

Title I District in Need of Assistance (SINA) Action Plan for the Academic Years: 2009-2010 and 2010-2011

District: Davenport Community School District

Draft/Final Date: 09/11/2009

X Identification for Year V - Reading

Sub-groups: Low SES, IEP, African American - Grades 6-8 and 11;
ELL – Grades 6-8;
Hispanic – Grades 3-8;

X Identification for Year IV – Math

Sub-groups: Low SES, IEP, African American – Grades 3-8 and 11;
Hispanic – Grades 6-8 and 11;
White – Grade 11

This plan has included the following:

✓ Actions for Reading	✓ Actions for Parent Engagement	✓ 10% Allocation of Title I Dollars	✓ Mentoring of New and Experienced Teachers
✓ Actions for Math	✓ Actions for Assessing Evaluability		✓ Evidence-Based Research
✓ Actions for Leadership	✓ Identified Needs of Students		✓ Outside Technical Assistance

District Long- Range CSIP Goal for Identified Area:	Davenport’s long-range goals define the desired targets to be reached over an extended period of time. These long-range goals serve two purposes: 1) to meet locally determined student needs and 2) to address state and federal student accountability. The long range goal for state and federal accountability purposes is: All students will reach high levels of literacy, mathematics and science and will feel safe and connected to school.
Persons writing the plan	Cindy Lewis, Elementary Language Arts Instruction Specialist Kathleen Learn, Secondary Language Arts Coordinator Dawn Anderson Rascher, Director of Assessment, Equity and Record Services Juli Staszewski, Director of Curriculum & Staff Development Laura Isele, PreK-12 Math Instruction Specialist

Diagnosis Summary:
What do data tell us about
student learning needs?

Diagnosis Summary: During the audit and diagnosis process, the following data sources were reviewed and analyzed:

The District is seeing success with many of the “interventions” that are currently in place. However, beyond the summative data that the intervention has improved student achievement, the District has only begun to collect formative data to see how the intervention is working and how it contributes to the results. This type of data is needed to analyze the intervention at a deeper level to ensure the outcomes are fully realized and can be replicated.

Reading Comprehension 3-5					
Percent Proficient					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Trajectory	70.00%	70.00%	70.00%	76.00%	76.00%
All Students	72.95%	67.25%	76.82%	71.12%	76.93%
Low SES	66.23%	56.42%	68.41%	63.61%	68.81%
IEP	18.95%	19.55%	36.57%	32.41%	41.27%
ELL	65.85%	43.24%	71.30%	67.74%	72.32%
African American	56.85%	50.26%	64.18%	58.52%	67.32%
Asian	<30	67.86%	85.71%	82.28%	86.90%
Hispanic	70.65%	60.42%	72.33%	69.35%	71.43%
White	78.14%	73.09%	81.12%	75.36%	80.86%

Reading Comprehension 6-8					
Percent Proficient					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Trajectory	66.70%	66.70%	66.70%	73.30%	73.30%
All Students	57.80%	59.22%	66.33%	67.67%	69.10%
Low SES	42.53%	42.55%	56.06%	58.76%	59.12%
IEP	10.84%	12.32%	28.79%	34.71%	31.36%
ELL	<30	32.00%	56.67%	59.76%	45.71%
African American	32.06%	38.05%	51.43%	52.09%	52.84%
Asian	54.55%	<30	69.39%	72.94%	66.67%
Hispanic	59.76%	48.24%	54.17%	67.52%	67.71%
White	64.24%	65.95%	72.55%	72.65%	74.69%

	Reading Comprehension 11				
	Percent Proficient				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Trajectory	74.20%	74.20%	74.20%	79.30%	79.30%
All Students	58.53%	66.76%	68.18%	68.02%	70.17%
Low SES	42.39%	50.13%	50.50%	53.89%	54.36%
IEP	12.95%	14.06%	15.62%	13.54%	14.44%
ELL	<30	41.67%	<30	<30	<30
African American	45.16%	35.54%	43.18%	44.20%	38.26%
Asian	<30	<30	<30	73.33%	<30
Hispanic	42.47%	50.94%	61.67%	67.86%	71.79%
White	62.37%	74.21%	74.14%	72.41%	75.67

Source of data - AYP REPORT

First two years on 4, 8, 11

Last three years on summary of 3-5, 6-8, 11

	Math Total 3-5				
	Percent Proficient				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Trajectory	68.30%	68.30%	68.30%	74.70%	74.70%
All Students	76.08%	75.58%	79.38%	77.56%	75.39%
Low SES	69.26%	66.18%	71.16%	69.71%	66.81%
IEP	35.11%	39.69%	47.57%	41.18%	41.69%
ELL	83.33%	62.16%	76.85%	78.23%	75.00%
African American	58.46%	53.65%	62.56%	62.59%	60.50%
Asian	90.00%	92.86%	89.29%	93.67%	85.71%
Hispanic	75.00%	65.60%	78.20%	74.30%	70.90%
White	80.74%	82.41%	84.38%	82.59%	80.89%

