Number
ROBBINSDALE AREA SCHOOL DISTRICT			281
Address	**City**	**State**	**Zip Code**
4148 Winnetka Avenue North	New Hope	MN	55427

Superintendent	Telephone Number	Fax Number
Stan F. Mack, II	(763)504-8032	(763)504-8972

District Contact Person (If other than district admin.)	Title	Telephone Number	Fax Number
Gayle Walkowiak	Assistant Superintendent	(763)504-8032	(763)504-8972

District Contact E-Mail Address

gayle_walkowiak@rdale.k12.mn.us

School Name			District Number
Plymouth Middle School			281
Address	**City**	**State**	**Zip Code**
10011 36th Avenue North	Plymouth	MN	55441

School Principal	Telephone Number	Fax Number
Susan Manikowski	(763)504-7101	(763)504-7131

School Contact Person (if other than principal)	Title	Telephone Number	Fax Number
Susan Manikowski	Head Principal	(763)504-7101	(763)504-7131

School Principal Contact E-Mail Address	School Contact E-Mail Address
Susan_mankowski@rdale.k12.mn.us	

Current Title I Status (check one) x☐ N/A ☐ Targeted Assistance ☐ Schoolwide Project	Percentage of Students Receiving Free/ Reduced Price Lunch 40%	Grade Levels Served by School 6-8

Identified Area of Needs Assistance Please check area(s) cited for improvement: ☐ Reading Participation and/or Proficiency x☐ Mathematics Participation and/or Proficiency ☐ Attendance ☐ Graduation ☐ Other	Check the category that best describes the area where the school is located and its performance status: ☐ Urban x☐ Currently not making AYP x☐ Suburban ☐ Previously not making AYP ☐ Rural ☐ Other, include list

II. PROGRAM SUMMARY

Please provide a summary of your District/School's use of Compensatory Pilot Program Funds.

The summary should be based on the following program components that were contained in your original, submitted application. If the outcome was a strategy, describe the changes that occurred in the classroom for increasing student core academic performance, attendance and, if applicable, graduation rates.

1. Leadership and Expertise of Current School Staff:

The individuals working with the Compensatory Pilot Grant in the Robbinsdale Area Schools included:

School administrators. The head principal from each middle school met regularly together to consider the overall goals of the pilot and to identify students who would be included in the pilot. They were responsible for notifying families about the pilot, and for scheduling identified students into the pilot math courses. The head principals also met regularly with the executive director of teaching and learning to discuss implementation fidelity and to review the results of formative evaluation data.

Licensed math teachers. The pilot grant allowed the district to hire 2.5 FTE licensed math teachers. Sandburg Middle School, with total school population of roughly 1200, received 1.0 FTE. Plymouth Middle School, with total school population of roughly 1200 students, also received 1.0 FTE and Robbinsdale Middle School, with total school population of roughly 700 students; received 0.5 FTE.

District-level math specialist. The district's teaching and learning specialist for science, mathematics and physical education met with the pilot teachers to provide professional development including integrating the MN Math Standards into the pilot curriculum, effectively using the Accelerated Math Program (Renaissance Learning) with the struggling learner, identifying other instructional strategies to engage the struggling learner in mathematics, and to interpret the results of the formative and summative assessments.

District-level accountant. The teaching and learning accountant managed the pilot budget for the three middle schools and was responsible for obtaining permission from MDE when it became necessary to shift funds from one account to another in response to program design changes that occurred over time.

Program Director for Research, Evaluation and Assessment. The district's evaluation and assessment office assisted the schools with test administration and interpretation of the results. This individual also wrote the contract for the external evaluator.

Assistant Superintendent for Teaching and Learning. The assistant superintendent monitored program implementation and fidelity, communicated with MDE regarding the terms and conditions of the grant and compiled the evaluation report.

External Evaluator. The external evaluator analyzed the results of the academic tests and the survey instruments and prepared a final report for each school.

2. High Quality Staff Development/Current Program Design for Teachers, Administrators and Other Staff:

High quality professional development was provided to the 2.5 FTE licensed math teachers throughout the duration of the grant including:

- Integrating the MN Math Standards into lesson planning and assessment.
- Using the Accelerated Math Program (Renaissance Learning).
- Implementing instructional strategies designed to engage the struggling learner.
- Interpreting the results of formative and summative assessments.
- Using the student results to inform instruction.

3. Parent and Family Involvement/Current Model and Results:

The families of the identified students were fully informed at the beginning of the school year about the program, why their student was identified, the intended outcome for individual students, and how the pilot program would interface with the regular math program. While families were informed that they could opt-out of the program, none did so. The families of the identified students were provided the name of the student's math teacher along with information about how to initiate contact. Throughout the school year they received regular information regarding their student's progress in the pilot through Parent Portal, the district's new communication tool that offers immediate contact between the teacher and the family. Finally, they received special invitations to attend school conferences.

4. Academic Programs (Instructional models employed for all students [e.g., ELL, migrant, SPED, Title I, Gifted and Talented, Mainstream] according to the MN State Standards Content Areas: Arts, Math, Language Arts, Science, Social Studies):

The academic program for the Compensatory Pilot Program follows current best practice by providing small class sizes and/or increased instructional minutes each day in the target subject and using instructional strategies designed to engage the struggling student. The three middle schools in the Robbinsdale Area Schools each developed a slightly different approach to meeting the goal of the grant. The results of this evaluation will inform future approaches to improving the math scores of our middle school students.

Sandburg Middle School identified the lowest scoring students in each grade level based on MCA proficiency data. The students experienced very low class sizes, and the licensed math instructor provided one-to-one or small group instruction on a daily basis for the entire school year. The students identified for participation in the pilot, for the most part, had not met the proficiency level on the MCA. For example, among the 2006-07 grade 6 cohort, 20 students had not meet the standard, 1 had partially met the standard, and 1had met the standard. Of the 14 students included in the 2006-07 grade 7 cohort, and of the 6 students in the grade 8 cohort, not one had met the proficiency level on the MCA. The students participating in the Sandburg pilot were among the lowest scoring math students at each grade level.

Plymouth Middle School included students who had not met or who had partially met the proficiency level on the MCA. For example, among the 2006-07 grade 6 cohort, 56 students had not met the standard, 11 had partially met the standard, and 1 student had met the standard. Among the 2006-07 grade 7 cohort, 52 students had not met the standard, 28 had partially met the standard and 11 had met the standard. Among the grade 8 cohort, 49 had not met the standard, 29 had partially met the standard, 9 had met the standard and 1 student had exceeded the standard. These students were enrolled in their regular math class for the entire school year and also received a "double-dose" (a full 45-minute class of additional math instruction) of math instruction every day for one quarter. Students were removed from either an elective or another required class during the time they participated in the double-dose session.

Robbinsdale Middle School included students who had not met, or who had partially met, the proficiency level on the spring MCA. For example, among the 2006-07 grade 6 cohort, 20 students had not met the standard, 6 had partially met the standard, and 3 students had met the standard. Among the grade 7 cohort, 13 students had not met the standard, 10 had partially met the standard and 8 had met the standard. Among the grade 8 cohort, 21 had not met the standard, 11 had partially met the standard, and 2 had met the standard. All students at Robbinsdale Middle School participate in Exploratory, a series of elective offerings that students self-select each quarter. Exploratory meets for 45 minutes a day, 3 times a week. The pilot students were enrolled in their regular math class for the entire school year, and received the double-dose of math instruction as a forced-choice elective during Exploratory. They were enrolled in the double-dose math Exploratory for the full school year.

5. School Climate and Classroom Management:

Best practices in classroom management were employed by the licensed math teachers associated with the pilot including culturally-sensitive approaches to instruction. The district's school climate and classroom management model for the middle school includes training in cultural diversity and frequent monitoring of survey results.

Training Model for the Middle Schools

- All middle school principals have participated in a year-long series of diversity training (Courageous Conversations by Pacific Education Group) including quarterly follow-up discussion sessions with the superintendent. Several middle school teachers have been trained in this model, as well as all members of the central administration staff.
- Teachers from two of the middle schools, Plymouth Middle School and Robbinsdale Middle School, participated in training by the National Urban Alliance (NUA) to learn culturally-sensitive approaches to teaching and learning.
- Included in the NUA professional development for teachers is Art Costa's Habits of Mind model for student management. Teachers from Plymouth and Robbinsdale Middle Schools have begun to implement the Habits of Mind approach to classroom management.
- Sandburg Middle School hosts the district's International Baccalaureate Program. The school climate and classroom management model follows the principles outlined by the International Baccalaureate Organization.

Monitoring Tools for the Middle School

- All district students in grades 4-12 were administered the district's Sense of Belonging survey in the spring of 2006, the results of which will be available in late August. The responses from applicable items will be disaggregated by the students who participated in the pilot.
- The students participating in the pilot were also administered a Math Opinion Survey. The purpose of the math survey was to learn how the students felt about their math class and about themselves as math students. The survey was administered to the pilot students at Plymouth and Sandburg Middle Schools. The results of the math opinion survey will be available in late August.

All of the training and curricular materials for improving school climate and classroom management constituted an in-kind contribution by the district.

6. **Technology (Describe how the school used technology to support the Improvement/Reform effort.):**
The middle school math curriculum for the regular education middle school student in the Robbinsdale Area Schools is published by Prentice-Hall. This curriculum, in place for the past two years, includes several technology components. Calculators are widely used in all math classes as appropriate. All middle school students were enrolled in business education classes where they used spreadsheets to manipulate numbers. Students in the Compensatory Pilot Program also had opportunities to use a newly upgraded version of Accelerated Math (Renaissance Learning), a web-based program that provides math curriculum at the student's identified level of instruction.

7. **Update your narrative snapshot of the school - Focusing on the transition from where you were when you wrote the application to where you are now, how did you get there?**
At the time the district learned that extra funding would be available for the Compensatory Pilot Program, it conducted a district-wide needs assessment to ensure that the funds were applied to the area of greatest need. Every elementary school in the district had, at that time, met its AYP goals. Two of the three middle schools, and the two high schools, had not met their AYP goals in reading or math. Math was more problematic than reading. Also, the district standardized test (NWEA) showed that the middle school students were not making expected growth from grade 6 to grade 7 in mathematics. On the MCA, only 51% of the Plymouth Middle School students were proficient in math, while 67% were proficient in reading. At Sandburg, 47% were proficient in math and 62% were proficient in reading, and at Robbinsdale Middle School, 62% were proficient in math compared to 73% in reading.

After conversations with secondary administrators, the Superintendent and the Administrative Cabinet, it was concluded that the area of greatest need was middle school mathematics. It was determined that grant would provide each middle school with one additional math teacher to provide direct instruction to identified students. The schools were asked to design a math program for the students in their school who were identified as struggling in math. Each school was allowed to design a slightly different model, consistent with best practices in math education and the opportunities for change within their school schedule.

Sandburg Middle School selected the most at-risk students for their pilot design and placed them in very small class sizes for their math instruction for the entire school year. Plymouth Middle School selected students who had partially met the MCA proficiency level and offered a double-dose of math instruction for one term (9 weeks). Robbinsdale Middle School selected students who had partially met the standard and provided them with a double-dose of math instruction for the entire year, 3 times each week. All schools provided after-school tutoring for the pilot in the weeks leading up to the MCA.

The evaluation design was developed at the time the original grant was prepared. It included scores from the Minnesota Comprehensive Assessments for mathematics, predictor and growth scores from NWEA, a computerized levels test that measures growth from one year to the next, and a student opinion survey designed to elicit student feelings about their success in mathematics. Two schools administered a pre- and post-survey to measure change. The third school administered the survey at the end of the school year.

COMPENSATORY PILOT PROGRAM (CONTINUED)	ED-02374-01E
	Page Three

STRATEGIES AND WORK PLAN

)lete this section for each of your application Performance Targets. Please restate each Performance Target listed in your workplan rovide answers to each of the questions below.

Performance Target:

Increase the percent of students and all subgroups of students scoring 3 and above on the MCA (Minnesota Comprehensive Assessment).

STRATEGIES

- *Was the performance target achieved? Please explain.*

Early results show that the most successful models for meeting the goal of improved MCA-II math test scores provide partially-proficient students with a double-dose of mathematics for a portion of the school year. This conclusion will be refined as more data is available. The 2007 MCA-II will be released in mid- to late August.

- *How did the district/school meet the performance target in instruction and/or curriculum?*
- The middle school math curriculum was aligned to the state standards and assessments.
- All middle school staff demonstrated an understanding of the research that underlies and supports the middle school mathematics curriculum.
- The curriculum addresses diverse learning levels, styles and diverse cultures.
- Staff demonstrated an understanding of the school-wide curriculum, especially that of the grades just above and below.

- *Identify any staff development activities that occurred to help meet the performance target.*
- The MN Math Standards were integrated into lesson planning and assessment.
- The Accelerated Math Program (Renaissance Learning) was updated and the teachers received training.
- Instructional strategies designed to engage the struggling learner were selected and implemented.
- The results of formative and summative assessments were regularly examined.
- Individual student results were used to inform instruction in math.

- *Identify parent/family involvement activities that resulted from the performance target?*
- Throughout the school year families of students enrolled in the Compensatory Pilot Program received regular information regarding their student's progress through Parent Portal, the district's new communication tool that offers immediate contact between the teacher and the family.
- The staff paid close attention to how they gathered, analyzed, and used feedback from the students, families and the community.
- The families of students enrolled in the pilot received special invitations to school conferences.

- *Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)*

1. The head principal and assistant principal from each of three middle schools.
   Plymouth Middle School. Susan Manikowski, head principal and Bruce Beidelman, assistant principal.
   Sandburg Middle School. Tom Henderlite, head principal and Mary Weingartner, assistant principal.
   Robbinsdale Middle School. Chris Holden, head principal.
2. Timothy Singer-Towns, Margaret Mazurek and Kevin Hill, 2.5 FTE licensed math teachers.
3. Douglas Jensen, Teaching and Learning Specialist for mathematics.
4. Janette Holter, Teaching and Learning Accountant.
5. Cheryl Videen, Program Director for Research, Evaluation and Assessment, and Joleen Anderson, Assessment Specialist.
6. Amy Bemis, external evaluator.
7. Gayle Walkowiak, Assistant Superintendent for Teaching and Learning.

- *What resources or technical support was used?*

1. A portion of the grant money was used to purchase an upgraded, web-based version of Accelerated Math (Renaissance Learning from Scholastic).
2. The district's department of research, evaluation and assessment provided the technical support for the development, scoring and reporting of the formative math assessments administered to all middle school math students each quarter.
3. An external evaluator was hired to prepare the final evaluation report.

- *Additional information as needed to support achievement of the performance target.*

See attached for detailed information regarding student achievement for each school.

Compensatory Pilot Program
Middle School Mathematics
Evaluation Results—Plymouth Middle School (PMS)
2005-06/2006-07

Performance Target: *Increase percent of students and all subgroups of students scoring 3 and above on the MCA (Minnesota Comprehensive Assessment).*

Minnesota Comprehensive Assessment (MCA-II) Scores

Table 1: MCA-II Achievement Levels by Grade Level (2005-06)

Grade	N	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard	Percent Proficient
6	68	82.4%	16.2%	1.5%	0.0%	1.5%
7	91	57.1	30.8	12.1	0.0	12.1
8	88	55.7	33.0	10.2	1.1	11.4
Overall	247	63.6	27.5	8.5	0.4	8.9

Based on students' fall CALT percentile scores, predictions are made as to what students' MCA Achievement Levels will be the following spring. For example, if a 6th grade student scores below the 35th percentile, the prediction is that they will not meet the math standard. Examination of the CALT scores and MCA scores of students involved in the Compensatory Pilot Program revealed the following:

- Of the 50 6th grade students who scored below the 35th percentile (who were then not expected to meet the standard), 6 students (12%) partially met the standard—i.e., exceeded expectation
- Of the 59 7th grade students who scored below the 35th percentile, 15 partially met and 3 fully met the standard—i.e., 18 students (31%) exceeded expectation
- Of the 21 7th grade students who scored between the 35th and 57th percentile (and who were thus expected only to partially meet the standard), 5 students (24%) fully met the standard
- Of the 63 8th grade students who scored below the 30th percentile (and were thus expected not to meet the standard), 17 partially met and 3 fully met the standard—i.e., 20 students (32%) exceeded expectation
- Of the 23 8th grade students who scored between the 30th and 52nd percentile (and who were thus expected only to partially meet the standard), 6 students met the standard and 1 student exceeded the standard—i.e., 7 students (30%) exceeded expectation

Additional Evaluation Methods

Computerized Achievement Level Tests (CALT) Scores

Robbinsdale Area Schools administered Computerized Achievement Level Tests (CALT) to students involved in the Compensatory Pilot Program in the fall and spring of 2005-06 and 2006-07. These tests are designed to measure the growth of students from year to year. Results can be compared within a building, across the district, and to national norms. As shown in Table 2 below, average math scores for PMS students participating in the Compensatory Pilot Program were significantly lower than averages based on a national norm group.

