COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

1. What do data tell us about our student learning needs?

A. What data do we collect?

***Student Data Sources (LRDA1, LRDA2)**

*****Trend line and subgroup data for ITBS/ITED reading, science, and mathematics at grades 3-11
*Trend line data of percentage of students (aggregate and by subgroup) proficient in reading comprehension, math, and science in grades 3-11
* Trend line data of percentage of students intending to pursue post-secondary education
* Trend line data of percentage of students achieving a score of 20 or more on the ACT
* Trend line data of percentage of graduates completing the core curriculum
* Trend line data of percentage of dropouts in grades 7-12
*Suspension and Expulsion data (grades K-12) (SDF1, SDF3)
*Discipline Referrals (grades K-12) (SDF1, SDF3)
*Participation rates for required district-wide assessments
*Aggregate and subgroup attendance data (grades K-12)
*Yopp-Singer Test of Phonemic Segmentation (grade K)
*Observation Survey: Hearing Sounds in Words (grade 1)
*Developmental Reading Assessment (grades K-2)
*Basic Reading Inventory (grades 3-6)
*Measures of Academic Progress (grades 3-11)
*Data from SCASS (8th grade science)
*Data compiled for the BEDS report
*Class size reduction data
*Trend line data from Iowa Youth Survey (grades 6, 8, and 11) (SDF1, SDF3, SDF4)
*Annual Data from Building Tomorrow Survey (grades 5, 8 and 11) (SDF1, SDF3, SDF4)
*Career and Technical education (CTE) student data (e.g. 11th grade participants' proficiency in reading and mathematics, program completers, and occupational competency) (PERK2, PERK3)

***Professional Practices Data Sources**

*Teacher Licensure
*List of instructional aides with qualifications
*Teacher attendance/absence data
*Participation in Building/District Teams: Instructional Decision Making, Building Leadership, R4, Problem Solving, CTE Advisory Committee, School Improvement Advisory Committee, Wellness Committee, Title I Parent Advisory Committee
*Formal and informal classroom observations
*Multi-cultural & Gender-fair survey
*Technology-use survey

***Family and Community Data Sources**

*Community Survey (LC3)
*Parent-Teacher Conference Data
*Title I Parent Survey

***Programs and Structures Data Sources**

*Subjects offered
*Instructional Minutes (grades K-12)

*Length of Class Periods
*Textbook Adoption Dates
*Gender and Sub-group participation trends
*Curriculum Review (alignment with assessment): Standards and Benchmarks, Complex Thinking Skills and Reasoning Processes, Essential Learnings, Best Practice, Professional Development of Targeted Curricula, Data Driven Decisions
*Qualifications of Teachers
*Safety Review

B. How do we collect and analyze data to determine prioritized student learning needs?

***School Improvement Advisory Committee (SIAC)**
The superintendent convenes a School Improvement Advisory Committee that meets bi-monthly during the school year. The team is comprised of teachers, principals, community members, a school board member, and an educational consultant. This group reviews information from the Administrative Team and collects and analyzes district-level data (e.g. data from the five-year comprehensive community-wide needs assessment). This committee also conducts and analyzes a post-graduate survey. The School Improvement Advisory Committee also prioritizes our district's long-term needs and goals and makes recommendations to our School Board. (LC3)

***Administrative Team (AT)**
The superintendent leads the Administrative Team, which is comprised of the building principals and an educational consultant. This team meets weekly to facilitate school improvement.

Instructional Decision Making/Problem-Solving Committee (IDM/PSC)
The IDM/PSC makes decisions regarding instruction and assessment. They monitor supplemental and intensive instructional and behavior plans. They also monitor General Education Intervention Plans (GEI) and problem solving intervention plans.

Building Leadership Teams (BLT)
The building principals lead the building leadership teams which are comprised of classroom teachers, special education teachers, and Title I teachers. The BLT analyses student achievement data including diagnostic and ITBS/ITED data. They analyze student and staff demographic data. The BLT analyzes teacher implementation of research-based instructional strategies. Based on all of these data sources, they make decisions regarding building goals and professional development needs.

R4 Team
The R4 Team analyzes student motivation survey data and teacher assessment data, as well as coordinates high school reform initiatives within the 7-12 building.

Career and Technical Education Advisory Committee (CTE)
The CTE analyzes vocational enrollment data as well as program completer, program concentrator, and ITED proficiency data in reading and math.

Wellness Committee
The Wellness Committee oversees the implementation of nutrition education, physical activity, and other activities to promote student wellness. They also monitor and evaluate board policy on an annual basis.

Teacher Quality Committee (TQC)
The Teacher Quality Committee is comprised of four administrators and four teachers. They monitor district compliance with Teacher Quality legislation.