	Math Total 6-8				
	Percent Proficient				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Trajectory	65.00%	65.00%	65.00%	72.00%	72.00%
All Students	56.66%	61.81%	71.72%	72.54%	66.41%
Low SES	41.94%	47.94%	62.13%	63.73%	54.71%
IEP	14.20%	11.03%	33.93%	40.22%	19.55%
ELL	<30	<30	81.11%	73.17%	60.00%
African American	23.08%	29.06%	55.54%	54.33%	44.41%
Asian	67.65%	74.29%	85.71%	87.06%	85.70%
Hispanic	58.50%	60.00%	68.20%	72.30%	65.85%
White	64.51%	69.75%	76.75%	78.06%	73.23%

	Math Total 11				
	Percent Proficient				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Trajectory	74.20%	74.20%	74.20%	79.30%	79.30%
All Students	61.77%	65.36%	64.76%	70.29%	68.47%
Low SES	42.47%	46.61%	47.99%	55.86%	54.81%
IEP	23.02%	12.00%	18.56%	17.89%	16.67%
ELL	<30	<30	<30	<30	<30
African American	43.09%	30.49%	42.75%	40.88%	40.87%
Asian	<30	<30	<30	83.33%	<30
Hispanic	43.84%	54.90%	61.67%	64.29%	65.38%
White	62.37%	73.65%	69.78%	75.91%	73.11%

Source of data - AYP REPORT

First two years on 4, 8, 11

Last three years on summary of 3-5, 6-8, 11

<p>District Goal Statement for SINA to support prioritized learning needs.</p>	<p>By May 2010, the number of students in the needs category in each grade band (3-5, 6-8, 11) will decrease by at least 10 % from the 2008-2009 numbers as measured by the ITBS/ITED reading comprehension and mathematics test.</p>																																																
<p>Indicators of Progress: How will/do we know student learning has changed?</p>	<p>Summative Evaluation Question(s)</p>	<p>Formative Data Questions Aligned to Summative Evaluation Question(s)</p>																																															
	<p>How will we know reading comprehension and math achievement have improved?</p> <ul style="list-style-type: none"> The percent of students in the needs category as measured by the ITBS/ITED reading comprehension and math subtest will decrease by 10% from the 2008-2009 numbers. <table border="1" data-bbox="540 678 1327 1214" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Reading Comprehension</th> </tr> <tr> <th colspan="4" style="text-align: center;">Percent of Students in Needs Category</th> </tr> <tr> <th colspan="4" style="text-align: center;">2008-2009</th> </tr> <tr> <th></th> <th>Grades 3-5</th> <th>Grades 6-8</th> <th>Grade 11</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>23.07%</td> <td>30.90%</td> <td>31.53%</td> </tr> <tr> <td>Low SES</td> <td>31.19%</td> <td>30.90%</td> <td>29.83%</td> </tr> <tr> <td>IEP</td> <td>58.73%</td> <td>68.64%</td> <td>85.56%</td> </tr> <tr> <td>ELL</td> <td>27.68%</td> <td>54.29%</td> <td><30 students</td> </tr> <tr> <td>African American</td> <td>32.68%</td> <td>47.19%</td> <td>61.74%</td> </tr> <tr> <td>Asian</td> <td>13.10%</td> <td>33.33%</td> <td><30 students</td> </tr> <tr> <td>Hispanic</td> <td>28.57%</td> <td>32.29%</td> <td>28.21%</td> </tr> <tr> <td>White</td> <td>19.14%</td> <td>25.31%</td> <td>24.33%</td> </tr> </tbody> </table>	Reading Comprehension				Percent of Students in Needs Category				2008-2009					Grades 3-5	Grades 6-8	Grade 11	All Students	23.07%	30.90%	31.53%	Low SES	31.19%	30.90%	29.83%	IEP	58.73%	68.64%	85.56%	ELL	27.68%	54.29%	<30 students	African American	32.68%	47.19%	61.74%	Asian	13.10%	33.33%	<30 students	Hispanic	28.57%	32.29%	28.21%	White	19.14%	25.31%	24.33%
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Math Percent of Students in Needs Category 2008-2009			
	Grades 3-5	Grades 6-8	Grade 11
All Students	24.61%	33.59%	29.83%
Low SES	33.19%	45.29%	45.19%
IEP	58.31%	80.45%	83.33%
ELL	25.00%	40.00%	<30 students
African American	32.68%	47.19%	61.74%
Asian	14.29%	18.18%	<30 students
Hispanic	29.10%	34.15%	26.89%
White	19.11%	26.77%	24.33%

- MATH
- The percent of K-5 students proficient on *Growing with Math* periodic and comprehension assessments will increase from previous year(s).
 - The percent of students proficient on the end-of-course exams will increase from previous school year(s).
 - Students will show growth on math intervention program reports: FASTT Math, GO SOLVE, and Do the Math.

