This form is a required element and must be submitted as part of the grant application

APPLICATION COVER SHEET

DUE: March 30, 2011, by 4:30 pm

Application for School Improvement Grant

NOTE: A separate application must be submitted for each school in your district for which you are requesting funding

Applying LEA Des Moines Independent Community School District

Contact person

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School building name for this application Harding

Designation for this building: Tier I_x___ Tier II____ Tier III ____

Statement of Assurances

Should a **School Improvement Grant** Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.
3. If the district would receive a School Improvement Grant it would comply with all Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age.

Certification by Authorized or Institutional Official:
The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Nancy Sebring — Superintendent
Typed or Printed Name of Authorized Official — Title

Signature of Authorized Official — Date

Please submit to Paul Cahill, Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146 by March 30, 2011, 4:30 p.m.

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Abstract

Located in the inner city of Des Moines, **Harding Middle School** will be implementing the **Turnaround Model** to dramatically improve student achievement in reading and math. Most of Harding's Findley's 556 students live in low-income homes as demonstrated by the fact that 86% are eligible for free/reduced priced meals. Seventy one percent of all students at Harding are minorities, with the breakdown by race as follows: 23% African American, 31% Hispanic, 10% Asian, and 6% multi-racial. Twenty four percent of all students are English Language Learners, and 23% of all students are categorized as Special Education. The High-Performing, High-Poverty Readiness Model provides an over-arching framework for school- and district-level reforms. Doug Reeves and the Leading Learning Center will provide technical assistance and professional development around the 90/90/90 Schools research, formative assessment data, and decision making for results. Project goals and objectives include:

GOALS:

1: The percentage of students who are proficient will increase by 10% as measured by ITBS scores.

2: The percentage of students who are proficient will increase by 10% as measured by ITBS scores.

3: Develop a High-Poverty, High-Performance school at Harding Middle School that consists of supportive and qualified staff, engaged parents, and motivated and achieving students.

OBJECTIVES / OUTCOMES:

- Decrease number of student disciplinary referrals / in-school suspensions
- Increase student attendance rates
- Increase number of staff hours spent on effective Professional Development

- Increase percentage of students' reading proficiency levels
- Increase percentage of students' math proficiency levels
- Increase number of students attending AP classes
- Improve school culture and climate
- Increase teacher attendance rates
- Increase engagement between staff, students and parents
- Increase availability and use of data to guide and inform instruction

Part I

1. **Needs Assessment and Analysis:** The LEA has analyzed the needs of each school as to whether it is a Tier I, II or III school. The LEA has selected an intervention for each Tier I and II school. (Attached form must be completed) (5 points maximum possible)

For decades, researchers have provided consistent and extensive data that shows poverty has a complex and devastating impact on student's academic achievements. This impact directly and indirectly impacts intellectual readiness to learn, social readiness to participate in the classroom, cognitive ability, parenting style, teacher qualification levels, and teacher turnover (Calkins, et al., 2007). According to the National Center for Children in Poverty (2010), 16% of Iowa children live in poverty, compared to 21% of children nationally. Nationally, child poverty rates have been on the rise for over a decade, from 37% in 2000 to 42% in 2009 (NCCP, 2010).

In addition to the alarming increase in the national child poverty over the past decade, 35% of all students are now attending high-poverty schools. Children living in poverty and children of color fare worse than their counterparts in rates of achievement, graduation, and post-secondary completion are far lower than those of their peers (Perie et al, 2005; Swanson, 2004; and Carey, 2005).

Harding Middle School serves grades six, seven, and eight with a population average of 575 students over the past three years. The following tables detail the breakdown of student demographics at Harding.

Harding Middle School Student Demographics

Total Enrollment	2003-2004 % Free/Reduced Price Lunch	2010-2011 % Free/Reduced Price Lunch	Increase % Free/Reduced Price Lunch	Minority	ELL	Special Ed	Mobility
556	71%	86%	15%	71%	24%	23%	39%

Student Achievement (6th - 8th Grade ITBS Scores)
Proficiency Percentages by Year (2007-2010)
All students

Harding Middle School	Percent Proficient 2007	Percent Proficient 2008	Percent Proficient 2009	Percent Proficient 2010
Reading	56.57	52.88	52.91	50.85
Math	61.79	65.29	59.39	59.44
Reading-Iowa	70.89	69.70	71.42	71.38
Math-Iowa	75.85	75.79	76.07	76.09

Proficiency Percentages by Subgroup (2009-2010)

Harding Middle School	White	Black	Hispanic	Asian	Native American	ELL	SPED	Free/Reduced Price Lunch
Reading	62.11	36.26	47.06	50.0	n/a	24.39	23.23	46.39
Iowa Reading	74.65	43.50	55.87	76.51	57.27	32.88	25.65	56.40
Math	68.75	43.96	52.59	76.0	n/a	35.37	27.55	55.70
Iowa Math	79.66	45.13	59.56	81.97	62.81	41.58	32.27	61.90

Please note: Phase I refers to the academic years from 2009-2011 in which DMPS began the turnaround process; Phase II refers to academic years 2012-2014 *(in italics)* in which DMPS will finalize the turnaround process.

Name of School: Harding Middle School, DMPS	Tier: One
Areas to consider for analysis as part of a comprehensive needs assessment	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
1. Curriculum and Resources • Iowa Core essential concepts and skills • Alignment between assessments and curricula	DMPS is preparing for full implementation of the Iowa Core by 2012.

- Assessment data from other district-wide assessments
- Iowa Test of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED) for the past 3 years, including subgroup breakdown

PHASE I identified needs:

- Clear learning targets for each class;
- Extensive departmental collaboration for vertical K-12 articulation of these learning targets;
- Teacher-created common formative assessments that align with these learning targets;
- Monitoring and reporting system to connect evidence/student work with established learning targets and to communicate "achievement" in all subject areas to students, teachers, administrators, and parents;
- Student achievement in ARI, BRI, Math Unit Assessments, and End-of-Course-Assessments are consistent with ITBS data presented above;
- Significant gaps in achievement for all subgroups;
- Significant numbers of students below expected proficiency levels.
- Common Benchmark Assessments (CBA's) in 4 Core Content areas: Literacy, Math, Science and Social Studies. CBA's will be given 4 to 6 times per year, depending on content area. CBA's were piloted in 2010-2011, with significant revisions to be made in the summer of 2011 by district content area curriculum teams collaborating with classroom teachers.

No evidence of formative student achievement data
Iowa Test scores were flat to declining in reading and math at all three grade levels:

2005-2006	2006-2007	2007-2008	
58.04	52.24	60.6	6th grade math
46.6	58.9	50.8	7th grade math
50	49.19	51.83	8th grade math
48.28	37.43	46.43	6th grade reading
40.84	50.91	35.6	7th grade reading
50.5	42.94	40.6	8th grade reading

Phase II Identified Needs:

- Extensive Departmental collaboration for vertical K-12 articulation of learning targets still a great need.
- Teacher-created common formative assessments that align with these learning targets.
- Monitoring and reporting system to connect evidence/student work with established learning targets and to communicate "achievement" in all subject areas to students, teachers, administrators, and parents
- Significant gaps in achievement for all subgroups.
- Significant numbers of students below expected

proficiency levels.

- Formative Data: Common Benchmark Assessments (CBA's) in 4 Core Content areas: Literacy, Math, Science and Social Studies. CBA's will be given 4 to 6 times per year, depending on content area. CBA's were piloted in 2010-2011, with significant revisions to be made in the summer of 2011 by district content area curriculum teams collaborating with classroom teachers. Results are as follows:

2010 – 2011 Literacy Data

	Term 1	Term 2	Term 3	Term 4
6th Grade	69%	33%	33%	23%
District	68%	42%	43%	42%
7th Grade	19%	10%	8%	27%
District	25%	18%	12%	30%
8th Grade	14%	45%	13%	26%
District	21%	50%	12%	28%
English	15%	5%	42%	6%
District	6%	7%	32%	4%

2010 – 2011 Math Data

	Term 1	Term 2	Term 3	Term 4
6th Grade	20%	15%	33%	18%
District	25%	33%	28%	32%
7th Grade	39%	41%	13%	24%
District	16%	34%	7%	16%
8th Grade	17%	49%	50%	39%
District	23%	44%	48%	32%
Algebra I	39%	27%	8%	14%
District	16%	14%	10%	14%

2010 – 2011 Science Data

	Term 1	Term 2	Term 3	Term 4
6th Grade	22%	24%	37%	30%
District	30%	38%	57%	52%
7th Grade	42%	45%	55%	39%
District	26%	39%	41%	38%
8th Grade	5%	13%	0%	38%
District	10%	8%	14%	26%
English	13%	83%	61%	16%
District	15%	23%	15%	2%

2010 – 2011 Social Studies Data

	Term 1	Term 2	Term 3	Term 4
6th Grade	62%	57%	23%	60%
District	62%`	48%	27%	50%
7th Grade	65%	61%	23%	67%
District	65%	57%	27%	64%
Government	19%	12%	14%	175
District	29%	18%	22%	19%

- 24% (134) of all students are ELL – newcomer,

	intermediate, or advanced in English proficiency; • 1 FTE ELL teacher works exclusively with newcomers – most of the ELL students are newcomers with great needs. This does not sufficiently meet their educational needs. • .5 FTE ELL teacher works with intermediate and advanced ELL students. Currently they are combined with Special Education or integrated into the general student population too quickly. • Need for greater support in Literacy – specifically in areas of Reading and Writing. • ITBS Scores: 2008-2009 2009-2010 2010-2011 53 55 NA 6th grade math 65 52 NA 7th grade math 54 58 NA 8th grade math 33 43 NA 6th grade reading 58 44 NA 7th grade reading 40 50 NA 8th grade reading
2. Schedule and Classroom • School vision and mission • School Safety • Summary data for attendance, truancy and school mobility rate • Climate surveys, if available	Mission: The staff of Warren G. Harding will be the premier middle school in the state of Iowa. Vision: The Warren G. Harding Middle School Administration and Faculty: • Engage in data-driven, reflective professional development to ensure rigorous, engaging instruction for all students in every classroom, every day. • Actively engage parents in the education and development of their students. • Set clear academic and behavioral expectations for each student and provide the necessary academic and social/emotional supports needed to achieve them. **Phase I Data:** • # expulsions: 2008 = 0 • # suspensions: 2008 = 332 • Average daily attendance: 2008 = 93.72% • Mobility rate: 2008 = 42% • Teacher attendance = 83.6% • Poor culture and climate at Harding Middle School • Unclear, inconsistent expectations for student academic performance by teachers and administrators • Unclear, inconsistent expectations for student behavior by teachers • Students do not understand what is expected of them • Poor student morale • Students do not feel safe at Harding Middle School; Staff does not feel safe at Harding Middle School o # of behavior referrals: ▪ 2006-2007: 2,243 ▪ 2007-2008: 3,735

	• Harding Middle School is not a clean or appealing place to work • Each of the 3 grade levels was on a different bell schedule, creating multiple issues: wasted student time spent on passing periods instead of in class; over 60 bells ringing throughout the day; unable to schedule teachers to more than one grade level. **<u>Phase II Data:</u>** • # expulsions: 2010 = 0 • # suspensions: 2010 = 492 (704.6 days) • Average daily attendance: 2010 = 545 (98%0 • Mobility rate: 2010 = 39% • Teacher attendance = 94.27% • High rate of early morning absenteeism 90.4% - current schedule starts at 7:45. • Need for students/families to have access to uniforms for safety and security purposes without adding to their financial hardship. • Need for students to become technologically proficient. • Clear, consistent behavior plan enforced # of behavior referrals: ▪ 2008-2009: 1,825 ▪ 2009-2010: 1,778 ▪ 2010-2011: 2,099 • Clear expectations for students – parents sign expectations at registration • Increased engagement of students in fundraisers, community service activities/volunteering, and public performances`
3. Administration and staffing • Teacher-student ratios • Supplemental Support • Use of Iowa Professional Development Model • Implementation data from professional development activities	**Phase I data:** • Regular Classroom Teachers: 39 • Average class size: 20.6 • Student/teacher ratios: 17:1 • Special Ed Teachers: 12 • ELL Teachers: 2 • ELL Tutors: 1.5 • Counselors: 2 • School Improvement Leaders: 0 • Social Worker: .5 • Therapist: 1.0 • Student Services Team • SUCCESS case manager: 1 • 21st Century Community Learning Centers • Full-Service Community Schools • The Iowa Professional Development Model is the framework for all district and building level professional development. • Need for student data corresponding to when teachers do or do not use these strategies.

	• Poor system for establishing and enforcing student behavior expectations • Unclear and inconsistent expectations for student behavior by administration • Poor communication among teachers • Poor communication between teachers and building administration • Unclear process for evaluation • Unclear plan for meaningful professional development • Low-expectation culture from school administration and teachers • Poor staff morale • High teacher absenteeism rate • None of the teachers was current with the DMPS teacher evaluation cycle. Some of the teachers had not been evaluated for ten years. • Linear model of leadership that was ineffective • Inconsistent /ineffective support services (contracted therapist not showing up; counselors not engaged with students; fragmented services) • Poor fiscal management – high amount of incurred debt; • Unclear and inconsistent discipline policies and interventions – multiple behavior incidents not resolved; staff reported that they stopped recording student behavior issues because they felt the issues would not be dealt with. **Phase II data:** • Regular Classroom Teachers: 30.9 • Average class size: 26 • Student/teacher ratios: 22.9 • Special Ed Teachers: 9 • ELL Teachers: 1.5 • ELL Tutors: 1 • Counselors: 0 • School Improvement Leaders: 3 (one per grade) • Social Worker: 0.5 • Therapist: 1 • Student Services Team • SUCCESS case managers 1 • 21st Century Community Learning Centers • Full-Service Community Schools • The Iowa Professional Development Model is the framework for all district and building level professional development. • Limited capacity to respond to the psycho-social barriers faced by high-poverty students and their families (social worker is only available 2 days per school week). • Limited capacity to respond to students'

	emotional/behavioral and mental health issues that negatively impact their abilities to achieve and succeed (no Student Interventionist is on staff). • Limited capacity to address the physical health needs of students, given the positive impact that exercise and physical activity have on brain activity and the ability to achieve. Currently at Harding, 61% of females and 36% of males fall into the "Not Healthy Fitness Zone." • Limited capacity to enter, pull, and report data for real-time data regarding achievement and interventions. • No existing centralized library of professional development resources. • **Professional Development** is provided at least three days per week for at least 3 hours. Teachers are held accountable to plan and implement new skills and strategies gained through embedded Professional Development and differentiated Professional Development tracts. ***Mondays:** Teachers meet in grade level teams for 43 minutes of professional development focused on instructional practices, led by School Improvement Leaders. ***Tuesdays:** Teachers meet in grade level teams for 43 minutes of professional development focused on student behavior management, led by Vice-Principal. ***Wednesdays:** Teachers meet for 90 minutes during district early-release time. Two Wednesdays per month are directed by building administration. One Wednesday per month is focused on district Iowa Core Curriculum plan. One Wednesday per month is teacher directed. ***Wednesdays:** Teachers meet for 25 minutes to share student academic and behavior data and concerns in preparation for Friday's team problem-solving meeting with Student Services Team. ***Thursdays:** focus on content-alike teams to make sure all students receive equitable, aligned instruction throughout the year. ***Fridays:** Teacher teams meet for 43 minutes with School Improvement Leader, Vice-Principal, SUCCESS Worker, Social Worker, Special Education Consultant, and Therapist to problem-solve around issues presented by Wednesday's data collection and analysis. Teacher then spend remainder of time making parent phone calls. Teachers have been surveyed regarding needs specific to this proposal.

4. Student and parent involvement • Iowa Youth Survey data • Evidence of parent/community involvement in school	**Phase I data:** • Lack of involvement of parents and lack of parent support. • High poverty student population. • Parents were surveyed as part of our selection process for the Turnaround Model. • No Parent Teacher Organization. **Phase II data:** • High poverty student population. • Parent Teacher Organization began in January 2009. • Parents are called on a monthly basis to discuss students' progress and share important information. This has greatly improved rapport and relationships between parents and teachers. • Home visits are made by School Improvement Leaders and Principal. • Parents were surveyed regarding turnaround plan and vast majority approved plan activities. • Parents are involved in a variety of ways through Family Literacy Nights, student performances, PTO, etc. Harding has a Title I Parent Involvement Policy and a Parent Commitment to Excellence agreement that is signed by parents, students and administrators at registration. • Students are involved through The Wolf Pack, student leadership group started in February of 2009 and Principal-student consultations. Iowa Youth Survey data for DMPS students in 2008 indicated the following: • Family Involvement and Support: 57.3% of 8th graders responding favorably • Positive Family Relationships: 69.6% of 8th graders responding favorably • Safe School Environment: 93.8% of 8th graders responding favorably • School Perceived to be Safe: 81.9% of 8th graders responding favorably • School Staff / Student Support: 42.6% of 8th graders responding favorably

Summary of Needs Assessment and Analysis:

In the spring of 2008, Harding Middle School had a high poverty rate and a persistently low level of achievement. There were **chronic problems in the areas of achievement, safety and security, student behavioral issues, teacher morale, teacher absenteeism, and ineffective attempts to address these issues.** Des Moines Public Schools (DMPS) central administration recognized that without major changes, Harding Middle School would continue to have significant struggles in these areas of concern. After letting the principal go in the spring of 2008, an independent evaluator from Heartland Area Education Agency (AEA) was brought in to facilitate a discussion with teachers and staff to gauge the severity of the culture and climate needs at Harding.

Given the substantial issues identified from this facilitated discussion, **a dramatic school turnaround intervention was initiated** to impact major systemic level changes. Fundamental changes in the areas of programs, staff, conditions, and management would be required to interrupt the chronic under-performance of the school. At the time, minimal research was available to guide turnaround efforts; however, the High-Performing, High-Poverty (HPHP) Readiness model by Mass Insight Education and Research Institute provided a framework that was adopted by the new Harding Middle School principal. The HPHP approach addresses the multi-faceted needs of students and schools in poverty while impacting significant gains in achievement.

DMPS **replaced the principal** in July, 2008 after conducting an extensive selection and hiring process for a candidate with the vision, education, and skills to tackle the enormous challenges at Harding. After a rigorous process, Mr. Thomas Ahart was selected to lead Harding Middle School. He decided to attempt an HPHP turnaround approach to reform Harding Middle School. To begin this process, Mr. Ahart evaluated the current systems in place at Harding. He **conducted an in-depth Needs Assessment** of teachers utilizing the feedback from the culture and climate discussion facilitated by AEA. The assessment included 29 quantitative and qualitative questions to elicit feedback. A Likert Scale captured quantitative data, and short-answer questions provided qualitative feedback that gauged culture and climate at the school. Over eighty percent of returning staff returned the Needs Assessment. **The following are items on the survey that a strong majority of respondents rated as "Poor" or "Needs to be overhauled" (in order):**

- System for establishing and enforcing student behavior expectations
- Clear, consistent expectations for student behavior by administration
- Communication among teachers
- Parent involvement and parent support
- The culture and climate at Harding Middle School
- Clear, consistent expectations for student academic performance by teachers and administrators
- Clear, consistent expectations for student behavior by teachers
- Communication between teachers and building administration
- Clear process for evaluation

- Clear plan for meaningful professional development

The following survey items were rated as "Disagree; needs significant work" or "Agree, but needs work" by a strong majority of respondents (in order):

- Students feel safe at Harding Middle School
- Staff feels safe at Harding Middle School
- Harding Middle School is a clean, appealing place to work
- Students understand what is expected of them

From the results of this evaluation process, a turnaround plan was developed. Areas for quick improvement based on feedback (as well as long-term improvements) were delineated. Demonstrating immediate success is important to build staff morale and buy-in to the turnaround process. These areas for immediate improvement were as follows:

- Create clear student behavior plan
- Improve administration communication/transparency
- Clean up the building
- Address teacher evaluation

In addition to the survey sent to teachers, Principal Ahart identified the following needs for Harding Middle School, indicating the need for major systemic change.