C. What did we learn through this data analysis?

Through analysis of district and building data, and comparisons with the state's student performance trajectories, the following was learned: (LRDA1, LRDA2, LRDA3, LRDA4)

*The Developmental Reading Assessment results indicate that 99% of Kindergarten students, 46% of first grade students, and 70% of second grade students were proficient at grade-level expectations district-wide for the 2006-2007 school year. 81% of Kindergarteners, 80% of first graders, and 96% of second graders were proficient in their ability to self-correct miscues. 79% of Kindergarteners, 71% of first graders, and 89% of second graders district-wide read fluently at their instructional level. All K-2 students in the district were assessed.

*The Basic Reading Inventory results indicate that 100% of third grade students, 85% of fourth grade students, 72% of fifth grade students, 91% of sixth grade students, and 100% of seventh and eight grade (rural) students were proficient at grade-level expectations district-wide for the 2006-2007 school year. 91% of third grade students, 87% of fourth grade students, 77% of fifth grade students, 83% of sixth grade students, 67% of seventh grade students (rural), and 100% of eighth grade students (rural) were proficient in their ability to self-correct miscues. 93% of third grade students, 83% of fourth grade students, 93% of fifth grade students, 85% of sixth grade students, 100% of seventh grade students (rural), and 71% of eighth grade students (rural) district-wide read fluently at their instructional level. All 3-6 grade students in the district were assessed and all 7-8 grade students in the rural schools were assessed.

*93% of Kindergarten students district-wide demonstrated phonemic segmentation ability according to the Yopp-Singer Test of Phonemic Segmentation. All Kindergarten students were assessed. (LRDA3)

*95% of first grade students demonstrated ability to hear sounds in words and record sounds with letters according to the Observation Survey: Hearing Sounds in Words. All first grade students were assessed.

*100% of 3-11 students participated in the ITBS/ITED assessment.

*92.3% of agriculture program participants who were tested were proficient in math while 69.2% were proficient in reading.

*students stated that they got along well with teachers and agreed that students are treated with respect by fellow students (student survey).

*a significant number of high school students are at-risk (both behaviorally and academically) (SDF2)

*percentage of dropouts was less than 1% district-wide from 2001-2002 through 2006-2007.

*less than 30% of those seniors who took the ACT scored better than 19 in 2001-2002. That number has continually grown over the past two years to a mark of 70.6% scoring 20 or better. In 2006-2007, 95% of the ACT-tested 2007 graduates achieved a score of at least 20.

*According to the Building Tomorrow Survey, 81.8% of fifth grade students reported feeling that adults within the school treated them fairly. 77.3% of fifth grade students felt that teachers made learning interesting. 84.1% of fifth grade students felt that the feedback given to them by their teacher was fair.

*In 2006-2007, there were 19 incidents that resulted in student suspension district-wide.

*In each of the past three years, at least 87.2% of students have planned to move on to post-secondary education. In 03-04, over 91% of Wapsie Valley students made such plans. The percentage of students with post-secondary education plans has fluctuated over the past three years at 81% (04-05), 92.98% (05-06), and 84.45% (06-07).

*in 2001-2002, 53.4% of students completed the academic core. That number rose in 2002-2003 to 78.7%, but dropped again the following year to 58.3%. In 2004-2005, 60% of students completed the academic core. That percentage fell slightly over the next year. 57.89% of student completed the academic core in 2005-2006 (LRDA2).

*Reading Comprehension (ITBS/ITED) - Reading Comprehension District Totals for the 2006-2007 school year: In grades 3-5, 78.42% of students were proficient. In grades 6-8, 73.61% of students were proficient. In grade 11, 86% of students were proficient.

*Math Total (ITBS/ITED) - Math Total District Totals for the 2006-2007 school year: In grades 3-5, 76.98% of students were proficient. In grades 6-8, 77.08% of students were proficient. In grade 11, 90% of the students were proficient.

*Science (ITBS/ITED) - Science Total District Totals for the 2006-2007 school year: In grades 3-5, 76.2% of students were proficient. In grades 6-8, 79% of students were proficient. In grade 11, 94% of the students were proficient.

D. From the data analysis, what are our prioritized needs?(LC4)

- Improve reading comprehension in all students in grades 3-12.
- Improve mathematics achievement of all students in grades 3-12.
- Improve science achievement of all students in grades 3-12.
- Improve the integration of technology as a tool to enhance teaching and learning.
- Improve student respect for self and others.

E. How will we develop goals and actions based on the prioritized needs?

The Building Leadership Teams develop a Building Career Development Plan based on our prioritized needs. Research-based professional development, aligned with the Iowa Professional Development Model and the Iowa Teaching Standards, is provided to teachers for 68 hours throughout the year. The Teacher Quality Committee oversees professional development funding.

All certified teachers' Individualized Career Development Plans align with the goals of the Building Career Development Plan. Progress on our building goals is reported to the School Improvement Advisory Committee on a bi-monthly basis.