Evidence-Based Research Source	<ul style="list-style-type: none"> • Marzano, R.J., Walters, T. and McNulty, B. A. (2005). <i>School Leadership that Works: From research to Results</i>. Alexandria, VA: Association for Supervision and Curriculum Development. • Reeves, Douglas B. <i>Accountability for Learning: How Teachers and School Leaders can Take Charge</i>, (ASCD, 2004) • Reeves, Douglas B. <i>The Learning Leader: How to Focus School Improvement for Better Results</i>, (ASCD 2006) • Comprehensive Reading Programs PreK-6: <i>Little Treasures, Treasures (Core), Triumphs (Intervention), Treasure Chest (ELL)</i> are aligned to the findings of the National Reading Panel's key components of reading instruction balanced with a Writing Workshop designed to develop the writing process. The programs are aligned to our district's standards and benchmarks in preschool, language arts, children in special education, and children learning English as a second language. The programs provide several resources for teachers, an instructional framework linked to activities that develop phonemic awareness, phonics, fluency, as well as vocabulary and comprehension strategies already established through Reading First initiatives. The core program is based in explicit instruction; however, a blend of differentiated instruction is used during flexible grouping; and the ELL and intervention programs utilize direct instruction. The high quality of children's literature, at the heart of the programs, promotes a motivation for reading by using classics and contemporary non-fiction alongside poetry. The comprehensive assessment system provides criterion and norm-based student data used to provide feedback to students as well as influence instructional decisions to meet the needs of all types of learners. • Jamestown Reading Navigator and READ 180 are aligned with the following key points of <i>Reading Next</i>: explicit instruction, effective instructional principles embedded in content, motivation and self-directed learning, text-based collaborative learning, strategic tutoring, diverse texts, a technology component, ongoing formative assessment of students, extended time for literacy, professional development, ongoing, summative assessment of students and programs, leadership, and a comprehensive and coordinated literacy program. • Reading Intervention uses Corrective Reading programming. This program aligns with the NRP's components of phonemic awareness, fluency, vocabulary, and comprehension. Direct instruction is a key component of this program. • "What factors contribute most strongly to student's success in learning mathematics?" EDThoughts, Mid-continent Research for Education and Learning (McREL), p. 84-85, 2002 "...Supporting factors include time to perform investigations, classroom practices that emphasize discourse among students and between students and teachers, student reflection on their work, time to revise work, and appreciation of student diversity." P. 84; "...Teachers must provide classroom time for the in-depth study of major concepts in mathematics. The typical forty-three minute class period does not support the time necessary to explore topics in-depth or from multiple perspectives. Short-segmented class periods often prevent students from achieving the flow and continuity of thinking that is so critical in making sense of mathematics." P. 85 • The National Science Foundation has recognized <i>Growing with Mathematics</i> as a research-based program appropriate for all student populations. <i>Connect Mathematics 2</i> is based on research, and was field-tested in diverse sites across the country. A growing body of research and evaluation reports indicates that CMP outperforms non-CMP curricula on tests of problem-solving ability, equals or outperforms non-CMP curricula on skills tests, and promotes long-term retention. These standards-based programs are used in Pre-K through 7th grade and align to our district's standards and benchmarks. Both programs provide manipulatives and resources for teachers. Problem-based investigations are an integral part of the programs. Use of technology is incorporated into classroom activities.
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- “Special Needs of 9th Grade Students,” The Principals’ Partnership, Research Brief, 2/27/06. “Components of successful programs...Another commonality is that in the majority of programs, 9th grade students receive a double dose of math (usually Algebra I)...”
- “Measured Progress: A Report on the High School Reform Movement,” Education Sector Reports. “...students of all achievement levels had higher learning gains between eighth and tenth grade when they took algebra instead of general math courses (Gamoran & Hannigan, 2000).” “...Ninth graders...spend double the amount of time in math...for the entire year — 90 minutes...Algebra 1 curriculum, supplemented with special materials developed by Johns Hopkins University (Balfanz, Legters, & Jordan, 2004).”
- “High Performance in High Poverty Schools: 90/90/90 and Beyond,” Douglas B. Reeves, Center for Performance Assessment 2003. “...they routinely provided double periods of English and mathematics.”
- McGehee, Jean. “The Coaching/Mentoring Phase of a Professional Development Partnership Project,” *Paper presented at the annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Hosted by Virginia Tech University Hotel Roanoke & Conference Center, Roanoke, VA, Oct 20, 2005* “When teachers expect more learning and try more innovative practices...student achievement and teacher practice are positively impacted. These changes come from teachers who understand the point of studying demonstration lessons and more from the demonstration phase into coaching and mentoring.”
- “A Model for Increasing Reform Implementation and Teacher Efficacy: Teacher Peer Coaching in Grades 3 and 6 Mathematics,” Bruce & Ross. *Canadian Journal of Education* (2008). “...teachers in peer coaching programs were more successful...in implementing new instructional strategies, using the new strategies in more appropriate ways, sustaining the use of new strategies, and understanding the purposes of instruction. (Kohler, Ezell, & Paluselli, 1999; Licklider, 1995).” “...participants attributed these changes in their practice to peer coaching and to the mathematical pedagogy training provided.”
- Southern Regional Education Board: 592 10 St. N.W., Atlanta, Ga. 30318. Founded in 1948, the Southern Regional Education Board is a nonprofit, nonpartisan organization that works with leaders and policy-makers in 16 member states to improve pre-K through postsecondary education. Through many nationally recognized programs and services, SREB’s mission is helping states achieve the [12 Challenge to Lead Goals for Education](#).
- Reading First
- National Council of Teachers of English
- Iowa Core Curriculum
- Every Student Counts
- National Council of Teachers of Mathematics