Table 2: Average Fall Compensatory Math Scores Compared to National Mean

Grade	Year	Fall PMS Mean	Fall National Mean	Difference	
6	2005-06	205.1	215.2	-10.1	Significantly below national mean
	2006-07	209.1	215.2	-6.1	Significantly below national mean
7	2005-06	210.4	220.9	-10.5	Significantly below national mean
	2006-07	215.5	220.9	-5.4	Significantly below national mean
8	2005-06	209.2	227.2	-18.0	Significantly below national mean
	2006-07	221.4	227.2	-5.8	Significantly below national mean

Table 3 reflects Compensatory Pilot Program students' CALT math scores for fall 2005 and fall 2006. All students who had math scores for both years are included. On average, students who were in grade 6 in fall 2005 made 27% of their expected growth for the year. The result was substantially higher (117%) for students who were in grade 7 in fall 2005. Overall, across both grade levels, students achieved 80% of their expected growth for the 2005-06 school year.

Table 3: Average Compensatory Pilot Program CALT Math Scores by Grade Level for Fall 2005 and Fall 2006

Grade	N	Average Fall 2005 Score	Average Fall 2006 Score	Average Growth	Average Typical Expected Growth	Average Percent of Expected Growth [1]
6 to 7	54	205.4	207.7	2.2	8.4	26.9%
7 to 8	76	210.2	219.2	9.0	7.7	117.4%
Overall	130	208.2	214.4	6.2	8.0	79.9%

Note: [1] The Percent of Expected Growth is computed by dividing the actual growth for each student by the typical growth made by students in a national norm group for that grade at that scale score. For example, if a student's actual growth score was 8 and typical growth for a student at that grade and achievement level is 9, the student's percent of expected growth would be 8/9=89%. If the student's actual growth score was 10, the percent of expected growth would be 10/9=111%. Initial scale scores are used in order to account for the differing skill levels from which students must progress.

Table 4 reflects students' fall and spring CALT math scores during the two years of the Compensatory Pilot Program. While the results varied by grade level, on average, students in 2005-06 made two-thirds (66%) of their expected growth for the year. The result was somewhat higher (74%) for students in 2006-07.

Table 4: Average Compensatory Pilot Program CALT Math Scores by Grade Level for 2005-06 and 2006-07

Grade	Year	N	Average Fall Score	Average Spring Score	Average Growth	Average Typical Expected Growth	Average Percent of Expected Growth[1]
6	2005-06	62	205.1	205.9	0.8	7.8	11.0%
	2006-07	86	209.1	213.7	4.6	8.0	56.8%
7	2005-06	84	210.4	215.9	5.5	6.7	81.7%
	2006-07	100	215.5	222.1	6.6	7.0	93.4%
8	2005-06	74	209.2	215.6	6.4	7.0	94.4%
	2006-07	95	221.4	226.6	5.1	7.5	69.1%
Overall	2005-06	220	208.5	213.0	4.5	7.1	66.0%
	2006-07	281	215.5	221.0	5.5	7.5	74.0%

Note: [1] The Percent of Expected Growth is computed by dividing the actual growth for each student by the typical growth made by students in a national norm group for that grade at that scale score. For example, if a student's actual growth score was 8 and typical growth for a student at that grade and achievement level is 9, the student's percent of expected growth would be 8/9=89%. If the student's actual growth score was 10, the percent of expected growth would be 10/9=111%. Initial scale scores are used in order to account for the differing skill levels from which students must progress.

Math Attitude Survey

A Math Attitude Survey was administered to PMS students twice (pre and post) in both quarter 3 and quarter 4 of the 2006-07 school year. The pre survey results for both quarters are combined and shown in Table 5 below. There were no significant differences between PMS students' overall pre and post survey results. Table 6 on the following page reflects the pre survey results by quarter. As shown in that table, four items on the pre survey were answered significantly differently by third and fourth quarter students.

Table 5: Math Attitude Pre Survey Results

	N	Never	Sometimes (1-2 times)	Often (3-4 times)	Usually (5 times or more)
1. During a typical week, how often do you complete your math homework assignments on time?	159	6.3%	22.6%	37.7%	33.3%

	N	Never	Sometimes (1-4 times)	Often (5-9 times)	Usually (10 times or more)
2. During a typical week, how often do you choose to participate in classroom activities during math?	159	5.7%	20.1%	28.9%	45.3%
3. During a typical week, how often do you choose to participate in class discussions during math?	157	10.8	32.5	26.8	29.9

	N	Strongly Agree	Agree	Disagree	Strongly Disagree
4. I can usually solve a new math problem if I take time to think.	159	30.2%	55.3%	12.6%	1.9%
5. I can usually solve a new math problem if I have an example to follow.	156	42.3	48.1	7.1	2.6
6. I can usually understand what I am being asked to do when I read a new math problem.	158	15.8	52.5	26.6	5.1
7. I can usually explain how I arrived at the answer to a math problem.	159	19.5	47.2	27.0	6.3
8. I am confident in my ability to solve math problems.	154	22.7	50.0	21.4	5.8
9. I understand the directions and examples my teacher provides to help me complete my math assignments.	157	27.4	51.6	15.9	5.1
10. I am proud of my efforts in my math class.	158	31.6	41.1	22.8	4.4
11. I feel good about my progress in my regular math class.	158	29.7	45.6	16.5	8.2
12. I consider myself a good math student.	158	22.2	46.8	22.2	8.9
13. I think it is important for me to do well in my regular math class.	157	60.5	36.3	1.3	1.9

Table 6: Math Attitude Pre Survey Results by Quarter

	Quarter	N	Never	Sometimes (1-2 times)	Often (3-4 times)	Usually (5 times or more)
1. During a typical week, how often do you complete your math homework assignments on time?**	3	89	1.1%	18.0%	34.8%	46.1%
	4	70	12.9	28.6	41.4	17.1

	Quarter	N	Never	Sometimes (1-4 times)	Often (5-9 times)	Usually (10 times or more)
2. During a typical week, how often do you choose to participate in classroom activities during math?	3	89	6.7%	19.1%	27.0%	47.2%
	4	70	4.3	21.4	31.4	42.9
3. During a typical week, how often do you choose to participate in class discussions during math?	3	88	6.8	37.5	23.9	31.8
	4	69	15.9	26.1	30.4	27.5

	Quarter	N	Strongly Agree	Agree	Disagree	Strongly Disagree
4. I can usually solve a new math problem if I take time to think.	3	89	31.5%	56.2%	12.4%	0.0%
	4	70	28.6	54.3	12.9	4.3
5. I can usually solve a new math problem if I have an example to follow.	3	88	43.2	50.0	4.5	2.3
	4	68	41.2	45.6	10.3	2.9
6. I can usually understand what I am being asked to do when I read a new math problem.	3	89	18.0	52.8	25.8	3.4
	4	69	13.0	52.2	27.5	7.2
7. I can usually explain how I arrived at the answer to a math problem.	3	89	20.2	49.4	28.1	2.2
	4	70	18.6	44.3	25.7	11.4
8. I am confident in my ability to solve math problems.	3	87	25.3	52.9	18.4	3.1
	4	67	19.4	46.3	25.4	9.0
9. I understand the directions and examples my teacher provides to help me complete my math assignments.	3	88	27.3	54.5	14.8	3.4
	4	69	27.5	47.8	17.4	7.2
10. I am proud of my efforts in my math class.**	3	88	36.4	45.5	15.9	2.3
	4	70	25.7	35.7	31.4	7.1
11. I feel good about my progress in my regular math class.**	3	89	38.2	44.9	14.6	2.2
	4	69	18.8	46.4	18.8	15.9
12. I consider myself a good math student.**	3	89	28.1	49.4	19.1	3.4
	4	69	14.5	43.5	26.1	15.9
13. I think it is important for me to do well in my regular math class.	3	87	65.5	32.2	0.0	2.3
	4	70	54.3	41.4	2.9	1.4

**Indicates a statistically significant difference using an independent samples T-test ($p<.01$).

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	COMPENSATORY PILOT PROGRAM	ED-02374-01E FINAL REPORT

FINAL EVALUATION REPORT

SCHOOL YEAR
2006 - 2008

I. IDENTIFICATION INFORMATION

District Name			District Number
ROBBINSDALE AREA SCHOOL DISTRICT			281
Address	**City**	**State**	**Zip Code**
4148 Winnetka Avenue North	New Hope	MN	55427

Superintendent	Telephone Number	Fax Number
Stan F. Mack, II	(763)504-8032	(763)504-8972

District Contact Person (If other than district admin.)	Title	Telephone Number	Fax Number
Gayle Walkowiak	Assistant Superintendent	(763)504-8032	(763)504-8972

District Contact E-Mail Address
gayle_walkowiak@rdale.k12.mn.us

School Name			District Number
Robbinsdale Middle School			281
Address	**City**	**State**	**Zip Code**
3730 Toledo Avenue North	Robbinsdale	MN	55422

School Principal	Telephone Number	Fax Number
Chris Holden	(763)504-4801	(763)504-4831

School Contact Person (if other than principal)	Title	Telephone Number	Fax Number
		( ) -	( ) -

School Principal Contact E-Mail Address	School Contact E-Mail Address
Susan_mankowski@rdale.k12.mn.us	

Current Title I Status (check one) x☐ N/A ☐ Targeted Assistance ☐ Schoolwide Project	Percentage of Students Receiving Free/ Reduced Price Lunch 40%	Grade Levels Served by School 6-8

Identified Area of Needs Assistance Please check area(s) cited for improvement:	Check the category that best describes the area where the school is located and its performance status:
☐ Reading Participation and/or Proficiency x☐ Mathematics Participation and/or Proficiency ☐ Attendance ☐ Graduation ☐ Other	☐ Urban x☐ Currently not making AYP x☐ Suburban ☐ Previously not making AYP ☐ Rural ☐ Other, include list

II. PROGRAM SUMMARY

Please provide a summary of your District/School's use of Compensatory Pilot Program Funds.

The summary should be based on the following program components that were contained in your original, submitted application. If the outcome was a strategy, describe the changes that occurred in the classroom for increasing student core academic performance, attendance and, if applicable, graduation rates.

1. Leadership and Expertise of Current School Staff:

The individuals working with the Compensatory Pilot Grant in the Robbinsdale Area Schools included:

School administrators. The head principal from each middle school met regularly together to consider the overall goals of the pilot and to identify students who would be included in the pilot. They were responsible for notifying families about the pilot, and for scheduling identified students into the pilot math courses. The head principals also met regularly with the executive director of teaching and learning to discuss implementation fidelity and to review the results of formative evaluation data.

Licensed math teachers. The pilot grant allowed the district to hire 2.5 FTE licensed math teachers. Sandburg Middle School, with total school population of roughly 1200, received 1.0 FTE. Plymouth Middle School, with total school population of roughly 1200 students, also received 1.0 FTE and Robbinsdale Middle School, with total school population of roughly 700 students; received 0.5 FTE.

District-level math specialist. The district's teaching and learning specialist for science, mathematics and physical education met with the pilot teachers to provide professional development including integrating the MN Math Standards into the pilot curriculum, effectively using the Accelerated Math Program (Renaissance Learning) with the struggling learner, identifying other instructional strategies to engage the struggling learner in mathematics, and to interpret the results of the formative and summative assessments.

District-level accountant. The teaching and learning accountant managed the pilot budget for the three middle schools and was responsible for obtaining permission from MDE when it became necessary to shift funds from one account to another in response to program design changes that occurred over time.

Program Director for Research, Evaluation and Assessment. The district's evaluation and assessment office assisted the schools with test administration and interpretation of the results. This individual also wrote the contract for the external evaluator.

Assistant Superintendent for Teaching and Learning. The assistant superintendent monitored program implementation and fidelity, communicated with MDE regarding the terms and conditions of the grant and compiled the evaluation report.

External Evaluator. The external evaluator analyzed the findings and prepared the final evaluation report.

2. High Quality Staff Development/Current Program Design for Teachers, Administrators and Other Staff:

High quality professional development was provided to the 2.5 FTE licensed math teachers throughout the duration of the grant including:

- Integrating the MN Math Standards into lesson planning and assessment.
- Using the Accelerated Math Program (Renaissance Learning).
- Implementing instructional strategies designed to engage the struggling learner.
- Interpreting the results of formative and summative assessments.
- Using the student results to inform instruction.

3. Parent and Family Involvement/Current Model and Results:

The families of the identified students were fully informed at the beginning of the school year about the program, why their student was identified, the intended outcome for individual students, and how the pilot program would interface with the regular math program. While families were informed that they could opt-out of the program, none did so. The families of the identified students were provided the name of the student's math teacher along with information about how to initiate contact. Throughout the school year they received regular information regarding their student's progress in the pilot through Parent Portal, the district's new communication tool that offers immediate contact between the teacher and the family. Finally, they received special invitations to attend school conferences.

4. Academic Programs (Instructional models employed for all students [e.g., ELL, migrant, SPED, Title I, Gifted and Talented, Mainstream] according to the MN State Standards Content Areas: Arts, Math, Language Arts, Science, Social Studies):

The academic program for the Compensatory Pilot Program follows current best practice by providing small class sizes and/or increased instructional minutes each day in the target subject and using instructional strategies designed to engage the struggling student. The three middle schools in the Robbinsdale Area Schools each developed a slightly different approach to meeting the goal of the grant. The results of this evaluation will inform future approaches to improving the math scores of our middle school students.

Sandburg Middle School identified the lowest scoring students in each grade level based on MCA proficiency data. The students experienced very low class sizes, and the licensed math instructor provided one-to-one or small group instruction on a daily basis for the entire school year. The students identified for participation in the pilot, for the most part, had not met the proficiency level on the MCA. For example, among the 2006-07 grade 6 cohort, 20 students had not meet the standard, 1had partially met the standard, and 1 had met the standard. Of the 14 students included in the 2006-07 grade 7 cohort, and of the 6 students in the grade 8 cohort, not one had met the

proficiency level on the MCA. The students participating in the Sandburg pilot were among the lowest scoring math students at each grade level.

Plymouth Middle School included students who had not met or who had partially met the proficiency level on the MCA. For example, among the 2006-07 grade 6 cohort, 56 students had not met the standard, 11 had partially met the standard, and 1 student had met the standard. Among the 2006-07 grade 7 cohort, 52 students had not met the standard, 28 had partially met the standard and 11 had met the standard. Among the grade 8 cohort, 49 had not met the standard, 29 had partially met the standard, 9 had met the standard and 1 student had exceeded the standard. These students were enrolled in their regular math class for the entire school year. They also received a "double-dose" (a full 45-minute class of additional math instruction) of math instruction every day for one quarter. Students were removed from either an elective or another required class during the time they participated in the double-dose session.

Robbinsdale Middle School included students who had not met, or who had partially met, the proficiency level on the MCA. For example, among the 2006-07 grade 6 cohort, 20 students had not met the standard, 6 had partially met the standard, and 3 students had met the standard. Among the grade 7 cohort, 13 students had not met the standard, 10 had partially met the standard and 8 had met the standard. Among the grade 8 cohort, 21 had not met the standard, 11 had partially met the standard, and 2 had met the standard. All students at Robbinsdale Middle School participate in Exploratory, a series of elective offerings that students self-select each quarter. Exploratory meets for 45 minutes a day, 3 times a week. The pilot students were enrolled in their regular math class for the entire school year, and received the double-dose of math instruction as a forced-choice elective during Exploratory. They were enrolled in the double-dose math Exploratory for the full school year.

5. School Climate and Classroom Management:

Best practices in classroom management were employed by the licensed math teachers associated with the pilot including culturally-sensitive approaches to instruction. The district's school climate and classroom management model for the middle school includes training in cultural diversity and frequent monitoring of the survey results.

Training Model for the Middle Schools

- All middle school principals have participated in a year-long series of diversity training (Courageous Conversations by Pacific Education Group) including quarterly follow-up discussion sessions with the superintendent. Several middle school teachers have been trained in this model, as well as all members of the central administration staff.
- Teachers from two of the middle schools, Plymouth Middle School and Robbinsdale Middle School, participated in training by the National Urban Alliance (NUA) to learn culturally-sensitive approaches to teaching and learning.
- Included in the NUA professional development for teachers is Art Costa's Habits of Mind model for student management. Teachers from Plymouth and Robbinsdale Middle Schools have begun to implement the Habits of Mind approach to classroom management.
- Sandburg Middle School hosts the district's International Baccalaureate Program. The school climate and classroom management model follows the principles outlined by the International Baccalaureate Organization.

Monitoring Tools for the Middle School

- All district students in grades 4-12 were administered the district's Sense of Belonging survey in the spring of 2006, the results of which will be available in late August. The responses from applicable items will be disaggregated by the students who participated in the pilot.
- The students participating in the pilot were also administered a Math Opinion Survey. The purpose of the math survey was to learn how the students felt about their math class and about themselves as math students. The survey was administered to the pilot students from Plymouth and Sandburg Middle Schools. The results of the personal opinion survey will be available in late August.

All of the training and curricular materials for improving school climate and classroom management constituted an in-kind contribution by the district.

6. Technology (Describe how the school used technology to support the Improvement/Reform effort.):

The middle school math curriculum for the regular education middle school student in the Robbinsdale Area Schools is published by Prentice-Hall. This curriculum, in place for the past two years, includes several technology components. Calculators are widely used in all math classes as appropriate. All middle school students were enrolled in business education classes where they used spreadsheets to manipulate numbers. Students in the Compensatory Pilot Program also had opportunities to use a newly upgraded version of Accelerated Math (Renaissance Learning), a web-based program that provides math curriculum at the student's identified level of instruction.

7. Update your narrative snapshot of the school - Focusing on the transition from where you were when you wrote the application to where you are now, how did you get there?