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN
Question #2

2. What do/will we do to meet student learning needs?

A. What long-range goals have been established to support prioritized student needs?

Based upon the recommendations of the Administrative Team, the Building Leadership Teams, and the School Improvement Advisory Committee, the school board has adopted district goals aligned our prioritized needs.

District Student Learning Goals

Wapsie Valley's student learning goals are the general expectations for all of its graduates. Students graduating from Wapsie Valley Community School District will be able to have the following desirable student attributes:

*Quality producer

*Effective communicator

*Collaborative worker

*Knowledgeable person

*Problem solver/Critical thinker

*Contributing citizen

*Healthy lifestyle

*Positive character traits

Goal 1All students, K-12, will be proficient in reading by the year 2014 in order to be successful beyond high school (LRG1, MCGF3, AR6, EIG1, LC6).

The following indicators will measure district progress with Goal 1:

1a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup.

1b. Percentage of students in grade K who demonstrate phonemic awareness as measured by the Yopp-Singer Test of Phonemic Segmentation.

1c. Percentage of students in grade 1 who demonstrate phonics knowledge as measured by the Observation Survey: Hearing Sounds in Words.

1d. Percentage of students in grades K-2 who demonstrate proficiency in word accuracy, comprehension, and fluency as measured by the Developmental Reading Assessment.

1e. Percentage of students in grades 3-6 who demonstrate proficiency in word accuracy, comprehension, and fluency as measured by the Basic Reading Inventory.

1f. Percentage of students in grades 3-11 who demonstrate proficiency in reading comprehension as measured by the Measures of Academic Progress assessment.

Goal 2All students, K-12, will be proficient in math by the year 2014 in order to be successful beyond high school (LRG2, LRG3, AR6, EIG1, LC6).

The following indicators will measure district progress with Goal 2:

2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup.

2b. Percentage of students in grades 3-11 who demonstrate proficiency in mathematics computation and problem solving as measured by the Measures of Academic Progress assessment.

Goal 3All students, K-12, will be proficient in science by the year 2014 in order to be successful beyond high school (LRG3, MCGF3, AR6, EIG1, AMN3).

The following indicators will measure district progress with Goal 3:

3a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 3 through 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.

3b. Percentage of grade 8 students who achieve at the proficient level on the science assessment (SCASS).

Goal 4Students will select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems across the curriculum. (FTP1).

The following indicators will measure district progress with Goal 4:

4a. Percentage of grade 8 students who demonstrate proficiency on select skills as measured by the district-developed technology survey/assessment.

Goal 5Students will treat each other with respect, feel safe at school, and develop behaviors and attitudes that contribute to becoming a successful adult.

The following indicators will measure district progress with Goal 5:

5a. Attendance rate as measured by the average daily attendance data calculated and reported on the Basic Educational Data Survey (BEDS).

5b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS.

5c. Percentage of elementary, middle and high school students that receive discipline referrals (i.e., office referrals, suspensions and expulsions) (SDF5, SDF6, SDF7).

5d. Number of students per building receiving discipline referrals related to bullying and harassment.

5d. Percentage of students who respond favorably when asked questions related to respect, safety, and attitudes on the Iowa Youth Survey and the Building Tomorrow Survey.

B. What process will be used to determine what we will do to meet the long-range goals?

The Administrative Team, Building Leadership Teams, School Improvement Advisory Committee, and all certified teachers will use the process outlined by the Iowa Professional Development Model to develop Individual, Building, and District Career Development Plans. The Building Leadership Teams will monitor the level of implementation of research-based strategies presented at professional development. The Annual Progress Report will provide the student achievement data needed in order for the Building Leadership Teams to draw conclusions about district performance.

C. What is our current practice to support these long-range goals?

1. **Instructional Strategies Currently Used in the District**

Small-group, flexible reading instruction (K-6, 7-8 Rural)

Question-Answer Relationships (K-12)

Non-fiction Read Alouds (K-6, 7-8 Rural)

Non-fiction Talk Alouds (K-6, 7-8 Rural)

Fiction and Non-fiction Think Alouds (K-6, 7-8 Rural)

Picture Word Inductive Model (K-6)

Summarizing (7-12)

Inductive Thinking (Second Chance Reading, 7-12)

Read Alouds (Second Chance Reading, 7-12)

Think Alouds (Second Chance Reading, 7-12)

Fluency Instruction (K-12)

Story Map Instruction (K-6)

Text Structure Instruction (K-6)

Reciprocal Teaching (K-6, 7-8 Rural)

Six Plus One Traits of Writing (K-6, 7-8 Rural)

Graphic Organizers (K-12)

Explicit Instruction (K-6, 7-8 Rural)

Inquiry-based science instruction (K-12)

The 5E Model for Science Instruction (K-6, 7-8 Rural)