<p>Content for the professional development identified through research:</p>	<p>Based upon the results of the audit and diagnosis process, the district leadership team will provide professional development to instructional administrators and teachers in the effective use of instructional strategies and data to monitor student achievement and monitor instructional strategies in the classroom.</p> <ul style="list-style-type: none"> ▪ The district will identify professional development providers to conduct training on using specific strategies for targeted subgroups for improving student achievement (ALL) ▪ The district will provide professional development on differentiated instruction to all pre-K-12 teachers and administrators. (ALL) ▪ The district will continue to provide professional development for instructional administrators and specialists on formal and informal monitoring of classroom techniques (LEADERSHIP) ▪ District Elementary and Secondary Achievement Initiatives will continue to provide professional development to building-based content area teams (ALL) ▪ Curriculum and Instruction Specialists will provide professional development in curriculum, instructional framework, and identified instructional strategies (ALL) ▪ Curriculum and Instruction Specialists will provide professional development to staff on the use of formative assessments to guide instruction (ALL) ▪ Curriculum and Instruction Specialists will provide professional development on district initiatives to new teachers (ALL) ▪ Special Education Specialist will provide professional development on co-teaching (SECONDARY) ▪ Southern Regional Education Board will continue to provide professional development on key practices of Making Middle Grades Work and High Schools that Work (SECONDARY) ▪ 10% of regularly allocated Title I funds will be withheld to support articulated professional development (ALL) ▪ The district will provide professional development on Instructional Decision Making (ALL) ▪ The district will provide professional development on Olweus (ALL) ▪ The district will provide professional development on Iowa Core Curriculum (ALL) ▪ The district will provide professional development on culturally proficient curriculum (ALL)
<p>Peer Review Process</p>	<ul style="list-style-type: none"> • Date Planned for Peer Review: <u>September 2009</u> • Districts/AEA/Individuals Involved in Peer Review: <u>Trampus Budde (MBAEA), Margaret Van Fossen (MBAEA), Steve Weisman and Jeffrey Zoul (SREB), Pam Ehly (Iowa City Community School District) Additional review process with District Leadership Team, Elementary Principals, Intermediate Principals, High School Principals, Instructional Support Team, Curriculum Council, and Local School Improvement Advisory Council.</u> • Process for Peer Review: <u>District Presentation/Clarifying Questions/Electronic Feedback</u> • Date Peer Review Actually Completed: _____

Implementation:	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
How will the goal be achieved?	Identification of changes: <ol style="list-style-type: none"> 1. Knowledge 2. Skills 3. Attitudes 4. Aspirations 5. Behaviors. 	How will we collect the information about the change? (e.g., tests, surveys, focus groups, interviews, logs, observations, rating scales) What data sources would best answer our formative and summative questions?	<ol style="list-style-type: none"> 1. Iowa Professional Development Model Component 2. Person(s) Responsible 3. Time (when & how much) 4. Resources 	<i>The data collected from stakeholders and decisions made help continually monitor, adjust, and evaluate key actions and activities and the overall plan. How have we measured or depicted change in the information collected (e.g. describing, counting, clustering, comparing, trends, patterns)?</i>
Action #1: Notification of Parents and Community	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<ul style="list-style-type: none"> ▪ Public notification following guidelines provided by Iowa Department of Education. 	<ul style="list-style-type: none"> ▪ Parents: Increased understanding of district's status and plan for improvement. 	<ul style="list-style-type: none"> ▪ Notification documents 	<ul style="list-style-type: none"> ▪ Executive Directors 	
Action # 2: Audit, Diagnosis, and Design	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<ul style="list-style-type: none"> ▪ Completion of Audit 	<ul style="list-style-type: none"> ▪ District Leadership Team: Review District Data 	<ul style="list-style-type: none"> ▪ Program Data ▪ ITBS/ITED ▪ Behavior Data ▪ Agendas of meetings ▪ Data reports 	<ul style="list-style-type: none"> ▪ Director of Assessment 	
<ul style="list-style-type: none"> ▪ Completion of Diagnosis 	<ul style="list-style-type: none"> ▪ District Leadership Team: Complete diagnosis on areas of concern. 	<ul style="list-style-type: none"> ▪ Analysis of data ▪ Diagnosis summary review 	<ul style="list-style-type: none"> ▪ Director of Assessment 	
<ul style="list-style-type: none"> ▪ Completion of Action Plan 	<ul style="list-style-type: none"> ▪ District Leadership Team: Complete action plan. 	<ul style="list-style-type: none"> ▪ Completed action plan, including plan for evaluation. ▪ Monthly review of action plan 	<ul style="list-style-type: none"> ▪ Director of Curriculum & Staff Development 	