At the time the district learned that extra funding would be available for the Compensatory Pilot Program, it conducted a district-wide needs assessment to ensure that the funds were applied to the area of greatest need. Every elementary school in the district had, at that time, met its AYP goals. Two of the three middle schools, and the two high schools, had not met their AYP goals in reading or math. Math was more problematic than reading. Also, the district standardized test (NWEA) showed that the middle school students were not making expected growth from grade 6 to grade 7 in mathematics. On the MCA, only 51% of the Plymouth Middle School students were proficient in math, while 67% were proficient in reading. At Sandburg, 47% were proficient in math and 62% were proficient in reading, and at Robbinsdale Middle School, 62% were proficient in math compared to 73% in reading.

After conversations with the secondary administrators, the Superintendent and the Administrative Cabinet, it was concluded that the area of greatest need was middle school mathematics. It was determined that grant would provide each middle school with one additional math teacher to provide direct instruction to identified students. The schools were asked to design a math program for the students in their school who were identified as struggling in math. Each school was allowed to design a slightly different model, consistent with best practices in math education and the opportunities for change within their school schedule.

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STRATEGIES AND WORK PLAN

Complete this section for each of your application Performance Targets. Please restate each Performance Target listed in your workplan and provide answers to each of the questions below.

Performance Target:

Increase the percent of students and all subgroups of students scoring 3 and above on the MCA (Minnesota Comprehensive Assessment).

STRATEGIES

- ***Was the performance target achieved? Please explain.***

Early results showed that the most successful models for meeting the goal of improved MCA math scores provide partially-proficient students with a double-dose of mathematics for a portion of the school year. This conclusion will be refined as more data is available. The 2007 MCA-II will be analyzed in early August.

- ***How did the district/school meet the performance target in instruction and/or curriculum?***
- The middle school math curriculum was aligned to the state standards and assessments.
- All middle school staff demonstrated an understanding of the research that underlies and supports the middle school mathematics curriculum.
- The curriculum addresses diverse learning levels, styles and diverse cultures.
- Staff demonstrated an understanding of the school-wide curriculum, especially that of the grades just above and below.

- ***Identify any staff development activities that occurred to help meet the performance target.***
- The MN Math Standards were integrated into lesson planning and assessment.
- The Accelerated Math Program (Renaissance Learning) was updated and the teachers received training.
- Instructional strategies designed to engage the struggling learner were selected and implemented.
- The results of formative and summative assessments were regularly examined.
- Individual student results were used to inform instruction in math.

- ***Identify parent/family involvement activities that resulted from the performance target?***
- Throughout the school year families of students enrolled in the Compensatory Pilot Program received regular information regarding their student's progress through Parent Portal, the district's new communication tool that offers immediate contact between the teacher and the family.
- The staff paid close attention to how they gathered, analyzed, and used feedback from the students, families and the community.
- The families of students enrolled in the pilot received special invitations to school conferences.

- ***Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)***

1. The head principal and assistant principal from each of three middle schools.
   Plymouth Middle School. Susan Manikowski, head principal and Bruce Beidelman, assistant principal.
   Sandburg Middle School. Tom Henderlite, head principal and Mary Weingartner, assistant principal.
   Robbinsdale Middle School. Chris Holden, head principal.
2. Timothy Singer-Towns, Margaret Mazurek and Kevin Hill, 2.5 FTE licensed math teachers.
3. Douglas Jensen, Teaching and Learning Specialist for mathematics.
4. Janette Holter, Teaching and Learning Accountant.
5. Cheryl Videen, Program Director for Research, Evaluation and Assessment, and Joleen Anderson, Assessment Specialist.
6. Amy Bemis, external evaluator.
7. Gayle Walkowiak, Assistant Superintendent for Teaching and Learning.

- ***What resources or technical support was used?***

1. A portion of the grant money was used to purchase an upgraded, web-based version of Accelerated Math (Renaissance Learning from Scholastic).
2. The district's department of research, evaluation and assessment provided the technical support for the development, scoring and reporting of the formative math assessments administered to all middle school math students each quarter.
3. An external evaluator was hired to prepare the final report on student achievement and survey data.

- ***Additional information as needed to support achievement of the performance target.***

See attached for detailed information regarding student performance for each school.

Compensatory Pilot Program
Middle School Mathematics
Evaluation Results—Robbinsdale Middle School (RMS)
2005-06/2006-07

Performance Target: *Increase percent of students and all subgroups of students scoring 3 and above on MCA (Minnesota Comprehensive Assessment) standardized testing.*

Minnesota Comprehensive Assessment (MCA-II) Scores

Table 1: MCA-II Achievement Levels by Grade Level (2005-06)

Grade	N	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard	Percent Proficient
6	29	69.0%	20.7%	10.3%	0.0%	10.3%
7	31	41.9	32.3	25.8	0.0	25.8
8	34	61.8	32.4	5.9	0.0	5.9
Overall	94	57.4	28.7	13.8	0.0	13.8

Based on students' fall CALT percentile scores, predictions are made as to what students' MCA Achievement Levels will be the following spring. For example, if a 6th grade student scores below the 35th percentile, the prediction is that they will not meet the math standard. Examination of the CALT scores and MCA scores of students involved in the Compensatory Pilot Program revealed the following:

- Of the 21 6th grade students who scored below the 35th percentile (who were then not expected to meet the standard), 3 students partially met the standard and 3 students fully met the standard—i.e., 6 students (29%) exceeded expectation
- Of the 20 7th grade students who scored below the 35th percentile, 5 partially met and 3 fully met the standard—i.e., 8 students (40%) exceeded expectation
- Of the 6 7th grade students who scored between the 35th and 57th percentile (and who were thus expected only to partially meet the standard), 3 students (50%) fully met the standard
- Of the 17 8th grade students who scored below the 30th percentile (and were thus expected not to meet the standard), 3 (18%) partially met the standard—i.e., exceeded expectation

Additional Evaluation Methods

Computerized Achievement Level Tests (CALT) Scores

Robbinsdale Area Schools administered Computerized Achievement Level Tests (CALT) to students involved in the Compensatory Pilot Program in the fall and spring of 2005-06 and 2006-07. These tests are designed to measure the growth of students from year to year. Results can be compared within a building, across the district, and to national norms. As shown in Table 2 below, average math scores for RMS students participating in the Compensatory Pilot Program were significantly lower than averages based on a national norm group. (Note: There were no 8th grade scores available for 2006-07.)

Table 2: Average Fall Compensatory Math Scores Compared to National Mean

Grade	Year	Fall RMS Mean	Fall National Mean	Difference	
6	2005-06	199.1	215.2	-16.1	Significantly below national mean
	2006-07	203.4	215.2	-11.8	Significantly below national mean
7	2005-06	211.1	220.9	-9.8	Significantly below national mean
	2006-07	206.2	220.9	-14.7	Significantly below national mean
8	2005-06	204.2	227.2	-23.0	Significantly below national mean

Table 3 reflects Compensatory Pilot Program students' CALT math scores for fall 2005 and fall 2006. All students who had math scores for both years are included. On average, students who were in grade 6 in fall 2005 made 10% of their expected growth for the year. The result was very slightly higher (16%) for students who were in grade 7 in fall 2005. Overall, across both grade levels, students achieved 11% of their expected growth for the 2005-06 school year.

Table 3: Average Compensatory Pilot Program CALT Math Scores by Grade Level for Fall 2005 and Fall 2006

Grade	N	Average Fall 2005 Score	Average Fall 2006 Score	Average Growth	Average Typical Expected Growth	Average Percent of Expected Growth[1]
6 to 7	23	199.1	200.1	1.0	8.5	10.3%
7 to 8	5	201.8	203.0	1.2	7.3	16.4%
Overall	28	199.6	200.6	1.1	8.3	11.4%

Note: [1] The Percent of Expected Growth is computed by dividing the actual growth for each student by the typical growth made by students in a national norm group for that grade at that scale score. For example, if a student's actual growth score was 8 and typical growth for a student at that grade and achievement level is 9, the student's percent of expected growth would be 8/9=89%. If the student's actual growth score was 10, the percent of expected growth would be 10/9=111%. Initial scale scores are used in order to account for the differing skill levels from which students must progress.

Table 4 reflects RMS students' fall and spring CALT math scores during the two years of the Compensatory Pilot Program. On average, students in 2005-06 made one-tenth of their expected growth for the year. The result was substantially lower (-16%) for students in 2006-07.

Table 4: Average Compensatory Pilot Program CALT Math Scores by Grade Level for 2005-06 and 2006-07

Grade	Year	N	Average Fall Score	Average Spring Score	Average Growth	Average Typical Expected Growth	Average Percent of Expected Growth [1]
6	2005-06	23	199.1	196.8	-2.3	7.8	-30.1%
	2006-07	8	203.4	202.3	-1.1	7.6	-13.4%
7	2005-06	25	211.1	215.6	4.4	6.7	67.8%
	2006-07	6	206.2	204.8	-1.3	6.4	-20.5%
8	2005-06	17	204.2	202.8	-1.4	6.7	-21.5%
	2006-07	--	--	--	--	--	--
Overall	2005-06	65	205.1	205.6	0.5	7.1	9.8%
	2006-07	14	204.6	203.4	-1.2	7.1	-16.4%

Note: [1] The Percent of Expected Growth is computed by dividing the actual growth for each student by the typical growth made by students in a national norm group for that grade at that scale score. For example, if a student's actual growth score was 8 and typical growth for a student at that grade and achievement level is 9, the student's percent of expected growth would be 8/9=89%. If the student's actual growth score was 10, the percent of expected growth would be 10/9=111%. Initial scale scores are used in order to account for the differing skill levels from which students must progress.

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	COMPENSATORY PILOT PROGRAM	ED-02374-01E FINAL REPORT

FINAL EVALUATION REPORT

SCHOOL YEAR
2006 - 2008

I. IDENTIFICATION INFORMATION

District Name			District Number
ROBBINSDALE AREA SCHOOL DISTRICT			281
Address	**City**	**State**	**Zip Code**
4148 Winnetka Avenue North	New Hope	MN	55427

Superintendent	Telephone Number	Fax Number
Stan F. Mack, II	(763)504-8032	(763)504-8972

District Contact Person (If other than district admin.)	Title	Telephone Number	Fax Number
Gayle Walkowiak	Assistant Superintendent for Teaching and Learning	(763)504-8032	(763)504-8972

District Contact E-Mail Address
gayle_walkowiak@rdale.k12.mn.us

School Name			District Number
Sandburg Middle School			281
Address	**City**	**State**	**Zip Code**
2400 Sandburg Lane	Golden Valley	MN	55427

School Principal	Telephone Number	Fax Number
Tom Henderlite	(763)504-8201	(763)504-8231

School Contact Person (if other than principal)	Title	Telephone Number	Fax Number
		( ) -	( ) -

School Principal Contact E-Mail Address	School Contact E-Mail Address
Susan_mankowski@rdale.k12.mn.us	

Current Title I Status (check one) x☐ N/A ☐ Targeted Assistance ☐ Schoolwide Project	Percentage of Students Receiving Free/ Reduced Price Lunch 40%	Grade Levels Served by School 6-8

Identified Area of Needs Assistance Please check area(s) cited for improvement:	Check the category that best describes the area where the school is located and its performance status:
☐ Reading Participation and/or Proficiency x☐ Mathematics Participation and/or Proficiency ☐ Attendance ☐ Graduation ☐ Other	☐ Urban x☐ Suburban ☐ Rural x☐ Currently not making AYP ☐ Previously not making AYP ☐ Other, include list

II. PROGRAM SUMMARY

Please provide a summary of your District/School's use of Compensatory Pilot Program Funds.

The summary should be based on the following program components that were contained in your original, submitted application. If the outcome was a strategy, describe the changes that occurred in the classroom for increasing student core academic performance, attendance and, if applicable, graduation rates.

1. Leadership and Expertise of Current School Staff:

The individuals working with the Compensatory Pilot Grant in the Robbinsdale Area Schools included:

School administrators. The head principal from each middle school met regularly together to consider the overall goals of the pilot and to identify students who would be included in the pilot. They were responsible for notifying families about the pilot, and for scheduling identified students into the pilot math courses. The head principals also met regularly with the executive director of teaching and learning to discuss implementation fidelity and to review the results of formative evaluation data.

Licensed math teachers. The pilot grant allowed the district to hire 2.5 FTE licensed math teachers. Sandburg Middle School, with total school population of roughly 1200, received 1.0 FTE. Plymouth Middle School, with total school population of roughly 1200 students, also received 1.0 FTE and Robbinsdale Middle School, with total school population of roughly 700 students; received 0.5 FTE.

District-level math specialist. The district's teaching and learning specialist for science, mathematics and physical education met with the pilot teachers to provide professional development including integrating the MN Math Standards into the pilot curriculum, effectively using the Accelerated Math Program (Renaissance Learning) with the struggling learner, identifying other instructional strategies to engage the struggling learner in mathematics, and to interpret the results of the formative and summative assessments.

District-level accountant. The teaching and learning accountant managed the pilot budget for the three middle schools and was responsible for obtaining permission from MDE when it became necessary to shift funds from one account to another in response to program design changes that occurred over time.

Program Director for Research, Evaluation and Assessment. The district's evaluation and assessment office assisted the schools with test administration and interpretation of the results. This individual also wrote the contract for the external evaluator.

Assistant Superintendent for Teaching and Learning. The assistant superintendent monitored program implementation and fidelity, communicated with MDE regarding the terms and conditions of the grant and compiled the evaluation report.

External Evaluator. The external evaluator analyzed the results of the academic tests and the survey instruments and prepared a final report for each school.

2. High Quality Staff Development/Current Program Design for Teachers, Administrators and Other Staff:

High quality professional development was provided to the 2.5 FTE licensed math teachers throughout the duration of the grant including:

- Integrating the MN Math Standards into lesson planning and assessment.
- Using the Accelerated Math Program (Renaissance Learning).
- Implementing instructional strategies designed to engage the struggling learner.
- Interpreting the results of formative and summative assessments.
- Using the student results to inform instruction.

3. Parent and Family Involvement/Current Model and Results:

The families of the identified students were fully informed at the beginning of the school year about the program, why their student was identified, the intended outcome for individual students, and how the pilot program would interface with the regular math program. While families were informed that they could opt-out of the program, none did so. The families of the identified students were provided the name of the student's math teacher along with information about how to initiate contact. Throughout the school year they received regular information regarding their student's progress in the pilot through Parent Portal, the district's new communication tool that offers immediate contact between the teacher and the family. Finally, they received special invitations to attend school conferences.

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Best practices in classroom management were employed by the licensed math teachers associated with the pilot including culturally-sensitive approaches to instruction. The district's school climate and classroom management model for the middle school includes training in cultural diversity and frequent monitoring of survey results.

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- The student results were used to inform instruction in math.

- ***Identify parent/family involvement activities that resulted from the performance target?***
- Throughout the school year families of students enrolled in the Compensatory Pilot Program received regular information regarding their student's progress through Parent Portal, the district's new communication tool that offers immediate contact between the teacher and the family.
- The staff paid close attention to how they gathered, analyzed, and used feedback from the students, families and the community.
- The families of students enrolled in the pilot received special invitations to school conferences.

- ***Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)***

1. The head principal and assistant principal from each of three middle schools.
   Plymouth Middle School. Susan Manikowski, head principal and Bruce Beidelman, assistant principal.
   Sandburg Middle School. Tom Henderlite, head principal and Mary Weingartner, assistant principal.
   Robbinsdale Middle School. Chris Holden, head principal.
2. Timothy Singer-Towns , Margaret Mazurek and Kevin Hill, the 2.5 FTE licensed math teachers.
3. Douglas Jensen, Teaching and Learning Specialist for mathematics.
4. Janette Holter, Teaching and Learning Accountant.
5. Cheryl Videen, Program Director for Research, Evaluation and Assessment, and Joleen Anderson, Assessment Specialist.
6. Amy Bemis, external evaluator.
7. Gayle Walkowiak, Assistant Superintendent for Teaching and Learning.

- ***What resources or technical support was used?***

1. A portion of the grant money was used to purchase an upgraded, web-based version of Accelerated Math (Renaissance Learning from Scholastic).
2. The district's department of research, evaluation and assessment provided the technical support for the development, scoring and reporting of the formative math assessments administered to all middle school math students each quarter.
3. An external evaluator was hired to prepare the final evaluation for each school.

- ***Additional information as needed to support achievement of the performance target.***

See attached for detailed information regarding student performance.

Compensatory Pilot Program
Middle School Mathematics
Evaluation Results—Sandburg Middle School (SMS)
2005-06/2006-07

Performance Target: *Increase percent of students and all subgroups of students scoring 3 and above on MCA (Minnesota Comprehensive Assessment) standardized testing.*

Minnesota Comprehensive Assessment (MCA-II) Scores

Table 1: MCA-II Achievement Levels by Grade Level (2005-06)

Grade	N	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard	Percent Proficient
6	22	90.9%	4.5%	4.5%	0.0%	4.5%
7	14	100.0	0.0	0.0	0.0	0.0
8	6	100.0	0.0	0.0	0.0	0.0
Overall	42	95.2	2.4	2.4	0.0	2.4

Based on students' fall CALT percentile scores, predictions are made as to what students' MCA Achievement Levels will be the following spring. For example, if a 6th grade student scores below the 35th percentile, the prediction is that they will not meet the math standard. Examination of the CALT scores and MCA scores of students involved in the Compensatory Pilot Program revealed the following:

- Of the 20 6th grade students who scored below the 35th percentile (who were then not expected to meet the standard), 1 student partially met the standard and 1 student fully met the standard—i.e., 2 students (10%) exceeded expectation

CHERYL: There were no positive findings for 7th or 8th grade students for bullet points

Additional Evaluation Methods

Computerized Achievement Level Tests (CALT) Scores

Robbinsdale Area Schools administered Computerized Achievement Level Tests (CALT) to students involved in the Compensatory Pilot Program in the fall and spring of 2005-06 and 2006-07. These tests are designed to measure the growth of students from year to year. Results can be compared within a building, across the district, and to national norms. As shown in Table 2 below, average math scores for SMS students participating in the Compensatory Pilot Program were significantly lower than averages based on a national norm group.