- Low student performance:
    - No evidence of formative student achievement data
    - Iowa Test scores were flat to declining in reading and math at all three grade levels:

ITBS Scores	2005-2006	2006-2007	2007-2008
6th grade math	58.04	52.24	60.6
7th grade math	46.6	58.9	50.8
8th grade math	50	49.19	51.83
6th grade	48.28	37.43	46.43
7th grade	40.84	50.91	35.6
8th grade	50.5	42.94	40.6

- Safety issues – frequent behavioral issues
    - Number of office referrals for behavior
    - Data before 2006-2007 is unavailable
        - 2006-2007: 2,243
        - 2007-2008: 3,735
- High poverty student population
- Low-expectation culture from school administration and teachers
- Poor staff and student morale
- High teacher absenteeism rate
- None of the teachers was current with the DMPS teacher evaluation cycle. Some of the teachers had not been evaluated for ten years.
- Linear model of leadership that was ineffective
- Each of the 3 grade levels was on a different bell schedule, creating multiple issues: wasted student time spent on passing periods instead of in class; over 60 bells ringing throughout the day; unable to schedule teachers to more than one grade level

- Inconsistent /ineffective support services (contracted therapist not showing up; counselors not engaged with students; fragmented services)
- Poor fiscal management – high amount of incurred debt;
- Unclear and inconsistent discipline policies and interventions – multiple behavior incidents not resolved; staff reported that they stopped recording student behavior issues because they felt the issues would not be dealt with
- Lack of involvement of parents

After addressing many of the needs listed above during Phase I, the following needs have been identified to effectively complete Phase II of the turnaround challenge at Harding Middle School:

- Change current schedule that starts at 7:45am to a later start time, given the high rate of early morning absenteeism (90.4% attendance during 1st period, versus 98% average daily attendance. (80% approval rate of this time change from parents).
- High need to respond to the psycho-social barriers, emotional/behavioral struggles, and mental health issues faced by high-poverty students and their families that negatively impact achievement. Currently, Harding only has capacity to provide a social worker's services two days per week. This is insufficient as students' crises are not planned, and therefore cannot always be helped by the social worker during the other three days of the week. Additionally, Harding's Mental Health Therapist from Child Guidance Center has a full case load and a long waiting list to receive her services. The struggles faced by these

students negatively impact their abilities to achieve and succeed if not intervened with appropriately and timely.

- High rates of obesity at Harding Middle School and limited hours of Physical Education offered. Currently at Harding, 61% of females and 36% of males fall into the "Not Healthy Fitness Zone." Given the evidence-based positive impact that exercise and physical activity have on brain activity and students' ability to achieve, along with devastating impact of obesity on students' health, students are in need of more physical activity at Harding.
- High need for ELL students to have sheltered instruction that fully meets their needs (currently they are combined with Special Education or integrated into the general student population too quickly).
- High need for greater support in Reading and Writing given the achievement gap.
- High need for students to become technologically proficient to succeed in the 21st century workforce.
- No existing centralized library of professional development resources.
- Need for immediate, real-time data processes to inform interventions in areas of academics, behavior, and attendance.
- Need to alleviate the financial burden on families for purchasing uniforms that provide safety and security for students.
- Need for conducive learning environments that have improved acoustics in larger classrooms. There are 12 larger classrooms that are long, have wood floors and 14 foot ceilings and echo. Teachers report that students can have difficulty hearing in these classes given these factors.

Iowa Test of Basic Skills scores continue to show the need for further turnaround at Harding Middle School to close the achievement gap. These findings are used to guide the design and implementation of the turnaround model detailed in the Design and Implement Intervention Model section.

ITBS SCORES	2008-2009	2009-2010	2010-2011
6th grade math	53% proficient	55% proficient	Results not yet
7th grade math	65% proficient	52% proficient	Results not yet
8th grade math	54% proficient	52% proficient	Results not yet
6th grade reading	33% proficient	43% proficient	Results not yet
7th grade reading	58% proficient	44% proficient	Results not yet
8th grade reading	40% proficient	50% proficient	Results not yet

During 2009-2010, over half of the teaching staff was aware of the impending staff reconstitution. Though many factors are at play, it is suspected that teachers' instruction was impacted by knowing they faced reconstitution. Morale was observed to be down, and therefore, this would impact teaching and achievement. Test results for 2010-2011 are expected to show significant gains from 2009-2010, given the reconstitution that brought in more qualified staff.

2. **Capacity:** The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools. The LEA will describe the support it will provide each school in its implementation of the intervention model chosen. Not required for Tier III applicants. Specific criteria includes detail describing monitoring of identified professional development, teacher collaboration, use of formative data, alignment of resources,

implementation timeline, ability to recruit new staff or principals in required intervention models. (10 points maximum possible)

The Des Moines Public Schools (DMPS) Central Administration and school leaders have been actively engaged in the school improvement process, with a special emphasis on those schools that have been identified as Schools in Need of Assistance. In response to the changing student population, family needs, and community expectations, DMPS has developed a comprehensive infrastructure to support continuous school improvement. Key elements include: DMPS Graduation Ends, Central Administration, and implementation of the HPHP Readiness Model.

DMPS Graduation Ends: As a result of the Community Conversations held during 2007, and broad input from parents, students, teachers, and community members, the DMPS Graduation Ends were developed to provide an organizational framework for redesigning the educational program to meet the demands of the 21st century (see Appendix).

Central Administration has been reorganized and rejuvenated to expand the focus on and accountability for student learning. Over the past six years, new leaders have been hired to fill the positions of Superintendent, Associate Superintendents, Executive Directors, Special Education Executive Director, and Curriculum Coordinators. Staff selection has been based upon qualifications, demonstrated leadership, expertise, and commitment to ensuring high levels of achievement for all students in a diverse urban setting. This reorganization has provided a greater degree of preK-12 alignment and more effective management of the 65 schools, breaking them into three regions: South, Northwest, and Northeast. Each region

encompasses the preK-12 schools within the geographical area and feeder school pattern and is under the leadership of an Associate Superintendent and/or Executive Director.

The HPHP Readiness Model was adopted in 2008 and 2009 based upon the "cluster schools" concept developed by the Mass Insight Education and Research Institute to increase the degree of support and technical assistance provided to low performing schools. In this case, it supports the turnaround initiative taking place at Harding Middle School, currently in the process of being reconstituted under the No Child Left Behind guidelines. Under the leadership of Mr. Bryce Amos, Executive Director, the Central Administration and school staff have been building the district's collective capacity to turn around low-performing schools through: 1) site visits to schools in Chicago and other districts that have been successfully transformed, 2) attendance at conferences such as the 90/90/90 Summit sponsored by the Leadership and Learning Center, 3) in-district professional development focused on Professional Learning Communities and Data Teams, and 4) studying the research and best practices of associated successful school turnarounds.

Central Administration leader Bryce Amos will oversee turnaround efforts at Harding Middle School. He will be actively involved in the implementation of the turnaround model and coordinate with DMPS and the Iowa Department of Education.

The Central Administration infrastructure also includes the following departments which play a key role in supporting the turnaround initiative within the Harding Middle School:

- The Curriculum Department;
- The Assessment Department;
- Early Indicator System;
- The Student and Family Services Department;
- The English Language Learning program;
- The Technology Department;
- The Human Resources (HR) Department;
- Professional Development (PD);
- Professional Development Monitoring;
- Alignment of Resources;
- Implementation Timelines; and
- Ability to Recruit New Staff and/or Principals as Required by Intervention Model

The Curriculum Department is currently engaged in facilitating the implementation of the Iowa Core Curriculum and aligning the K-12 DMPS curriculum with the Iowa Core and DMPS Graduation Ends. The Curriculum Coordinators are providing leadership to develop common formative assessments in each of the subject areas and the use of data to monitor student progress and inform instruction. The Curriculum Coordinators design job-embedded professional development programs to support teachers in increasing their content knowledge, strategies for effective instruction, and integration of instructional technology. The Literacy and Mathematics Curriculum Coordinators will be aligning Title I resources and other

curriculum, assessment, and professional development to support principals, teachers, and other staff in the Persistently Low Achieving schools.

The Assessment Department staff coordinate the administration, tabulation, analysis, and reporting of district wide and state assessments. The district's central Data Warehouse and Infinite Campus system are central locations for a variety of data sets including: ITBS/ITED; reading inventories; failed courses; attendance rates; behavior data; Early Indicator System data; credits earned; graduation rates; English Language Development Assessment; grade distribution; criterion-referenced tests; high school personalization survey; participation rates; senior survey; school-based data; special education data; enrollment figures; ACT and SAT scores; Scholastic Reading Inventory; and student portfolios. Teachers, administrators, and district staff have access to this data for use in program evaluation, planning for school improvement, and monitoring student learning.

Early Indicator System: As part of DMPS' efforts to reduce the number of students not completing high school, an Early Indicator System has been established to identify K-12 students who display two or more risk factors related to academic performance, educational engagement, and/or personal circumstances (homelessness, pregnant/parenting teen, adjudication, etc.). School staff monitors this data and develop early interventions to support identified students. Interventions range from Academic Support Lab, to counseling, to SUCCESS case management, to Student and Family Services, to referral to community agencies.

The Student and Family Services Department coordinates all special education programs and services for students with disabilities. Special Education Consultants work with special education and general education teachers to implement high quality instructional programs for special needs students in the least restrictive environment. Many schools are adopting Response to Intervention (RtI) as a framework for enhancing the quality of education for special needs students through academic and social/emotional supports.

The English Language Learning program currently serves 4,600 students who speak 80 different languages. The program provides students with the opportunity to reach proficiency in listening, speaking, reading, and writing English. Students are further able to develop an understanding of American society and culture. These goals are promoted in a respectful environment in which the students' first languages and cultures are valued and pride is maintained in their ethnic heritages. When ELL students have attained a high English language proficiency level and the skills necessary to be successful in mainstream classes, they enter a transitional period of two years before being formally exited from the ELL program. Services are provided by ELL teachers, tutors/outreach workers, two Community Liaisons, and ELL Consultant, and the ELL Coordinator.

The Technology Department is involved in the design and maintenance of the district's network, the Infinite Campus and Data Warehouse information systems, and classroom-based technology systems that support teaching and learning. Department services include planning,

purchasing, maintenance/repair, and Help Desk services, as well as collaboration with the Assessment Department to make data available across the school district systems.

The Human Resources (HR) Department focuses on establishing, developing, maintaining, and communicating office policies throughout the district. HR also recruits and retains the best and brightest employees to work together in creation of a positive learning environment for students. Principal Ahart has past experience as a Human Resources director at another school district in Polk County, Iowa. He researched and created a plan to modify current DMPS HR practices to allow for the necessary flexibility to reconstitute staff. Though this gave him greater decision-making power to bring in new, qualified staff, the seniority of staff sometimes overruled this. He also created a new standard that all teachers have secondary endorsements specific to their content assignment. Literacy teachers have appropriate endorsements as well. Reading teachers have a reading endorsement.

The job descriptions and expectations for Middle School Principals and teachers have been rewritten to reflect the skill set needed for a diverse urban population and turning around a low-performing school. Principal Ahart coordinates the screening, interviewing, and selection process that involves teachers and parents. Similar steps are being taken with teacher selection for the PLA schools to ensure teachers new to the schools have the characteristics and skills needed to be effective and low-income, minority, ELL, special education, and high need students.

Teacher recruitment, new teacher induction, career development, and evaluation are key functions of the HR Department. Reflecting district priorities, HR has actively recruited minority teachers to more closely reflect the student demographics of the district. With the support of a federal Teacher Quality grant, DMPS partnered with Des Moines Area Community College and Drake University to recruit and mentor minority staff as they completed a bachelor's degree and earned teaching licensure. DMPS works closely with Drake's Urban Education Program to offer clinical experiences for pre-service teachers in DMPS. The principal and teacher evaluation process is based upon the Iowa Teaching Standards. Teachers who do not meet district and state standards are given the option of the intensive assistance process which is based upon the areas in need of improvement. Teachers either successfully improve their skills and continue their career with the district or go through due process leading to termination. The Chief of Staff and Student Affairs has established a positive working relationship with the local teachers' union as evidenced by the limited number of grievances over the years, as well as settling contracts without arbitration.

Professional Development Monitoring:

Principal Ahart implemented a rigorous Professional Development plan that follows The Iowa Professional Development Model and Iowa Teaching Standards, this is a comprehensive plan for improving student learning outcomes through enhanced teacher quality and classroom instruction supported by professional development. The plan aligns programming and resources to develop the capacity of Harding professionals the systemic and systematic approach to improving curriculum, instruction, and assessment. Each professional

development strand includes systems of support, resources, and metrics for monitoring effectiveness.

Based upon goals for school improvement, Harding developed a Professional Development Plan that includes metrics for classroom implementation/program evaluation that are linked to student outcomes. Each staff member also develops an Individual Professional Development Plan that addresses the Iowa Teaching Standards and the building's School Improvement goals. To accomplish this a template was created for teachers to ensure implementation. School Improvement Leaders and the Principal monitor the classroom implementation of the skills and instructional strategies supported through Professional Development.

Time for Professional Development, data analysis, collaboration, and other school improvement functions is a critical resource for bringing about second order change and building capacity at all levels. To ensure that this time is available, **Professional Development** is provided at least three days per week for at least three hours. Teachers are held accountable to plan and implement new skills and strategies gained through embedded Professional Development and differentiated Professional Development tracts.

***Mondays:** Teachers meet in grade level teams for 43 minutes of professional development focused on instructional practices, led by School Improvement Leaders.

***Tuesdays:** Teachers meet in grade level teams for 43 minutes of professional development focused on student behavior management, led by Vice-Principal.

***Wednesdays:** Teachers meet for 90 minutes during district early-release time. Two Wednesdays per month are directed by building administration. One Wednesday per month is focused on district Iowa Core Curriculum plan. One Wednesday per month is teacher directed.

***Wednesdays:** Teachers meet for 25 minutes to share student academic and behavior data and concerns in preparation for Friday's team problem-solving meeting with Student Services Team.

***Thursdays:** focus on content-alike teams to make sure all students receive equitable, aligned instruction throughout the year.

***Fridays:** Teacher teams meet for 43 minutes with School Improvement Leader, Vice-Principal, SUCCESS Worker, Social Worker, Special Education Consultant, and Therapist to problem-solve around issues presented by Wednesday's data collection and analysis. Teachers then spend remainder of time making parent phone calls.

Use of formative data: as indicated in the Needs Assessment, the use of formative data is still a work in progress. Harding has made strides in this area, having instituted the Analytical Reading Inventory (ARI) to all students every fall as standard practice to help identify what services are needed for students. Any student that doesn't test proficient will complete the ARI again at the end of first semester to determine progress made and further interventions to be implemented. Those that need intensive interventions at the beginning of year, as indicated by the ARI, would also get the Basic Reading Inventory (BRI) every six weeks to monitor progress more closely and adjust interventions accordingly. There is currently no similar tool to measure math proficiency, so staff uses incoming math data of 6th graders to place them

accordingly. Common Benchmark Assessments are used to track progress every six weeks. Interventions are adjusted accordingly.

Alignment of Resources: In addition to PLC structure and time for its implementation, the Regional Leadership, Instructional Cabinet, and Principal will continue to examine existing funding streams, programs, and resources to increase integration with the Turnaround Model, strengthen the alignment and support for the PLA school, and increase services to students and staff. These resources include, but are not limited to, Title I; 21st Century Community Learning Centers; Science Partnerships with Iowa State University; Teaching American History; Drake University for Literacy Professional Development, and several others. The realignment and reallocation of resources will ensure the institutionalization of the Turnaround Model and on-going sustainability of the redesigned instructional program. See Section 5: Align other resources with the interventions.

Implementation Timelines are included in Section 3: Intervention Model and Implementation for the school and on the District Timeline attachment which outline the steps for the Turnaround Model process and implementation. Key activities in each year are delineated.

Ability to Recruit New Staff and/or Principals as Required by Intervention Model: The district already has evidence of its ability to recruit new principals and staff to the PLA schools, including Harding Middle School. With the replacement of the principal in 2008 and reconstitution of staff in 2009 at Harding, DMPS has made leadership changes that reflect the

skills required of effective school turnaround. This has created a collaborative, nurturing, and educational environment that has high expectations for all students and adults and the resources needed to make success happen for all.

As will be further explained throughout this proposal, DMPS has the leadership, capacity, and commitment to provide on-going support and technical assistance to Harding Middle School in order to bring about dramatic improvement in student learning and achievement.

3. **Design and implement Intervention Models:** Based on the review of the information gathered from the needs assessment and analysis of each Tier I and Tier II school in Part I, the LEA will identify which of the four intervention models it will implement in each school. The LEA will provide an implementation plan which describes the specific goals, actions or activities, timelines and indicators of progress that address the requirements outlined below for the intervention model chosen. (See attached chart of models.) **Intervention Model Implementation Plan (15 points maximum possible)**

As evidenced by the student demographic data presented in Section 1: Needs Assessment and Analysis, poverty is a pervasive issue at Harding Middle School. The consequence of poverty on children's education is devastating on many levels. The ripple effect leads to communities with higher crime rates, higher costs of public assistance, and lower tax revenues. Countering the multi-faceted effects of poverty on student achievement must involve a systemic approach to effectively produce change (CPE/Caliber Associates, 2005). This approach must take into account individual and families, communities and environment, and the distribution of

resources and qualified teachers to all schools (Calkins, et al., 2007). To intervene with this troubling phenomenon, the Des Moines Independent Community School District (Des Moines Public Schools, DMPS) is proposing to implement a dramatic school turnaround at Harding Middle School utilizing the research-based High-Poverty High-Performing (HPHP) Readiness Model developed by the Mass Insight Education & Research Institute (2007).

Turnaround Design:

DMPS chose the Turnaround Model based on the HPHP Readiness Model to affect drastic change at Harding Middle School. The turnaround model is based on a whole systems approach. **Principal Ahart's vision involves a system of professionals, processes, and technologies providing comprehensive wrap-around education and support services to all students.** Finding adequate resources to implement these changes at Harding has been a challenge. Despite the struggling economy that created budget woes for the district as a whole, Principal Ahart mapped out a new paradigm for Harding Middle School to create immediate and long-term change at incremental levels given the budgetary restrictions. Great strides have been made during Phase I of the turnaround process, and with additional School Improvement Grant funds, Phase II can be implemented and completed, resulting in dramatic turnaround success.

The following components have been accomplished during Phase I of Harding' turnaround process that began in 2008:

- Redesigned the master schedule to increase time in math and reading instruction and increase in total amount of instructional time.

- Implemented new leadership structure (systems approach vs. linear).
- Reconstituted staff; new hires had to have a secondary endorsement in the content area to which they were assigned. Fifty-three percent of the 2010-2011 faculty is new to Harding (23 of 43.4 FTEs).
- Influenced policy changes to create new positions.
- Created of School Improvement Leader positions (3).
- Hired new Vice-Principal.
- Instituted new student behavior plan.
- Expanded learning day.
- Implemented formal evaluation process for teachers using Iowa Teaching Standards. As of March 2011, all Harding teachers have received a comprehensive evaluation in the past three years.
- Redesigned Professional Development plan.
- Eliminated school debt.
- Completed home visits to all incoming 6th grade families and 70% of all other families.
- Implemented dress code (uniforms) for all students.
- Added high school credit-bearing classes in Earth Science, English, Algebra, and US Government to provide 3.5 high school credits for eligible 8th grade students.
- Added a literacy and math support class.
- Painted the interior of the building and cleared from the building truckloads of unneeded furniture and miscellaneous junk.
- Repurposed four rooms to create more instructional space.