Meaningful Distributed Practice (K-6, 7-8 Rural)

Problem-Based Instructional Tasks (K-6, 7-8 Rural)

Cognitive Guided Instruction (K-6, 7-8 Rural)

1. **Instructional Programs/Services Supports Currently Used in the District**

*Gifted and Talented Program/Services (TAG) (K-12)

*Special Education Program/Services (PreK-12)

*Mentoring and Induction Program

*Alternative High School

*District Career Development Plan (Professional Development Program)

*At-risk Program/Services (K-12)

*Problem-Solving Teams (K-12)

*Accelerated Reader (7-8)

*Co-teaching (6-12)

*Supplemental and intensive instruction (Instructional Decision Making model) (K-6)

*Bremer and Buchanan County School Resource Officer: DARE (6, 8)

*Guidance (K-12)

*Wapsie Valley Character Counts (K-12)

*Peer Assisted Learning (K-6, 12)

*Boomerang! (5, 12)

*Positive Behavior Supports (K-6)

*Take Charge of Your Body, Cedar Valley Friends of the Family (K-6)

Wapsie Valley delivers the following programs and accesses these program funds as a result o identified student need:

*Perkins: Vocational and Technical Education Program (9-12)

*Title I, Part A: Reading Program/Services (K-6)

*Title II, Part D: Technology Usage

*Title III, Language Instruction for Limited English Proficient and Immigrant Students (K-8)

*Title IV: Safe and Drug-Free Schools Program/Services (DARE)

2. System-wide Management Supports Currently Used in the District

*Resource allocation (e.g., financial and personnel)

*Technology (e.g., data management system and infrastructure)

*Policy development and review

*Personnel evaluation systems (includes administrator, teachers & support staff)

*Curriculum development

*Iowa Technical Adequacy Project (ITAP)

*Leadership for CSIP implementation

*Professional development

D. How is our current practice aligned with or supported by the research base?

Using the Iowa Professional Development Model, we will study the available research base and local student data. Both the research base and local data indicate that our current practices should contribute (or have contributed) to positive student results. We will rely upon the Iowa Content Area Networks, the AEA, and local content area experts to access information about practices supported by scientifically based research.

Current Practices Supported by Research and/or Local Data. The district has determined that research and/or local student data support the use of several of our current practices related to the goal areas. These practices include the following (AR7, FTP2, SDF9):

<u>Reading/Language Arts</u>

Small-group, flexible reading instruction (K-6, 7-8 Rural)

Question-Answer Relationships (K-12)

Non-fiction Read Alouds (K-6, 7-8 Rural)

Non-fiction Talk Alouds (K-6, 7-8 Rural)

Fiction and Non-fiction Think Alouds (K-6, 7-8 Rural)

Summarizing (7-12)

Inductive Thinking (Second Chance Reading, 7-12)

Read Alouds (Second Chance Reading, 7-12)

Think Alouds (Second Chance Reading, 7-12)

Picture Word Inductive Model (K-6)

Story Map Instruction (K-6)

Text Structure Instruction (K-6)

Fluency Instruction (K-12)

Reciprocal Teaching (K-6, 7-8 Rural)

Six Plus One Traits of Writing (K-6, 7-8 Rural)

Explicit Instruction (K-6, 7-8 Rural)

Graphic Organizers (K-12)

Math

Explicit Instruction (K-6, 7-8 Rural)

Meaningful Distributed Practice (K-6, 7-8 Rural)

Problem-Based Instructional Tasks (K-6, 7-8 Rural)

Cognitive Guided Instruction (K-6, 7-8 Rural)

Science

Inquiry-based science instruction (K-12)

The 5E Model for Science Instruction (K-6, 7-8 Rural)

Climate

Positive Behavior Supports (K-12)

Choice Theory (K-12)

Research Needed

As more research becomes available, the Building Leadership Teams will continue to monitor, collect, and review the research base on best practices for reading, math, science, technology, and climate.

Program/Services Current Practice

The Building Leadership Team will use a goal-oriented approach to program evaluation (clear expectations, results data, and targeted program/service evaluation) to determine program effectiveness relative to CSIP goals and other program goals.

E. What gaps exist between our current practice to support long-range goals and the research base (including curriculum and instruction)?

Curriculum and Assessment Alignment

Our district is currently in the process of reviewing and revising standards and benchmarks in the core content areas of reading, math, science, and social studies to align with the national content standards, Iowa Model Core Curriculum, Iowa Test of Basic Skills and Iowa Test of Educational Development, and local standards and assessments.

The district curriculum is aligned with the standards and benchmarks through a three-tier model of core, supplemental, and intensive instruction.
District assessments measure student progress toward standards and benchmarks. This is reported to parents (K-6) using a standards-referenced report card.