Table 2: Average Fall Compensatory Math Scores Compared to National Mean

Grade	Year	Fall SMS Mean	Fall National Mean	Difference	
6	2005-06	191.8	215.2	-23.4	Significantly below national mean
	2006-07	191.9	215.2	-23.3	Significantly below national mean
7	2005-06	191.5	220.9	-29.4	Significantly below national mean
	2006-07	200.1	220.9	-20.8	Significantly below national mean
8	2005-06	192.5	227.2	-34.7	Significantly below national mean
	2006-07	202.6	227.2	-24.6	Significantly below national mean

Table 3 reflects Compensatory Pilot Program students' CALT math scores for fall 2005 and fall 2006. All students who had math scores for both years are included. On average, students who were in grade 6 in fall 2005 made 53% of their expected growth for the year. The result was substantially higher (75%) for students who were in grade 7 in fall 2005. Overall, across both grade levels, students achieved 60% of their expected growth for the 2005-06 school year.

Table 3: Average Compensatory Pilot Program CALT Math Scores by Grade Level for Fall 2005 and Fall 2006

Grade	N	Average Fall 2005 Score	Average Fall 2006 Score	Average Growth	Average Typical Expected Growth	Average Percent of Expected Growth[1]
6 to 7	15	191.3	196.3	4.9	8.6	53.0%
7 to 8	7	196.7	202.4	5.7	7.6	75.3%
Overall	22	193.0	198.2	5.2	8.3	60.1%

Note: [1] The Percent of Expected Growth is computed by dividing the actual growth for each student by the typical growth made by students in a national norm group for that grade at that scale score. For example, if a student's actual growth score was 8 and typical growth for a student at that grade and achievement level is 9, the student's percent of expected growth would be 8/9=89%. If the student's actual growth score was 10, the percent of expected growth would be 10/9=111%. Initial scale scores are used in order to account for the differing skill levels from which students must progress.

Table 4 reflects SMS students' fall and spring CALT math scores during the two years of the Compensatory Pilot Program. On average, students in 2005-06 made three-quarters (73%) of their expected growth for the year. The result was substantially lower (13%) for students in 2006-07.

Table 4: Average Compensatory Pilot Program CALT Math Scores by Grade Level for 2005-06 and 2006-07

Grade	Year	N	Average Fall Score	Average Spring Score	Average Growth	Average Typical Expected Growth	Average Percent of Expected Growth[1]
6	2005-06	21	191.8	195.9	4.1	7.9	46.6%
	2006-07	14	191.9	192.1	0.3	7.8	1.4%
7	2005-06	13	191.5	199.8	8.2	6.6	123.7%
	2006-07	17	200.1	202.0	1.9	6.1	27.2%
8	2005-06	4	192.5	195.8	3.3	7.0	46.9%
	2006-07	8	202.6	202.5	-0.1	6.6	-2%
Overall	2005-06	38	191.8	197.2	5.4	7.4	73.0%
	2006-07	39	197.7	198.6	0.9	6.8	12.9%

Note: [1] The Percent of Expected Growth is computed by dividing the actual growth for each student by the typical growth made by students in a national norm group for that grade at that scale score. For example, if a student's actual growth score was 8 and typical growth for a student at that grade and achievement level is 9, the student's percent of expected growth would be 8/9=89%. If the student's actual growth score was 10, the percent of expected growth would be 10/9=111%. Initial scale scores are used in order to account for the differing skill levels from which students must progress.

Math Attitude Survey

A Math Attitude Survey was administered to SMS students in both the third and fourth quarters of the 2006-07 school year. Their survey results were combined and are shown in Table 5 below.

Table 5: Math Attitude Pre Survey Results

	N	Never	Sometimes (1-2 times)	Often (3-4 times)	Usually (5 times or more)
1. During a typical week, how often do you complete your math homework assignments on time?	38	0.0%	23.7%	18.4%	57.9%

	N	Never	Sometimes (1-4 times)	Often (5-9 times)	Usually (10 times or more)
2. During a typical week, how often do you choose to participate in classroom activities during math?	38	2.6%	5.3%	23.7%	68.4%
3. During a typical week, how often do you choose to participate in class discussions during math?	37	5.4	13.5	32.4	48.6

	N	Strongly Agree	Agree	Disagree	Strongly Disagree
4. I can usually solve a new math problem if I take time to think.	38	47.4%	50.0%	2.6%	0.0%
5. I can usually solve a new math problem if I have an example to follow.	37	67.6	32.4	0.0	0.0
6. I can usually understand what I am being asked to do when I read a new math problem.	37	21.6	62.2	16.2	0.0
7. I can usually explain how I arrived at the answer to a math problem.	38	28.9	60.5	7.9	2.6
8. I am confident in my ability to solve math problems.	38	42.1	42.1	13.2	2.6
9. I understand the directions and examples my teacher provides to help me complete my math assignments.	38	52.6	44.7	0.0	2.6
10. I am proud of my efforts in my math class.	38	52.6	34.2	13.2	0.0
11. I feel good about my progress in my regular math class.	38	44.7	39.5	7.9	7.9
12. I consider myself a good math student.	38	42.1	36.8	13.2	7.9
13. I think it is important for me to do well in my regular math class.	38	81.6	13.2	2.6	2.6

APPENDIX D

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	**COMPENSATORY PILOT PROGRAM**	ED-02374-01E FINAL REPORT

FINAL EVALUATION REPORT

SCHOOL YEAR
2006 - 2008

I. IDENTIFICATION INFORMATION

District Name			District Number
Rochester Public Schools			535
Address	**City**	**State**	**Zip Code**
615 7th Street SW	Rochester	MN	55902

Superintendent	Telephone Number	Fax Number
Jerry Williams	(507)328-3000	(507)328-4212

District Contact Person (If other than district admin.)	Title	Telephone Number	Fax Number
		( ) -	( ) -

District Contact E-Mail Address
JeWilliams@Rochester.K12.MN.us

School Name			District Number
Friedell Middle School			535
Address	**City**	**State**	**Zip Code**
1200 S. Broadway	Rochester	MN	55904

School Principal	Telephone Number	Fax Number
Monica Bowler	(507)328-5650	(507)287 -1490

School Contact Person (if other than principal)	Title	Telephone Number	Fax Number
		( ) -	( ) -

School Principal Contact E-Mail Address	School Contact E-Mail Address
MoBowler@Rochester.K12.MN.us	

Current Title I Status (check one) X☐ N/A ☐ Targeted Assistance ☐ Schoolwide Project	Percentage of Students Receiving Free/ Reduced Price Lunch 40.5	Grade Levels Served by School 6-8

Identified Area of Needs Assistance Please check area(s) cited for improvement:	Check the category that best describes the area where the school is located and its performance status:
X☐ Reading Participation and/or Proficiency X☐ Mathematics Participation and/or Proficiency ☐ Attendance ☐ Graduation ☐ Other	☐ Urban ☐ Currently not making AYP ☐ Suburban X☐ Previously not making AYP ☐ Rural ☐ Other, include list

II. PROGRAM SUMMARY

Please provide a summary of your District/School's use of Compensatory Pilot Program Funds.

The summary should be based on the following program components that were contained in your original, submitted application. If the outcome was a strategy, describe the changes that occurred in the classroom for increasing student core academic performance, attendance and, if applicable, graduation rates.

1. Leadership and Expertise of Current School Staff:
2. High Quality Staff Development/Current Program Design for Teachers, Administrators and Other Staff:
3. Parent and Family Involvement/Current Model and Results:
4. Academic Programs (Instructional models employed for all students [e.g., ELL, migrant, SPED, Title I, Gifted and Talented, Mainstream] according to the MN State Standards Content Areas: Arts, Math, Language Arts, Science, Social Studies):
5. School Climate and Classroom Management:
6. Technology (Describe how the school used technology to support the Improvement/Reform effort.):
7. Update your narrative snapshot of the school - Focusing on the transition from where you were when you wrote the application to where you are now, did you get there?

Friedell Middle School failed to make AYP for the 2004-2005 school year in the category of reading for students on free and reduced lunch. Friedell successfully but narrowly made AYP the following year, 2005-2006. The additional support provided by the Compensatory Pilot Grant was very helpful in that it provided additional resources to serve student needs. Please refer to the attached Site Improvement Plans for 2005-2006 and 2006-2007 for more detailed information about the use of the Compensatory Pilot Grant funds and other measures that work in conjunction with those funded by the Grant. Also refer to the descriptions on the next section of this evaluation. Friedell staff will continue to work toward improving their instruction and students' achievement.

1. Leadership and Expertise of Current School Staff

All administrators and teachers are licensed in their fields. Most have Master's Degrees and continue to take additional courses and training.

2. High Quality Staff Development/Current Program Design for Teachers, Administrators and Other Staff

As much as possible, staff development activities are open to all staff, both certified and non-certified. Staff has received training on-site for a number of interventions aimed at helping students achieve. For example, because students' relationships with adults in the school are directly related to their academic achievement, we have had ongoing training in Love and Logic and FISH! For Schools. Behavioral referrals to the office have decreased by 39% over the past two years. Staff has engaged in two after-school book studies in order to teach reading strategies in all content areas. We have had training in how to serve the needs of learners living in poverty and how to identify and serve diverse gifted learners. Additional activities are described in the Site Improvement Plans.

3. Parent and Family Involvement/Current Model and Practice

With Compensatory Pilot Grant funds, Friedell hired a Student/Family Liaison in order to provide better communication between home and school. Students in need were identified by their test scores; teachers and non-certified staff identified additional students who were having academic, behavioral, organizational or social difficulties. The Liaison worked with parents, staff and students to help students succeed in classes, improve their attendance and behavior and remediate their reading and mathematics skills. Oftentimes parents cannot get the information they need from schools in a timely manner; the increased communication gave parents the opportunity to work in partnership with the school for their students' success.

4. Academic Programs

Rochester Public Schools provide specific programs for students needing Gifted and Talented, ELL, and Special Education services. All of theses services are available to students at Friedell. In addition, students who are below grade level standards in reading and mathematics are enrolled in reading, Language! (a reading class for substantially lower readers), and Target Math (a supplemental math class).

5. School Climate and Classroom Management

Friedell staff has ongoing training in Love and Logic, a respectful approach to behavior management. Behavioral expectations are posted

in the student handbook and on the walls of classrooms. Every student is closely connected to at least one adult in the building. Students routinely report others' infractions to adults in the building so that safety can be maintained. Administrators and other adults instruct students about bullying and take a very assertive approach in dealing with harassment. The Student/Family Liaison is in charge of setting up special programs for students either at the request of other staff or as he sees fit in order to maintain a safe and welcoming environment. Teachers voluntarily offer many enrichment opportunities for students after school such as Chess Club and World and Trash-Can Drumming that promote a positive climate.

6. Technology

The middle schools were able to obtain Study Island, a computer program that tutors students in mathematics and reading, using ALC funds. The additional staff funded by the compensatory Pilot Grant used this program with students in a mini computer lab created with computers relinquished by classroom teachers. The district also bought a student information portal called AGILE that enables parents to monitor student attendance, discipline, academic progress, lunch accounts and grades. The Student/Family Liaison funded by the Pilot Grant helped parents sign up for AGILE and assisted them in learning how to use it.

7. Friedell continues to be Rochester's smallest and most diverse middle school. Student population varies from year to year. Friedell has an average population from 325 to 400 students. 31% are students of color; 18% receive ESOL services; 15% are in special education and 41% are eligible for free and reduced price lunches. Members of the staff are tremendously committed to serving students' needs. The school became eligible for this grant by failing to make Adequate Yearly Progress and subsequently succeeded, making APY for the first time in 2005-2006. The additional staff and other resources afforded by the Grant have indeed made a difference. Both the staff in the Academic Success Center working directly with students to improve reading and mathematics skills and to prepare them for testing and the Student/Family Liaison has been keys to our success. Classroom teachers see up to 160 different students per day. Their days are full of lesson planning, teaching, correcting, grading, and bettering themselves professionally, leaving not enough time for two things that the Liaison made his chief focus: 1) communication with parents, the people who have such an impact on students' lives outside of school and 2) helping break down the barriers to students' success, giving them encouragement and hope. On behalf of the students, staff and families at Friedell, we are very grateful for the resources that the Grant provided and pleased at the prospect of its being renewed.

STRATEGIES AND WORK PLAN

Complete this section for each of your application Performance Targets. Please restate each Performance Target listed in your work plan and provide answers to each of the questions below.

Performance Target:
The Friedell Middle School annual site improvement plan for 2004-2005 was included in our original Compensatory Pilot Grant Application. The performance target was to increase the percentage of students passing the BSTs and making the 1420 proficiency score on the MCAs in grade 7. Since that time, we have included similar performance targets in the site improvement plans for 2005-2006 and 2006-2007.

STRATEGIES

- *Was the performance target achieved? Please explain.*

Friedell had failed to make AYP in 2004-2005 but successfully made AYP in 2005-2006. The results for the 2006-2007 school year are not yet available.

- *How did the district/school meet the performance target in instruction and/or curriculum?*

Friedell used Compensatory Pilot Grant funds to hire additional teaching staff. In the first year, an Academic Success Center, supervised by a licensed teacher, was created to support students learning test-taking and time-management skills, to get additional help in mathematics and to learn reading comprehension strategies. During the second year, the Academic Success Center was expanded to include a Student/Family Liaison who performed the following duties: met with students daily to help them organize their school work and materials; contacted parents by phone and in person and worked very closely with them to help their children improve their attendance, organization and study habits; monitored students' test scores and performance and scheduled them into remedial math and reading classes as needed; contacted parents personally to invite them to parent-teacher conferences and asked their input on what was going well for their students and how the school could be improved; referred students and families to the school counselor and social worker as needed; worked closely with the school minority liaison and district bilinguals in order to maintain contact with parents. Additionally, Compensatory Pilot Grant Funds supported a teacher to work with students who had not achieved proficiency or who had narrowly achieved proficiency on the MCAs. She worked with students using MCA preparation materials in reading and mathematics and a computer program called Study Island that pretests students and adjusts the instruction to their individual levels.

- *Identify any staff development activities that occurred to help meet the performance target.*

Teachers engaged in a variety of activities including two book studies on reading comprehension strategies. See the attached site improvement plans for complete descriptions of other activities.

- *Identify parent/family involvement activities that resulted from the performance target?*

Please see Student/Family Liaison activities described above.

- *Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)*

All staff were actively involved in trying to improve student achievement. In fall of 2006, all teams of teachers had a "data retreat" to analyze student MCA scores, looking for general areas for improvement of their instruction and for specific skills that non-proficient students needed to master. After the retreat, teachers tailored their instruction according to the students' needs. Teachers and paraprofessionals contacted the Student/Family Liaison when they noticed students not performing up to their abilities or having academic or social difficulties.

- *What resources or technical support was used?*

Teachers relinquished student-use computers from their classrooms in order to form a minicomputer lab to be used to help all students access the Study Island program.

- Additional information as needed to support achievement of the performance target.

The Compensatory Pilot Funds, used in conjunction with existing resources, made a big impact in the school's ability to reach all students and families in need. We noted a substantial increase in parent conference attendance and a notable decrease in behavioral referrals to the office.

