# A Recommended Approach for Developing a District Improvement Plan

The following approach to revision of a district improvement plan is systematic, data-driven, and research-based. The district is not required to use the Utah State Office of Education (USOE) approach or template for revising the district improvement plan **unless the district is in Corrective Action**. However, all the necessary components required by NCLB are included in this approach and template.

If the district chooses to use its own template, refer to the check list to ensure all required components are included. Include a signature page indicating the involvement of a wide representation of district stakeholders.
Make sure the plan addresses:

 Uses scientifically-based research [1116 (c) (7)(A)(i) 20; USC §6316(c)(7)(A)(i); 34 CFR §200.52(a)(3)(i)]

 Identifies actions that have the greatest likelihood of improving student achievement [1116 (c) (7)(A)(ii); 20 USC §6316(c)(7)(A)(ii); 34 CFR §200.52(a)(3)(ii)]

 Allocates the 10% requirement for professional development [1116 (c) (7)(A)(iii); 20 USC §6316(c)(7)(A)(iii); 34 CFR; §200.52(a)(3)(iii)(A); 34 CFR §200.52(a)(3)(iii)(B)]

 States specific measurable achievement goals and targets for each of the groups of students identified in disaggregated data [1116 (c) (7)(A)(iv)§; 20 USC §6316(c)(7)(A)(iv); 34 CFR §200.52(a)(3)(iv)(A); 34 CFR §200.52(a)(3)(iv)(B)]

 Addresses the fundamental teaching and learning needs of the schools of the district (District) and the specific academic problems of low-achieving students including a determination of why the district's prior plan failed to bring about increased student achievement [1116 (c) (7)(A)(v); 20 USC §6316(c)(7)(A)(v); 34 CFR §200.52(a)(3)(v)(A); 34 CFR §200.52(a)(3)(v)(B)]

 Incorporates activities before school, after school, during the summer, and during an extension of the school year [1116 (c) (7)(A)(vi); 20 USC §6316(c)(7)(A)(vi); 34 CFR §200.52(a)(3)(vi)]

 Specifies the responsibilities of the Utah State Office of Education and the district under the plan including specifying the technical assistance to be provided by USOE [1116 (c) (7)(A)(vii); 20 USC §6316(c)(7)(A)(vii); 34 CFR §200.52(a)(3)(vii)]

 Includes strategies to promote effective parent involvement strategies to promote effective parent involvement [1116 (c) (7)(A)(viii); 20 USC §6316(c)(7)(A)(viii); 34 CFR §200.52(a)(3)(viii); Utah State Statute §53A-1a-106 ]

**Part A: General information and District Improvement Plan Revision Process**

The District Leadership Team must include District administrators, parents, school staff, and others as appropriate. These are minimum requirements. Be sure to include enough members in the committee to represent all interested parties. All members must sign the plan.

**Part B: Conduct an Appraisal**

In addition to AYP data analysis, the District may use other assessment data, survey results, demographic information, and evaluations of existing programs. Do not rely on CRT data alone to determine the possible causes of district improvement needs. Look for root causes that may be limiting certain groups of students.

While considering the need for district improvement, there are five categories that have been affirmed to impact student achievement in varying degrees. These categories are: **Curriculum, Teaching and Learning, Leadership, Resource Management, and District Climate and Culture.** Review district practices and budget allocations in those areas. Make available all documents that support the appraisal of district needs.

**Part C: Choose goals and activities**

Step 1: After completing the appraisal, the DST and the district leadership team should identify concerns in areas that hinder student achievement.

Step 2: These concerns should lead to the setting of goals that are specific, measurable, attainable, realistic and time-based (SMART). These goals must be targeted toward specific improvements in the content areas and for the sub-groups in which the district was identified.

Step 3: Write the district goals in statements that describe desired results or changes expected by a specific point in time. Remember, this is a two-year plan. Give the district time to complete its goals.

Step 4: For each goal, determine activities or strategies that are most likely to help the district meet its improvement goals. In selecting activities, the committee should consider:

- The direct relationship between the activities, the goals, and the desired outcomes.

- The scientifically based research supporting the effectiveness of chosen activities.
- The likelihood that chosen activities will be effective in the district for its demographics and needs.
- Professional development needed to support the activities and goals.

Step 5: When describing each activity, describe the research base, the intended impact, the required professional revision, the persons responsible, and the evaluation.

Use the form on the following page to guide the district improvement planning process.

**District Improvement Actions and Goals Form (Complete one for each goal.)**

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| District Improvement Goal: Goals must be directly related to the reasons your district did not make adequate yearly progress and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable achievement targets for each of the groups of students identified in disaggregated data. [1116 (c) (7)(A)(iv)§; 20 USC §6316(c)(7)(A)(iv); 34 CFR §200.52(a)(3)(iv)(A); 34 CFR §200.52(a)(3)(iv)(B)]<br>District Improvement Goal<br>#_____ |
| Activity—Identify activities that have the greatest likelihood of improving student achievement. Number [1116 (c) (7)(A)(ii); 20 USC §6316(c)(7)(A)(ii); 34 CFR §200.52(a)(3)(ii)] |
| Scientifically Based Research Support<br>[1116 (c) (7)(A)(i) 20; USC §6316(c)(7)(A)(i); 34 CFR §200.52(a)(3)(i)] |
| Professional Development to Support Actions—Allocate the 10% requirement for professional development. [1116 (c) (7)(A)(iii); 20 USC §6316(c)(7)(A)(iii); 34 CFR; §200.52(a)(3)(iii)(A); 34 CFR §200.52(a)(3)(iii)(B)] |
| Teaching and Learning Needs—Address the fundamental teaching and learning needs of the schools of the district (District) and the specific academic problems of low achieving students including a determination of why the district's prior plan failed to bring about increased student achievement. [1116 (c) (7)(A)(v); 20 USC §6316(c)(7)(A)(v); 34 CFR §200.52(a)(3)(v)(A); 34 CFR §200.52(a)(3)(v)(B)] |
| Out of School Activities—Incorporates activities before school, after school, during the summer, and during an extension of the school year. [1116 (c) (7)(A)(vi); 20 USC §6316(c)(7)(A)(vi); 34 CFR §200.52(a)(3)(vi)] |
| USOE Responsibilities—Specifies the responsibilities of the Utah State Office of Education and the district under the plan including specifying the technical assistance to be provided by USOE. [1116 (c) (7)(A)(vii); 20 USC §6316(c)(7)(A)(vii); 34 CFR §200.52(a)(3)(vii)] |
| Parent Involvement—Includes strategies to promote effective parent involvement strategies to promote effective parent involvement. [1116 (c) (7)(A)(viii); 20 USC §6316(c)(7)(A)(viii); 34 CFR §200.52(a)(3)(viii); Utah State Statute §53A-1a-106 ] |