

# Title I District Improvement Status

2002 – 2003 School Year

District	Recommended District Improvement Status under NCLB	Implications of Recommended School Improvement Status under NCLB Beginning January 2003
<b>Lower Yukon Schools</b>	1 <sup>st</sup> Year District Improvement Status	<p>Required to develop a district improvement plan within three months after identification. District improvement plans must include:</p> <ul style="list-style-type: none"> <li>• Incorporate scientifically based research strategies that strengthen the core academic program in the schools served by the district;</li> <li>• Identify actions that have the greatest likelihood of improving the achievement standards;</li> <li>• Address professional development needs of the instructional staff;</li> <li>• Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data;</li> <li>• Address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low achieving students, including a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement;</li> <li>• Incorporate as appropriate, activities before school, after school, during the summer, and during an extension of the school year;</li> <li>• Specify the responsibilities of the state educational agency under the plan, including specifying the technical assistance to be provided by the state; and</li> <li>• Include strategies to promote effective parental involvement in the school.</li> </ul>
<b>Yupiit Schools</b>	1 <sup>st</sup> Year District Improvement Status	<p>Required to develop a district improvement plan within three months after identification. District improvement plans must include:</p> <ul style="list-style-type: none"> <li>• Incorporate scientifically based research strategies that strengthen the core academic program in the schools served by the district;</li> <li>• Identify actions that have the greatest likelihood of improving the achievement standards;</li> <li>• Address professional development needs of the instructional staff;</li> <li>• Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data;</li> <li>• Address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low achieving students, including a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement;</li> <li>• Incorporate as appropriate, activities before school, after school, during the summer, and during an extension of the school year;</li> <li>• Specify the responsibilities of the state educational agency under the plan, including specifying the technical assistance to be provided by the state; and</li> <li>• Include strategies to promote effective parental involvement in the school.</li> </ul>