ROCHESTER PUBLIC SCHOOLS #535

Our Mission: *Create an environment where lifelong learning is valued, excellence is expected, and improvement is continuous.*

2006-2007 Integrated Improvement Plan for

Friedell Middle School

Director/Principal/Coordinator: Monica Bowler

Staff Development Leaders: Joanne Michet, Colleen Egle

Improvement Planners: Joanne Michet, Erin Rahman, Jean Norgaard, Carrie Kouba, Colleen Egle, Bev Knutson, Greg Schoenbeck, Pam Mullen-Schultz, Megan Young, Scott Lyke, Silvia Vasquez-Anderson, Jen Pralle, Chris Lingen, Nancy Applen

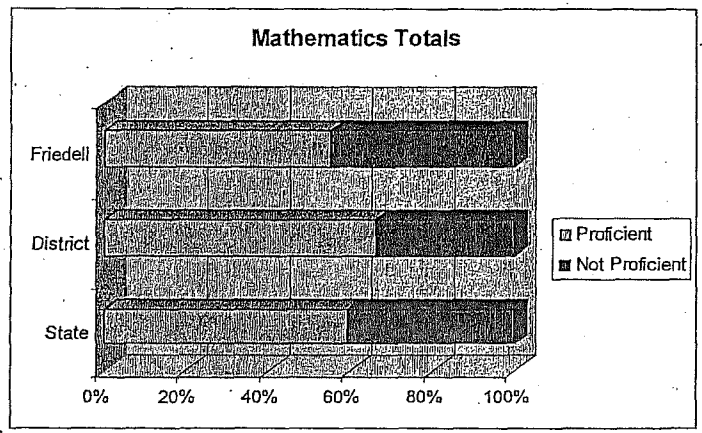
Parent Improvement Planners: Dee Voldal, Miriam Goodson-Lopez

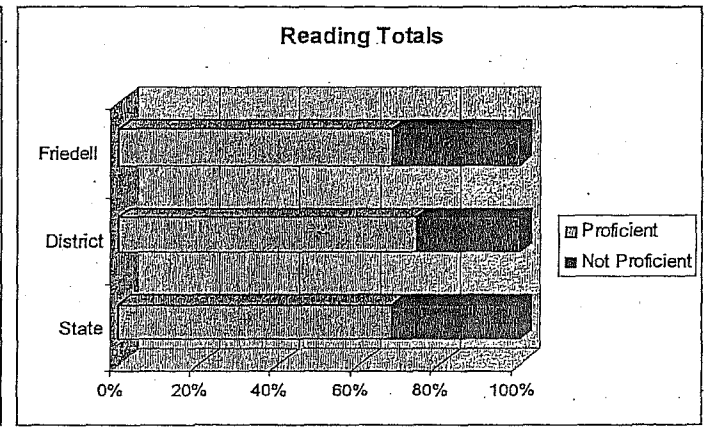
School/Department: Friedell Middle School

SMART Goal: To make AYP in 2006-2007 and to increase by 5% the percentage of students meeting or exceeding proficiency levels in both reading and mathematics.

2006-2007 Review & Analysis of Results

Baseline and/or Trend Data:





Meeting or exceeding proficiency levels

Mathematics	**Reading**
Friedell: 55% (166/302)	Friedell: 68% (205/300)
District: 66% (2166/3296)	District: 74% (2367/3198)
State: 59% (105,487/178,527)	State: 68% (118,155/172,635)

Analysis of Current Situation:
(ID gaps/root cause)

We made AYP for the first time in 2006.
We noted the following strengths and weaknesses in the strands.

Total: 166/302 (55%) passed math compared to 2166 /3296 (66%) district, 105,487 /178,752 (59%)State
Total: 205/300 (68%) passed reading 2367 /3198 (74%) district, 118,155 /172,635 (68%) State

We have a substantial number of students partially achieving proficiency. (See next page.)
Our efforts will focus on helping these students fully meet proficiency levels while helping other students raise their scores as well.

Next Steps:
(What we intend to do in 2006-2007)
Action Plan

- Building Data Retreats
- Individual Academic Student Conferences
- Math-o-rama and read-o-rama
- Extended classes
- Target Math
- Language!
- Book Study: *Building Reading Comprehension Habits in Grades 6-12*
- Special Education team teaching with regular education

Action Plan for Diversity

- GATE meeting with minority liaisons
- Hispanic Study and Life Skills Group
- Spanish for Native Speakers
- Poverty Awareness
- World Drumming/Trash Can Drumming
- Parent/Community Outreach
- Relationship Building Activities
- RAP
- Academic Success Center
- Student Family Liaison—making parent contact

Staff Development Plan based on Action Plans

- FISH! For Schools
- Attributes of the highly gifted students and parents
- Continuing Love & Logic
- Staff Recognition at monthly staff meeting
- Team Building Activities for staff and students
- Building Reading Comprehension Habits in Grades 6-12

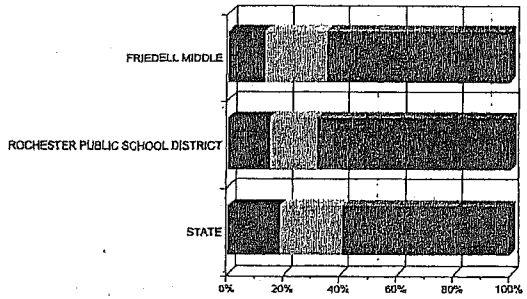
Lead Indicators we will use to monitor progress:

- Fall DRP scores- grades 7and 8
- Stanford scores – grade 6
- MCA II scores from grade 5 in reading for current grade 6 students
- Accelerated Reader quiz results
- Classroom tests and teacher observation
- MCA II results- Math and Reading 2006
- DEAR Time participation
- Student class progress charts
- TEAE Results from 2006

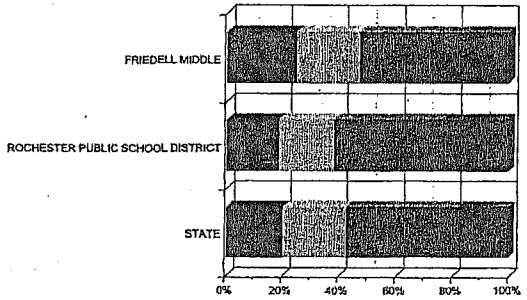
Actual Results:
(Report in Fall 07)

Analysis of Current Situation (continued): 2006 MCA II Results

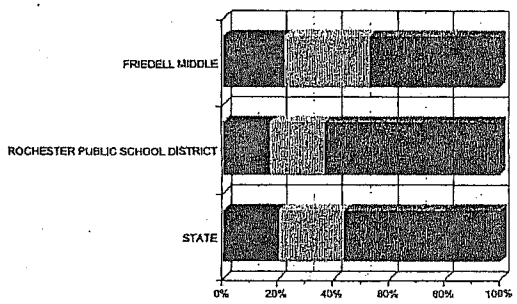
Mathematics



Mathematics 6
Friedell 65.8 (Partially met 22%)
District 69.7
State 60.3

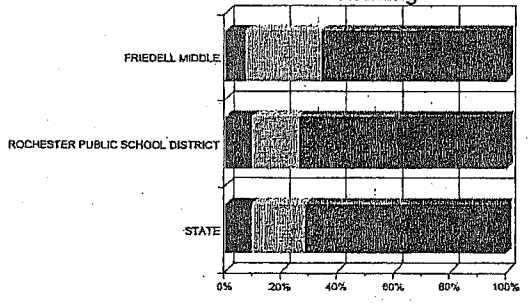


Mathematics 7
Friedell 53.5 (Partially met 21.1%)
District 63.1
State 58.7

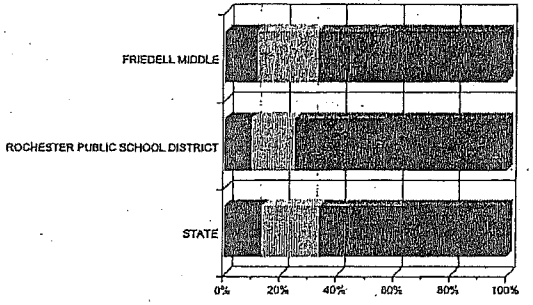


Mathematics 8
Friedell 48.1 (Partially met 31.1%)
District 64.5
State 58.1

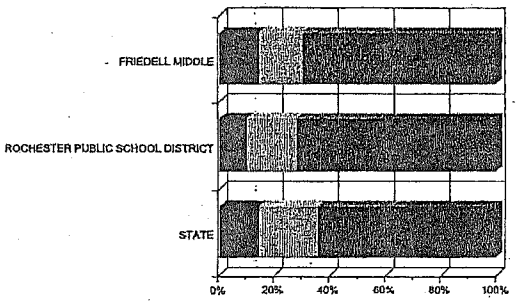
Reading



Reading 6
Friedell 65.4 (Partially met 27.2%)
District 74.6
State 72.3



Reading 7
Friedell 67.5 (Partially met 20.7%)
District 75
State 67.7



Reading 8
Friedell 71.3 (Partially met 14.8%)
District 72.5
State 65.7

Does Not Meet the Standards Partially Meets the Standards Meets the Standards Exceeds the Standards

Action Plan for Improvement

Goal: To make AYP in 2006-2007 and to increase by 5% the percentage of students meeting or exceeding proficiency levels in both reading and mathematics. This would result in 60% meeting or exceeding proficiency levels in mathematics and 73% meeting or exceeding proficiency levels in reading.

(6.0) Process(es) *What things do we need to do within our system to help us achieve the goal?*	(1.0) Leadership *Who will provide the leadership to ensure this process is implemented?*	(4.0) Information *What information do we need to develop our processes?*	(5.0) Faculty & Staff Focus *What skills, knowledge, abilities or opportunities do we need to provide? (This becomes the basis for staff development plans)*	Resources Needed *What time, monetary or human resources do we need?*	(7.0) Results *What evidence do we have that our plan or part of our plan has been effective?*	Timeline
Building Data Retreats	Teams: Grade level, Special Education, and Music Departments	MCA II Scores TEAE Projected MCA II scores Interventions Chart Lists of all students	District Data Retreat Training Additional training during team time	Team time Stipends for evening hours or additional time	Students' needs addressed through increased interventions	December and January 2006-2007
Individual Academic Student Conferences	C. Lingen H. Willman	MCA II Scores TEAE Projected MCA II scores Interventions Chart Lists of all students	District Data Retreat Training	Time to meet	Improved scores on the MCA II	December 2006-April 2007
Math-o-rama Read-o-rama	All staff	Math and reading content area activities	Ideas for math and reading activities in all content areas	Materials for activities Class time	Improved scores on the MCA II	December 2006 February 2007

Target Math	E. Rahman A. Hintz	Alternative strategies for teaching math skills	Improving fundamental math skills through enrichment activities	Further training and materials	Increased scores on the MCA II	2006-2007
Language!	J. Pralle H. Willman L. Farrell	Training in Language!	Language! training	Funding for materials and training	Increased scores on MCA II Improved grades Improved Accelerated Reader scores	2006-2007
Book study: *Building Reading Comprehension Habits in Grades 6 - 12*	H. Willman	To develop lifelong reading comprehension habits	After-school time	Funding for materials and books	Increase of students' time on task in class Improved attitudes for staff and students Scores on MCA II in reading Improved grades Improved Accelerated Reader scores	2006-2007
Special education team teaching with regular education	Teachers	Identify key regular education classes in which students in special education need assistance	Scheduling teachers	Aligned teacher schedules	Meeting or exceeding proficiency levels on MCA II Improved grades Improved Accelerated Reader scores	2006-2007

Academic Success Center	C. Lingen B.Tointon	Referrals of students in need of additional assistance	Best practices for increasing students' study skills	School supplies Additional copies of textbooks and other classroom materials	Increase of students' time on task in class Improved student attitudes Improved scores on MCA IIs Improved grades Improved scores on Accelerated Reader	2006-2007
Student Family Liaison High expectations for all students Recognition for high student achievement and improvement	C. Lingen	Information on student academic progress	Best practices for parent involvement	Time SASI Agile	Increased parent involvement Improved grades Greater number of students meeting or exceeding proficiency levels on MCA II	2006-2007
Extended classes	Teachers, principal	Knowledge of cluster group scheduling	Differentiation training	Time to plan, additional materials	Greater expectations for students	2005-2007

Action Plan for Diversity

Goal:To make AYP in 2006-2007 and increase by 5% the percentage of students passing in both reading and mathematics. This would result in 60% passing in mathematics and 73% passing in reading.

(6.0) Process(es) *What things do we need to do within our system to help us achieve the goal?*	(1.0) Leadership *Who will provide the leadership to ensure this process is implemented?*	(4.0) Information *What information do we need to develop our processes?*	(5.0) Faculty & Staff Focus *What skills, knowledge, abilities or opportunities do we need to provide? (These become basis for staff development plan)*	Resources Needed	(7.0) Results *What evidence do we have that our plan or part of our plan has been effective?*	Timeline
Hispanic Study and Life Skills Group	S. Vasquez-Anderson	Skills that students need to develop for academic and social success	Understanding student needs	Materials and supplies Snacks	Improved grades Higher percent of minority students meeting or exceeding proficiency levels on MCA II	December 2006-May 2007
Spanish for Native Speakers	I. Parry	List of literate native speakers of Spanish	Best practices for teaching native speakers	Advanced materials Funding for field trips to RCTC, Hitachi, and IBM	Greater student engagement Community involvement Opportunity to test for high school credit	Fall Semester 2006
Poverty Awareness	E. Rahman S. Vasquez-Anderson	Percent of students living in poverty	Best practices for teaching and addressing the needs of students who live in poverty	Continued training in strategies for addressing learners who live in poverty	Greater student engagement Improved grades Greater percent of students passing the MCA II	2006-2007

Relationship Building Activities: "Festival of Trees" Tree of Stars: "The stars are all different, like all of us at Friedell" Music: Jazz Band and Drumming Friedell Welcome Video sent home Parent/Guardian Essays: Describe your child in a million words or fewer S'more night Courage Retreat Stop Hate Speech Now Reggie Dabbs: One Large Black Man Climb Theater: Bullying and Respect Exploratory Days Knitting and Craft Groups Chess Club Random Acts of Kindness Friedell Family Night At the Twins	Staff, Students, and Parents	Knowledge of activities and various students	Training for staff on how to implement the activities	Materials specific to activities Resource books specific to activities Time $100 Funded by PTSA $1800 $500 of Pepsi Funds Donations by Staff Paid by individuals	Greater student connection to the school, community, staff and other students	2006-2007

(Relationship building continued) Students of the Quarter				Funded by PTSA		
World Drumming/Trash Can Drumming	C. Kouba	List of interested students	Training in teaching diverse music	Time to meet Drums, trash cans and other instruments	Greater student engagement Student engagement within the community Learning to appreciate music of other cultures	2006-2007
RAP	C. Kouba E. Rahman S. Benson	Knowledge of student needs	Training in after school programs	Funded by Community Education and Alternative Learning Center	Increased scores on the MCA II Greater student engagement	2006-2007
Hispanic Parent Volunteers	I. Parry	Parent and class Schedules	Training to implement the activities	Parents willing to volunteer	Increased family and student engagement in academics	2006-2007
IBM Black Diversity Network Group	IBM Employees	Classes interested in the program	Knowledge of programs	Time to coordinate presentations	Communicate the value of technology to the minority community	2006-2007
IBM Robotics	E. Rahman Various students	Students interested in the program	Knowledge of programs	Time to coordinate $75 Pepsi money for transportation	Increased interest and achievement in math and science	October 2006-December 2007
IBM Engineering Day	All students and various staff	Classes interested in the program	Knowledge of programs	Time to coordinate	Increased interest and achievement in math and science	Spring 2007
Career Information	8th Grade Staff and Students	Careers of interest to students	Knowledge of presentations	Time to coordinate	Greater student engagement	2006-2007
Rochester Regional Science Fair	Science teachers	MN Science Standards	Knowledge of science processes and science fair regulations	Time to coordinate	Greater academic achievement in math and science	2006-2007

5.0 Faculty/Staff Focus: Staff Development Plan based on Action Plans

Goals: To make AYP in 2006-2007 and to increase by 5% the percentage of students meeting or exceeding proficiency levels in both reading and mathematics. This would result in 60% meeting or exceeding proficiency levels in mathematics and 73% meeting or exceeding proficiency levels in reading.

Content *What knowledge, skills or abilities will staff acquire?*	Strategies *How will training be provided?*	Facilitator(s)	Participants	Timeline	Location	Cost
Attributes of a positive, affective, supportive environment to optimize student learning. Fish! Curriculum for students	Fish! for Schools	J. Coenen P. Mullen-Schultz	All staff Students	September, November, March	Friedell Middle School	$250
Identifying and Serving Diverse Gifted Learners	MDE Conference		J. Norgaard M. Bowler	September 29, 2006	School Roseville, MN	$200
Myths of HG		J. Grunewald	All Staff	October 9, 2006	Friedell Middle	
6 Profiles of GATE Students		J. Grunewald		October 13, 2006	School	
HG students speak of their experiences at the middle school level.		High School Student Panel		November 13, 2006		
Attributes of highly gifted students and parents		Richard Cash, GATE coordinator and curriculum director		December 8, 2006		$450
Increasing knowledge of behavior management strategies to increase student achievement Effective discipline for building a school community	Book: *Students Speak*	C. Egle	All Staff	November 17, 2006	Friedell Middle School	$625
Staff recognition at every staff meeting We teach/learn by example what best practice looks like in action.	Reflections of Excellence Program	All Staff	All Staff	Sept.-2006 June 2007	Friedell Middle School	PTSA sponsors gift certificates to recognize staff excellence
Team Building Activities for staff and students	Physical Team Building Challenges	C. Kouba	All Staff	February 2007	Friedell Middle School	$100

Reading Comprehension and Young Adult Literature	Book Study and Lit. Circles	Certified and Non-Certified Staff	Various Staff	2006-2007	Friedell Middle School	Exemplary Grant $650
Training in the Culture of Poverty to increase teaching effectiveness	Early Release/Late Start times	E. Rahman S. Vasquez-Anderson	All Staff	2006-2007	Friedell Middle School Texas Rochester MN	$80 $4500 $250
Indicators of Success: Making adequate yearly progress in 2006-2007 in both reading and mathematics as measured by the MCA II.						