Instructional Strategy Decisions
In review of our instructional practices, it is apparent that we have some practices with a documented research base, some practices with a weak research base, and some practices with no research base. Within the next five years we must:

- discontinue practices that are not supported by research.
- consistently implement strategies that are research-based and have contributed to gains in student achievement.

Reading Instruction
In order to close the gap occurring between and among classrooms and buildings, the focus of K-6 and 7-8 Rural professional development is Every Child Reads strategies and differentiated reading instruction. The district has allocated substantial funds toward resources and training to support differentiated reading in the elementary grades. At grades 7-12, Second Chance Reading was implemented to reduce the achievement gap between proficient and non-proficient readers. A district-wide focus on Question Answer Relationships provides continuity for students as they progress through the grades.

Mathematics Instruction
In order to close the gap occurring between and among classrooms and buildings, the focus of K-6 and 7-8 Rural professional development will be Every Student Counts strategies and differentiated math instruction. Currently, a group of teachers and administrators is piloting this process in collaboration with AEA267 mathematics consultants.

Science Instruction
In order to close the gap occurring between and among classrooms and buildings, the focus of K-6 and 7-8 Rural professional development is Every Learner Inquires. Currently, teachers are attending training to implement FOSS, Insights, STC science units in collaboration with AEA10, AEA267, and the Van Allen Science Teacher (VAST) center. In the future, the 5E Instructional Model will be implemented district wide.

Climate Improvement
A needs assessment was conducted in the 2006-2007 school year. The data collected indicated a need for guidance services at the elementary level. We are in the process of implementing a K-6 guidance program. Additional research in the area of Positive Behavior Supports is being evaluated for possible implementation in the future.

Technology Integration
Students, teachers, administrators, and support staff have exceptional access to technology. The gap exists in using the available technologies to enhance student learning. In order to close this gap, we have expanded our personnel resources to include a full-time media/technology associate at each building and outsourced technology support.

F. What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice?

Actions for CSIP goals 1, 2, 3, and 4.

1. Implement the district career development plan (professional development program). (AMN1, AMN2, AMN3, IE11, PERK1, SPED1, TQ7)

   Our district career development plan describes district-level professional development efforts aligned with prioritized student needs:

   - Extensive professional development and implementation of differentiated reading instruction and Every Child Reads strategies
   - Professional development and implementation of the Question Answer Relationships strategy
   - Implementation of Second Chance for Struggling Readers (7-12)
   - Professional development and implementation of Six Plus One Traits of Writing
   - Professional development and implementation of reciprocal teaching
   - Professional development and implementation of explicit instruction
   - Professional development and implementation of strategies related to the Every Student Counts state initiative
   - Extensive professional development and implementation of inquiry-based science instruction including use of FOSS, Insight, and SCT science kits

The selection of professional development was based on the Building Leadership Teams' analysis of student achievement data. The professional development goals align with long-range goals 1, 2, 3, and 4 (PD 6, TQ1, TQ2). The majority of the professional development time and resources will be focused on learning new content and instructional practices (TQ3, TQ4, FTP3, LEP1).

Research based Strategies Our Building Leadership Team reviewed research on the strategies below and found that they have resulted in significant student achievement gains. We applied the following federal criteria to determine if a program/strategy has a quality research base:

a. Evidence of positive student results demonstrated by research that employed systematic empirical methods.
b. The research was described in studies that demonstrated the use of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs (PD5, SDF9).

Participation All administrators, certified teachers, and associates are engaged in training. We will consult with AEA267 content specialists in developing district-wide professional development opportunities. (PERK1, SPED1, LEP1, TQ8).

Professional Development Content Beginning with the 2006-2007 school year, teachers will implement the following instructional strategies (FTP3, FTP4, FTP 5, TQ3):

<u>Reading/Language Arts</u>

Small-group, flexible reading instruction (K-6, 7-8 Rural)

Question-Answer Relationships (K-12)

Non-fiction Read Alouds (K-6, 7-8 Rural)

Non-fiction Talk Alouds (K-6, 7-8 Rural)

Fiction and Non-fiction Think Alouds (K-6, 7-8 Rural)

Summarizing (7-12)

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Read Alouds (Second Chance Reading, 7-12)

Think Alouds (Second Chance Reading, 7-12)

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Text Structure Instruction (K-6)

Fluency Instruction (K-12)

Reciprocal Teaching (K-6, 7-8 Rural)

Six Plus One Traits of Writing (K-6, 7-8 Rural)

Explicit Instruction (K-6, 7-8 Rural)

Graphic Organizers (K-12)

Math

Explicit Instruction (K-6, 7-8 Rural)

Meaningful Distributed Practice (K-6, 7-8 Rural)

Problem-Based Instructional Tasks (K-6, 7-8 Rural)

Cognitive Guided Instruction (K-6, 7-8 Rural)

Science

Inquiry-based science instruction (K-12)

The 5E Model for Science Instruction (K-6, 7-8 Rural)

Climate

Positive Behavior Supports (K-12)

Choice Theory (K-12)

Iowa Teaching Standards These professional development actions align directly with the following Iowa Teaching Standards and Criteria (TQ5).

- Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals
- Standard 2: Demonstrate competence in content knowledge
- Standard 3: Demonstrates competence in planning and preparing for instruction
- Standard 4: Uses strategies to deliver instruction that meet the multiple learning needs of students
- Standard 5: Uses a variety of methods to monitor student learning
- Standard 6: Demonstrates competence in classroom management
- Standard 7: Engages in professional development
- Standard 8: Fulfills professional responsibilities established by the school district

Professional Development Learning Opportunities Implementation of the district career development plan will involve these components: (TQ7, TQ8)

- Professional development training provided by district curriculum coordinator, AEA267 consultants, and other consultants
- Professional development training provided for all administrators, certified teachers, and support staff
- Analysis of student achievement data by Building Leadership Teams in order to determine the course of professional development
- Analysis of teacher implementation data by Building Leadership Teams in order to determine the course of professional development

- A total of 68 hours (comprised of full-day and half-day sessions) of professional development, not including out-of-district conferences or work sessions held at the AEA and other locations
- Peer observation and collaboration
- Administrative support for professional development initiatives through classroom observations and evaluations

Professional development providers

The district curriculum coordinator and AEA consultants will serve as the professional development provider for the district. The Iowa Department of Education accredits these providers. (TQ6) We may also utilize local staff and other outside consultants.

2. Enhance instructional materials and resources

- Purchased additional reading materials to support differentiated reading instruction (AMN1).
- Contracting with the VAST center for hands-on science units (AMN3).
- Purchased new Harcourt textbook series for mathematics at the elementary level (AMN2).
- Purchased new McDougal-Littel textbook series for mathematics at the secondary level (AMN2).
- Purchased technologies to support integration into instruction.
- Contracted elementary guidance counselor to support culture and climate within the building.

3. Plan supports that will address ELL student achievement

- Implement both the LAS and ELDA assessments to determine English proficiency
- Use a sheltered English and Total Physical Response approach during instruction
- Maintain native language through instruction provided by native speakers

4. Provide supports that will address CTE students' achievement in reading and mathematics.

- Review career and technical education curriculum to insure the integration of reading mathematics skill development (PERK1).

5. Student services

- Utilize Infinite Campus system to monitor behavior, absences, and tardiness that negatively impact student achievement
- Offer summer school programming for struggling students (K-12)
- Implement the IDM model to determine students in need of differentiated learning plans
- Focus Title I services as an early intervention program in the primary grades while addressing the needs of upper-elementary students
- Increase collaboration between general education, special education, Title I, and talented and gifted services

<u>Actions for CSIP Goal #5</u>

- Utilize counseling services in order to support students and families and create a safe learning environment that is supportive and encourages students to accept responsibility for their behavior and learning.
- Continue to provide opportunities for parent and teacher communication (i.e. Back-to-School Night, Parent-Teacher Conferences).
- Explore ways to increase parental involvement at all buildings.

- Expand community involvement through various experiences such as School Improvement Advisory Committee (SIAC) and Title I participation.
- Monitor the implementation of the district's Anti-Bullying and Harassment Policy.

Alignment with Iowa Teaching Standards These professional development actions align directly with the following Iowa Teaching Standards and Criteria (TQ5).

- Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals
- Standard 5: Uses a variety of methods to monitor student learning
- Standard 6: Demonstrates competence in classroom management
- Standard 8: Fulfills professional responsibilities established by the school district

G. How will we support implementation of the identified actions?

Individual, Building, and District Career Development Plans will align with CSIP goals 1, 2, 3, 4, and 5. These plans will address the following components.

- Professional development training provided by district curriculum coordinator, AEA267 consultants, and other consultants
- Professional development training provided for all administrators, certified teachers, and support staff
- Analysis of student achievement data by Building Leadership Teams in order to determine the course of professional development
- Analysis of teacher implementation data by Building Leadership Teams in order to determine the course of professional development
- A total of 68 hours (comprised of full-day and half-day sessions) of professional development, not including out-of-district conferences or work sessions held at the AEA and other locations
- Peer observation and collaboration
- Administrative support for professional development initiatives through classroom observations and evaluations

3. How do/will we know that student learning has changed?

A. How will we know student learning has changed over time in relation to our long-range goals?

Wapsie Valley uses multiple data sources to determine if student learning has changed, including a combination of ITBS/ITED results, district-wide assessments, grade level and classroom assessments, and perceptual data (e.g. surveys). The Building Leadership Teams will ensure that the data from these assessment measures are collected, analyzed, and shared with the appropriate building/district teams and the public. The majority of students with disabilities (with or without accommodations according to each IEP) currently participate in district-wide assessments including DRA/BRI, Yopp-Singer, Observation Survey (OS), SCASS, ITBS/ITED, and Measures of Academic Progress (MAP). The district will continue to ensure that all students are included in district-wide assessments. (DWAP1)