<ul style="list-style-type: none"> Communication of Action Plan 	<ul style="list-style-type: none"> Communicate Plan Elementary Principals, Intermediate Principals, High School Principals, Instructional Support Team, District Leadership Team, Curriculum Council, Local School Improvement Advisory Council, Board of Education Placed on Web 	<ul style="list-style-type: none"> Number of staff members who participated in district's communication of action plan. 	<ul style="list-style-type: none"> Director of Curriculum & Staff Development 	
Action #3: Leadership	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<ul style="list-style-type: none"> Develop shared vision for what quality instruction looks like in the classroom based on Iowa Core Curriculum professional development. 	<ul style="list-style-type: none"> Administrators will identify best practices in the classroom. Protocols for consistent expectations will be used. 	<ul style="list-style-type: none"> Professional development evaluation sheets Meeting sign-in sheets Meeting agendas 	<ul style="list-style-type: none"> Director of Curriculum & Staff Development 	
<ul style="list-style-type: none"> Develop shared vision for meeting needs of each and every child through Response to Intervention (RTI). 	<ul style="list-style-type: none"> Increased understanding of RTI and relationship to solution focus. 	<ul style="list-style-type: none"> Evaluations after training 	<ul style="list-style-type: none"> Executive Directors 	
<ul style="list-style-type: none"> Implement data teams in each building to review data and make recommendations for instruction and professional development. 	<ul style="list-style-type: none"> Increased use of data to make informed instructional and professional development decisions. Teams meet regularly to analyze data. 	<ul style="list-style-type: none"> Walk through data Data walls in each building Building data reports sent to Executive Directors 	<ul style="list-style-type: none"> Principals 	
<ul style="list-style-type: none"> Determine expectations and monitor implementation of teacher use of identified instructional strategies. 	<ul style="list-style-type: none"> Increased use of identified instructional strategies by teachers and students with intentionality. Building leadership team collects and analyzes teacher implementation data. 	<ul style="list-style-type: none"> Implementation data, staff summaries, and analysis Building professional development meeting agendas Walk through data 	<ul style="list-style-type: none"> Principals 	

<ul style="list-style-type: none"> Review instructional programming. 	<ul style="list-style-type: none"> Appropriate programs provided that meet student needs. 	<ul style="list-style-type: none"> Formative and summative data Data analysis provided to Instructional Support Team and C & I Department Pre-K-12 Implementation analysis reports 	<ul style="list-style-type: none"> Director of Assessment and Director of Curriculum & Staff Development Associate Director of Learning Information Services 	
Action # 4: Instruction	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<ul style="list-style-type: none"> Provide professional development on differentiated instruction to meet the needs of each and every student. 	<ul style="list-style-type: none"> Teachers will utilize differentiated instruction strategies daily to meet learning needs of students. Students will receive appropriately differentiated instruction that will meet their learning needs. 	<ul style="list-style-type: none"> Meeting agendas Professional development meeting evaluation sheets Evidence of utilization of differentiated instructional strategies. 	<ul style="list-style-type: none"> Director of Curriculum & Staff Development 	
<ul style="list-style-type: none"> Provide professional development on culturally proficient curriculum and instruction. 	<ul style="list-style-type: none"> Identified curriculum will include culturally proficient materials and instructional activities. Teachers will integrate culturally proficient lessons. 	<ul style="list-style-type: none"> Revised curriculum materials 	<ul style="list-style-type: none"> Director of Curriculum & Staff Development 	
<ul style="list-style-type: none"> Provide professional development on the use of formative assessments to guide instruction and learning. 	<ul style="list-style-type: none"> Teachers will use data to interpret, forecast, and adjust instruction. Increase understanding of formative assessment in relationship to Iowa Core Curriculum. 	<ul style="list-style-type: none"> Classroom formative assessment data Professional development meeting evaluations Artifacts demonstrating analysis of data 	<ul style="list-style-type: none"> Director of Curriculum & Staff Development 	
<ul style="list-style-type: none"> Provide professional development on the Iowa Core Curriculum. 	<ul style="list-style-type: none"> Teachers will integrate Iowa Core Curriculum in their teaching and identify and use effective instructional practices in the classroom. 	<ul style="list-style-type: none"> ICC Implementation Plan Building professional development meeting agendas 	<ul style="list-style-type: none"> Director of Curriculum & Staff Development 	
<ul style="list-style-type: none"> Monitor purposeful implementation of identified instructional strategies. 	<ul style="list-style-type: none"> Teachers will align instructional strategy use with curriculum and with student needs. Teachers complete documentation as requested. 	<ul style="list-style-type: none"> Walk through data Implementation logs Building reports sent to Curriculum and Instruction Specialists 	<ul style="list-style-type: none"> Principals 	