ROCHESTER PUBLIC SCHOOLS #535

Our Mission: *Create an environment where lifelong learning is valued, excellence is expected, and improvement is continuous.*

2005-2006 Integrated Improvement Plan
for

Friedell Middle School

Director/Principal/Coordinator: Monica Bowler

Staff Development Site Leader: Joanne Michet
Heather Willman

Improvement Planners: Erin Rahman, Jean Norgaard, Carrie Kouba, Bev Knutson, Greg Schoenbeck, Pam Mullen-Schultz

Parents: Dee Voldal, Konnie Smith, Angela Bryant

School/Department: Friedell Middle School

SMART Goal: To increase student and academic performance at Friedell through parent involvement activities and academic support programs so that all students are successful as measured by achieving AYP in all grades and in all areas.

2005-2006 Review & Analysis of Results

Baseline and/or Trend Data:

(Provide information in *chart or graphic form* if possible)

Mathematics BST

Strand	Feb 2000	Feb 2001	Feb 2002	Feb 2003	Feb 2004	Feb 2005
Average Score	81%	75%	76%	78%	73%	78%
A: Problem Solving: Whole Numbers, Fractions, Decimals and Integers	82%	**72%**	82%	79%	**60%**	79%
B: Problem Solving: Percents, Rates, Ratios and Proportions	77%	**66%**	68%	**70%**	**63%**	**67%**
C: Number Sense, Place Value and Number Relationships	78%	76%	**73%**	**74%**	**71%**	**73%**
D: Estimation	79%	78%	79%	80%	75%	82%
E: Measurement	79%	**71%**	**65%**	**72%**	78%	80%
F: Tables and Graphs	86%	82%	84%	84%	82%	84%
G: Chance and Data	84%	**74%**	79%	81%	75%	**72%**
H: Shape and Space	83%	78%	75%	81%	86%	87%
Percentage of Friedell students that passed						
	77%	55%	61%	64%	55%	69%

Reading BST

	Feb 2001	Feb 2002	Feb 2003	Feb 2004	Feb 2005
Percentage of Friedell students that passed	74%	77%	80%	74%	85%

Mathematics MCA

Average % Correct by Strand	Winter 2004	Spring 2005	Spring 2006		
	7th Grade	7th Grade	6th Grade	7th Grade	8th Grade
Average Scaled Score	1456	1447			
Shape, Space and Measurement	62%	48%			
Number Sense	47%	46%			
Chance and Data Handling	48%	57%			
Patterns and Functions	54%	54%			
Problem Solving	41%	52%			
Procedures and Concepts	55%	57%			
Percent of Friedell students at or above grade level	64%	70%			

Reading MCA

Achievement Level	Winter 2004	Spring 2005	Spring 2006		
	7th Grade	7th Grade	6th Grade	7th Grade	8th Grade
At or above grade level	74%	65%			

Next Steps:

(What we intend to do in 2005-2006)

Reading and Math
- Afterschool Academy
- Academic Advisor was hired
- Actively identify GATE students and offer extended opportunities
- Academic Support Center

Reading
- Book studies: Words, Words Words, Fullfilling the Promise of the Differentiated Classroom Tomlison
- Love & Logic Classes for new & returning staff
- ESOL classes will implement Language!
- Targeted Special Ed team teaching with Regular Ed

Math
- Parent Math training in Spanish and English
- Training Paras in Everyday Math
- Parent involvement activities: Student-led Academic tour & Ice cream social

Analysis of Current Situation:

(ID gaps/root cause)

Reading BST
- There was an increase of 14% more students passing the BST in mathematics.

Reading
- MCA results indicate that 65% of Friedell students read at or above grade level.
- The percentage of students passing the BST in reading has increased over time.

Lead Indicators we will use to monitor progress:

- Fall DRP scores- grades 7 & 8
- MCA 5 in Reading- grade 6
- AR quiz results
- Class room tests and teacher observation
- MCA results- Math and Reading 2004,2005
- DEAR Time participation
- student class progress charts

Actual Results:

(Report in Fall '06)

IMPROVEMENT PLAN FOR 2005-2006

2.0
STRATEGIC PLAN
(Goals & Measures)

1.0
LEADERSHIP

3.0
STUDENT and STAKEHOLDER FOCUS

5.0
FACULTY AND STAFF FOCUS

6.0
PROCESSES

SUSTAINED:

*NEW:

* Only new processes are mapped on action plan

(Optional)

7.0
RESULTS

4.0 INFORMATION and ANALYSIS

Action Plan for Improvement

Goal: **Measure(s):**

(6.0) Process(es) *What things do we need to do within our system to help us achieve the goal?*	(1.0) Leadership *Who will provide the leadership to ensure this process is implemented?*	(4.0) Information *What information do we need to develop our processes?*	(5.0) Faculty & Staff Focus *What skills, knowledge, abilities or opportunities do we need to provide? (This becomes the basis for staff development plans)*	Resources Needed *What time, monetary or human resources do we need?*	(7.0) Results *What evidence do we have that our plan or part of our plan has been effective?*	Timeline

Action Plan for Diversity

Goal: For students to improve academic achievement

Measure(s): MCA7

(6.0) Process(es) *What things do we need to do within our system to help us achieve the goal?*	(1.0) Leadership *Who will provide the leadership to ensure this process is implemented?*	(4.0) Information *What information do we need to develop our processes?*	(5.0) Faculty & Staff Focus *What skills, knowledge, abilities or opportunities do we need to provide? (These become basis for staff development plan)*	Resources Needed	(7.0) Results *What evidence do we have that our plan or part of our plan has been effective?*	Timeline
Parents trained in math in Spanish. How to help students with Everyday Math and other math	Monica Bowler Miriam Goodson-Parent Julie Gloss	Names and Phone numbers of Spanish speaking parents	Parents help on student homework and Math skills	District Math Trainer Handouts Bilingual to call parents Transsportation	Number of parents training Student achievement in math	Oct 18th, 2005 and Spring 2006
Parents trained in math in English. How to help students with Everyday Math and other math	Monica Bowler Miriam Goodson-Parent Julie Gloss	Areas of need identified from MCA results	Parents help on student homework and Math skills	Phone messages systems call parents Transportation	Student achievement in math	Spring 2006
Cultural competence book & article study	Joanne Michet Colleen Egle Heather Willman	Cultural competency resource(s)	Staff will directly teach Discussion groups	Cultural competency book	Student achievement on MCAs	Spring 2006
Mental Health training	Kathy Forsyth District staff	How to teach students with ADD/ADHD, Aspberger's syndrome, depression, anxiety & ODD	Learn best practices to help students with mental health issues to succeed.	District Staff to train	Student achievement on MCAs	Spring 2006
Harry Wong & Rick Wormeli strategies for successful schooling and first days of school	Veteran Friedell Staff	Teacher-selected classroom procedures. School procedures. Rights, Rules, and Regulations Ruby Payne	Direct teaching of school procedures & policies needed by students who live in poverty	Friedell collection of school and classroom procedures and policies. FISH Rights, Rules, and Regulations Harry W. & Rick W. materials Ruby P. materials	Student achievement on MCAs	Spring 2006

5.0 Faculty/Staff Focus: Staff Development Plan based on Action Plans

Goals:						
Content *What knowledge, skills or abilities will staff acquire?*	Strategies *How will training be provided?*	Facilitator(s)	Participants	Timeline	Location	Cost
Attributes of a positive affective supportive environment to optimize student learning. Fish emphasizes: Play, Be There, Make Their Day, Choose your attitude. There is a student component too.	Fish for Schools	Trainer from Fish for Schools program	All Staff	Oct. 14, 2005 - 2hr April 14, 2006 - 2hr	Friedell Middle School	#3700.00
Increasing the cultural competency of our staff	Cultural Competence Book Study Land article	Various Staff	All Staff	6 meetings: Nov, Dec, Jan, Feb, Mar, May 2005-2006	Friedell Middle School	Rethinking Our Classrooms $15.00 each
Increasing knowledge of behavior management strategies for more productive and more effective work in school	Love and Logic Program	Colleen Egle	All Staff Additional Optional Meetings after school through out the year	2 meetings: Dec. 9, 2005 Feb. 10, 2006	Friedell Middle School	Stipends for extended time
Staff recognition to teach by example what Best Practice looks like in action	Reflections of Excellence Program created by Lesley Schellenberg	All staff	All Staff	Sept-June 2005-2006	Friedell Middle School	
Relationship building and application of cultural competency concepts	3 wishes/Random Acts of Kindness Program	All Staff	All Staff	Dec. 2005	Friedell Middle School	
Knowledge of Mental Illness, How to effectively teach students with mental health issues including depression, anxiety, ADHD, Asberger's & behavior issues	Intro to Mental Health issues for children Teaching Strategies for children with mental health issues	District Staff	All Staff	Nov. & Jan. 2005-2006	Friedell Middle School	
Vocabulary building strategies	Construction of a word wall and learning coordinating vocabulary activities	Egle Michet Willman	All Staff	Nov. 14, 2005	Friedell Middle School	Stipends for support staff

5.0 Faculty/Staff Focus: Staff Development Plan based on Action Plans

Goals:						
Content *What knowledge, skills or abilities will staff acquire?*	Strategies *How will training be provided?*	Facilitator(s)	Participants	Timeline	Location	Cost
Differentiation of Instruction	Strategies for differentiating instruction	Jean Norgaard & teachers	All Staff	Mar. 13, 2006	Friedell Middle School	Stipend for prep time
Build relationships among students & staff and practical application of verbal, reading, and math skills	Exploratory Day	Various Staff	All staff and students	Mar. 2006	Friedell Middle School	N/A
Smart Goals, PGP process, and Data sharing	PGP group meetings Data sharing Smart Goals for all teachers	Monica Bowler & teaching staff	Teaching staff	Dec. 9, Feb. 10, Nov. 14, Jan. 30, Mar. 13, Apr. 10, May 8, 2005-2006	Friedell Middle School	N/A
Vocabulary building strategies	Book study: Words, Words Words	Various staff	Teaching staff	Nov.-May, 2005-2006	Friedell Middle School	Stipends for staff
Differentiation of lessons in language arts and science	MS LA and science teachers	Jill Grunewald	Various teachers	4 sessions (?)		
Building site leadership teams Understanding and Using Data	Smart Team Training	Lesley Schellenberg Carol Carryer	Site Council Members	Sept 21 & 22 2005	ESC	Code 7's x 6 = $6.00

JOHN ADAMS MIDDLE SCHOOL

June 18, 2007

Ms. Pam Field
Grant Administrator
Program Accountability & Improvement
Minnesota Department of Education

Dear Ms. Field:

John Adams Middle School was one of the building sites in Rochester Public Schools that was selected to utilize funding from the Compensatory Pilot Grant for the fiscal years of 2006 and 2007.

In a memo dated June 19, 2006 it was shared that these resources were being used to implement the John Adams Academy. Research indicates that students with lower academic skill levels are more likely to experience significant academic regression then those who do not during extended school vacations such as summer vacation.

It is also noted in the research that these same students upon their return to school in the fall have a greater need for review and remediation then their fellow students. The focus of the JA Academy was to provide students with additional academic support during the summer months starting in July of 2006.

The John Adams Academy provided targeted students with an academic program held over four weeks in July and August which was focused on reading, mathematics and science. This academic program was presented in four unique and high interest areas of travel, medical careers, technology, and sports. Student who participated took a pre and post assessment for each thematic area related to reading, mathematics and science applications.

The final cost of the JA Academy was less then the funding provided. The remaining funding was used to provide after school academic support in the three focus areas (reading, math and science) four afternoons per week.

Student participation in the after school academic support averaged 34 students per session. Achievement was measured by increased student homework completion and grade improvement in these subjects.

A program summary and budget for fiscal year 2007 is attached for the JA Academy and after school academic support program.

Should you have any questions, please contact me at 507-328-5755.

Respectfully submitted,

Richard Jones
Principal

1525 N.W. 31ST STREET, ROCHESTER, MINNESOTA 55901-1436
TELEPHONE 507-328-5700
FAX 507-328-5716

ROCHESTER PUBLIC SCHOOLS — Lifelong learning for all — ROCHESTER MINNESOTA

An Equal Opportunity Employer

JA ACADEMY

Improvement illustrated:

Pretest/Post Test Difference (Improvement)

Mean/Average:	20.8%
Median:	21%
Mode:	25%
Range:	-8 to 66 or 74%

JA ACADEMY

FUTURE TEACHER ACADEMY (FTA):

- Students from John Marshall who are interested in becoming a teacher.
- They have signed up for the FTA class 2nd semester
- 10 of these students elected to be involved with the JA ACADEMY this summer.
- They were expected to work at least 20 hours over the four weeks
- They were to assist teachers and to assume a teacher role as they felt comfortable

JA ACADEMY

FTA students were surveyed regarding their thoughts about the experience:

- " It's improved my thoughts about becoming a teacher. I got a great experience!"
- " I learned to work more with the kids instead of goofing around."
- " The staff regarded me as a peer. I felt like a teacher "
- " My relationship with the students was good too I was an authority, but they could relate to me."

FTA students were able to gain insight of what teaching is about.

JA ACADEMY

+ Special Thanks go to:

- Jackie Peterson – Administrator for Elementary and Secondary Education
- Jeff Kappers – Coordinator of Transportation
- Sherri Knutson – Coordinator of Student Nutrition Services
- Randy Nelson – Director of Curriculum and Instruction
- Rick Stirn – Principal of John Marshall High School
- John Adams Middle School staff who were involved in the program development and presentation
- Brett Ness – Coordinator of the JA ACADEMY

JA ACADEMY

AN ACADEMIC EXPERIENCE FOR
QUALIFYING STUDENTS IN GRADES SIX AND SEVEN

JULY 10 to AUGUST 4, 2006

JA ACADEMY

+ Funding was available from a MDE grant
+ Area of focus was directed by NCLB, MCA and what is good for students
+ Students were identified by:
  - Teacher recommendation
  - Past standardized test scores in Math, Reading, and Science

JA ACADEMY

+ Concept was to provide an educational experience that was fun and engaging for students.
+ Objective was to help students retain and/or build their skills in Math, Reading, and Science during the course of the program.
+ Program would be held over 16 days at John Adams Middle School.

JA ACADEMY

+ Sent invitations to 170 students
+ 76 responded (45%)
+ 59 were in attendance first day
+ 55 completed the program

JA ACADEMY

Weeks were divided into four thematic areas:

Medical:
Technology:
Travel:
Sports:

JA ACADEMY

+ Pre test included Math, Reading and Science skill areas

+ Pre test:		+ Post Test	
Mean	44.6%	Mean	66.4%
Median	42%	Median	71%
Mode	38%	Mode	71%
Range	17 – 79 or 62	Range	21 – 88 or 67

2006-2007 JOHN ADAMS COMPENSATORY PILOT PROGRAM

	Object Description	Original Budget	Revised Budget	YTD Expense	Encumbered Amount	Account Balance
01-00140	Instructional Salaries-Li			$0.00	$0.00	$0.00
01-00141	Non-Lic Classroom - Parap	$4,992.00	$3,192.00	$3,168.97	$0.00	$23.03
01-00143	Licensed Instructional Su			$0.00	$0.00	$0.00
01-00144	Non-Licensed Instructiona			$0.00	$0.00	$0.00
01-00185	Other Salary Payments	$37,800.00	$42,450.00	$42,781.28	$0.00	($331.28)
01-00210	FICA	$2,800.00	$2,800.00	$2,848.92	$0.00	($48.92)
01-00212	FICA-Medicare-Non Certifi	$670.00	$670.00	$666.28	$0.00	$3.72
01-00214	PERA	$310.00	$210.00	$190.13	$0.00	$19.87
01-00218	TRA	$2,168.00	$2,168.00	$2,139.07	$0.00	$28.93
01-00220	Health Insurance			$0.00	$0.00	$0.00
01-00230	Life Insurance			$0.00	$0.00	$0.00
01-00235	Dental Insurance			$0.00	$0.00	$0.00
01-00240	Long Term Disability			$0.00	$0.00	$0.00
01-00250	Sheltered Annuity			$0.00	$0.00	$0.00
01-00270	Workmens Compensation	$410.00	$410.00	$413.57	$0.00	($3.57)
01-00295	Interdeptment Employee Be			$0.00	$0.00	$0.00
01-00305	Contracted Services			$0.00	$0.00	$0.00
01-00329	Postage and Express	$200.00		$0.00	$0.00	$0.00
01-00350	Repairs and Maintenance S			$0.00	$0.00	$0.00
01-00360	Transp Contract Public	$1,000.00	$1,550.00	$1,526.75	$0.00	$23.25
01-00366	Travel, Conventions, & Co	$1,850.00	$50.00	$0.00	$0.00	$50.00
01-00394	Fees/Admissions for Stude	$1,000.00	$1,000.00	$902.00	$0.00	$98.00
01-00398	Interdeptment Misc Servic	$200.00	$100.00	$98.95	$0.00	$1.05
01-00401	General Supplies	$800.00	$1,100.00	$1,078.17	$0.00	$21.83
01-00430	Instructional Supplies			$0.00	$0.00	$0.00
01-00460	Textbooks			$0.00	$0.00	$0.00
01-00470	Library Books	$5,000.00	$4,200.00	$4,127.87	$0.00	$72.13
01-00490	Food	$800.00	$100.00	$58.04	$0.00	$41.96
01-00895	Federal & Nonpublic Indir	$1,800.00	$1,800.00	$0.00	$0.00	$1,800.00
		$61,800.00	$61,800.00	$60,000.00	$0.00	$1,800.00

Minnesota Department of Education	NCLB Consolidated Programs 1500 Highway 36 West Roseville, MN 55113-4266	COMPENSATORY PILOT PROGRAM	ED-02374-01E DUE: 5/26/06

Submitted for (check appropriate box(es)):

- ☐ Adequate Yearly Progress (AYP) Plan Requirements for Schools
- ☐ Comprehensive School Reform Plan/Funding (Due May 15, 2005)
- ☐ Schoolwide Program Planning
- ☐ Compensatory Pilot Program (Due May 26, 2006)

SCHOOL YEAR
2006 - 2007

I. IDENTIFICATION INFORMATION

District Name			District Number
Rochester Public Schools			535
Address	**City**	**State**	**Zip Code**
615 7th St SW	Rochester	MN	55902
Superintendent	**Telephone Number**	**Fax Number**	
Jerry Williams	(507)285-8551	(507)281-6020	
District Contact Person (If other than district admin.)	**Title**	**Telephone Number**	**Fax Number**
		( ) -	( ) -
District Contact E-Mail Address			

School Name			District Number
Willow Creek Middle School			535
Address	**City**	**State**	**Zip Code**
2425 11th Ave SE	Rochester	MN	55904
School Principal	**Telephone Number**	**Fax Number**	
Jeff Elstad	(507)285-8877	(507)286-8606	
School Contact Person (if other than principal)	**Title**	**Telephone Number**	**Fax Number**
		( ) -	( ) -
School Principal Contact E-Mail Address		**School Contact E-Mail Address**	
jeelstad@rochester.k12.mn.us			

Current Title I Status (check one) X N/A ☐ Targeted Assistance ☐ Schoolwide Project	Percentage of Students Receiving Free/ Reduced Price Lunch 27%	Grade Levels Served by School 6-8

Identified Area of Needs Assistance Please check area(s) cited for improvement: X ReadingParticipation and/or Proficiency X Mathematics Participation and/or Proficiency ☐ Attendance ☐ Graduation ☐ Other	Check the category that best describes the area where the school is located and its performance status: X Urban ☐ Suburban ☐ Rural ☐ Currently not making AYP X Previously not making AYP ☐ Other, include list

Note: If your district has a template for improvement planning, it may be substituted starting with this page, provided all components are addressed.