Monitoring Progress with Long-Range CSIP Goals

Wapsie Valley Schools will monitor progress on its long-range goals through analysis of aggregate and disaggregated trend line data from the following sources:

- Trend line and subgroup data for ITBS/ITED reading, science, and mathematics at grades 3-11
- Trend line data of percentage of students (aggregate and by subgroup) proficient in reading comprehension
- Trend line data of percentage of students intending to pursue post-secondary education
- Tend line data of percentage of students achieving a score of 20 or more on the ACT
- Trend line data of percentage of graduates completing the core curriculum
- Trend line data of percentage of dropouts in grades 7-12
- Suspension and expulsion data in grades K-12
- Discipline referrals in grades K-12
- Participation rates for required district assessments
- Aggregate and subgroup attendance data in grades in K-12
- Yopp-Singer Test of Phonemic Segmentation in grade K
- Observation Survey: Hearing Sounds in Words in grade 1
- Developmental Reading Assessment in grades K-2
- Basic Reading Inventory in grades 3-6
- Measures of Academic Progress in grades 3-11
- Data from SCASS in grade 8
- Data compiled for the BEDS report
- Class size reduction data
- Trend line data from Iowa Youth Survey in grades 6, 8, and 11
- Annual data from Building Tomorrow Survey (grades 5, 8, and 11)
- Career and Technical Education student data
- Teacher implementation data

Alignment of Standards and Assessments

Our district is currently in the process of reviewing and revising standards and benchmarks in the core content areas of reading, math, science, and social studies to align with the national content standards, Iowa Model Core Curriculum, Iowa Test of Basic Skills and Iowa Test of Educational Development, and local standards and assessments.

Student Indicator Data used for Evaluation of Programs and Services

The same student indicator data used to measure progress with CSIP goals will also be used to help inform decisions regarding the effectiveness of the following programs and services provided by Wapsie Valley:

- Professional development for teachers and principals (e.g.. District Career Development Plan and Title II, Part A)
- Supplemental reading services for eligible students (e.g.. Title I, Part A)
- Use of technology to improve student achievement (e.g.. Title II, Part D)
- Drug and Violence prevention program (Title IV, Part A)
- Early Intervention program for grades K-3
- K-12 gifted and talented (TAG) program
- Special Education services
- Career and Technical Education (CTE) programs
- Supplemental and Intensive Instruction (IDM)
- Guidance
- Positive Behavior Supports
- Second Chance Reading

- Instruction for ELL students (e.g. Title III)

Note: More specific details regarding the Wapsie Valley program/service evaluation process are included in the next section of the CSIP.

Additional Data Gathering and Analysis

To help provide a more complete picture of student learning needs, Wapsie Valley will continue to monitor the following data sources:

- All data points included in the district's Annual Progress Report (APR)
- The percentage of students who participate in district-wide assessment
- Student performance on the Yopp-Singer Test of Phonemic Segmentation in grade K reading assessment reported to parents biannually. (DWAP6)
- Student performance on the Developmental Reading Assessment (K-2) reported to parents bi-annually (DWAP6)
- Student performance on the Basic Reading Inventory (3-6) reported to parents bi-annually (DWAP6)
- Career and technical education student data from the end-of-year program report (Perkins report).
- Language Assessment Scale (LAS) and English Language Development Assessment (ELDA) to measure ELL students' English proficiency. (LEP2)
- Career and technical education (CTE) data from the end of the year program report (PERK2, PERK3)
- The percentage of high school students achieving a score of 20 or higher on the ACT
- Accelerated Reader Reports
- Number of students earning D's & F's.
- Student perception data regarding building culture and climate through the Building Tomorrow survey and Iowa Youth Survey (SDF1)

Future Data Gathering

Wapsie Valley will need to collect additional information to allow for more informed evaluation of programs and services. The district will need to consider the following data points:

- Writing rubric assessment
- Multiple science assessments (3-11)
- Multiple social studies assessment (3-11)

4. How will we evaluate our programs and services to insure improved student learning?

A. What strategies/process will we use to evaluate how well the activities included in Constant Conversation Question #2 (What do/will we do to meet student learning needs?) were implemented?