- Expanded the afterschool program and the summer school program.

During Phase II of the turnaround process, Harding Middle School will provide a more focused educational program that will effectively increase the learning of all students and close gaps in achievement for low-income, minority, English Language Learners (ELL), and special education students. This requires a comprehensive leadership and administration approach designed to build capacity and bring about long-lasting improvement. Building on the successes accomplished over the past three years, the following needs and activities have been identified for Harding Middle School to continue building capacity toward a complete school turnaround and closing the achievement gap. These include:

- *Change start times of the school schedule from 7:45 a.m. to 8:45 a.m. – decreasing rates of early morning absenteeism. (80% approval rate of time change from parents).*
- *Provide transportation/bussing to accommodate this time change*
- *Build capacity for ELL students to have sheltered instruction tailored to their needs through hiring of full-time generalist teacher for ELL instruction.*
- *Build capacity to provide greater support in Reading and Writing, with a special emphasis on writing through hiring of full-time Literacy Specialist.*
- *Build capacity to respond to students' emotional/behavioral and mental health issues that negatively impact their abilities to achieve and succeed through hiring of full-time Student Interventionist.*

- *Build capacity to respond to the poverty-related psycho-social barriers faced by students and their families and improve school's response to student absenteeism through increasing part-time social worker to full-time status.*
- *Address high obesity rates at Harding Middle School and improve academic achievement with physical activity through hiring full-time Physical Education teacher.*
- *Building capacity for students to become technologically proficient and prepared for the 21st century workforce, and for staff to more effectively integrate technology into their instruction through hiring of full-time Technology Specialist.*
- *Build capacity to use real-time, data-driven strategies to inform instruction and interventions through hiring of full-time Data Specialist.*
- *Creation of a Professional Learning Library of resources for teachers and staff to further develop effective and evidence-based practices and integrate technology into their instruction.*
- *Provide uniforms to students – alleviating the financial hardship for parents while providing a sense of safety and security for students at school.*

To fully implement the turnaround model at Harding Middle School, the following goals will be achieved:

Goal 1: The percentage of students who are proficient will increase by 10% as measured by ITBS scores.

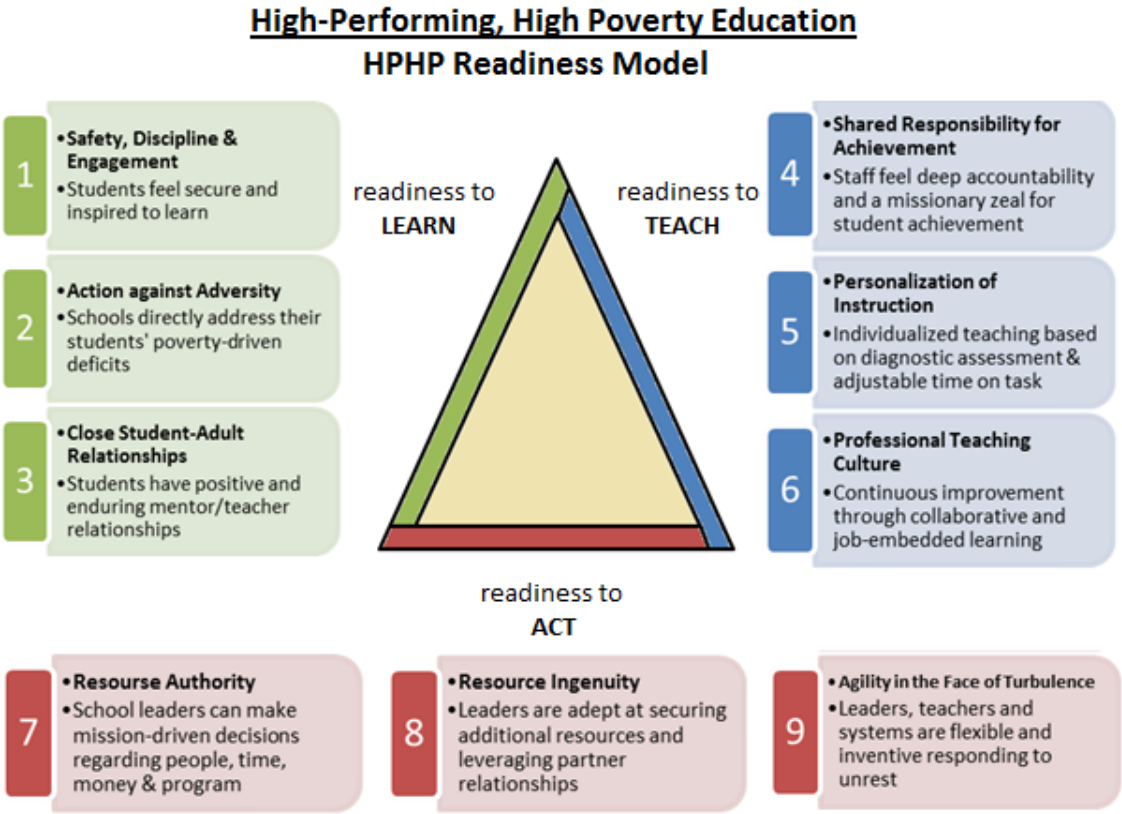
Goal 2: The percentage of students who are proficient will increase by 10% as measured by ITBS scores.

Goal 3: Develop a High-Poverty, High-Performance school at Harding Middle School that consists of supportive and qualified staff, engaged parents, and motivated and achieving students.

Goal	Activities	Indicators (Short-term outcomes)	Long-term Outcomes
1, 2	Build Capacity through hiring of Student Interventionist; Rigorous Professional Development Plan implemented;	Decrease in # of disciplinary referrals / in-school suspensions	Increase in achievement – closing achievement gap
1, 2, 3	Build Capacity through hiring of Social Worker; changing school start and end times;	Increase in attendance rates	Increase in achievement – closing achievement gap
1,2,3	Build Capacity through Professional Development Resource Library; hiring of technology specialist	Increase in # of hours of effective Professional Development	Teacher quality and effectiveness
1,3	Increase instruction time through hiring of Literacy Specialist; integration of instructional technology; hiring of ELL teacher; hiring of PE teacher	Increase in reading proficiency	Increase in standardized test scores – closing achievement gap
2,3	Increase instruction time through integration of instructional technology; hiring of ELL teacher; hiring of PE teacher;	Increase in math proficiency	Increase in standardized test scores – closing achievement gap
3	Using data driven assessment to inform instruction – identifying those suited for AP classes;	Increase in students attending AP classes	Increase in credit accumulation
3	Improved acoustics in large classrooms providing environment conducive to learning; Rigorous Professional Development Plan implemented; Hiring of staff to provide capacity to address poverty-related barriers (ELL teacher, Literacy Specialist, Student Interventionist, Social Worker, PE teacher, Technology Specialist)	Improved culture and climate	Increase in student and parent engagement
3	Rigorous Professional Development Plan implemented;	Increase teacher attendance rates	Teacher quality and effectiveness

3	Providing uniforms to students of families experiencing financial hardship;	Increase engagement between staff, students and parents	Increase in achievement – closing achievement gap
3	Change in school times; Rigorous Professional Development Plan implemented;	Use of data to guide and inform instruction	Increase in achievement – closing achievement gap

The High-Performing, High-Poverty School Readiness Model serves as the framework for organizing the required and permissible elements of the Turnaround Model into a coherent system of nine strategies focused on increasing student learning through the readiness to learn; readiness to teach; and readiness to act. The following demonstrates how this framework is utilized in the turnaround process at Harding Middle School.



Please note: *Italicized statements* below are elements that will be added during Phase II of the Turnaround Process.

Readiness to Learn:

1. **Safety, Discipline, and Engagement – students feel secure and inspired to learn**
    - Comprehensive staffing that includes School Improvement Leaders and supports
    - Implementation of school uniforms
    - New behavior plan implemented and inconsistencies addressed
    - Stronger systemic focus that thoroughly addressed barriers, created solutions, and thus, greater investment by teachers and students.
    - *With a continued focus on safety and security, students will be provided with at least one uniform.*
    - *Increase literacy support to students by adding a Literacy Specialist position that specializes in reading and writing, with an emphasis on writing.*
    - *Increase math and literacy support to ELL students through the addition of an instructor to provide sheltered instruction for this group of students.*
    - *Increase data-driven instruction through the addition of a Data Specialist to enter, analyze and report data back to teachers and administration for real-time reports, results, and interventions.*
    - *Addition of social worker and student interventionist to address behavioral issues and poverty-related psycho-social barriers at the student and family levels.*

- *Creating an environment more conducive to learning through the improved acoustics in large classrooms.*

2. Action against Adversity – schools directly address their students' poverty-driven deficits

- Offer 21st Century Community Learning Centers afterschool individualized academic assistance and enrichment programming to increase achievement levels in reading and math.
- Creation of School Improvement Leader positions to provide comprehensive and seamless support to all students, teachers, and families.
- *Increase support and intervention to students and families through the addition of a social worker position to respond to poverty-related psycho-social barriers.*
- *Increase support and intervention to students with emotional/behavioral and mental health issues through the addition of a Student Interventionist position.*
- *Alleviate financial burden that purchasing uniforms imposes on families by supplying every family in need with at least one shirt.*
- *Increase technology and related instruction for students to prepare them to succeed in the 21st Century workforce through the addition of a Technology Specialist position.*
- *Increase physical activity levels of students to increase achievement levels and improve health through hiring of full-time Physical Education teacher.*

3. Close Student-Adult Relationships

- Student Improvement Leaders –Strong engagement with assigned students throughout their middle school years. Serve as the common link/liaison between teachers, administration, and families.
- Presence of Principal and Vice-Principals – increased visibility and active engagement with students throughout the day.
- *Increase support and intervention to students and families through the addition of a social worker position to respond to poverty-related psycho-social barriers.*
- *Increase support and intervention to students with emotional/behavioral and mental health issues through the addition of a Student Interventionist position.*

Readiness to Teach:

4. **Shared Responsibility for Achievement – staff feel deep accountability and a missionary zeal for student achievement.**
    - Increased interaction between teachers and administration
    - Teacher evaluations completed
    - SILs in classrooms to assist teachers in improving instruction to meet students' needs
    - *Increase literacy support to students by adding a Literacy Specialist position that specializes in reading and writing, with an emphasis on writing.*
    - *Increase math and literacy support to ELL students through the addition of an instructor to provide sheltered instruction for this group of students.*

- *Increase data-driven instruction through the addition of a Data Specialist to enter, analyze and report data back to teachers and administration for real-time reports, results, and interventions.*
- *Increase physical activity levels of students to increase achievement levels and improve health through hiring of full-time Physical Education teacher.*

5. Personalization of Instruction – individualized teaching based on diagnostic assessment and adjustable time on task

- Implementation of Fisher and Frey's Gradual Release of Responsibility model in all classrooms for consistent practices in delivery of instruction, creating a common language and common student engagement practices so that students do not have to "re-learn" each teacher's unique approach.
- Addition of highly structured speech and drama classes that focus on building reading fluency and comprehension skills in addition to typical speech and drama content
- Added literacy and math support classes
- Created advanced classes to provide more appropriate rigor for higher performing students and narrowing the span of differentiation required by teachers in general courses
- *Increase literacy support to students by adding a Literacy Specialist position that specializes in reading and writing, with an emphasis on writing.*

- *Increase math and literacy support to ELL students through the addition of an instructor to provide sheltered instruction for this group of students.*
- *Increase data-driven instruction through the addition of a Data Specialist to enter, analyze and report data back to teachers and administration for real-time reports, results, and interventions.*

6. **Professional Teaching Culture – Continuous improvement through collaboration and job-embedded learning**

- Improved communication between administration and teachers
- Creation of building leadership team that consists of representatives of each grade level and each content and specialty area that meets twice a month with principal.
- Redesigned rigorous professional development plan
- Real-time feedback to teachers from SILs informing instruction
- Engaged administration invested in teachers' growth, specific to high-poverty, high-performing school
- One-day retreat for all staff to analyze student data, team-build, and plan for upcoming school year
- *Professional Library of resources for teachers and staff to further develop effective and evidence-based instruction and integrate technology into their instruction.*

- *Increase data-driven instruction through the addition of a Data Specialist to enter, analyze and report data back to teachers and administration for real-time reports, results, and interventions.*

Readiness to Act:

7. Resource Authority – school leaders can make mission-driven decisions regarding people, time, money, and programs

- Formulated a Turnaround plan
- Implemented a new leadership structure
- Created an atmosphere of engaged support from administration – systems support of students' achieving success versus old and ineffective linear model.
- Redesigned the master schedule to increase instructional time in core content areas and streamline all grades to have the same schedule, allowing for teachers to be assigned to more than one grade level
- Influenced important Human Resources policy change to allow for flexible contract to hire School Improvement Leaders
- Influenced important Human Resources policy change to allow for replacement of over half of teaching staff
- Added literacy and math support classes
- Created advanced courses
- Reconstituted staff
- Addressed and resolved school debt with DMPS Central Office

- Continue to operate school in financially sound manner
- Increased family engagement through creation of PTO, family nights, community dinner, monthly phone calls home to every student's parents/guardians
- *Increase literacy support to students by adding a Literacy Specialist position that specializes in reading and writing, with an emphasis on writing.*
- *Increase math and literacy support to ELL students through the addition of an instructor to provide sheltered instruction for this group of students.*
- *Increase data-driven instruction through the addition of a Data Specialist to enter, analyze and report data back to teachers and administration for real-time reports, results, and interventions.*
- *Increase support and intervention to students and families through the addition of a social worker position to respond to psycho-social barriers.*
- *Increase support and intervention to students with emotional/behavioral and mental health issues through the addition of a Student Interventionist position.*
- *Alleviate financial burden that purchasing uniforms imposes on families by supplying every family in need with at least one shirt.*
- *Increase technology and related instruction for students to prepare them to succeed in the 21st Century workforce through the additional of a Technology Specialist position.*

8. Resource Ingenuity – Leaders are adept at securing additional resources and leveraging partner relationships

- In the spring of 2009, Principal Ahart negotiated with Central Office and representatives of Urban Dreams to make significant changes in the final year of the federal Full Service Community Schools grant. Urban Dreams served as the grant administrator and used those grant funds to pay for a full-time coordinator at Harding. At Mr. Ahart's request, the renewal of the grant for its final year eliminated that full-time position and Mr. Ahart took on the grant management responsibilities. This allowed Harding to have an additional $70,000 which enabled the FSCS initiatives to continue for an additional year beyond the expiration of the grant. The grant was supposed to expire at the end of 2010, but programming has continued through the summer of 2011. Those funds were used to extend afterschool and summer school programming as well as fund the student leadership group, The Wolf Pack.
- In the spring of 2010, at Mr. Ahart's request, the district modified its 21st Century Learning Communities grant to eliminate the full-time site coordinator position for the 2010-2011 school year, and replace it with a part-time, hourly position. Staffing savings (approximately $48,000) went into more programming for after school and summer school programming. Since the summer of 2008, Harding has increased summer school programming from five weeks to seven weeks and has increased afterschool programming from 20 weeks to 32 weeks.
- In the spring of 2009, Mr. Ahart wrote a grant to secure over $16,500 to fund the purchase of shirts for Harding's new school uniform initiative. Since that time,

Mr. Ahart has secured nearly $10,000 in additional donations from multiple sources to continue to successfully finance the school's dress code.

- Working in partnership with the Drake University School of Education's literacy staff, Mr. Ahart has secured more than $7,000 that was used to create classroom reading libraries at Harding.
- Working in partnership with the Drake University School of Education's literacy staff, Mr. Ahart has secured more 50 hours of professional development services for specialized professional development for Harding teachers in the area of reading comprehension.
- Since the spring of 2010, Mr. Ahart has worked in partnership with the Grand View University School of Education to provide Harding students one on one tutoring from aspiring teachers attending GVU.

9. Agility in the Face of Turbulence – Leaders, teachers, and systems are flexible and inventive in responding to constant unrest

- Instituted a new research based behavior plan to minimize disruptions in class. The new plan was instituted in February of 2010, after the new vice-principal had a month to observe the operation of the school and collaborate with the principal and leadership team. The behavior plan is significantly different from past-practice, and over half of the staff in 2010 was notified in February that they would not return for 2010-2011, so buy-in was not ideal. With over half the staff new to Harding in 2010-2011, much new learning had to take place to make

the behavior plan successful. Although more referrals are being made in 2010-2011, teachers have been encouraged to document more than they have in the past, to ensure that we are addressing all behavioral issues. More behavior issues are being dealt with in 2010-2011 and despite a slightly higher number of referrals, students are removed from class less frequently as a result of the new plan.

- Created School Improvement Leader (SIL) positions to implement the school improvement plan at the classroom level. SILs coordinate student services and teacher professional development at their assigned grade level. They also personalize the building's school improvement plan to their grade level. SILs collect and analyze student achievement and behavior data on an ongoing basis, as well as customizing professional learning opportunities to respond to the challenges presented by the data. SILs efficiently lead and measure implementation of teacher professional development, effectively broker services for crises (and other issues) that arise, and develop strong relationships with assigned students and their families. SILs loop with their grade level students from year to year, building strong connections between families and staff to more effectively focus services where they are needed as the students progress through 6th, 7th and 8th grade.
- Other supports available to help respond to general unrest in high poverty schools include: mental health therapist services, full-time SUCCESS worker, part-time Social Worker, Principal, and Vice-Principal.

- *Increase support and intervention to students and families through the addition of a social worker position to respond to poverty-related psycho-social barriers.*
- *Increase support and intervention to students with emotional/behavioral and mental health issues through the addition of a Student Interventionist position.*

Turnaround Model:

Implementation of Required (in bold print) and *Permissible Activities* *(in italics)*

1. **Replace the Principal (except those hired previously as part of turn-around or transformation effort).**

Mr. Ahart was hired as the new Harding principal at the beginning of Academic Year 2008-2009. He has already begun implementation of many of the elements of the Turnaround Model. Mr. Ahart has the vision, education, and skills to tackle the enormity of the challenges within a district and a state that had never before attempted a school Turnaround intervention. (See appendix for Mr. Ahart's resume).

2. **Operational flexibility (calendar, time, budget, staffing).**

Principal Ahart recognized that he needed to identify major changes that could be implemented with immediate results to create buy-in from teachers who were pessimistic that positive change could happen. He made operational changes at Harding, including:
redesigning the master schedule, reconstituting staff, increasing communication between teachers and administration, implementing a student uniform dress code, re-designing the

leadership team, and implementing a new behavior plan for students. He worked with central office administration to rectify a two-year budget deficit and made major amendments to two major grants to provide additional resources for student programming. In addition to the changes made above, the proposed funds will allow for new staff positions to be created to provide the capacity to fully implement the Turnaround model.

The master schedule was redesigned in January, 2009, providing numerous positive benefits. First, changing to a block schedule provided more instruction time in the core content areas, particularly reading and math, increasing the total number of hours of instruction received. Additionally, unifying the master schedule across all grades, 6th-8th, provided less time in transitioning between classes and decreased chaos in the hallways. This schedule change allowed teachers more time to focus on class preparation as fewer courses were taught. They also were able to teach across grade levels, because all students were now on the same schedule. This provided greater efficiency in the use of human resources. Teachers can now be scheduled to teach in more than one grade level, allowing for more balance in class size and most teachers teaching in only one content area.