VII. PERFORMANCE TARGETS AND RATIONALE

What targets have been selected based on your comprehensive needs assessment? (Performance targets must be specific, measurable, achievable, reasonable and time-limited and must strengthen the core academic achievement of ALL children in the school with specific attention to population subgroups not making AYP.) Your leadership team determines the number of performance targets.

Performance Target: Refer to 2006-2007 Integrated Improvement Plan

Rationale:

Performance Target:

Rationale:

Performance Target:

Rationale:

Performance Target:

Rationale:

Performance Target:

Rationale:

VIII. STRATEGIES AND WORK PLAN

Complete this section for each of the Performance Targets listed in Section VI.

Performance Target: **Refer to 2006-07 Integrated Improvement Plan**

STRATEGIES What will you do to meet the performance target in instruction?	What will you do to meet the performance target in curriculum?	What staff development will meet the performance target?	What parent/family involvement will reflect the performance target?	Who is involved?	When will this be done?	What resources or technical support is needed?

Evaluation: How will you know these strategies work (tie back to your needs assessment)?

IX. COORDINATION AND REALLOCATION OF RESOURCES

Provide an explanation of how the strategies in this plan will be coordinated with other programs that support the achievement of schools in need of improvement, e.g., NCLB Programs, School Improvement, Comprehensive School Reform etc.

I. After School Academy: (Program Description)

This educational opportunity allowed students that qualified for "free or reduced lunch" and students that were "significantly behind in academic progress" to work to achieve improvement in reading and math. This program encompassed three days per week of intense reading and math instruction by highly qualified staff members with the addition of two days per week of community involvement from various community agencies such as; Boys & Girls Club, YMCA, 4-H, and Boys and Girl Scouts. Access to various technologies was made available to these students in an effort to prepare them for the global economy in the 21st century. Many of these students do not and cannot have access to the technology that can help them improve their academic success.

Results: We are still awaiting our MCA-II test data that will be made available in August. We will base our results on the difference of 2005-06 AYP computations (enclosed) and the 2006-07 AYP computations (TBD).

ROCHESTER PUBLIC SCHOOLS #535

Our Mission: *Create an environment where lifelong learning is valued, excellence is expected, and improvement is continuous.*

2006-2007 Integrated Improvement Plan
for

Willow Creek Middle School

Principal: Jeff Elstad
Assitant Principal: Mary Schoenbeck

Staff Development Site Leader: James McCormick

Improvement Planners: Laura Willis, Sue Winters, Erin Munson, Fran Reisner, Phil Melhorn, Dena Head, Louis Moreno, Sharon Alexander, Maggie Brimijoin, David Burkman, Marilyn Fisher, Estelle Freeburger, Chris Harmon, Michael Kivi, Rachel Penz, Susan Robinson-Denbow, Cindy Rubin, Mary Schoenbeck, Erin Thompson, Kris Thompson, Genise Troutman, Ev Warne

Action Plan for Improvement

Goal: Improve the MCA-II scores of our students identified as "On Free or Reduced Lunch" by grade level in the areas of math and readin as measured by the 2007 MCA-II Test data.

Grade 6: Reading: 49.5% to 60% Math: 40% to 50%
Grade 7: Reading: 41.6% to 50% Math: 28.2% to 35%
Grade 8: Reading: 47.5% to 60% Math: 34.8% to 45%
(* Targets are formulated by a 12-15% growth in each area)

Measure(s): 2006-07 MCA-II Test Data

(6.0) Process(es) *What things do we need to do within our system to help us achieve the goal?*	**(1.0) Leadership** *Who will provide the leadership to ensure this process is implemented?*	**(4.0) Information** *What information do we need to develop our processes?*	**(5.0) Faculty & Staff Focus** *What skills, knowledge, abilities or opportunities do we need to provide? (This becomes the basis for staff development plans)*	**Resources Needed** *What time, monetary or human resources do we need?*	**(7.0) Results** *What evidence do we have that our plan or part of our plan has been effective?*	**Timeline**
Utilize data to identify students that are "at-risk".	Team Leadership Counselors Administration	List of "At-Risk" Students developed by Office of Assessment.				December 21, 2006
Test Preparation during "Target" time.	Team Leadership Staff	MCA-II Test Prep materials practice materials. Schedule of target times.		MCA-II practice materials.		April 17th, 2007
"At-Risk" Parent Conferences and Home Visits	Team Leadership Counseling Staff Administration	Coordinate home visits with staff and families.		After school stipends for conferences/home visits that are beyond contract hours for staff.		April 17th, 2007
Target Time Computer	Staff	Coordinate use of		Training for software		April

usage for test preparation.	Technology Staff	computers in target classrooms.		to enhance after-school offerings		17th,2007
RAP/ASA After school programming	Community Education United Way Rochester YMCA Girl Scouts Quarry Hill	Planning meetings to incorporate after school offerings and enhancement opportunities.				June 7th, 2007

Action Plan for Diversity

Goal: **Measure(s):**

(6.0) Process(es) *What things do we need to do within our system to help us achieve the goal?*	(1.0) Leadership *Who will provide the leadership to ensure this process is implemented?*	(4.0) Information *What information do we need to develop our processes?*	(5.0) Faculty & Staff Focus *What skills, knowledge, abilities or opportunities do we need to provide? (These become basis for staff development plan)*	Resources Needed	(7.0) Results *What evidence do we have that our plan or part of our plan has been effective?*	Timeline
Implement Peer Mediation Program for our students.	Counseling Staff Team Leadership Students	Student satisfaction survey/ Bullying information.	Peer Mediation Training for students and staff.	Pepsi Funding		January 1st 2007
Courage Retreat to encourage healthy social-emotional growth with students.	7th Grade teachers Counselors Students	Student satisfaction survey/Bullying information.	Attend Courage Retreat with students and staff.	Pepsi Funding		January 1st 2007

Willow Creek AYP Computations 2005-2006

Willow Creek	Subject	Total Index Points Earned	# of Oct. 1 Ans. Docs. Returned	2006 Index Rate	Index Target	SH Index Target	AYP Status
All Students	Math	724.0	937	77.27	56.30		A
	Reading	779.0	940	82.87	63.93		A
American Indian/Alaskan Native	Math		4				Z
	Reading		4				Z
Asian/Pacific Islander	Math	41.5	55	75.45	47.47		A
	Reading	43.0	55	78.18	55.12		A
Hispanic	Math	25.5	56	45.54	47.73	59.74	A*
	Reading	35.5	57	62.28	56.00		A
Black, not of Hispanic origin	Math	29.5	64	46.09	48.41	43.00	S*
	Reading	38.5	64	60.16	56.25		A
White, not of Hispanic origin	Math	625.5	758	82.52	55.98		A
	Reading	661.0	760	86.97	63.55		A
Limited English Proficient	Math	40.0	97	41.24	50.52	59.66	S*
	Reading	56.5	98	57.65	58.49	67.41	A*
Special Education	Math	61.5	125	49.20	51.68	52.35	S*
	Reading	67.0	127	52.76	59.99	52.35	S*
Free/Reduced Priced Lunch	Math	116.5	226	51.55	53.55	57.77	S*
	Reading	143.0	229	62.45	61.52		A

A = Above Target B = Below Target Z = Cell Size Limitation X = No Data S = Safe Harbor

* = AYP status based on adjusted target including safe harbor target or data combined across years.

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	COMPENSATORY PILOT PROGRAM	ED-02374-01E FINAL REPORT

FINAL EVALUATION REPORT

SCHOOL YEAR
2006 - 2008

I. IDENTIFICATION INFORMATION

District Name			833
South Washington County Schools			
Address	**City**	**State**	**Zip Code**
7362 E Point Douglas Rd	Cottage Grove	MN	55016

Superintendent	Telephone Number	Fax Number
Tom Nelson	(651)458-6201	(651)458-6318

District Contact Person (If other than district admin.)	Title	Telephone Number	Fax Number
Jodi Witte	Grant Writer	(651)458-6216	(651)458-6312

District Contact E-Mail Address

jwitte@sowashco.k12.mn.us

School Name			District Number
Crestview Elementary			833
Address	**City**	**State**	**Zip Code**
7830 80th street south	Cottage Grove	MN	55016

School Principal	Telephone Number	Fax Number
Ed Ross	(651)768-3835	(651)768-3888

School Contact Person (if other than principal)	Title	Telephone Number	Fax Number
		( ) -	( ) -

School Principal Contact E-Mail Address	School Contact E-Mail Address
eross@sowashco.k12.mn.us	

Current Title I Status (check one) ☐ N/A X Targeted Assistance ☐ Schoolwide Project	Percentage of Students Receiving Free/ Reduced Price Lunch 30%	Grade Levels Served by School k-6

Identified Area of Needs Assistance Please check area(s) cited for improvement: ☐ Reading Participation and/or Proficiency xMathematics Participation and/or Proficiency ☐ Attendance ☐ Graduation ☐ Other	Check the category that best describes the area where the school is located and its performance status: ☐ Urban ☐ Currently not making AYP X Suburban ☐ Previously not making AYP ☐ Rural ☐ Other, include list

II. PROGRAM SUMMARY

Please provide a summary of your District/School's use of Compensatory Pilot Program Funds.

The summary should be based on the following program components that were contained in your original, submitted application. If the outcome was a strategy, describe the changes that occurred in the classroom for increasing student core academic performance, attendance and, if applicable, graduation rates.

1. Leadership and Expertise of Current School Staff:
   We targeted our 3-6 grade teachers to receive training in math instructional strategies as well as differentiating math instruction. Our teachers were using the textbook to deliver many of the lessons and format of their teaching. The goal throughout the 2 years was to use the text book as a resource and guide, but deliver the information within small groups and differentiate instruction. We also gave the teachers planning time monthly to look at MAP assessment data for math and to build lessons/groupings according to MAP data.
2. High Quality Staff Development/Current Program Design for Teachers, Administrators and Other Staff:
   The district was able to assist us with staff development opportunities by offering workshops throughout the year dealing with math/teaching strategies to different cognitive levels.
3. Parent and Family Involvement/Current Model and Results:
   Our parent involvement model gave parents the opportunity to visit the after school math remedial program that their child was participating in. Each parent also received a letter and packet outlining the programs offered to help their child with their math skills. We had five parents take advantage of visiting the after school program.
4. Academic Programs (Instructional models employed for all students [e.g., ELL, migrant, SPED, Title I, Gifted and Talented, Mainstream] according to the MN State Standards Content Areas: Arts, Math, Language Arts, Science, Social Studies):
   We follow our district guidelines for the amount of time allocated daily to each subject area. All students receive direct instruction in each of the required areas. Our special education, Title 1 and ELL students receive pull out services based on their IEP or needs that have been determined by the specialist teacher.
5. School Climate and Classroom Management:
   In order to improve student/teacher relationships, we brought in a full day Responsive Classroom training for our teachers during the first week of workshop. All staff were required to implement the basic procedures of RC-1. The training focused on building positive student relationships and having dialogue within the classroom to give students the power to help each other resolve conflicts. Teachers also implemented a school wide character/diversity program that recognized and taught respect of the differences amongst the students/staff.
6. Technology (Describe how the school used technology to support the Improvement/Reform effort.):
   The school was able to use a web based basic skills math program. This program was used in our after school program and was able to pre/post test students and track them according to their ability. The teachers then used the reports to form lessons based on individual need. Classroom teachers also used the program to assist students who were struggling during the day. Every teacher was given access to the program to use in their own classroom.
7. Update your narrative snapshot of the school - Focusing on the transition from where you were when you wrote the application to where you are now, did you get there? Our goal was to bring attention to our struggles in mathematics based on the MCA test results. For the past 4 years our school has focused solely on reading and strategies to improve reading comprehension. With the monies from the grant we were able to hire an additional teacher who focused on math with our 3-6 grade students. We formed a committee to help develop a math strategy that would target where our students needed the most instruction. From this committee, along with help from district personnel, we developed teaching strategies and targeted instruction based on student need. Each grade level was required to meet with other grade levels to examine MAP data and focus instruction based on the data. We also created an after school math program to help students who were identified as struggling based on our district/state data. These students met twice a week for most of the school year. When the program ended, we looked at our MAP data for those students and found that 90% had met their end of the year target growth based on math MAP scores.

STRATEGIES AND WORK PLAN

Complete this section for each of your application Performance Targets. Please restate each Performance Target listed in your work plan and provide answers to each of the questions below.

Performance Target #1: Based on March 2005 MCA baseline testing data, the overall percentage of fifth and third grade students scoring in level 3 or higher of the mathematics portion will meet or exceed the state average for the spring 2007 MCA tests.

STRATEGIES

- *Was the performance target achieved? Please explain.*

Results from 2007 MCAs have not been released at this time. Performance targets were set using MCA series I so it will be difficult to draw conclusions using baseline data from MCAs and results from the new MCA-IIs.

- *How did the district/school meet the performance target in instruction and/or curriculum?*

We worked to meet the targeted results by offering workshops and trainings based on math instruction. The district provided resources and curriculum to assist us.

- *Identify any staff development activities that occurred to help meet the performance target.*

The teachers were offered trainings throughout the year based on math instructional strategies. As a grade level, they were released once a month to meet with their teams as well as cross grade level to discuss MAP test data and instructional groupings.

- *Identify parent/family involvement activities that resulted from the performance target?*

We offered an after school program for students who struggled based on MAP test data. Parents were invited in to learn about/watch the program. They were also offered on-line resources at home that could assist their child based on their area of need.

- *Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)*

All teachers in grades k-6 were involved in the discussion of our math performance targets. Grades k-2 were offered the use of our software program and trained in its implementation. Grades 3-6 teachers were given more time to work with and implement the math strategies.

- *What resources or technical support was used?*

We used the grant monies to add a 1.0 FTE math specialist who to assist teachers in grades 3-6 in the area of math instruction. The specialist provided instruction at each grade level and coordinated professional development for intermediate level teachers. This person was instrumental in organizing and planning teacher release days that provided critical staff development in regards to differentiating math instruction. Along with remedial support, this teacher also organized a class to reach our higher functioning math students. This program allowed these students to select projects of interest and work in a group setting to solve its complex problems. The goal was to increase and give opportunities to this particular group of students. The district also purchased software for students/teachers/families to use that targeted specific student needs.

- *Additional information as needed to support achievement of the performance target.*

All in all, the additional teacher was a key resource in helping the school to look at and focus on math targets according to MAP/MCA data. By working with the district, principal and classroom teachers, this position was highly utilized and valued by all staff members within the building.

STRATEGIES AND WORK PLAN

Complete this section for each of your application Performance Targets. Please restate each Performance Target listed in your work plan and provide answers to each of the questions below.

Performance Target #2: Based on 2005 MCA baseline testing data, the percentage of students in the subgroups showing achievement gaps(free/reduced lunch, special ed, African American)who score in level 3 or higher of the mathematics portion of the test will increase by 5 percent on the March 2007 MCA's.

STRATEGIES

- *Was the performance target achieved? Please explain.*

Results from 2007 MCAs have not been released at this time. Performance targets were set using MCA series I so it will be difficult to draw conclusions using baseline data from MCAs and results from the new MCA-IIs.

- *How did the district/school meet the performance target in instruction and/or curriculum?*

We worked to meet the targeted results by offering workshops and trainings based on math instruction. The district provided resources and curriculum to assist us.