Goal-Oriented Approach to Program Evaluation

Wapsie Valley has adopted a goal-oriented approach to formally evaluate the programs and services it offers to meet prioritized student needs as identified in its CSIP. (ECSIP1) This goal-oriented approach to program evaluation includes the following components:

- Identification of programs that contribute to progress with CSIP goals (program expectations)

- Identification of any additional program goals (program expectations)
- Identification of variables which affect performance
- Identification of the indicators by which program effectiveness will be judged relative to performance
- Development of procedures for collecting information about performance
- Collection of performance data
- Comparison of the information regarding performance with the expected CSIP/program goals
- Communication of results of the comparison to appropriate audiences

Wapsie Valley will use a combination of formative and summative evaluation processes within the program evaluation process. (TQ12) The district will also determine the frequency of the formative and summative evaluation processes for each of the programs/services by two factors: 1) legal mandates and 2) local data. At a minimum, an in-depth formal summative evaluation for all of the programs that Wapsie Valley incorporates into its CSIP will occur within a five-year rotation.

Note: Wapsie Valley will submit, as required, any annual evaluation/reporting data for state and federal programs.

The Administrative Team recommended the following program rotation and timelines for in-depth summative program evaluation, using both student achievement data and teacher implementation data:

Annually, beginning in 2006-2007:

- Professional Development Program (District Career Development Plan) (TQ10, TQ11)
- Title II, Part A (Teacher and Principal Training/Recruiting which is embedded in the district career development plan) (TPTR1)
- Title I Parent Involvement (TITL1)
- Title IV (Safe and Drug Free Schools) (SDF10)

Every two years, beginning in 2007-2008:

- Talented and Gifted Program (GT2)

Every three years, beginning in 2008-2009:

- Mentoring and Induction Program (TQ9)
- Title II, Part D – Educational Technology Plan (FTP6)
- Title III, Limited English Proficient Program (LEP3)

Every five years, beginning with 2008-2009:

- Perkins (Vocational/Career and Technical Education Programs) (PERK2, PERK3)
- At-Risk Program (AR4)
- Special Education Programs and Services (ESPE1, ESPE2).

Wapsie Valley will collect formative evaluation data for each program on an annual basis. However, the district will collect data regarding some programs, such as the professional development program (district career development plan), more frequently. Progress toward

meeting program/service expectations will be reported to the Board of Education and the SIAC.

B. What implementation/student data will we collect, analyze, and use to determine how well each program/service described in Constant Conversation Question #2 (What do/will we do to meet student learning needs?) has been implemented to support our CSIP goals?

CSIP Indicator Data to Measure Program Effectiveness

Wapsie Valley will evaluate the effectiveness of the majority of its instructional programs and services, at least partially, through examination of the indicator data, disaggregated by program participants, for each of the goals listed in its CSIP Constant Conversation Question #2. Based on input from the program providers, Building Leadership Teams, and the Administrative Team, the district decided that evaluation of these data would be sufficient, at this time, to assist in determining the effectiveness of the following programs:

- Professional Development Program (district career development plan) (TQ11)
- At-Risk Program (AR4)
- Perkins (Vocational/Career and Technical Education Programs) (PERK2, PERKS)
- Mentoring and Induction Program (TQ9)
- Special Education Programs and Services (ESPE2)
- Title I, Part A (Parental Involvement Program) (TITL1)
- Title II, Part A (Teacher and Principal Training and Recruiting Program) (TPTR1)
- Title II, Part D (E2T2) (FTP6)
- Title III (Language Instruction for Limited English Proficient and Immigrant Students Program) (LEP3)
- Title IV (Safe and Drug Free Schools) (SDF10)

Additional Indicator Data to Measure Program Effectiveness

Additional Indicator Data to Measure Program Effectiveness

The district decided that it needs additional information to determine the effectiveness of some of its programs. In addition to the indicator data associated with the CSIP goals listed in Constant Conversation #2, the district will also collect and analyze additional data to evaluate the following programs:

- Gifted and Talented Program (GT2)
- Perkins (Vocational/Career and Technical Education Programs (PERK2, PERK3)
- Special Education Programs and Services (ESPE1)
- Title I, Part A, Parental Involvement (TITL1)
- At Risk (AR4)
- Title III (LEP3)

Professional Development Program and Title II, Part A (TQ10, TQ11, TQ12)

- Percentage of faculty responsible for instruction who participate in district and building career development opportunities
- Percentage of K-6 teachers who accurately use the strategies as measured by observations and implementation logs
- Percentage of K-12 teachers who document technology usage in their implementation logs

Mentoring and Induction Program (TQ9)

- Percentage of beginning teachers participating in the mentoring and induction program who meet goals of the district career development plan, as appropriate to their teaching assignment
- Percentage of beginning teachers participating in the mentoring and induction program who demonstrate competency in classroom management skills

Perkins (Vocational/Career and Technical Education Programs) (PERK2, PERK3)

- Percentage of students by special population subgroups in career and technical programs who are proficient in occupational skills
- Percentage of graduates by special population who were program concentrators who receive a high school diploma or equivalent
- Percentage of senior program completers by subgroups who participate in career and technical programs who indicate their intention to continue their education, non-military employment, or military employment