<ul style="list-style-type: none"> ▪ Provide professional development on co-teaching. 	<ul style="list-style-type: none"> ▪ Teachers will use differentiated instruction strategies daily to meet the learning needs of their students. ▪ Students will receive appropriately differentiated instruction that will meet their learning needs. 	<ul style="list-style-type: none"> ▪ Professional development meeting sign-in sheets ▪ Conduct and examine program evaluation ▪ Professional development meeting evaluation sheets. 	<ul style="list-style-type: none"> ▪ Director of Exceptional Education and Federal Programs 	
<ul style="list-style-type: none"> ▪ New teacher induction will include professional development on district initiatives including status and expectations of SINA/DINA. 	<ul style="list-style-type: none"> ▪ New teachers will understand and apply district initiatives. 	<ul style="list-style-type: none"> ▪ Survey, observation and other data will be collected to monitor progress. Teacher portfolio will be monitored. ▪ Professional development meeting evaluations 	<ul style="list-style-type: none"> ▪ Director of Curriculum & Staff Development 	
<ul style="list-style-type: none"> ▪ Provide summer intervention programs for targeted students. 	<ul style="list-style-type: none"> ▪ Teachers will guide students in review of concepts and skills. 	<ul style="list-style-type: none"> ▪ Student achievement data ▪ Follow-up study of program effectiveness. 	<ul style="list-style-type: none"> ▪ Director of Curriculum & Staff Development 	
<ul style="list-style-type: none"> ▪ Intervention time is provided to students to meet student needs. 	<ul style="list-style-type: none"> ▪ Increased student understanding and achievement as intervention time is provided for reading. ▪ Teachers will use identified strategies with targeted students. 	<ul style="list-style-type: none"> ▪ Assessment data ▪ Building master schedule 	<ul style="list-style-type: none"> ▪ Principals 	
<ul style="list-style-type: none"> ▪ Determine effectiveness of intervention programs. 	<ul style="list-style-type: none"> ▪ Increased student achievement as program is delivered with integrity. 	<ul style="list-style-type: none"> ▪ Program reports ▪ Student achievement data 	<ul style="list-style-type: none"> ▪ Director of Assessment and Director of Curriculum and Staff Development 	
<ul style="list-style-type: none"> ▪ Content-area coaches provide building-level support of program implementation and monitoring. 	<ul style="list-style-type: none"> ▪ Teachers will implement literacy programs with fidelity. ▪ Administrators will monitor program implementation. ▪ Programming will provide students opportunities to meet standards 	<ul style="list-style-type: none"> ▪ Meeting agendas/notes ▪ Student achievement data ▪ Walk through data ▪ Program data 	<ul style="list-style-type: none"> ▪ Director of Curriculum & Staff Development 	

Action #5: Coherent System	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<ul style="list-style-type: none"> ▪ Provide appropriate reading and math programming. 	<ul style="list-style-type: none"> ▪ Students will benefit from appropriate instruction to meet their needs. 	<ul style="list-style-type: none"> ▪ Intervention rosters ▪ Diagnostic test data ▪ Student achievement data ▪ Placement criteria ▪ Program implementation guidelines 	<ul style="list-style-type: none"> ▪ Executive Directors 	
<ul style="list-style-type: none"> ▪ Implement Response to Intervention (RTI). 	<ul style="list-style-type: none"> ▪ Administrators and teachers will routinely access and use data to make appropriate instructional and resource decisions. ▪ Students have support systems that communicate and support high expectations. 	<ul style="list-style-type: none"> ▪ Student achievement data for intervention courses. ▪ Building action plans and data reports sent to Executive Directors 	<ul style="list-style-type: none"> ▪ Executive Directors 	
<ul style="list-style-type: none"> ▪ Assure connection of course content through 5-year career development plans beginning with students in the 8th grade. 	<ul style="list-style-type: none"> ▪ Teachers and counselors will ensure students complete the plan. ▪ Students will have a personal plan for their future that motivates them to engage in school. 	<ul style="list-style-type: none"> ▪ Career development plans. 	<ul style="list-style-type: none"> ▪ Director of Curriculum & Staff Development 	
<ul style="list-style-type: none"> ▪ Strengthen school reform efforts through SREB's Making Middle Grades Work and High Schools That Work. 	<ul style="list-style-type: none"> ▪ Students will benefit from school reform components implemented by teachers and administrators: <ul style="list-style-type: none"> o High expectations o Power of I o Rigorous curriculum o Read a Million words o Writing across content areas o Extra time, extra help o Advisory/advisee o Five-year career plans o A/B quality work o Common end-of-term exams o Common course syllabi o Common pacing guides o Transition activities 	<ul style="list-style-type: none"> ▪ SREB assessments ▪ TRVdata ▪ SREB consultant's report and recommendations to Executive Directors and Director of Curriculum & Staff Development 	<ul style="list-style-type: none"> ▪ Principals 	