Changing the master schedule was necessary because **s**tudents coming into Harding are typically two years behind grade level in reading and math. An increase in reading and math instruction was needed to make up this significant gap. The new scheduled doubled the amount of time students received instruction in reading and math. Additionally, students received a total of 30 minutes a week of increased instruction overall, through the modification

of lunch schedules and the reduction in transition times. These changes also helped to reduce the level of hallway distractions overall. The number of bells ringing throughout the day was reduced from 56 to 20. The change to the block schedule was also made to allow for greater teacher success. In the block schedule, teachers see fewer students over the course of the semester. Most teachers went from teaching about 120 students to teaching about 73 students. Teachers also had fewer classes for which to prepare, allowing them to focus more specifically on creating more engaging and rigorous, differentiated plans. All teachers had at least two different classes for which to prepare. Now most teachers have just one class that they teach three times. In the previous schedule most literacy teachers also had to teach social studies and many math teachers also had to teach science.

Reconstitution of staff:

In March 2009, staff was told that **the reconstitution would happen at the end of following academic year (2009-2010).** This would give teachers enough time to put in for a transfer, as well as allow time for the assessment of teachers before reconstitution decisions were made. Utilizing characteristics of teachers in HP-HP schools and matching these characteristics to the Iowa State Education Association (ISEA) articulation of meets or exceeds for the Iowa Teaching Standards criteria that best match with the HP-HP research, Mr. Ahart created a framework for evaluating teacher fit within Harding's turnaround model. A written report was made for each teacher, based on the results of the evaluations. Fifty-three percent of staff was reconstituted. All replacement teachers (and all retained teachers) were required at minimum to have a secondary endorsement in the content area to which they were assigned.

Rigorous staff development:

A very rigorous Professional Development plan was implemented. Staff met in teams each day for professional development in reading fluency and reading comprehension, the area where our students struggle the most. Implementation of professional development was closely monitored and the data was shared with each teacher team.

With School Improvement Grant funds, Harding will build capacity to close the achievement gap and become a high-poverty, high-performing school. This will happen through the following additions:

- *Increase literacy support to students by adding a Literacy Specialist position that specializes in reading and writing, with an emphasis on writing.*
- *Increase math and literacy support to ELL students through the addition of an instructor to provide sheltered instruction for this group of students.*
- *Increase data-driven instruction through the addition of a Data Specialist to enter, analyze and report data back to teachers and administration for real-time reports, results, and interventions.*
- *Increase support and intervention to students and families through the addition of a social worker position to respond to psycho-social barriers.*
- *Increase support and intervention to students with emotional/behavioral and mental health issues through the addition of a Student Interventionist position.*
- *Alleviate financial burden that purchasing uniforms imposes on families by supplying every family in need with at least one shirt.*

- *Increase technology and related instruction for students to prepare them to succeed in the 21st Century workforce through the additional of a Technology Specialist position.*
- *Professional Library of resources for teachers and staff to further develop effective and evidence-based instruction and integrate technology into their instruction.*
- *Increase data-driven instruction through the addition of a Data Specialist to enter, analyze and report data back to teachers and administration for real-time reports, results, and interventions.*

3. Replace > 50% of Staff using "locally adopted competencies."

Recognizing the importance of high quality teachers in effectively closing the gap in achievement within high-poverty schools, Principal Ahart reconstituted over 50% of staff. Research by Peske and Haycock (2006) has consistently shown that teacher quality is the most critical element to effective school reform for high-poverty schools. Novice teachers, defined as having three or less years of experience, are less effective than more experienced teachers, yet high-poverty schools have twice as many new teachers as low-poverty schools. Additionally, in high-poverty schools, classes are more likely to be taught by teachers without a major or minor in the subject they teach. In fact in high-poverty schools, more than one in three core classes are taught by these teachers, who do not have a college major or minor in these subject areas (Jerald, 2002).

Teachers in high-poverty schools "are significantly less likely to have majored in the subject area they are teaching, to have passed tests of basic skills and to be highly qualified." Additionally, teacher turnover is higher in these schools. Schools where over 90% of students were poor only had 1% of teachers that were in the highest quartile (Peske & Haycock, 2006).

After meeting with DMPS administration in 2009 (Human Resources, CFO, superintendent and legal counsel), Mr. Ahart was able to implement his plan to restructure Harding's leadership staff. He exchanged Harding's Dean of students and two guidance counselors for **three School Improvement Leaders – positions he created** to meet the systemic needs of the students and staff. As is necessary in implementing effective turnaround models, Mr. Ahart was **instrumental in policy changes** within DMPS Human Resources to allow for greater contractual flexibility in creating and hiring these new positions.

After successfully changing these policies, Mr. Ahart engaged in a rigorous selection process to identify and hire highly qualified individuals to serve in these positions. **School Improvement Leaders** would provide seamless services to students; identify student/teacher issues more accurately; streamline the student problem-solving process; improve the level of engagement in classrooms; provide professional development for staff; and assist staff in the collection and analysis of student data. School Improvement Leaders are responsible for knowing all of the students at the grade level they are assigned, and they rotate with the students from grade to grade. For example, the SIL assigned to 6th grade students moves with these students to 7th grade and then to 8th grade. School Improvement Leaders also maintain frequent contact with

all parents through monthly phone calls. This has greatly increased the rapport, communication, and relationships between parents and teachers.

In March 2009, staff was told that **the reconstitution would happen at the end of following academic year (2009-2010).** This would give teachers enough time to put in for a transfer, as well as allow time for the assessment of teachers before reconstitution decisions were made. Utilizing characteristics of teachers in HP-HP schools and matching these characteristics to the Iowa State Education Association (ISEA) articulation of meets or exceeds for the Iowa Teaching Standards criteria that best match with the HP-HP research, Mr. Ahart created a framework for evaluating teacher fit within Harding's turnaround model.

- Iowa Teaching Standard 1, Criterion C: **The teacher uses student performance data as a guide for decision making.**
- Iowa Teaching Standard 1, Criterion D: **The teacher accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.**
- Iowa Teaching Standard 2, Criterion B: ***The teacher uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.***
- Iowa Teaching Standard 2, Criterion D: ***The teacher understands and uses instructional strategies that are appropriate to the content area.***
- Iowa Teaching Standard 3, Criterion A: ***The teacher utilizes student achievement data, local standards, and the district curriculum in planning for instruction.***

- Iowa Teaching Standard 3, Criterion B: ***The teacher sets and communicates high expectations for social, behavioral, and academic success for all students***
- Iowa Teaching Standard 4, Criterion A: ***The teacher aligns classroom instruction with local standards and district curriculum.***
- Iowa Teaching Standard 4, Criterion D: ***The teacher engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.***
- Iowa Teaching Standard 5, Criterion C: ***The teacher understands and uses the results of multiple assessments to guide planning and instruction.***
- Iowa Teaching Standard 5, Criterion E: ***The teacher provides substantive, timely, and constructive feedback to students and parents.***
- Iowa Teaching Standard 6, Criterion A: ***The teacher creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.***
- Iowa Teaching Standard 6, Criterion D: ***The teacher uses instructional time effectively to maximize student achievement.***
- Iowa Teaching Standard 7, Criterion B: ***The teacher works collaboratively to improve professional practice and student learning.***
- Iowa Teaching Standard 7, Criterion D: ***The teacher establishes and implements professional development plans based upon the teacher needs, aligned to the Iowa Teaching Standards and district/building student achievement goals.***
- Iowa Teaching Standard 8, Criterion D: ***The teacher demonstrates an understanding of and respect for all learners and staff.***

- Iowa Teaching Standard 8, Criterion E: ***The teacher collaborates with students, families, colleagues, and communities to enhance student learning.***
- Additional information gathered on teacher effectiveness included teacher attendance.

A written report was made for each teacher, based on the results of the evaluations.

4. Identify/reward effective personnel and remove ineffective personnel.

(Please refer to #3 above for the answer to this activity).

5. High-quality, ongoing, job-embedded, instructionally aligned professional development.

The **Professional Development (PD) plan was redesigned** in 2008-2009 to provide consistency to teacher practices in the area of literacy development and to provide assistance to teachers teaching in a block schedule. All staff received training in Six Plus One Traits of Writing, with an emphasis using writing to develop reading comprehension skills. For the first time at Harding, teachers were held accountable to implement professional development in their classrooms. The other focus of professional development in 2008-2009 was Specially Designed Academic Instruction in English (SDAIE) with an emphasis in designing lessons for effective instruction in a block schedule. This strategy was chosen because approximately 25% of Harding students are English Language Learners, and the majority of native English speakers are deficient in academic English appropriate for their grade level. Professional development in 2008-2009 was led by the principal and two outside consultants who were paid for with SINA school improvement funds.

Since 2009-2010, professional development has been led by a combination of the principal, School Improvement Leaders, and Dr. Jill Johnson, reading specialist from Drake University. Also since 2009-2010, professional development time has increased dramatically. The block schedule providing for daily common teacher team time with the district-wide Wednesday early-release schedule has allowed for a significant increase in time spent on focused professional development. Since the fall of 2009, the professional development plan is as follows:

*Mondays: Teachers meet in grade level teams for 43 minutes of professional development focused on instructional practices, led by School Improvement Leaders.

*Tuesdays: Teachers meet in grade level teams for 43 minutes of professional development focused on student behavior management, led by Vice-Principal.

*Wednesdays: Teachers meet for 90 minutes during district early-release time. Two Wednesdays per month are directed by building administration. One Wednesday per month is focused on district Iowa Core Curriculum plan.

*Wednesdays: Teachers meet for 25 minutes to share student academic and behavior data and concerns in preparation for Friday's team problem-solving meeting with Student Services Team.

*Thursdays: focus on content-alike teams to make sure all students receive equitable, aligned instruction throughout the year.

*Fridays: Teacher teams meet for 43 minutes with School Improvement Leader, Vice-Principal, SUCCESS Worker, Social Worker, Special Education Consultant, and Therapist to problem-solve around issues presented by Wednesday's data collection and analysis.

Teacher then spend remainder of time making parent phone calls.

Additionally, in the summer of 2010, the principal used Title I funds to pay teachers to attend two additional days of professional development before the start of the school year. Teachers new to Harding (53%) were provided professional development that returning staff had experienced the previous year and all staff were provided a full day of professional development on the student behavior plan. Teachers of 7th and 8th grade literacy were given an additional half day to work with the new curriculum being implemented by the district. Social Studies teachers were given an additional half day to work on the new 8th grade class being offered for the first time in 2010-2011.

Rigorous staff development

A very rigorous staff development plan was implemented. Staff met in teams each day for professional development in reading fluency and reading comprehension, the area where our students struggle the most. Implementation of professional development was closely monitored and the data was shared with each teacher team.

Harding Middle School has established a clear professional development plan with clear expectations for classroom instructional practices and management of student behavior. Every staff member is at a different place in their development of these skills. Additionally, to continue to follow best practices in the implementation and continued refinement of professional practices, Harding teachers will need to continue their work in self-reflection and peer coaching for improvement. As new staff replace departing staff and/or as new positions

are added, this issue becomes a greater challenge. To address these challenges of differentiating teacher professional development, Harding proposes the creation of a professional learning center.

The professional learning library will serve as a clearinghouse for publications and other resources (videos, internally created documents, etc.) that form the base of our professional practice expectations. It would also house technology resources to be used for the improvement of professional practice. The professional learning library (PLL) will contain the following resources:

- Copies of all professional publications that have been used to create and support our professional learning.
- Student achievement data (historical through current)
- Instructional technology that can be checked out for use in classroom instruction: flip-cameras, i-Pads, notebook computers
- Instructional technology that will remain in the PLC where teachers can learn and practice how to effectively use the devices for improve instruction (mimios, slates, e-readers, document cameras, LCD projectors)
- A space for teachers to collaborate using data and technology
- Access to online publications to which Harding will purchase subscriptions (Phi Delta Kappa, Learning Forward, International Reading Association, National Council of Teachers of Mathematics, Association for Supervision and Curriculum Development)

6. Financial incentives, career opportunities and flexible work conditions.

1. In the summer of 2010, after reconstitution was complete at Harding Middle School, Title I funds were used to provide additional pay to teachers to engage in professional learning tied to success in HPHP schools.
2. Through the use of SIG funds, Harding anticipates providing up to four additional contract days to teachers for the same purpose (two pre-service days and two post-service days)
3. Through the use of SIG funds, Harding anticipates an additional one to two additional hours per week for the purpose of meeting as vertical content-alike teams to fully implement the data-teams process. These hours will provide for improved curriculum alignment and more timely adjustments to instruction based on student needs.
4. In the fall of 2010, the principal offered staff two different contract days to follow. Staff could choose to start their contract day at 7:00am and end at 2:45pm or start their day at 7:30am and end it at 3:15pm.
5. All staff is given the opportunity to teach in the afterschool program and the summer school program for additional pay.

7. New governance structure.

- In the fall of 2008, when Mr. Ahart became principal, Harding Middle School had the following governance structure: Principal, Vice-Principal, Dean of Students, 2 counselors, and a teacher-led PBS (Positive Behavior Supports) committee. After assessing the teams' response to student problem-solving, social/emotional needs, discipline and the improvements needed in instruction, Mr. Ahart created a new

governance structure in the spring of 2009 and gained approval from district administration to implement it in the fall of 2009.

- In the fall of 2009, the governance structure changed in the following way. The principal remained, the vice-principal was replaced in December, and the counselors and dean of student positions were replaced with three School Improvement Leaders. Three building-wide committees were created to provide for more teacher participation in building leadership. The Building Leadership Team (BLT) was created to provide input to the principal and the rest of the leadership team on professional development, school improvement, and culture and climate. This committee meets twice a month after contract time. The Vice-Principal's Committee was started to provide the Vice-Principal with input on student behavior issues and student leadership development and the newly created Wolf Pack student leadership group. This committee meets twice a month after school. Finally, the Advisory Committee was formed, led by a teacher, to provide building wide planning for the weekly 30-minute advisory period. This team meets weekly in the morning. Both the BLT and the VP committees provide guidance to the Advisory Committee to ensure that the Advisory activities directly support the goals of the BLT and the VP committees.
- In the winter of 2008-2009, Mr. Ahart created a Parent Teacher Organization (PTO). The PTO is not used for fundraising, but is used as a link between Harding staff and Harding families. The PTO is provided information on student achievement, student behavior, and provides input on all school improvement matters. It meets on a monthly basis in the evening.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned.

- Harding administration uses both student demographic data and student achievement data to drive school structures and its instructional program, matching both to research-based best practices.
- The daily schedule features nearly 90 minutes of instruction for all students in both reading and math. Students that demonstrate the need for even more support receive an additional 43 minutes a day in math or reading. Student schedules may change every six weeks in response to formative data.
- Reading fluency and comprehension are tied to achievement in all content areas and nearly 50% of all students at Harding are not proficient. Therefore, professional development efforts for the past two years have focused on developing teacher capacity to support literacy in all content area classrooms in addition to reading class.
- In 2010-2011 a second professional development focus was added, Gradual Release of Responsibility. This research based model (Fisher and Frey, 2008) provides for a common language and common instructional framework to use across curricular areas to ensure that students are experiencing explicit instruction and that their learning is appropriately scaffolded to provide for improved rate of mastery for all students.
- *Phase II: Increase data-driven instruction and interventions through the addition of a Data Specialist to enter, analyze and report data back to teachers and administration for real-time reports, results, and interventions.*

10. Promote the use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

During 2009-2010, Principal Ahart added courses in advanced literature, mathematics, and science at all three grade levels to meet the needs of students who are performing well and can accelerate them. This also alleviated the problem of teachers providing instruction to students with such varying levels of performance in one classroom. All students are now evaluated for suitability for advanced classes in Literacy, Math and Science. When applicable, students are placed in advanced classes to ensure that they are challenged and progressing at a rate appropriate for the capabilities. Eighth grade students have the opportunity to earn up to 3.5 high school credits at Harding by taking high school level classes taught by highly qualified Harding teachers. Students in these courses are now performing better than the district average in Advanced courses.

- *Phase II: Increase data-driven instruction and interventions through the addition of a Data Specialist to enter, analyze and report data back to teachers and administration for real-time reports, results, and interventions.*

11. Establish schedules and implement strategies that provide increased learning time.

(Please see #2 above for the positive changes from redesigning the master schedule).

Principal Ahart redesigned the master schedule to increase time spent in math and reading instruction and increase total amount of instructional time. Additionally, the school schedule will shift times so as to not begin so early in the morning. Instead of starting at 7:45 a.m., the

new schedule will begin at 8:45 a.m., reducing early morning absenteeism rates and increasing achievement.

12. Socio-emotional and community supports; along with 13. O*ngoing family and community engagement.*

To increase parent involvement and improve relationships between parents and the school, a **Parent Teacher Organization (PTO**) was formed in January 2009. The purpose was not to ask parents to fundraise, but to build a sense of community. Parents were asked to help run book fairs, help feed teachers during conferences, and other relationship building activities. This parent group served as the parental voice in school improvement planning and vetted proposed changes to school practices proposed by the principal, such as the implementation of a uniform dress code, 8th grade promotion activities, and changes to the master schedule.

Additionally, School Improvement Leader positions were created and hired to meet the systemic needs of the students and staff. SIL's are responsible for knowing all of the students at the grade level they are assigned and they rotate with the students from grade to grade. For example, the SIL assigned to 6th grade students moves with the students to 7th grade and then to 8th grade. School Improvement Leaders also maintain frequent contact with all parents through monthly phone calls. This has greatly increased the rapport, communication, and relationships between parents and teachers.

During Phase I, Harding administration and staff increased their focus on **family engagement**. School Improvement Leaders made home visits to all incoming 6th grade families and approximately 70% of 7th and 8th grade families.

Harding has developed relationships with several organizations to support its work with students. Grand View University partners with Harding to provide tutoring support for students; Drake University partners with Harding to provide specialized professional development in reading strategies and to supplement classroom libraries, Iowa State University partners with Harding Middle School by providing support for Upward Bound, a program that encourages the pursuit of STEM careers for minority students who will be the first generation in their families to attend college, NASA partners with Harding through the Explorer School Program. Although the Explorer Schools grant is now expired, the Harding science department has stayed actively engaged with NASA to provide additional learning opportunities for students and unique professional development opportunities for teachers.

A grant-funded, full-time social worker will allow Harding to build capacity to address poverty-related psycho-social barriers that impact students and families. This position will also address absenteeism and truancy issues. A Student Interventionist position, funded through the grant, will provide support and interventions to students with emotional/behavioral struggles or mental health issues. This person will de-escalate students or teach them coping skills during moments of crisis to prevent in-school suspensions and increase the amount of time students spend learning.

14. Ongoing intensive technical assistance from LEA, SEA, or external partner.

School Improvement Leaders and the principal have received technical assistance from The Leadership and Learning Center. Professional development support from the Leadership and Learning Center has focused on Data Teams, Grading Practices, and strategies that support high poverty, high diversity, high achieving schools.

Technical assistance has also been provided by Dr. Jill Johnson of Drake University to support teacher professional development in the area of reading comprehension teaching strategies across the curriculum. These components will continue through Phase II.

a. Additional compensation to attract and retain staff

Additional compensation has been provided to staff in exchange for their participation in targeted professional development opportunities and for their participation in student home visits.

b. System to measure impact of professional development

In 2009-2010, data on professional development implementation in the classroom by all Harding teachers was collected and analyzed on a monthly basis. Results of this monthly data collection helped the leadership team to make adjustments to the next month's professional development.