- *Identify any staff development activities that occurred to help meet the performance target.*

The teachers were offered trainings throughout the year based on math instructional strategies. As a grade level, they were released once a month to meet with their teams as well as cross grade level to discuss MAP test data and instructional groupings. District curriculum advisors were brought in to help assist teachers and plan targeted growth.

- *Identify parent/family involvement activities that resulted from the performance target?*

We offered an after school program for students who struggled based on MAP test data. Parents were invited in to learn about/watch the program. They were also offered on-line resources at home that could assist their child based on their area of need.

- *Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)*

All teachers in grades k-6 were involved in the discussion of our math performance targets. Grades k-2 were offered the use of our software program and trained in its implementation. Grades 3-6 teachers were given more time to work with and implement the math strategies and worked with district personnel on the development process..

- *What resources or technical support was used?*

We used the grant monies to add a 1.0 FTE math specialist who to assist teachers in grades 3-6 in the area of math instruction. The specialist provided instruction at each grade level and coordinatde professional development for intermediate level teachers. This person was instrumental in organizing and planning teacher release days that provided critical staff development in regards to differentiating math instruction. Along with remedial support, this teacher also organized a class to reach our higher functioning math students. This program allowed these students to select projects of interest and work in a group setting to solve its complex problems. The goal was to increase and give opportunities to this particular group of students. The district also purchased software for students/teachers/families to use that targeted specific student needs.

- *Additional information as needed to support achievement of the performance target.*

All in all, the additional teacher was a key resource in helping the school to look at and focus on math targets according to MAP/MCA data. By working with the district, principal and classroom teachers, this position was highly utilized and valued by all staff members within the building.

STRATEGIES AND WORK PLAN

Complete this section for each of your application Performance Targets. Please restate each Performance Target listed in your work plan and provide answers to each of the questions below.

Performance Target #3: 93% of the students identified as in need of assistance through MAP testing, will demonstrate at least one year's growth in math as measured by the Measure of Academic Progress mathematics assessments in Spring 2007.

STRATEGIES

- *Was the performance target achieved? Please explain.*

The performance target was not achieved. We had 90% of our targeted students achieving one years growth based on MAP assessment data. The students who did not meet their growth had struggles attending the class on a consistent basis or were identified as a special ed/ELL student.

- *How did the district/school meet the performance target in instruction and/or curriculum?*

We worked to meet the targeted results by offering workshops and trainings based on math instruction. The district provided resources and curriculum to assist us.

- *Identify any staff development activities that occurred to help meet the performance target.*

The teachers were offered trainings throughout the year based on math instructional strategies. As a grade level, they were released once a month to meet with their teams as well as cross grade level to discuss MAP test data and instructional groupings. District curriculum advisors were brought in to help assist teachers and plan targeted growth.

- *Identify parent/family involvement activities that resulted from the performance target?*

We offered an after school program for students who struggled based on MAP test data. Parents were invited in to learn about/watch the program. They were also offered on-line resources at home that could assist their child based on their area of need.

- *Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)*

All teachers in grades k-6 were involved in the discussion of our math performance targets. Grades k-2 were offered the use of our software program and trained in its implementation. Grades 3-6 teachers were given more time to work with and implement the math strategies and worked with district personnel on the development process..

- *What resources or technical support was used?*

We used the grant monies to add a 1.0 FTE math specialist who to assist teachers in grades 3-6 in the area of math instruction. The specialist provided instruction at each grade level and coordinated professional development for intermediate level teachers. This person was instrumental in organizing and planning teacher release days that provided critical staff development in regards to differentiating math instruction. Along with remedial support, this teacher also organized a class to reach our higher functioning math students. This program allowed these students to select projects of interest and work in a group setting to solve its complex problems. The goal was to increase and give opportunities to this particular group of students. The district also purchased software for students/teachers/families to use that targeted specific student needs.

- *Additional information as needed to support achievement of the performance target.*

All in all, the additional teacher was a key resource in helping the school to look at and focus on math targets according to MAP/MCA data. By working with the district, principal and classroom teachers, this position was highly utilized and valued by all staff members within the building.

Minnesota Department of Education	School Improvement Division 1500 Highway 36 West Roseville, MN 55113-4266	**COMPENSATORY PILOT PROGRAM**	ED-02374-01E FINAL REPORT

FINAL EVALUATION REPORT

SCHOOL YEAR
2006 - 2008

I. IDENTIFICATION INFORMATION

District Name			District Number
South Washington County Schools			833
Address	**City**	**State**	**Zip Code**
7362 East Point Douglas Road South	Cottage Grove	MN	55016
Superintendent	**Telephone Number**	**Fax Number**	
Tom Nelson	(651)458-6201	(651)458-6312	
District Contact Person (If other than district admin.)	**Title**	**Telephone Number**	**Fax Number**
Jodi Witte	Grant Coordinator	(651)458-6216	(651)458-6312
District Contact E-Mail Address			
jwitte@sowashco.k12.mn.us			

School Name			District Number
Oltman Junior High School			833
Address	**City**	**State**	**Zip Code**
1020 Third Street	St. Paul Park	MN	55071
School Principal	**Telephone Number**	**Fax Number**	
Becky Schroeder	(651)768-3505	(651)768-3555	
School Contact Person (if other than principal)	**Title**	**Telephone Number**	**Fax Number**
Todd Herber	Asst. Principal	(651)458-3504	(651)768-3555
School Principal Contact E-Mail Address		**School Contact E-Mail Address**	
bschroede@sowaschco.k12.mn.us			

Current Title I Status (check one) x N/A ☐ Targeted Assistance ☐ Schoolwide Project	Percentage of Students Receiving Free/ Reduced Price Lunch 22%	Grade Levels Served by School 7, 8, 9

Identified Area of Needs Assistance Please check area(s) cited for improvement: ☐ Reading Participation and/or Proficiency X Mathematics Participation and/or Proficiency ☐ Attendance ☐ Graduation ☐ Other	Check the category that best describes the area where the school is located and its performance status: ☐ Urban X Currently not making AYP X Suburban ☐ Previously not making AYP ☐ Rural ☐ Other, include list

II. PROGRAM SUMMARY

Please provide a summary of your District/School's use of Compensatory Pilot Program Funds.

The summary should be based on the following program components that were contained in your original, submitted application. If the outcome was a strategy, describe the changes that occurred in the classroom for increasing student core academic performance, attendance and, if applicable, graduation rates.

1. Leadership and Expertise of Current School Staff:
   The Oltman SITE team, building administrators, math teachers, and other curricular teaching staff members are committed to providing students with a quality mathematics program. Our school is working collaboratively to raise the mathematics scores of our students. The mathematics department has researched a variety of options and carefully chosen the strategies that will work for our students and the culture of our school and community. We have implemented the Understanding Math program where all students are required to complete several units of the program during each grading period.

2. High Quality Staff Development/Current Program Design for Teachers, Administrators and Other Staff:
   The Oltman mathematics teachers have created a professional development plan to assure that the math teachers are unified in their approach to math instruction and support. The math teachers have been trained in using, the Measurement of Academic Progress (MAP) tests to identify the academic needs of students; math teachers have been trained in using the View Point data warehouse program for reviewing data and information on students to target instruction (differentiate). Administrators, counselors and all teachers are also participating in this ongoing professional development.

3. Parent and Family Involvement/Current Model and Results:
   Parent involvement in the new mathematics program is vital to the success of our students. Parents have been included in the program development and decision-making, including choosing the Understanding Math program. Parents have continued to be informed about the variety of math supports that are offered at Oltman through the school newsletter, parent organization meetings, and parent conferences. A variety of student result reports have been made available to teachers, including MAP and Understanding Math. This information has been shared on a periodic basis with parents to keep them apprised of student progress. A Community Involvement Liaison has been available this year to review and improve parent and family involvement, especially for our students of color.

4. Academic Programs (Instructional models employed for all students [e.g., ELL, migrant, SPED, Title I, Gifted and Talented, Mainstream] according to the MN State Standards Content Areas: Arts, Math, Language Arts, Science, Social Studies):
   Oltman has moved to a more traditional style of sequencing mathematic concepts. The school district experimented with a number of programs and did not experience increased success with the different approaches. The goals and objectives of the mathematics program are aligned with the goals of the school district and with the Minnesota State Standards in the mathematics content area. Using MCA and MAP data, students are more accurately placed in the appropriate math level. Modifications and adjustments may be made where needed.

5. School Climate and Classroom Management:
   Oltman Junior High School is a community school that provides many educational opportunities to the students. Parents are involved in the education of their children through close contact with teachers. Oltman teachers and staff work diligently to create a caring and friendly school that teaches the concepts of lifelong guidelines so that all students develop the knowledge, skills, and attitudes for success in school and life. Classroom management focuses on the opportunity for all students to learn at their level and pace. If students need extra help, they are offered a variety of opportunities both during and after school to meet their individual academic and personal needs.

6. Technology (Describe how the school used technology to support the Improvement/Reform effort.):

7. Update your narrative snapshot of the school - Focusing on the transition from where you were when you wrote the application to where you are now, did you get there?

(Previous Entry)

STRATEGIES AND WORK PLAN

Complete this section for each of your application Performance Targets. Please restate each Performance Target listed in your work plan and provide answers to each of the questions below. .

Performance Target 1: Based on the March 2004 MCA baseline testing data, the overall percentage of seventh grade students scoring in level three or higher of the mathematics portion of the test will increase by fifteen percent on the March 2006 MCA tests.

Rationale: March 2004 MCA testing data shows that 40% of 7th grade students are performing below grade level expectations, which is higher than the state average. Preliminary 2005 MCA data does show gains in math performance. Previous MCA testing data from the new seventh grade class at Oltman was analyzed to determine the percent increase for this class.

Performance Target 2: Based on the March 2004 MCA baseline testing data, each of the subgroups showing a learning gap (special education, free/reduced lunch, Asian/Pacific Islander and Hispanic) will show 15 percent gains in the percentage of students scoring at level three or higher of the mathematics portion of the test on the March 2006 MCA tests.

Rationale: Testing data shows that there are achievement gaps in the identified subgroups. Supports have been put in place to identify and target the learning needs of these individuals and to help them meet and exceed grade level expectations. Testing data will help us track and monitor their progress. We will gain greater insight into their ongoing needs so remedial assistance is not needed and so that all student subgroups can participate in more rigorous coursework to prepare for post-secondary education or the workplace.

Performance Target 3: Eighty-percent or more of all 8th grade students will score in levels three or higher of the mathematics portion of the test on the March 2006 MCA tests.

Rationale: Eighth grade students will be taking the MCA tests for the first time in the spring 2006. Performance targets were set based on previous MCA testing data. Students will be identified for additional support based on MCA results and other testing data (MAP, Understanding Math, teacher referral, etc.)

STRATEGIES

- ***Was the performance target achieved? Please explain.***

All three performance targets were developed based on the MCA-series I tests using MCA baseline data from March 2004. It was not until after we were awarded the grant that the Department of Education implemented the MCA—II tests. Thus the "Performance Targets" written in the grant are not compatible with the MCA-IIs. Therefore for this report, the NWEA – Measure of Academic Performance (MAP) tests will be referenced to determine student achievement status and progress in mathematics.

1. Performance Target 1: The "MAP" test was administered in the fall of **2005** to 7th grade students in the content area of mathematics. The median RIT score for these 7th grade students was 222. The national RIT score average for the Fall was 225. Therefore the 7th grade class was three points below the national average. During the spring of **2006**, this same 7th grade class was administered the MAP test. This time students showed growth and the median RIT score was 228 for the class. The national average was 229. During the year this class made growth of six points which is on the high end of expected one year's growth.
   The following year, spring of **2007**, this 7th grade class had a median RIT score of 234, exceeding the national average of 229 by five points. MAP results indicate that implementation of the various strategies and interventions is making an impact on student achievement.

2. Performance Target 2: "MAP" assessment results for grades 7 & 8 administered during the spring of 2007 are as follows: Asian/Pacific Islander students exceeded the national RIT score averages. Hispanic students in grade 7 exceeded the national RIT scores. Grade 8 Hispanic students were four points behind the national average. Special education students and students on free and reduced lunch continue to score below the national RIT score average.

3. Performance Target 3: Oltman earned three stars for Math proficiency in all sub categories for spring 2006 MCAs. Additionally, 8th grade NWEA results administered in spring of 2007 showed the 8th grade class exceeded the national RIT score average by five points.

- ***How did the district/school meet the performance target in instruction and/or curriculum?***

1. Using the monies from the grant, OJH hired a 1.0 FTE teacher to work with the target groups of students identified in our performance targets. The teacher's role included: co-teaching in the Intermediate math class, Intermediate 2 Concepts class, and the Pre Algebra Concepts Class; working with small groups of students who were identified via the MAP tests has having various mathematics deficiencies; ensuring proper placement of students in the appropriate level of math.

APPENDIX F

Minnesota Session Laws 2005 – 1st Special Session

Chapter 5 – H. F. No. 141
Article 1, Section 50 Compensatory Revenue Allocation; Test Score Pilot Program

Subdivision 1. **Pilot Program Created.** A pilot program is created to allow a school district to allocate compensatory revenue received under Minnesota Statues, section 126C.10, subdivision 3, among its school buildings according to each building's school performance measures.

Subdivision 2. **Application Process.** Independent School Districts Nos. 11, Anoka-Hennepin; 279, Osseo; 281, Robbinsdale; 535 Rochester; and 833, South Washington may submit an application to the commissioner of education by August 15, 2005, for a plan to allocate compensatory revenue to school sites based on student performance. The application must include a written resolution approved by the school board that: (1) identifies the test results that will be used to assess student performance; (2) describe the method for distribution of compensatory revenue to the school sites; and (3) summarizes the evaluation procedure the district will use to determine if the redistribution of compensatory revenue improves overall student performance. The application must be submitted in the form and manner specified by the commissioner. The commissioner must notify selected school districts by September 1, 2005.

Subdivision 3. **Report.** The commissioner of education must submit a report by February 15, 2008, to the education committees of the legislature evaluating the effectiveness of the pilot program.

2. New math courses designed to meet the needs of students with varying math skill deficiencies were developed, which included: Concepts level courses in Intermediate 1 & 2, and Pre-Algebra. Students were then placed in those classes to strengthen their areas of math skill deficiency.

- ***Identify any staff development activities that occurred to help meet the performance target.***
  1. Special Education teachers received training in the Kansas Learning Strategies.
  2. Math teachers were trained in the "Understanding Math" program.
  3. District adopted the "Alternative Teacher Pay for Performance System" which requires ongoing peer coaching, goal setting, staff development, etc...
  4. Staff had training on the "Study Island" MCA-II preparatory program.
  5. The school District provided staff development days for the math department for all math teachers in the district, developing curriculum teaching strategies.

- ***Identify parent/family involvement activities that resulted from the performance target?***
  1. Parents whose children were receiving additional services from the 1.0 Math co-teacher received weekly progress reports and other relevant communications.
  2. Parents received access to the "Study Island" skill building program for their child. For the purpose of being able to see what their child was working on in regards to mathematical skills assessed on the MCA-II tests.
  3. Parents were provided opportunities to be involved, including conferencing with math teachers, guidance counselors, administration, etc...
  4. A Community Involvement Coordinator was hired to increase parent and community involvement in the school. Parent membership in the Parent Teacher Organization grew substantially. The Community Involvement Coordinator has reached out successfully to parents of under represented ethnicities and has established a method of keeping them involved in their child's education.

- ***Identify all staff involved in meeting the performance target. (i.e., classroom teachers, principals, etc.)***
  1. Classroom Teachers
  2. Guidance Counselors
  3. Para-Professionals
  4. School Administration

- ***What resources or technical support was used?***
  1. 1.0 Math teacher was used to co- teach in the lower level Math courses: Intermediate 1, Intermediate 2 Concepts, Pre Algebra Concepts. This teacher was also responsible for taking a small group of students out of each class (5-7 students) and worked with them on the day's lesson as well as on pre-identified skill deficiency areas for each student.
  2. Technology software: "Understanding Math," which is a mathematical skills building program that students access via a computer. This program was an integral part to the mathematics department. "Study Island," is an MCA-II preparatory program that students and parents could access via the Oltman web site and work on skill development in preparation of the MCA-II tests.
  3. MAP tests were used to identify students who were deficient in the various MCA-II strands.
  4. Assistance from the District's Data analysis team helped staff interpret MCA-II and MAP data.

- ***Additional information as needed to support achievement of the performance target.***

All faculty and staff have been supportive of the compensatory pilot program efforts and other school initiatives to support strengthening student achievement in mathematics and reaching schools goals for student achievement. We anticipate Oltman Junior High School will continue to see growth in mathematics achievement when the 2007 MCA-II results are published. However, we cannot claim to meet our performance targets as originally stated due to the fact that the MCA exams were changed after this grant proposal was written. The faculty and staff continue to be committed to providing the best education for our students, and are dedicated to helping all students reach their fullest potential. The math teachers have provided ongoing staff development training to other staff to introduce math concepts in all content areas. We have hired a math coordinator who will work with staff to coordinate best practices in teaching mathematics curriculum and utilize proven interventions to support struggling students.
While the MCA-II results cannot be used to measure progress towards our original performance targets, school MAP data does support overall growth for students in mathematics, which is progress towards our goal and performance targets. The pilot project along with other district and school efforts has also built the capacity of teachers and the school to continue to work towards proficiency for all students.