<ul style="list-style-type: none"> Clearly communicate grade-level learning expectations to families and community partners. 	<ul style="list-style-type: none"> Parents/guardians are provided information about grade-level learning expectations. 	<ul style="list-style-type: none"> K-5 Family and Community Learning Guides Distribution records Principals report distribution data to Executive Directors Course Syllabi Student learning guides 	<ul style="list-style-type: none"> Director of Curriculum & Staff Development 	
<ul style="list-style-type: none"> Improve classroom and school environment through the implementation of Olweus district-wide. 	<ul style="list-style-type: none"> Students and staff will be able to recognize and respond effectively to bullying behavior. 	<ul style="list-style-type: none"> District-wide systematic collection of behavior data. Monitor building implementation of Olweus. 	<ul style="list-style-type: none"> Executive Directors 	
<ul style="list-style-type: none"> Monitor full implementation of Grading and Reporting Regulations. 	<ul style="list-style-type: none"> Students and staff will have a clear understanding of the grading process. Staff will be in compliance with Grading and Reporting Regulations. 	<ul style="list-style-type: none"> District-wide systematic review of grades 	<ul style="list-style-type: none"> Executive Directors Principals 	
Action #6: Sustaining Actions for Reading and Math	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<ul style="list-style-type: none"> Review and analyze previous year's formative and summative data, including those relative to administrators, teachers, students, parents, and other stakeholders. 	<ul style="list-style-type: none"> The district will conduct analysis of data to make informed decisions. 	<ul style="list-style-type: none"> Thorough analysis of data 	<ul style="list-style-type: none"> Executive Directors Instructional Support Team 	
<ul style="list-style-type: none"> Determine focus of adjustments as indicated by data. 	<ul style="list-style-type: none"> There will be clear targets. 	<ul style="list-style-type: none"> Clear goals 	<ul style="list-style-type: none"> Executive Directors Instructional Support Team 	
<ul style="list-style-type: none"> Identify plan of action to sustain successful programming. 	<ul style="list-style-type: none"> Next steps will be based on data and research. 	<ul style="list-style-type: none"> Action plan 	<ul style="list-style-type: none"> Executive Directors Instructional Support Team 	
<ul style="list-style-type: none"> Begin adjusted/new professional development actions based on information from activities described. 	<ul style="list-style-type: none"> A timeline and responsibility chart will be identified to ensure implementation of actions. 	<ul style="list-style-type: none"> Timeline and assigned responsibilities 	<ul style="list-style-type: none"> Executive Directors Instructional Support Team 	

Projected Professional Development for Administrators and Staff - Dates, Times, and Focus in 2009-2010:

<i>Date</i>	<i>Time</i>	<i>Focus</i>
September 15, 22; October 29; November 10, 12; December 10; January 26, 28; February 11; April 8, 12, 15	Varies	Iowa Core Curriculum Leadership Development
September 10, 15, 22; October 29; November 10, 12, 19; December 10; January 14, 26, 28; February 11; March 11; April 8, 13, 15; May 15	Varies	Literacy & Numeracy Strategies (EIA and SIA)
Reading - September 4; October 19; November 9; December 14; January 25; February 22; March 15; April 26; May 24 Math -	Varies	Content Coaches (Reading and Math)
October 20; April 6	Varies	Math Teacher Leaders
September 10, 15, 22; November 10, 12, 19; January 14, 26, 28; March 11; April 13, 15; May 13	Varies	Differentiated Instruction
Spring 2010	Varies	Instructional Decision Making
TBD	Varies	Culturally Proficient Curriculum
September 17; October 1, 6, 22, 29; November 5; January 21; February 4; March 2, 4, 9, 16	Varies	Co-Teaching
August 13, 14; September 22, 28, 29; October 26, 27; January 5, 26; March 2, 9; May 4, 11	Varies	New Teacher Induction
September 28, 29; October 6, 8, 26, 27; November 16, 17; December 7, 8; February 2, 4; March 2, 4; May 25, 26	Varies	Olweus
September 24; October 6, 27; November 10; December 15; February 9; March 2	Varies	Every Student Counts in Math

District Leadership Team Membership for 2009-2010:

<i>Name</i>	<i>Role</i>
Julio Almanza	Superintendent
Leslie O'Melia	Executive Director of Administrative Services
Ethel Reynolds	Executive Director of Administrative Services
Betty Long	Director of Exceptional Education and Federal Programs
Gary Sloat	Director of Learning Information Services
Dawn Anderson Rascher	Director of Assessment, Equity and Record Services
Juli Staszewski	Director of Curriculum & Staff Development
Kathleen Learn	Secondary Language Arts Coordinator
Cindy Lewis	Elementary Language Arts Instruction Specialist
Laura Isele	PK-12 Math Instruction Specialist
Rachael Mullins	Development Supervisor
Tom Wagner	Associate Director of Learning Information Services

District Leadership Team Meeting Dates and Times for 2009-2010:

<i>Date</i>	<i>Time</i>	<i>Focus</i>
September 16, 2009	8:30 am to 9:30 am	Monitor implementation of plan.
November 11, 2009	8:30 am to 9:30 am	Monitor implementation of plan.
January 20, 2010	8:30 am to 9:30 am	Monitor implementation of plan.
March 31 ,2010	8:30 am to 9:30 am	Monitor implementation of plan.

Charting the Actions

Action	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Summer	2009-2010
Action #1: Notification of Parents and Community												
<ul style="list-style-type: none"> Public notification following guidelines provided by Iowa Department of Education. 		X										
Action # 2: Audit, Diagnosis, and Design												
<ul style="list-style-type: none"> Completion of Audit 		X										
<ul style="list-style-type: none"> Completion of Diagnosis 		X										
<ul style="list-style-type: none"> Completion of Action Plan 		X										
<ul style="list-style-type: none"> Communication of Action Plan 		X	X									
Action #3: Leadership												
<ul style="list-style-type: none"> Develop shared vision for what quality instruction looks like in the classroom based on Iowa Core Curriculum professional development. 	X											

Action	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Summer	2009-2010
<ul style="list-style-type: none"> Develop shared vision for meeting needs of each and every child through Response to Intervention (RTI). 										X →		
<ul style="list-style-type: none"> Implement data teams in each building to review data and make recommendations for instruction and professional development. 										X →		
<ul style="list-style-type: none"> Determine expectations and monitor implementation of teacher use of identified instructional strategies. 	X →											
<ul style="list-style-type: none"> Review instructional programming. 	X →											
Action # 4: Instruction												
Provide professional development on differentiated instruction to meet the needs of each and every student.	X →											

Action	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Summer	2009-2010
<ul style="list-style-type: none"> Provide professional development on culturally proficient curriculum and instruction. 	X											→
<ul style="list-style-type: none"> Provide professional development on the use of formative assessments to guide instruction and learning. 	X											→
<ul style="list-style-type: none"> Provide professional development on the Iowa Core Curriculum. 	X											→
<ul style="list-style-type: none"> Monitor purposeful implementation of identified instructional strategies. 	X											→
<ul style="list-style-type: none"> Provide professional development on co-teaching. 	X											→

Action	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Summer	2009-2010
<ul style="list-style-type: none"> New teacher induction will include professional development on district initiatives including status and expectations of SINA/SINA. 	X											→
<ul style="list-style-type: none"> Provide summer intervention programs for targeted students. 											X	
<ul style="list-style-type: none"> Intervention time is provided to students to meet student needs. 	X											→
<ul style="list-style-type: none"> Determine effectiveness of intervention programs. 	X											→
<ul style="list-style-type: none"> Content-area coaches provide building-level support of program implementation and monitoring. 	X											→
Action #5: Coherent System												

Action	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Summer	2009-2010
<ul style="list-style-type: none"> Provide appropriate reading and math programming. 	X											→
<ul style="list-style-type: none"> Implement Instructional Response to Intervention (RTI) district-wide. 										X		→
<ul style="list-style-type: none"> Assure connection of course content through 5-year career development plans beginning with students in the 8th grade. 	X											→
<ul style="list-style-type: none"> Strengthen school reform efforts through SREB's Making Middle Grades Work and High Schools That Work. 	X											→
<ul style="list-style-type: none"> Clearly communicate grade-level learning expectations to families and community partners. 	X											→

Action	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Summer	2009-2010
<ul style="list-style-type: none"> Improve classroom and school environment through the implementation of Olweus district-wide. 	X											→
<ul style="list-style-type: none"> Monitor full implementation of Grading and Reporting Regulations. 	X											→
Action #6: Sustaining Actions for Reading and Math												
<ul style="list-style-type: none"> Review and analyze previous year's formative and summative data, including those relative to administrators, teachers, students, parents, and other stakeholders. 	X											→
<ul style="list-style-type: none"> Determine focus of adjustments as indicated by data. 	X											→

Action	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Summer	2009-2010
<ul style="list-style-type: none"> Identify plan of action to sustain successful programming. 	X											→
<ul style="list-style-type: none"> Begin adjusted or new professional development actions based on information from the above-described activities. 	X											→