In 2010-2011, professional development implementation data has continued to be collected. Additionally, Harding now measures the fidelity of implementation of professional development through systematic walk-throughs by the leadership team and by analyzing video recordings of teachers' classroom practice.

All students are given the Analytical Reading Inventory (ARI) in the fall. All students that demonstrate a need for growth are assessed again at the end of first semester. The effectiveness of our professional development efforts can be assessed in part by how many students advance in their ARI scores in the winter and again in the spring. Results of the winter 2010 test indicate that professional development is having a positive impact.

These measures will continue through Phase II of the turnaround process.

c. *Ensure that school is not required to accept teacher without mutual consent of teacher and principal regardless of teacher seniority*

The Harding principal created his own hiring process to fill the positions left vacant through the teacher reconstitution process. In all but two cases, he was able to hire as he determined. The across the board state budget cut of the 2009-2010 school year created a number of staff reductions in the district. Because of the collective bargaining agreement, there were two positions that Mr. Ahart was forced to offer to candidates that he would not otherwise have selected. In future hirings, the principal, except for in extenuating circumstances like those described above, will be allowed to refuse internal transfers and hire according to Harding established standards.

d. Periodic reviews of curriculum

Representatives in each curricular area from Harding are actively engaged in the curriculum revision process at the district level. At Harding's request, a new social studies course was developed by the district to allow our students to earn high school credit in an advanced course. Harding teachers and SILs also created a new version of speech and drama, unique to Harding, that embeds fluency and comprehension instruction into the speech and drama content.

Harding leadership and teachers are currently developing a high-interest, integrated course to meet the needs of diverse, at-risk students in the area of reading and social studies. Harding staff will continue to look for ways to refine/develop courses that meet the specific needs of our students.

e. Response to Intervention model

Harding staff applies the RTI model to all students. New advanced courses were developed in response to RTI. Because over half of Harding students needed additional supports in reading and math, the general curriculum was modified to meet the needs of those learners. Students already meeting grade level expectations are served more effectively in accelerated courses. Those that need support in addition to the general curriculum are provided additional time in reading and/or math through Title I reading and math support classes. Students may be moved into and out of these classes every six weeks based on their achievement data. Teachers and SILs utilize student data (including grades, tests scores, ARIs, BRIs, CBAs and EIS data) every Friday during team

meetings to ensure that student interventions are being created in a timely manner and that the interventions are having the desired effect.

f. Additional support to address students with disabilities and English Language Learners

Representatives in each curricular area from Harding are actively engaged in the curriculum revision process at the district level. At Harding's request, a new social studies course was developed by the district to allow our students to earn high school credit in an advanced course. Harding teachers and SILs also created a new version of speech and drama, unique to Harding, that embeds fluency and comprehension instruction into the speech and drama content.

Harding leadership and teachers are currently developing a high-interest, integrated course to meet the needs of diverse, at-risk students in the area of reading and social studies. Harding staff will continue to look for ways to refine/develop courses that meet the specific needs of our students.

Grant funds will allow Harding to build capacity to provide these supports through the hiring of a full-time ELL instructor, a full-time literacy specialist, and a full-time Data Specialist. ELL students will be provided more sheltered instruction so they aren't grouped into Special Education classes or general classes before they are ready. Instruction will be tailored specifically to their needs to improve reading and math proficiency and overall academic success. The Literacy Specialist will provide additional support toward these outcomes.

g. Using and integrating educational technology

Every teacher at Harding has a laptop computer, document camera and LCD projector. All teachers are expected to use this technology in support of their instruction and that is the case in all classrooms. In 2010-2011, six teachers received mimeograph machines and wireless slates to better engage students and integrate technology into their learning. In the summer of 2011, the school will be renovated. Included in the renovation will be upgraded wireless internet capacity. Three wireless computer labs, now limited in their functionality due to insufficient bandwidth, will be used more successfully.

One special education teacher at Harding utilizes a class blog and has a virtually paperless classroom. All students work on laptops or i-Pads and submit their work electronically.

Using SIG funds, Harding will add sound enhancement systems to several classrooms. Some of the classrooms in the 85 year old building are very large and have poor acoustics. Students can have a difficult time hearing and therefore a difficult time focusing on instruction.

Also using SIG funds, Harding will add an instructional technology specialist to provide support for teachers in effectively integrating technology into their instructional practices. SIG funds will also provide for additional technology tools will be added to several classrooms, including flip cameras, wireless slates, and e-readers.

The ELL program already utilizes a specialty reading software program as part of our afterschool program, called Tuned Into Reading. We will also be adding the use of Rosetta Stone for use during the regular instructional day for our ELL program.

h. Increasing opportunities for advanced coursework, AP, IB, STEM, early college, dual enrollment, thematic learning academies

During 2009-2010, Principal Ahart added courses in advanced literature, mathematics, and science at all three grade levels to meet the needs of students who are performing well and can accelerate them. This also alleviated the problem of teachers providing instruction to students with such varying levels of performance in one classroom. All students are now evaluated for suitability for advanced classes in Literacy, Math and Science. When appropriate, students are placed in advanced classes to ensure that they are challenged and progressing at a rate appropriate for the capabilities. Eighth grade students have the opportunity to earn up to 3.5 high school credit at Harding by taking high school level classes taught by highly qualified Harding teachers. Students in these courses are now performing better than the district average in Advanced courses.

i. Summer transition or freshman academies (middle to high school)

Eighth grade students at Harding have access to the district's 8.5 summer school program which provides them an opportunity to receive high school credit in the summer before their freshmen year. Instruction in this program is provided by a combination of Harding teachers and North High School teachers.

The Harding leadership team is working with the new administrative team at North High School to develop more structured activities to facilitate a successful transition from middle school to high school.

In 2010-2011 Harding Middle School began reporting grade point averages on 8th grade report cards in an effort to raise student and family awareness of the role this measure plays in future success. The Harding leadership team through a series of evening meetings and through the PTO and newsletters, regularly emphasizes the need of students to be thinking about preparation for high school and beyond. The addition of credit-bearing classes is a key part of this effort.

Additionally, Harding moved to a block schedule in part to help prepare students for the block schedule that they will experience when they enter any of the Des Moines high schools.

j. Graduation rate improvement reforms

(See response to j. Summer transition or freshman academies (middle to high school) above). Harding 8th grade students attend North High School as freshmen. Because of the number of credits needed to graduate in four years, if a freshman fails one class, they are already in danger of dropping out. By increasing the number of students that enter high school with earned credits, Harding is positioning its 8th graders for a greater chance of graduating and not dropping out.

As part of Harding's summer school program in the summer of 2011, enrolled 7th and 8th graders will spend at least one week receiving their summer school instruction on campus at Grand View University, Drake University, Simpson College, Iowa State University or one of the metro DMACC campuses in an effort to familiarize students with college and to motivate them to think proactively about their plans to attend college, and graduate from high school.

k. Early warning systems for at-risk youth

The Harding Building Leadership Team analyzes and responds to each term's Early Intervention System (EIS) report. Additionally, teacher teams utilize the EIS reports when making adjustments to student schedules at the end of each term. The Harding student services team, which meets each Friday morning, also uses the EIS report to ensure that students needing additional supports are included in the problem-solving process.

l. Partner with organizations, clinics, agencies, etc. to meet students' social, emotional, health needs.

Dental, vision and hearing screenings are provided at Harding each year free of charge. Students requiring dental and vision treatment are scheduled to receive these services in follow-up visits by participating doctors.

Extend or restructure school day.

The school day schedule will change from 7:45 a.m. start time to 8:45 a.m. start time. This will have a positive impact on the early morning absenteeism rate (first period). Transportation will be reconfigured to allow for this schedule change.

Timeline of Turnaround Process Phase I (2008-2011) and Phase II (2011-2014):

Year	Activity	Measurement	Person Responsible
2008-2009	At the end of 2008-2009 the principal proposed a new leadership structure for the school. Major systemic changes followed including: Master Schedule redesign HR policy changes to allow for contractual flexibility in hiring newly created School Improvement Leaders Three School Improvement Leaders Hired Eliminated the Dean of students and two guidance counselors. Began formal evaluation process of teachers using the (Iowa Core Standards?) Addressed issues with contracted therapist for students. Office Manager was replaced. He created a new position, School Improvement Leader, and engaged in a rigorous selection process to identify and hire highly qualified individuals for those three positions. To pay for the positions, the dean of students and counselor positions were eliminated.	Behavior referrals were dramatically reduced; staff attendance improved; 2/3 of the staff had formal evaluations on file with HR; all teachers completed an IPDP; ended fiscal year in the black	Principal; Vice-Principal; Dean
2008-2009	The master schedule was redesigned to create additional instructional time and to provide increased time in math and reading instruction.	Some evidence of improved reading scores on ITBS	Principal;
2008-2009	The interior of the building was painted. The interior of the building was cleared of literally truckloads of unneeded furniture and miscellaneous junk. Four rooms were repurposed to create more instructional spaces.	More teachers had their own teaching space	Principal;; Chief Operating Officer
2008-2009	Two-thirds of the teaching staff received a comprehensive evaluation.	2/3 of the staff had formal evaluations on file with HR	Principal
2008-2009	In March of 2009, all teaching staff were notified that at the end of the 2009-2010 school year we would undergo a reconstitution process. This has never been	Completion of reconstitution in spring of 2010	Principal;

	done in Iowa, so we had to create our own process.		
2008-2009	The office manager was replaced.	New office manager hired in October 2008	Principal;
2008-2009	A new student behavior plan was instituted.	Office referrals reduced	Principal;
2008-2009	The professional development plan was redesigned to provide building-wide instruction on using writing as a tool to improve literacy and content-area instruction.	IPDP aligned with building goals; over 90% teacher attendance at each PD session	Principal;
2008-2009	Using a variety of approaches and assistance from central office, the school's debt was addressed.	Budget was balanced at the conclusion of 2009 fiscal year	Principal; and Superintendent
2009-2010	In August, the principal and school improvement leaders made home visits to all incoming 6th grade families and about half of all other families.	Over 400 homes visited	Principal; SILs
2009-2010	In August, the principal implemented a strict dress code (uniform) for all students.	Over 2,000 shirts purchased; students wore dress code starting day one of 2009-2010	Principal;
2009-2010	In addition to algebra, 8th grade students had the option of taking Earth Science for high school credit. Students in all grade levels could take an advanced class in Literacy, Math and Science. Selections were made by administration with staff input.	Over 80 students per grade enrolled in advanced courses	Principal;
2009-2010	A literacy and a math support class was added to the schedule. Students demonstrating the most need would be placed in a support class for 6 weeks in place of one of their elective courses. If they progressed well, they would return to a regular elective course, and another student would be identified to take their place. Class sizes in these support classes was kept to 12 students to ensure ample teacher contact time.	Improvement in reading and math scores for students receiving this intervention	Principal;
2009-2010	The principal engaged in an assessment of teaching staff based on high poverty/high performing schools research to decide who would be retained and who would not be retained in the reconstitution process.	26 staff members notified in February that they would not be retained at Harding for 2010-2011	Principal;
2009-2010	The principals designed a hiring process for replacing the teachers that were reconstituted. February 26 – Principal met with teachers individually to tell them of their	All vacancies were filled with highly-qualified teachers	Principal;

	reconstitution status.		
2009-2010	A very rigorous staff development plan was implemented. Staff met in teams each day for professional development in reading fluency and reading comprehension, the area where our students struggle the most. Implementation of professional development was closely monitored and the data was shared with each teacher team.	Teacher implementation logs; walk-through and instructional rounds data; student interviews	Principal; SILs
2009-2010	Staff had over 200 hours of structured professional development.	Daily team time agendas, early-out Wednesday agendas	Principal; SILs
2009-2010	53% of staff was reconstituted. All replacement teachers (and all retained teachers) were required at minimum to have a secondary endorsement in the content area to which they were assigned.	23 of 43.4 FTEs new to Harding in 2010-2011; all teachers highly qualified for their assignment	Principal;
2009-2010	In December of 2009, a new vice-principal was hired	New vice-principal started late December of 2009	Principal;
2009-2010	December 2009 – vice principal was hired and worked on a new approach to student behavior management.	Professional development for staff on behavior plan started in February 2010	Principal;
2010-2011	In June of 2010, all staff attended a one-day retreat to analyze student data, team build, and plan for the upcoming year as a new team.	Over 90% of staff	Principal; Vice-Principal; SILs
2010-2011	New staff (50%) attended an extra day of professional development in August to help get them up to speed with the previous year's work.	All but 1 of the new staff members attended additional August PD day	Principal; Vice-Principal; SILs
2010-2011	Returning staff conducted home visits to nearly 80% of all students' homes.	All but 1 of the new staff members attended additional August PD day	
2010-2011	In 2010-2011, staff will have engaged in 210 hours of professional development. The focus continues to be reading fluency and comprehension, with the addition of improved instruction with the use of Fisher and Frey's Better Learning Through structured Teaching, the gradual release of responsibility model. Again, implementation is closely monitored and data is shared and analyzed with staff. Teachers have begun videotaping lessons on a regular basis to analyze and receive critical feedback from their teaching partner.	District team documented implementation through Instructional Rounds process; principal and other district leaders conducted monthly observations to ensure implementation; Implementation logs and video recordings created by all teachers to document amount and quality of implementation	Principal; Vice-Principal; SILs
Implemented	Change start times and bussing schedule	Improved student	Principal &

2011-2012; maintained in 2012-2013 and 2013-2014		attendance rates	Director of Transport
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Hire full-time ELL instructor	Increase in ELL student performance on CBAs and ITBS	Principal
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Hire full-time Literacy Specialist	Increase in student reading interventions; improvement in ARI scores and ITBS scores	Principal;
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Hire full-time Student Interventionist	Reduction in student time spent in in-school suspension; reduction in # of out of school suspensions; reduction in # of behavior referrals	Principal;
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Increase part-time Social Worker to full-time	Decrease in student absenteeism; decrease in referrals to truancy court	Principal;
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Hire full-time Physical Education teacher	Decrease % of students in the "not healthy fitness zone"; improve reading/math scores; reduction in behavior referrals	Principal;
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Hire full-time Technology Specialist	Increase in use of instructional technology by staff and students; increase in # of paperless assignments	Principal;
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Hire full-time Data Specialist	Improved communication with parents; increased # of students taking advanced classes; reduction in student absenteeism; reduction in rate of student tardiness; increase in # of student behavior plans	Principal;
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Create Professional Learning Library	Increase in professional development lead by teachers; increase in teacher use of instructional technology in classrooms; increase in reading/math scores	Principal, Director of Technology, SILs
Implemented	Provide uniforms to students	Increase in % of students	Principal and

2011-2012; maintained in 2012-2013 and 2013-2014		provided uniforms; decrease in % of students not meeting dress code.	office manager

Part II

4. **Recruit, screen, and select External Providers, for Tier I and II schools only, and ensure their quality:** The LEA will address the number of external providers necessary to assist with the implementation of the intervention model chosen. In addition, the qualifications, experience and documented evidence of success of the external provider in the focus area must be addressed. The LEA will describe how the Resource Alignment will develop equitable, transparent, and rigorous assistance with the implementation plan. The LEA will describe the role of the external provider. ***For example***, the external providers may provide technical assistance in implementing a variety of components of the school intervention models such as helping a school evaluate its data and determine what changes are needed based on those data; providing job-embedded professional development; designing an equitable teacher and principal evaluation system that relies on student achievement; and creating safe school environments that meet students' social, emotional and health needs. **External Providers** (10 points maximum possible)

In selecting External Providers to support the implementation of the Turnaround Model, the Des Moines Public Schools used the following criteria:

1. Current status of turnaround efforts at the district and school levels:
    a. Adoption of the High-Poverty, High-Performing Readiness Model developed by Mass Insight.

   b. Creating a cluster of schools in a Turnaround Zone for technical assistance
   c. Implementation of the Iowa Core Curriculum and DMPS Ends
   d. Needs of PLA schools and goals for transformation/ turnaround

2. Individuals and/or organizations dedicated to district/school reform with nationally recognized credentials based on research, publications, demonstrated success, and ability to replicate results in other schools similar to the PLA schools in Des Moines.
3. Alignment of skills, expertise, and resources with the needs of PLA schools and components of the Turnaround Model.
4. Capacity of the individual/organization to provide the intensity of on-site training and consultation services tailored to the needs of the PLAS staff over the three year period.
5. Availability of additional resources to build school and district capacity: research studies, books, online resources, certification training, coaching, etc.
6. Previous positive experiences of DMPS leaders through conferences and/or in-district services with the individual/organization.

Based upon these criteria, DMPS has selected Doug Reeves and his Leading Learning as an external provider for Harding's turnaround process over the next three years. Mr. Reeves is the founder of the Leading Learning Center; recognized for his research on 90/90/90 Schools: 90 percent of the students eligible for free/reduced priced meals; 90 percent minority enrollment; and 90 percent of students meeting or exceeding district standards. His research is consistent with the elements of the HPHP Readiness Model already in place in the district. Dr. Reeves'

research demonstrates that schools can mitigate the effects of poverty through effective teaching strategies and student support.

Role in implementing the Turnaround Model: Dr. Reeves and his colleagues will support district and PLA school staff in understanding the characteristics of 90/90/90 schools:

- A focus on student academic achievement
- Clear curriculum choices
- Frequent assessment of student progress and multiple opportunities for improvement
- An emphasis on non-fiction writing
- Collaborative scoring of student work

Dr. Reeves and his team of consultants will provide job-embedded professional development, coaching, and technical assistance in the following core areas essential for building capacity:

- Common Formative Assessment
- Decision Making for Results and Data Teams
- Intensive Leadership Development

The Leading Learning Center has documented success with districts similar to DMPS; Milwaukee, WI; Indianapolis, IN; St. Louis, MO; Norfolk, VA; and Hartford, CT. A Letter of Commitment, as well as Dr. Reeves' and his consultants' resumes which outline qualifications, expertise, and experience are included in the Appendix.

5. **Align other resources with the interventions – for Tier I and II schools only:** LEA applications will need to describe how other federal, state and local fiscal resources will be used to promote and support the implementation of each school's plan described in the LEA application. Specifically, an LEA will need to identify the specific funding source, the amount of resource being committed to assure full and effective implementation of the interventions, and how each of the other funding sources supports the implementation and follow through of specific actions. **(5 points maximum possible)**

The Turnaround Model and the HPHP Readiness Model both call for increased alignment of financial, human, programmatic, and material resources to support student achievement. This gives school leaders the flexibility to quickly adapt to student and staff needs. The implementation of the Turnaround Model will require the integration of a variety of programs and initiatives, as well as local/state/federal funding sources at the school and district level.

FEDERAL		
RESOURCE	**AMOUNT**	**ALIGNMENT WITH THE TURNAROUND MODEL**
Title I Funds	$274,029.00	Increase supplemental instructional support in reading and math in alignment with Turnaround Goals. Increase level of parent engagement and family literacy.
21st Century Community Learning Center Grant	99,093.00	Provide afterschool academic assistance and enrichment, as well as summer school, supporting the turnaround model to close the achievement gap
Title II Funds	39,343.00	Improve teacher and principal quality, both crucial elements to turnaround model success.

STATE		
RESOURCE	**AMOUNT**	**ALIGNMENT WITH THE TURNAROUND MODEL**
Professional Development	$11,049.83	Align all professional development activities with the Turnaround Model and school goals. High quality and effective teaching as a crucial component to turnaround success.
State SPED Funds	621,995.00	Support expansion of the Response to Intervention Model. Strengthen expectations for special education students and align instruction/support with the HPHP Readiness Model of school transformation.
Microsoft Settlement Funds	16,046.27	Coordinate Microsoft Literacy, Library, and Mathematics activities with Turnaround Model literacy and math instructional and professional development programs.
LOCAL		
RESOURCE	**AMOUNT**	**ALIGNMENT WITH THE TURNAROUND MODEL**
Drop Out Prevention Funds	$55,799.00	Drop Out Prevention funds the Reading Recovery Program and SUCCESS program at Findley.
Midwest Dairy Funds for PE	1,702.00	Provides equipment for physical education to improve achievement and improve health.

6. **Policy and Practice Modifications:** If necessary, modify practices or policies, to enable the full and effective implementation of intervention (For Tier I and II schools only). An LEA will need to reflect in its analysis of the current status of the school, its students, staff, programs and services, the process it used to review current practices and policies and the extent to which a practice or policy conflicts with or compromises effective and full engagement and implementation of the required elements and actions of the selected

intervention model. If practices and policies are identified that conflict with or compromise the implementation of any required elements of the selected Intervention Model, then the LEA and school will need to specify the actions to be taken and the timeline for the actions to correct such practices and policies. **Practice and Policy Modification** (15 points maximum possible)

Analysis of district, school, students, staff, programs, services: Analysis of the "current state" is guided by the HPHP Readiness Model, as well as research from The Center of Comprehensive School Reform and Improvement. Evidence suggests those districts that are successful in turning around low-performing schools use comprehensive, strategic planning to implement coherent and cohesive systems of support for schools, their staff, and their students. As Doug Reeves states: "It is practices, not programs; ownership, not charisma; and networks, not hierarchies." Creating learning communities that are focused on improving student learning and examining professional practice is key. The Center for Comprehensive School Reform and Improvement (2009) has identified these strategies:

District Strategies to Transform Low-Performing Schools

- Belief among all district and school leadership that the district has the commitment and capacity to attain high levels of student achievement
- District wide focus on student achievement and high-quality instruction
- Commitment to district wide performance standards, curricula, instruction
- Close collaboration between district and school leaders
- Alignment of curriculum, materials, and assessments to performance standards

- System wide use of data to inform practice, hold school and district leaders accountable, and monitor progress
- Reform and improvement strategies that are phased in over time
- The principal is accountable for student learning and has the authority to make it happen
- Investment in the development of instructional leadership of principals and teachers
- District wide, job-embedded, instructionally-focused professional development
- District- and school-level emphasis on teamwork and professional community
- High expectations for students, adults, and parents
- Alignment of programs, services, and resources to focus on learning for all students
- Commitment to a common vision, but divergent ideas are honored and considered.

Like many urban centers across the country, the demographics of Des Moines' 203,433 residents reflect a growing number of low-income and minority families. The African-American and Latino population has steadily increased to the current minority enrollment of 50% in the district and 71% at Harding Middle School. Poverty is a growing issue as can be seen by the demographic data of Harding. Struggling to make ends meet takes its toll on families, children, and youth, and contributes to high mobility rates. On the Iowa Youth Survey, 69% of DMPS 8th graders responded favorably to positive family relationships and 52% responded favorably to family involvement and support. Only 25% of 8th graders felt they live in a supportive neighborhood. Forty-one percent of 8th graders spend 6 or more hours a week in a paid job. 81% of 8th graders, 85% of 7th graders, and 80% of 6th graders report reading for fun only for an

average of 0 to 2 hours per week. Many students report a lack of engagement with school and feel that teachers, administrators, and other adults are not responsive to their needs. As indicated in the student achievement data for reading and math in Section I, all of this has a negative impact on student learning and performance.

The Des Moines Public School Board has established progressive Graduation Ends (see Appendix) that focus the work of the district on preparing students with the skills and competencies needed for success in the 21st century. Like many urban school districts, DMPS has a variety of programs, each designed to address a specific need or issue that may or may not be aligned with student learning and the district's vision for high student achievement. At the school level, the right programs for the right people are not always in place which leads to duplications, overlaps, and gaps in services to students and staff.

7. Sustainability: **sustain the reforms after the funding period ends-**Each LEA will be required to delineate a plan for sustaining the reform undertaken in each school. This plan will need to address the following:

   a. Commitment of other federal, state and local resources to maintain the intervention model and its required elements

      The district will continue to allocate Title I and per pupil state dollars to Harding to increase the level of instructional staff, incrementally at the end of the grant period. Harding Middle School administrative team, in its ongoing partnerships with Grand

View University, Drake University, and Iowa State University, will continue to increase the number of internship hours served by preservice teachers in service to Harding Middle School, in the form of tutoring support for ELL students and other low-performing students

b. Mentoring and training actions for staff new to the school

In addition to the state approved DMPS mentoring and induction program, the two additional days added to the contract year for staff will include training specific to teachers new to the school. Each teacher new to Harding will be assigned a veteran Harding teacher as a mentor. The mentor/mentee will continue for the duration of the first and second year in the building and will include professional development coaching around the HPHP model in place at Harding Middle School. The Rigorous Professional Development plan provides a strong foundation of knowledge and resources to build skills toward teacher quality and effectiveness. An open and engaging environment of leadership and professional teams creates a strong teamwork atmosphere.

c. Specific actions to assure that the hiring process for affected schools supports the continuation of focus and action consistent with the intervention model and the associated actions

Harding Middle School administration has been granted a waiver from the district transfer policy. District teachers applying for transfer to Harding will be subject to the same hiring process as external applicants. The Principal at Harding has designed a teacher hiring process that has been in place since the spring of 2010. Teacher

applicants are matched for characteristics and dispositions of successful teachers in HPHP schools. After a paper screening, including assurances that candidates are highly-qualified for the assignment, candidates teach a lesson at Harding Middle School to Harding students. This lesson is evaluated by the Harding administration. After successfully meeting the requirements of the first two steps, candidates are interviewed by the administrative team using questions developed by the principal based on the Competencies for Success research by Learning Points Associates (REL Midwest).

The Principal has and will continue to exercise flexibility to create positions by working with HR to amend practices when necessary. Grant funds will be used to hire a Student Interventionist and Data Specialist, both are newly created positions.

d. Specific strategic training aimed at refreshing, renewing and updating staff knowledge about the foundations of the intervention model and its required elements, and the specific actions and expectations that promote and support the intervention model

The Harding Middle School administrative team and the Harding Building Leadership Team will continue to receive training from Leadership for Learning on best practices in 90/90/90 and HPHP schools through attendance at regional learning opportunities. The administrative team and building leadership team will provide rigorous and ongoing professional development to the entire instructional staff on an ongoing and regular basis during Wednesday early-release professional development sessions the fourth Wednesday of each month throughout the school year. **Professional Development** is

provided at least three days per week for at least 3 hours. Teachers are held accountable to plan and implement new skills and strategies gained through embedded Professional Development and differentiated Professional Development tracts.

***Mondays:** Teachers meet in grade level teams for 43 minutes of professional development focused on instructional practices, led by School Improvement Leaders.

***Tuesdays:** Teachers meet in grade level teams for 43 minutes of professional development focused on student behavior management, led by Vice-Principal.

***Wednesdays:** Teachers meet for 90 minutes during district early-release time. Two Wednesdays per month are directed by building administration. One Wednesday per month is focused on district Iowa Core Curriculum plan. One Wednesday per month is teacher directed.

***Wednesdays:** Teachers meet for 25 minutes to share student academic and behavior data and concerns in preparation for Friday's team problem-solving meeting with Student Services Team.

***Thursdays:** focus on content-alike teams to make sure all students receive equitable, aligned instruction throughout the year.

***Fridays:** Teacher teams meet for 43 minutes with School Improvement Leader, Vice-Principal, SUCCESS Worker, Social Worker, Special Education Consultant,

and Therapist to problem-solve around issues presented by Wednesday's data collection and analysis. Teacher then spend remainder of time making parent phone calls.

e. Strategic actions that will be taken to maintain high levels of community and parent understanding and engagement with the school.

- Harding Middle School will continue to hold monthly PTO meetings. After its inception in 2008, membership has slowly but consistently grown through 2010-2011.

- The summer half-day 6th grade orientation will be expanded to a full day in the summer of 2011 and will include an evening meeting for parents.

- Home visits in August will continue with the goal of 2-3 teachers and administrators providing home visits to all incoming students.

- In the spring of 2012, Harding Middle School will implement an 8th grade Demonstration of Learning process. Eighth graders will make a public presentation of their growth over their three years in middle school and demonstrate that they have the skills and knowledge to be successful high school students. These presentations will be attended by family members and be assessed by Harding staff and members of the community.

- Each student's guardians receive a phone call each month by one of their teachers to share student progress and concerns.

- Fall and spring parent-teacher conferences will be conducted at the end of the first and fourth terms of the school year (October & February).

- The principal, with assistance from the teaching staff, will continue to mail a newsletter to all families six times a year.

- The principal, with the assistance of staff, will continue to publish articles on academic and extra-curricular activities at Harding in the Northeast edition of the Des Moines Register each week throughout the school year.

- The Wolf Pack, the Harding student leadership development group, will continue to provide voluntary community service on a monthly basis throughout the school year.

- The principal is actively recruiting additional business partners with the assistance of a district Community in Schools Liaison.

- Harding music, speech, and drama students will increase the number of public performances off-site (senior citizen homes, service clubs, and to raise money for charitable causes).

f. Evaluation strategy that is aligned to desired outcomes and goals (both student and system), data rich with designated time and process for analyzing data, and includes a specific process for decision making and determining actions.

Vertical and grade level data teams will meet bi-weekly under the guidance of the principal and/or SIL to analyze student learning and behavior data to ensure that the team is responding to student indicators in a timely fashion. Logs of data teams will be kept and visual displays of data team work will be displayed in the professional learning center, and when appropriate, in prominent places in the building.

Data teams will collect and analyze common formative assessments, district CBA, and building ARI and BRI data, along with EIS data and behavior data to problem identify student and systems challenges. SILs and principal will facilitate problem-solving around identified needs. Attendance by staff at all professional development activities will be monitored and shared with the staff. Documentation of implemented professional development activities will be monitored and shared with staff. Daily attendance will be monitored weekly by the principal for both staff and students.

Turnaround efforts have district –wide impact:

- Other DMPS middle schools and high schools have adopted Harding's master schedule, or a similar version of it.
- Several other district middle schools have started to add credit-bearing 8th grade courses.
- Two other middle schools have adopted the Harding dress code policy.
- The newly created position of School Improvement Leader has been adopted by all secondary buildings in the district.

- Two of Harding's feeder elementary schools have adopted the use of the WGHMS Commitment to Responsibilities for Success student-parent-school compact.

8. **Budget & Budget Narrative**: The LEA's budget narrative describes the use of sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application over the 3-year funding period. The narrative will clarify expenditures listed on the budget by describing the activities to be conducted at the LEA and school levels throughout the 3-year period of availability of those funds. Narrative must include details supporting each budget category and line item listed.

   Tier III applicants also must describe activities to support school improvement and must include details supporting each budget category and line item listed.

Personnel – Salaries listed in budget worksheet are taken at average district rate for 2009-2010 (salary and benefits) in year one, with a projected 4% increase per year in total compensation. Additional hours for staff are the equivalent of 60 hours per year at the district hourly rate plus 14% for benefits (FICA, IPERS, etc.).

Professional Services - $2,000 per year for each year of the grant is budgeted to pay for the Harding portion of fees for time provided by consultants from Leadership for Learning to support our Data Teams process.

Instructional Materials – The instructional materials section includes $2,000 per year for subscriptions to a variety of professional resources that can be accessed online by all of our

staff. Subscriptions include: ASCD, Learning Forward (formerly NSDC), Phi Delta Kappa, International Reading Association, National Council of Teachers of Mathematics, and the National Science Foundation. Also included in the Instructional Materials section is the purchase of instructional technology for the **Professional Learning Library** and for check by teachers for use in their classroom instruction. **Items will be phased in over the first two years of the grant:**

24 i-Pads at $500 ($12,000)

4 video cameras @ $300 ($1,200)

4 tripods @ $75 ($300)

30 notebook computers @ $500 ($15,000)

1 computer cart @ $1,450

24 i-Touches @ $333 ($8,000)

24 Smartpens @ $250 ($6,000)

4 wireless slates @ $625 ($2,500)

Supplies and Materials – Instructional materials were calculated at $2,000 per year, and include the purchase of professional books for staff, supplemental texts, and other supplies as needed for both the literacy specialist and technology specialist positions.

Other/Transportation - The amount budgeted for transportation covers the estimated additional cost to the district to provide bussing for Harding students. With a later start and end to the school day, new routes will need to be created to accommodate this change.

Other/Classroom Sound Enhancement Systems – To improve the ability of teacher in the school's larger classrooms with masonry ceilings and wood floors to communicate effectively without raising student anxiety and reduce the amount of distractions, Classroom Sound Enhancement Systems will be installed in 20 classrooms. Cost per unit is $1,250 plus $250 installation.

Itemized Budget

Budget Form: Applicants must use the budget provided with the application materials. The budget must align with the actions described in the application.

PHASE II	Year 1 Budget		Year 2 Budget	Year 3 Budget	3- Year Total
Personnel	Pre-implementation	Year 1 – Full Implementation			
Salary					
0.5 Social Worker		$21,897.00	$22,774.00	$23,684.00	$68,356.00
Data Specialist		$29,135.00	$30,301.00	$31,513.00	$90,949.00
Student Interventionist		$50,700.00	$52,728.00	$54,837.00	$158,265.00
Literacy Specialist		$50,700.00	$52,728.00	$54,837.00	$158,265.00
Technology Specialist		$50,700.00	$52,728.00	$54,837.00	$158,265.00
P.E. Teacher		$50,700.00	$52,728.00	$54,837.00	$158,265.00
ELL GeneralistTeacher					
Additional Hours for certified staff		$81,644.00	$84,905.00	$88,305.00	$254,854.00
Benefits					
0.5 Social Worker		$7,664.00	$7,971.00	$8,289.00	$23,925.00
Data Specialist		$15,600.00	$16,224.00	$16,873.00	$48,697.00
Student Interventionist		$27,300.00	$28,392.00	$29,528.00	$85,220.00
Literacy Specialist		$27,300.00	$28,392.00	$29,528.00	$85,220.00
Technology Specialist		$27,300.00	$28,392.00	$29,528.00	$85,220.00
P.E. Teacher		$27,300.00	$28,392.00	$29,528.00	$85,220.00
ELL Generalist Teacher		$12,260.00	$12,750.00	$13,260.00	$38,270.00
Additional Hours for certified staff					

Professional Services					
Honorarium		$2,000	$2,000	$2,000	$6,000
Expenses (Mileage, Meals, Lodging)					
Instructional Materials electronic subscriptions to professional journals e-readers video cameras tripods notebook computers computer cart i-Touches Smartpens Wireless slates		 $2,000 $7,000 $1,200 $300 $10,000 $1,450 $2,500	 $2,000 $5,000 $5,000 $8,000 $6,000	 $2,000	 $6,000 $12,000 $1,200 $300 $15,000 $1,450 $8,000 $6,000 $2,500
Supplies and Materials		$3,000	$2,000	$1,000	$6000
Other – specify: Bus transportation to support adjusted school day		$120,200	$125,100	$130,249	$375,549
Other – specify: Classroom Sound Enhancement Systems		$30,000			$30,000
Other – specify: Uniform dress code shirts		$9,300	$9,700	$10,000	$19,000
Subtotal		$767,000	$764,000	$761,000	$2,292,000
Administrative Costs (allowable indirect cost rate)		$17,641	$17,572	$17,503	$52,647
Total		**$784,641**	**$781,572**	**$778,503**	**$2,344,716**

Implementation Timeline

(Required – No points awarded)

The LEA must provide an implementation timeline that clearly identifies the occurrence of required activities over the course of the three year grant period. The timeline must delineate activities and persons responsible.

Year	Activity	Measurement	Person responsible
2008-2009	At the end of 2008-2009 the principal proposed a new leadership structure for the school. Major systemic changes followed including: Master Schedule redesign HR policy changes to allow for contractual flexibility in hiring newly created School Improvement Leaders Three School Improvement Leaders Hired Eliminated the Dean of students and two guidance counselors. Began formal evaluation process of teachers using the (Iowa Core Standards?) Addressed issues with contracted therapist for students. Office Manager was replaced. He created a new position, School Improvement Leader, and engaged in a rigorous selection process to identify and hire highly qualified individuals for those three positions. To pay for the positions, the dean of students and counselor positions were eliminated.	Behavior referrals were dramatically reduced; staff attendance improved; 2/3 of the staff had formal evaluations on file with HR; all teachers completed an IPDP; ended fiscal year in the black	Principal; Vice-Principal; Dean
2008-2009	The master schedule was redesigned to create additional instructional time and to provide increased time in math and reading instruction.	Some evidence of improved reading scores on ITBS	Principal;
2008-2009	The interior of the building was painted. The interior of the building was cleared of literally truckloads of unneeded furniture and miscellaneous junk. Four rooms were repurposed to create more instructional spaces.	More teachers had their own teaching space	Principal;; Chief Operating Officer

2008-2009	Two-thirds of the teaching staff received a comprehensive evaluation.	2/3 of the staff had formal evaluations on file with HR	Principal
2008-2009	In March of 2009, all teaching staff was notified that at the end of the 2009-2010 school year we would undergo a reconstitution process. This has never been done in Iowa, so we had to create our own process.	Completion of reconstitution in spring of 2010	Principal;
2008-2009	The office manager was replaced.	New office manager hired in October 2008	Principal;
2008-2009	A new student behavior plan was instituted.	Office referrals reduced	Principal;
2008-2009	The professional development plan was redesigned to provide building-wide instruction on using writing as a tool to improve literacy and content-area instruction.	IPDP aligned with building goals; over 90% teacher attendance at each PD session	Principal;
2008-2009	Using a variety of approaches and assistance from central office, the school's debt was addressed.	Budget was balanced at the conclusion of 2009 fiscal year	Principal; and Superintendent
2009-2010	In August, the principal and school improvement leaders made home visits to all incoming 6th grade families and about half of all other families.	Over 400 homes visited	Principal; SILs
2009-2010	In August, the principal implemented a strict dress code (uniform) for all students.	Over 2,000 shirts purchased; students wore dress code starting day one of 2009-2010	Principal;
2009-2010	In addition to algebra, 8th grade students had the option of taking Earth Science for high school credit. Students in all grade levels could take an advanced class in Literacy, Math and Science. Selections were made by administration with staff input.	Over 80 students per grade enrolled in advanced courses	Principal;
2009-2010	A literacy and a math support class was added to the schedule. Students demonstrating the most need would be placed in a support class for 6 weeks in place of one of their elective courses. If they progressed well, they would return to a regular elective course, and another student would be identified to take their place. Class sizes in these support classes was kept to 12 students to ensure ample teacher contact time.	Improvement in reading and math scores for students receiving this intervention	Principal;
2009-2010	The principal engaged in an assessment of teaching staff based on high poverty/high performing schools research to decide who	26 staff members notified in February that they would not be retained at	Principal;

	would be retained and who would not be retained in the reconstitution process.	Harding for 2010-2011	
2009-2010	The principals designed a hiring process for replacing the teachers that were reconstituted. February 26 – Principal met with teachers individually to tell them of their reconstitution status.	All vacancies were filled with highly-qualified teachers	Principal;
2009-2010	A very rigorous staff development plan was implemented. Staff met in teams each day for professional development in reading fluency and reading comprehension, the area where our students struggle the most. Implementation of professional development was closely monitored and the data was shared with each teacher team.	Teacher implementation logs; walk-through and instructional rounds data; student interviews	Principal; SILs
2009-2010	Staff had over 200 hours of structured professional development.	Daily team time agendas, early-out Wednesday agendas	Principal; SILs
2009-2010	53% of staff was reconstituted. All replacement teachers (and all retained teachers) were required at minimum to have a secondary endorsement in the content area to which they were assigned.	23 of 43.4 FTEs new to Harding in 2010-2011; all teachers highly qualified for their assignment	Principal;
2009-2010	In December of 2009, a new vice-principal was hired	New vice-principal started late December of 2009	Principal;
2009-2010	December 2009 – vice principal was hired and worked on a new approach to student behavior management.	Professional development for staff on behavior plan started in February 2010	Principal;
2010-2011	In June of 2010, all staff attended a one-day retreat to analyze student data, team build, and plan for the upcoming year as a new team.	Over 90% of staff	Principal; Vice-Principal; SILs
2010-2011	New staff (50%) attended an extra day of professional development in August to help get them up to speed with the previous year's work.	All but 1 of the new staff members attended additional August PD day	Principal; Vice-Principal; SILs
2010-2011	Returning staff conducted home visits to nearly 80% of all students' homes.	All but 1 of the new staff members attended additional August PD day	
2010-2011	In 2010-2011, staff will have engaged in 210 hours of professional development. The focus continues to be reading fluency and comprehension, with the addition of improved instruction with the use of Fisher and Frey's Better Learning Through structured Teaching, the gradual release of responsibility model. Again, implementation is closely	District team documented implementation through Instructional Rounds process; principal and other district leaders conducted monthly observations to ensure implementation;	Principal; Vice-Principal; SILs

	monitored and data is shared and analyzed with staff. Teachers have begun videotaping lessons on a regular basis to analyze and receive critical feedback from their teaching partner.	Implementation logs and video recordings created by all teachers to document amount and quality of implementation	
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Change start times and bussing schedule	Improved student attendance rates	Principal & Director of Transport
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Hire full-time ELL instructor	Increase in ELL student performance on CBAs and ITBS	Principal
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Hire full-time Literacy Specialist	Increase in student reading interventions; improvement in ARI scores and ITBS scores	Principal;
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Hire full-time Student Interventionist	Reduction in student time spent in in-school suspension; reduction in # of out of school suspensions; reduction in # of behavior referrals	Principal;
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Increase part-time Social Worker to full-time	Decrease in student absenteeism; decrease in referrals to truancy court	Principal;
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Hire full-time Physical Education teacher	Decrease % of students in the “not healthy fitness zone”; improve reading/math scores; reduction in behavior referrals	Principal;
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Hire full-time Technology Specialist	Increase in use of instructional technology by staff and students; increase in # of paperless assignments	Principal;
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Hire full-time Data Specialist	Improved communication with parents; increased # of students taking advanced classes; reduction in student absenteeism; reduction in rate of student tardiness; increase in # of student behavior plans	Principal;
Implemented	Create Professional Learning Library	Increase in professional	Principal,

2011-2012; maintained in 2012-2013 and 2013-2014		development lead by teachers; increase in teacher use of instructional technology in classrooms; increase in reading/math scores	Director of Technology, SILs
Implemented 2011-2012; maintained in 2012-2013 and 2013-2014	Provide uniforms to students	Increase in % of students provided uniforms; decrease in % of students not meeting dress code.	Principal and office manager

Annual Goals for Student Achievement

(Required – No points awarded)

A district must establish annual goals for student achievement on the State's ESEA assessments (ITBS/ITED) in both reading/language arts and mathematics that it will use to monitor each Tier I and Tier II school that receives School Improvement Grant funds. Annual goals that a district could set might include making at least one year's progress in reading/language arts and mathematics or reducing the percentage of students who are non-proficient on the ITBS/ITED reading/language arts and mathematics assessments by 10 percent or more from the prior year.

- Based upon the previous year's scores, increase student achievement in reading by 4% each year as measured by 4th, 8th, and 11th grade ITBS/ITED scores.

- Increase reading achievement within each of the subgroups of African American, Latino, Asian, English Language Learners, free/reduced price meals, and special education each year to meet or exceed state averages by the end of the three year grant period.

- Based upon the previous year's scores, increase student achievement in mathematics by 4% each year as measured by 4th, 8th, and 11th grade ITBS/ITED scores.

- Increase mathematics achievement within each of the subgroups of African American, Latino, Asian, English Language Learners, free/reduced price meals, and special education each year to meet or exceed state averages by the end of the three year grant period.

Waiver Request

(Optional- No points awarded)

The Des Moines Independent Community School District requests a waiver of the requirements listed below. These waivers would allow the Harding Middle School that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants.

The Des Moines Independent Community School District believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling the Harding Middle School to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools.

Check all that apply:

_X__ Waive section 1116(b)(12) of the ESEA to permit The Des Moines Independent Community School District to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

List the eligible school(s):

_____Harding Middle School_____
_____
_____
_____

The Des Moines Independent Community School District will implement the waiver(s) only if the Harding Middle School receives a School Improvement Grant.

Consultation with Relevant Stakeholders

(Required – No points awarded)

Before submitting this application for a School Improvement Grant the **Des Moines Independent Community School District** has consulted with relevant stakeholders, including:

1. Harding Middle School Principal and Leadership Team
2. Harding Middle School Staff
3. Harding Middle School Des Moines Education Association Building Representative
4. Des Moines Public Schools School Board
5. Harding Middle School Parents
6. United Way
7. Des Moines Public Schools Central office and Regional Leadership Administrators
8. Des Moines Public Schools Curriculum Coordinators and Assessment Staff
9. Des Moines Education Association (teachers' union) Representatives.

Appendices

(Optional- No points awarded)

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PERSISTENTLY LOWEST ACHIEVING SCHOOL
MEMORANDUM OF UNDERSTANDING

Pursuant to Iowa Code section 256.9, as amended by 2010 Iowa Acts (SF 2033), this Memorandum of Understanding (MOU) is entered into by and between the Des Moines Independent Community School District (name of school district) and the Des Moines Education Association (name employee organization representing school district teacher). The purpose of this agreement is to establish a framework of collaboration as well as articulate specific roles and responsibilities in support of implementing one of the intervention models for the persistently lowest achieving school for Harding Middle School(name of school).

The terms of this MOU were reached (circle one) mutually as a result of negotiation OR as a result of mediation.
(Optional language) The terms of this MOU take effect when Des Moines Independent Community school district is awarded a School Improvement Grant.

I. AGREED TO INTERVENTION MODEL

_X_A. ***Turnaround model***. Replace the principal and rehire no more than 50 percent of the staff, and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

___B. ***Restart model***. Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

___C. ***School closure***. Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

___D. ***Transformation model***. Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.

II. RESPONSIBILITIES

1. The school district and the employee organization representing school district teachers will collaborate in good faith to ensure alignment and coordination of all planning and implementation activities in order to effectively and efficiently achieve the implementation of the selected intervention model.

2. The school district and the employee organization representing school district teachers will each appoint a key contact person for this school improvement effort.

3. The school district contact and employee organization contact will maintain frequent communication to facilitate cooperation and coordination under this MOU.

4. The school district contact and employee organization contact will work together to assure that implementation of the agreed upon intervention model is occurring.

5. The school district and employee organization will negotiate in good faith to continue to achieve the overall goals actions of the school district's approved School Improvement Grant application.

III. ASSURANCES

The signees hereby certify and represent that they have all requisite power and authority to execute this MOU and will collaborate in good faith to support and advance the implementation of the selected intervention model.

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved and in consultation with the Iowa Department of Education.

V. DURATION AND TERMINATION

This Memorandum of Understanding shall remain in effect beginning _____ (list start date) and ending upon the expiration of the grant period.

Nothing in this Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies and procedures afforded school or school district employees under Federal, State, or local laws or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers. By way of the signatures below, the school district and the employee organization representing school district teachers agree to confer in good faith over matters within the scope of the MOU and agree further that those portions of the MOU subject to collective bargaining shall be implemented only upon the agreement of the school district and the employee organization representing school district teachers.

VI.

The school district and teachers' association agree that the following modifications to the collective bargaining agreement will be made:

VII.

SIGNATURES

Mary Lebrun **Superintendent** (required)	2/17/11 **Date**
Connie Boese **President of Local School Board** (required)	2/17/11 **Date**
Melissa Spencer **Local Teachers Union Leader** (required)	2/17/11 **Date**

Authorized Department of Education Official (required)

Thomas M. Ahart

thomas.ahart@dmps.k12.ia.us

1712 Penn. Ave. Des Moines, IA 50316 (515)710-2846

PROFESSIONAL EXPERIENCE

- **Principal, Warren G. Harding Middle School, Des Moines Public Schools**
  Des Moines, Iowa July 2008 to present

  Summary of Responsibilities

  - Responsible for leadership and management of student academic performance
  - Administer all aspects of comprehensive 6-8 middle school, serving approx. 600 students, of diverse cultural, ethnic and socio-economic background
  - Oversee evaluation of 85 certified and classified staff
  - Administer all building funds, including several large grants
  - Administer master contract for both classified and certified staff
  - Direct professional development and school improvement planning and implementation
  - Responsible for leadership and management of student behavior

  Accomplishments

  - Engineered first ever reconstitution process at an Iowa public school
  - Instituted new student dress code policy requiring student uniforms
  - Instituted a new master schedule that increased student time in class and increased reading and math instruction at grades 7 and 8, improved special education services and restored equity to teacher planning time
  - Re-organized administrative team to focus more time and energy on student academic performance; the district is now growing this model at most secondary buildings
  - Restored building budget from several years of deficit spending to on budget
  - Restored the teacher evaluation schedule so that all teachers now have current evaluations
  - Reduced student discipline referrals from the previous year by 40%
  - Redesigned the Schools In Need of Assistance plan to focus more of the budget on professional development.
  - Represented Des Moines middle schools on the Iowa Core Curriculum planning committee

- **Director of Human Resources, Ankeny Community School District**
  Ankeny, Iowa July 2006 through June 2008

  Summary of Responsibilities

  - Oversee hiring process for administrators, teachers and classified staff from recruitment to induction to termination
  - Administer master contract for both classified and certified staff, including leave administration and grievance resolution
  - Member of negotiations team for both certified and classified master contracts
  - Oversee teacher evaluation from training evaluators to Intensive Assistance Planning
  - Administer teacher advancement on the salary schedule
  - Oversee all student teachers, practicum and field experience placements

Accomplishments

- **Successfully led Transfer Study Team to a successful resolution, resulting in re-writing Chapter 17 of the master contract (transfers, reassignments, reductions)**
- **Created on-line salary schedule system to allow staff to monitor progress toward lane advancement**
- **Created and successfully administered protocol for equitable of staffing of new schools**
- **Provided training for administrative team in Iowa Evaluator Approval program**
- **Implemented new on-line application system and TeacherInsight teacher candidate assessment tool**

- **Director of Instruction, Marshalltown Community School District, Marshalltown, Iowa July 2004 through June 2006**

Summary of Responsibilities

- **Develop and administer budgets totaling over $2,000,000 annually (including staff development; Titles II, III, IV, V and VI; At-Risk Allowable Growth; Gifted and Talented; ELL; textbooks and curriculum; several major federal and state grants)**
- **Develop and manage all K-12 curriculum and assessment**
- **Program and budget for all staff development for faculty and administration**
- **Administer At-Risk programming, including the Caring Connection (mental health, homeless, mentoring, and substance abuse services), ELL Program and Excel (alternative high school)**
- **Administer Extended Learning Program (Gifted and Talented)**
- **Oversee teacher mentoring program**
- **Lead all phases of school improvement, including CSIP, APR and SIAC**
- **Lead No Child Left Behind compliance reporting and communications**
- **Oversee Schools In Need of Assistance action-planning and fiscal management**
- **Lead district efforts around IASB Lighthouse Project (MCSD School Board's Reading Goal)**
- **Led hiring process for Director of Information Technology and Elementary Counselors**
- **Serve as Level I Investigator and second evaluator for teacher evaluations at all levels**

Accomplishments

- **Created innovative solution to meet HF 816 (additional staff development day) requirements in cooperation with local teachers' association (05-06)**
- **Led district staff to improved ITBS/ITED reading, math and science scores at grades 4, 8 and 11**
- **Wrote and was awarded 3-year Model Schools Grant for high school reform and National Governors' Association high school reading improvement grant**
- **Worked with Director of Special Services to implement cooperative teaching program for Level I special education students at high school**
- **Led faculty and administration reorganization efforts for new 5/6 and 7/8 grade buildings (to open in fall 2006) with focus on project-based learning, looping, and literacy across the curriculum**

- **School Improvement Consultant, Heartland AEA 11, Johnston, IA July 2001 - June 2004**

  - **Worked primarily with Guthrie, Audubon and Carroll county public and private schools in all phases of school improvement**
  - **Designed and delivered staff development in school districts across AEA 11 in 6+1 Traits of Writing, reading in the content area, assessment and curriculum development, leadership development, Iowa Teaching Standards and substitute authorization**
  - **Served as Data-Driven Leadership (DDL) and Iowa Evaluator Approval trainer**
  - **Participated in numerous DE CSI site visit teams**
  - **Conducted town-hall needs assessment meetings in several districts**
  - **Facilitated creation of mission and vision statements for several districts**

  Accomplishments

  - **Led re-organization of Catholic school system**
  - **Co-wrote successful Comprehensive School Reform Demonstration grants**

- **High school language arts teacher, Denison Community Schools, Denison, IA August 1997 - July 2001 and Roaring Fork RE-1 School District, Glenwood Springs, CO August 1990 - July 1997**

  - **Taught language arts at comprehensive high schools**
  - **Served as president and chief negotiator for teachers' association, utilizing interest-based bargaining; led grievance resolution process**
  - **Directed theater programs, speech & debate programs, yearbook, and student literary publication**
  - **Served as department chair and on curriculum and school improvement teams**

  Accomplishments

  - **Successful resolution of all filed grievances; led successful extra-duty pay schedule restructuring; successfully negotiated three contracts while maintaining positive, collaborative relationships among staff, school board and administration**
  - **Coached numerous students to state championships in competitive speech and debate program**

OTHER PROFESSIONAL EXPERIENCES

- **Serve as Past President of Iowa ASCD Board of Directors**
- **Serve as Editor of Iowa Educational Leadership**
- **Serve on Department of Education's Charter School Advisory Board**
- **Serve on Iowa Board of Education's Focus on the High School Team**
- **Serve on the Marshalltown Community Y's Pioneering Healthy Communities Leadership Team**
- **Independent consulting in grant-writing and staff development**
- **Member of Iowa Department of Education's Iowa Language Leadership (L2) Group**
- **Presented at state ACT conference (2003)**

EDUCATION and PROFESSIONAL LICENSURE

- **State of Iowa K-12 administrator's license with Evaluator Approval**
- **State of Iowa Superintendent's license**
- **Doctoral student in Education Leadership Drake University, Des Moines, Iowa**
- **Master's of Public Administration (adult education/human resources emphasis), Drake University, Des Moines, Iowa (member Pi Alpha Alpha)**
- **Bachelor of Arts in Speech and Mass Communications, University of Denver, Denver, Colorado (graduated Cum Laude)**

PROFESSIONAL ORGANIZATION MEMBERSHIPS

- **Association for Supervision and Curriculum Development**
- **Iowa Association for Supervision and Curriculum Development**
- **National Association of Secondary School Principals**
- **Phi Delta Kappa**
- **School Administrators of Iowa**

Warren G. Harding Middle School
Commitment to Responsibilities for Success

As a Warren G. Harding student, I make the following commitments:

1. I will strive to achieve academically to the best of my ability.
2. I will treat all Warren G. Harding students, staff and others with respect.
3. I will take ownership and responsibility for my own learning and behavior.
4. I will attend school every day, on time, dressed appropriately and prepared to learn.
5. I will complete my homework and I will read every night.
6. I will follow the Warren G. Harding rules.
7. I will accept the consequences of my actions with maturity and integrity.
8. I will follow the directions of all my teachers and all staff members.
9. I will respect all school property and help maintain the school and school grounds by keeping them clean.
10. I will demonstrate a positive attitude.

_____ _____

Student's Signature **Student's Printed Name**

As a Warren G. Harding parent or guardian, I make the following commitments:

1. I will hold high expectations for Warren G. Harding students and staff.
2. I will treat all Warren G. Harding students, staff and other parents and guardians with respect.
3. I will attend all scheduled parent conferences and meetings and read all communications sent home from school.
4. I will ensure that my child comes to school every day, on time, dressed appropriately, and prepared to learn.
5. I will monitor homework on a daily basis and encourage my child to read each night.
6. I will provide my child with the appropriate time and space for completing homework each night.
7. I will support the Warren G. Harding and Des Moines Public Schools rules and be responsible for any property my student should lose or damage.
8. I will allow my child to complete each school day and ensure that my child has prompt transportation home.
9. I will model a positive attitude for my child and all Warren G. Harding students.
10. I will ensure that the school has current and complete emergency contact information and medical updates.

In collaboration with the school, I am responsible for shaping the attitudes and behavior of my child.

_____ _____

Parent/Guardian's Signature **Parent/Guardian's Printed Name**

The Warren G. Harding Staff Members make the following commitments:

1. We will hold high academic and behavior expectations for all students.
2. We will treat all students, parents/guardians and other staff with respect.
3. We will actively participate in ongoing professional development.
4. We will attend school every day, on time, dressed appropriately and prepared to serve our students.
5. We will provide and support an exciting and challenging academic program that prepares students to be globally competitive.
6. We will treat all students fairly.
7. We will provide a safe, engaging and motivating learning environment.
8. We will effectively communicate with parents/guardians concerning the student's academic progress, school activities, schedule changes, and other important information.
9. We will schedule meetings for the purpose of addressing parent and student concerns.
10. We will model a positive attitude for our students.

_____ _____

School Improvement Leader **Advisory Teacher**

_____ _____

Vice-Principal, Jake Troja **Principal, Thomas Ahart**

The Leadership and Learning Center™

March 30, 2011

To Whom It May Concern:

The Leadership and Learning Center proposes to provide Des Moines Public Schools (DMPS) with extraordinary planning and professional development consulting services in order to effectively guide the transformation of ten underperforming schools. We will focus on creating sustainable reform to dramatically increase student achievement.

By meeting the requirements of the scope of work, and outlined briefly below, we expect a profound and measureable impact on student achievement and a significant transformation. This confidence is based upon our experience with many other schools across the country and internationally.

We will utilize our national and local perspective to implement practices that will continue and build for a brighter future, as opposed to programs that would not systematically improve performance for long-term gains and real change.

The Center has worked with many diverse and unique districts that harnessed our research-based best practices to bring about dramatic improvement. Successful examples in: Milwaukee, Wisconsin, Norfolk, Virginia, Indianapolis, Indiana, St. Louis, Missouri, and Hartford, Connecticut, among many others, transpired as their leaders passionately labored through many of the same issues and challenges DMPS currently faces to transform schools.

The Leadership and Learning Center has a strong track-record of providing intensive professional development to teachers, administrators, and central office staff in order to drive deep implementation of best practices in data analysis, collaboration, instruction, assessment, and student engagement. The Center has developed these practices over years of success with schools across the country, including many urban, high minority, high poverty schools. As such, we are most well-known for our leader and founder, Dr. Douglas Reeves' ground-breaking work in 90/90/90 Schools™ (90% poverty, 90% minority, and 90% of students meeting or exceeding standards).

The Center will provide support and build capacity for DMPS leaders and educators in the following core areas in order to dramatically transform and increase student achievement:

- Continued Implementation and Capacity-Building support for Common Formative Assessments (based on the DMPS-identified Prioritized, "Unwrapping" Standards)
- Continued Implementation and leadership support for Decision Making for Results and Data Teams (Collaboration based on data to inform instruction and leadership)
- Intensive Leadership Professional Development, through keynotes and senior leadership guidance by Dr. Douglas Reeves and others, including monthly leadership meeting support, one-on-one leadership coaching, and more.

The professional development will be intensive and job-embedded, to create internal experts that can support the impressive growth of the schools with effective practices that can continue long

317 Inverness Way South, Suite 150 • Englewood, Colorado 80112
Toll-Free: 1.866.399.6019 • International: +1.303.504.9312 • Fax: 303.504.9417 • www.LeadandLearn.com

The Leadership and Learning Center™

after the funding is gone.

With close to 100 technical staff and consultants, including our founder Dr. Douglas Reeves, we have the capacity and flexibility to harness extensive research to improve actions, and we will customize our services appropriately based upon conversations with you.

The Center looks forward to partnering with Des Moines Public Schools for technical assistance in achieving your student achievement goals and mission, as well as sustaining your values.

Sincerely,

Liz Monsma

Liz Monsma

Senior Account Executive

317 Inverness Way South, Suite 150 • Englewood, Colorado 80112
Toll-Free: 1.866.399.6019 • International: +1.303.504.9312 • Fax: 303.504.9417 • www.LeadandLearn.com

DMPS Ends

The Des Moines Public Schools exist so that graduates possess the knowledge, skills, and abilities to be successful at the next state of their lives.

Graduates demonstrate the ability to adapt successfully in educational, workplace and community settings through their ability to think, communicate, and interact.

Graduates demonstrate strategies for life-long learning

- They exhibit competent thinking
- They exhibit intuitive thinking
- They understand systems and processes, including the understanding of underlying structures
- They exhibit creative and innovative thinking
- They anticipate future trends
- They demonstrate critical thinking and problem solving abilities

Graduates demonstrate knowledge and understanding of a rigorous curriculum integrated into all content areas

- They demonstrate proficiency in reading, writing, speaking and listening
- They demonstrate proficiency in mathematics, including algebra and geometry
- They demonstrate proficiency in science, including life, earth and physical science
- They demonstrate proficiency in civics and government
- They demonstrate financial and economic literacy
- They demonstrate an understanding of the value of fine and applied arts in society

Graduates possess technological and information literacy

- They can access and evaluate information from a variety of sources to continue their learning
- They understand, manage and create oral, written and multimedia communication
- They utilize appropriate technology to apply or analyze information

Graduates have world awareness

- They understand the rights and obligations of citizenship at local, state, national and global levels
- They learn from and work with individuals representing diverse cultures and religions in a spirit
of mutual respect in school, work and community contexts
- They are aware of issues facing the world
- They are actively engaged in community life

Graduates possess the knowledge and skills to be self-directed and autonomous

- They demonstrate an understanding of the attributes of physical and mental well-being
- They act responsibly with the interests of the larger community in mind
- They exercise sound reasoning in making complex choices
- They monitor their own understanding and learning needs
- They understand the role of work and productivity in shaping the circumstances of their daily lives
- They have identified career interests and developed related academic and technical skills.

TITLE: Student Interventionist **POSITION INVENTORY:** TDBS

DEPARTMENT: Regional Programs **FLSA STATUS:** Exempt

REPORTS TO: Building Administrator **FT/PT:** Full Time

RECEIVES GUIDANCE FROM: Building Administrator

BASIC FUNCTION: To implement Board policy regarding education philosophy/curriculum under the direction of the administration through planning, organizing, managing, interacting with students; establish rapport with students, staff, parents and community, and continuing professional development.

ESSENTIAL FUNCTIONS:

1. Supervises behavior in the school environment to maintain the safety and well being of the students and staff.
2. Implements the disciplinary procedures of the building and district.
3. Provides counseling to students around conflict resolution and peer relationships.
4. Selects material suitable to the educational objectives.
5. Relates with staff, parents and community through positive professional cooperation.
6. Utilizes a variety of analytical and evaluative techniques suitable to the students' needs.
7. Communicates a positive support of the students in their educational and social development.
8. Keeps accurate records of attendance and progress.
9. Regularly communicates with staff, students and families.
10. Remains abreast of current developments and contemporary interpretations consistent with the professional assignment.
11. Actively participates at scheduled staff meetings and serves on educational committees.
12. Assumes responsibility regularly and frequently for conferences with parents.
13. Designs and implements appropriate behavior supports for students.
14. Facilitates behavior modification strategies
15. Models and teaches new behavior management skills and strategies for staff when needed.
16. Attend work on a prompt and regular basis.
17. Maintain confidentiality.
18. Maintain satisfactory and harmonious working relationships with the public, students, and other employees.
19. Assist with other duties as may be assigned.

HIRING SPECIFICATIONS:

Required:

1. Bachelor's degree; Iowa teaching license (appropriate endorsement code for subject area).
2. Knowledge of subject, curriculum, effective teaching methods.
3. Demonstrate effectiveness in oral and written communications.
4. Skills in leadership, organization, problem solving and conflict resolution, human relations, assessment and evaluation.
5. Ability to deal with a diversity of people.
6. Ability to work under stress.

Desired:

1. Previous classroom experience.
2. Masters degree in School Counseling
3. Previous experience working with students who exhibit chronic behavior struggles.
4. Previous experience in using social skill development curriculums.
5. Previous experience in providing professional development.
6. Previous experience working with diverse, urban, high-need students.

PHYSICAL DEMANDS:

		NEVER 0%	OCCASIONAL 1-32%	FREQUENT 33-66%	CONSTANT 67%+
A.	Standing				X
B.	Walking				X
C.	Sitting		X		
D.	Bending/Stooping		X		
E.	Reaching/Pushing/Pulling		X		
F.	Climbing/Stairs		X		
G.	Driving		X		
H.	Lifting (30 lbs) MAX		X		
I.	Carrying (35 feet) MAX		X		
J.	Manual Dexterity Tasks				
	Telephone		X		
	Computer			X	
	Other			X	
K.	Working Conditions				
	Inside				X
	Outside		X		
	Extremes of Temperature/Humidity		X		

All of the above duties and responsibilities are essential job functions subject to reasonable accommodation. All job requirements listed indicate the minimum level of knowledge, skills and/or ability to perform the job proficiently. This job description is not to be construed as an exhaustive statement of duties, responsibilities or requirements. Individuals may be required to perform any other job-related instructions as requested by their supervisor, subject to reasonable accommodation.

Department Supervisor Signature Title Date

*Human Resources Administrator Signature Title Date

*This job description is subject to approval by Human Resources Management.

DES MOINES PUBLIC SCHOOLS
POSITION DESCRIPTION

TITLE: Data Specialist **POSITION INVENTORY:** 6011

DEPARTMENT: Secretarial/Clerical **FLSA STATUS:** Non-Exempt

REPORTS TO: Principal **FT/PT:** Full or Part Time

BASIC FUNCTION: To assist leadership team and office manager with data entry and creation of data reports.

ESSENTIAL FUNCTIONS: Duties include, but are not limited to:

1. Attend work on a prompt and regular basis.
2. Maintain confidentiality.
3. Maintain satisfactory and harmonious working relationships with the public, students and other employees.
4. Processing of student testing data (i.e. BRIs, ARIs, CBAs)
5. Prepare CBA materials for teachers each term
6. Create data reports as requested by administrative team
7. Record student program changes.
8. Assist SILs with incoming 6th grade and outgoing 8th grade transition data collection and distribution
9. Make copies for administrative team
10. Keep student and family information on Infinite Campus up to date and accurate
11. Provide coverage for attendance clerk and office manager as needed
12. Perform other duties as assigned.

HIRING SPECIFICATIONS:

Required:

High School Diploma or G.E.D. (Advanced training desired)
Knowledge of basic computer skills
Expertise in Microsoft Excel
Experience working with databases, creating reports, creating data displays
Ability to carry out duties cooperatively with others
Oral and written communication skills

Preferred:

Experience with Infinite Campus and Data Director
Strong organization skills
People skills

PHYSICAL DEMANDS:

		NEVER 0%	OCCASIONAL 1-32%	FREQUENT 33-66%	CONSTANT 67%+
A.	Standing			X	
B.	Walking			X	
C.	Sitting			X	
D.	Bending/Stooping		X		
E.	Reaching/Pushing/Pulling		X		
F.	Climbing/Stairs		X		
G.	Driving	X			
H.	Lifting (50 lbs)		X		
I.	Carrying (25 feet)		X		
J.	Manual Dexterity Tasks				
	Telephone			X	
	Computer			X	
	Other			X	
K.	Working Conditions				
	Inside				X
	Outside		X		
	Extremes of Temperature/Humidity		X		

TITLE: Office Clerk **POSITION INVENTORY:** 6011

Other Requirements: (Intellectual, Sensory)

Visual Acuity
Effective oral and written communication skills
Organization skills

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_____ _____

Department Supervisor Signature Title Date

_____ _____

*Human Resources Administrator Signature Date

*This job description is subject to approval by Human Resources Management.

TITLE: Technology Specialist

POSITION INVENTORY: *Assigned by HR*

DEPARTMENT: Elementary/Early Childhood Programs and Middle and High School Programs

FLSA STATUS: Exempt

REPORTS TO: Building Administration

FT/PT: Full Time

BASIC FUNCTION: Implements Board Policy regarding education philosophy/curriculum under the direction of the administration through planning, organizing, managing, interacting with students; establish rapport with students, staff, parents, and community and provides instructional technology professional development for building's staff.

ESSENTIAL FUNCTIONS:

1. Plans instructional objectives and activities consistent with curriculum guides.
2. Directs and supervises learning activities.
3. Implements the disciplinary procedures of the District.
4. Supervises behavior in the school environment to maintain the safety and well being of the students and staff.
5. Keeps accurate records of attendance, absences and tardies.
6. Utilizes a variety of analytical and evaluative techniques suitable to the curriculum content.
7. Communicates a positive support of the students in their educational development.
8. Recognizes the exemplary influence of the educator over the students.
9. Supervises playground, cafeteria, and halls on a scheduled basis.
10. Relates with staff, parents and community through positive professional cooperation.
11. Remains current with developments and contemporary interpretations of subject matter and teaching methodology consistent with the professional assignment.
12. Assumes responsibility periodically for conferences with parents.
13. Performs other duties within the scope of employment and certification as assigned by the appropriate administrator.
14. Issues grade reports on a periodic basis.
15. Conducts planning for professional development for classroom instructional technology strategies.
16. Develops and delivers professional development offerings for classroom technology strategies.
17. Maintains building technology equipment and systems.
18. Maintains building technology inventory.
19. Maintain satisfactory and harmonious working relationships with the public, students, and other employees.
20. Assist with other duties as may be assigned.

HIRING SPECIFICATIONS:

Required:

1. Bachelor's degree in Education.
2. Ability to communicate effectively both orally and written.
3. Ability to manage multiple projects simultaneously.
4. Ability to prioritize assigned tasks.
5. Demonstrated compentency in use of instructional technology in a classroom setting.
6. Experience designing and providing professional development to adult learners.

Desired:

1. Master's degree Education Technology

PHYSICAL DEMANDS:

		NEVER 0%	OCCASIONAL 1-32%	FREQUENT 33-66%	CONSTANT 67%+
A.	Standing		X		
B.	Walking		X		
C.	Sitting				X
D.	Bending/Stooping		X		
E.	Reaching/Pushing/Pulling		X		
F.	Climbing/Stairs		X		
G.	Driving		X		
H.	Lifting (10 lbs)		X		
I.	Carrying (20 feet)		X		
J.	Manual Dexterity Tasks				
	Telephone			X	
	Computer				X
	Other				
K.	Working Conditions				
	Inside				X
	Outside		X		
	Extremes of Temperature/Humidity		X		

All of the above duties and responsibilities are essential job functions subject to reasonable accommodation. All job requirements listed indicate the minimum level of knowledge, skills and/or ability to perform the job proficiently. This job description is not to be construed as an exhaustive statement of duties, responsibilities or requirements. Individuals may be required to perform any other job-related instructions as requested by their supervisor, subject to reasonable accommodation.

Department Supervisor Signature Title Date

*Human Resources Administrator Signature Title Date

*This job description is subject to approval by Human Resources Management.

TITLE: Social Worker

POSITION INVENTORY: *Assigned by HR*

DEPARTMENT: Student & Family Services

FLSA STATUS: *Assigned by HR*

REPORTS TO: Zone Supervisor
Building Principal

FT/PT: Full Time

RECEIVES GUIDANCE FROM: Zone Lead Support

BASIC FUNCTION: Enhance the educational programs of individuals by assisting in identification assessment and support of their educational needs including social, emotional, behavioral and adaptive needs.

ESSENTIAL FUNCTIONS:

1. Provide intervention services including individual, group, parent and family counseling.
2. Provide consultation and planning.
3. Serve as liaison among home, school and community.
4. Operate within a transdisciplinary service delivery model.
5. Keep current with issues, techniques and future trends in the field of social work.
6. Facilitate case management with students and their families.
7. Provide group and/or individual counseling with students.
8. Facilitate the referral between school, community resources and families.
9. Assess social functioning.
10. Provide consultation to school personnel and parents.
11. Conduct training for parents and school staff.
12. Assist building administrators in addressing attendance and suspension issues
13. Advocating for the human and civil rights of students.
14. Attend work on a prompt and regular basis.
15. Maintain confidentiality.
16. Maintain satisfactory and harmonious working relationships with the public, students, and other employees.
17. Assist with other duties as may be assigned.

HIRING SPECIFICATIONS:

Required:

1. Master's Degree in Social Work

Desired:

1. Experience with the school aged population

INSERT YOUR INITIALS
INSERT DATE

PHYSICAL DEMANDS:

		NEVER 0%	OCCASIONAL 1-32%	FREQUENT 33-66%	CONSTANT 67%+
A.	Standing		X		
B.	Walking		X		
C.	Sitting		X		
D.	Bending/Stooping		X		
E.	Reaching/Pushing/Pulling		X		
F.	Climbing/Stairs		X		
G.	Driving		X		
H.	Lifting (lbs)		X		
I.	Carrying (feet)		X		
J.	Manual Dexterity Tasks				
	Telephone		X		
	Computer		X		
	Other		X		
K.	Working Conditions				
	Inside		X		
	Outside		X		
	Extremes of Temperature/Humidity		X		

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Department Supervisor Signature Title Date

*Human Resources Administrator Signature Title Date

*This job description is subject to approval by Human Resources Management.

INSERT YOUR INITIALS
INSERT DATE

TITLE: Literacy Leader

POSITION INVENTORY:

DEPARTMENT: Elementary, High School, Early Childhood and Middle School Programs.

FLSA STATUS: Exempt

REPORTS TO: Building Principal

FT/PT: Full or Part Time

RECEIVES GUIDANCE FROM: Principal, Literacy Coordinator.

BASIC FUNCTION: The Literacy Leader provides the leadership for the teaching of literacy K-5, 6-8, or K-12 by analysis of data, planning and providing professional development, coaching of teachers and modeling best practices in classrooms.

ESSENTIAL FUNCTIONS:

1. Provide literacy professional development for building staff based on district training.
2. Provide support to administer, compile, analyze, and support teachers in use of data.
3. Attend district literacy trainings.
4. Serve as a literacy resource to staff.
5. Collaborate and participate on the building Literacy Team.
6. Provide support for grade level literacy meetings.
7. Model, observe and coach teachers.
8. Communicate regularly with the Principal about literacy decisions.
9. Attend work on a prompt and regular basis.
10. Maintain confidentiality.
11. Maintain satisfactory and harmonious working relationships with the public, students, and other employees.
12. Assist with other duties as may be assigned.

HIRING SPECIFICATIONS:

Required:

1. Iowa Teaching License
2. Reading endorsement at the appropriate level
3. Experience teaching literacy

Desired:

1. Agree to be a Literacy Leader for at least three years
2. Have effective communication and interpersonal skills

PHYSICAL DEMANDS:

		NEVER 0%	OCCASIONAL 1-32%	FREQUENT 33-66%	CONSTANT 67%+
A.	Standing			X	
B.	Walking			X	
C.	Sitting		X		
D.	Bending/Stooping		X		
E.	Reaching/Pushing/Pulling		X		
F.	Climbing/Stairs		X		
G.	Driving		X		
H.	Lifting (10 lbs)			X	
I.	Carrying (20 feet)		X		
J.	Manual Dexterity Tasks				
	Telephone			X	
	Computer			X	
	Other				
K.	Working Conditions				
	Inside				X
	Outside		X		
	Extremes of Temperature/Humidity		X		

All of the above duties and responsibilities are essential job functions subject to reasonable accommodation. All job requirements listed indicate the minimum level of knowledge, skills and/or ability to perform the job proficiently. This job description is not to be construed as an exhaustive statement of duties, responsibilities or requirements. Individuals may be required to perform any other job-related instructions as requested by their supervisor, subject to reasonable accommodation.

Department Supervisor Signature Title Date

*Human Resources Administrator Signature Title Date

*This job description is subject to approval by Human Resources Management.

DES MOINES PUBLIC SCHOOLS
POSITION DESCRIPTION

TITLE: ELL Teacher K-12

POSITION INVENTORY: 1260

DEPARTMENT: Bilingual/ELL

FLSA STATUS: Exempt

REPORTS TO: Building Administrator

FT/PT: FT or PT

RECEIVES GUIDANCE FROM: Building Administrator, ELL Program Specialist and Consultant

BASIC FUNCTION: Implements Board Policy regarding education philosophy/curriculum under the direction of the administration through planning, organizing, managing, interacting with students; establish rapport with student, staff, parents, and community; and continuing professional development.

ESSENTIAL FUNCTIONS:

1. Provide instruction to English Language Learners in speaking, listening, reading and writing English and study skills.
2. Plan for and implement goals and objectives of the ELL program.
3. Collaborate with building administrator to provide effective scheduling for ELL students.
4. Coordinate instruction and student needs with content area teachers.
5. Integrate instruction and plan thematic units.
6. Select and organize appropriate instructional materials.
7. Coordinate schedule of tutors within building.
8. Supervise tutors as they provide instruction for students.
9. Serve as resource on ELL and language-minority issues for building staff.
10. Maintain an individual ELL student portfolio for each student.
11. Monitor overall student's academic progress.
12. Collaborate with Central Office staff to implement testing procedures.
13. Report testing results to Central Office staff.
14. Provide formal and informal assessments.
15. Provide information about student progress to parents.
16. Attend staff meetings for building and program.
17. Provide input to Central Office staff for all components of the ELL program.
18. Serve on building and district committees.
19. Assist in placement of ELL students in appropriate level classes.
20. Assist school personnel with multicultural-related educational activities to promote understanding of other cultures.
21. Be accountable for all district teaching responsibilities.
22. Attend work on a prompt and regular basis.
23. Maintain confidentiality.
24. Maintain satisfactory and harmonious working relationships with the public, students and other employees.
25. Assist with other duties as may be assigned.

HIRING SPECIFICATIONS:

Required:

Bachelor's degree; Iowa teaching license (Endorsement: 104 (ESL K-12)).

PHYSICAL DEMANDS:

		NEVER 0%	OCCASIONAL 1-32%	FREQUENT 33-66%	CONSTANT 67%+
A.	Standing			X	
B.	Walking			X	
C.	Sitting			X	
D.	Bending/Stooping			X	
E.	Reaching/Pushing/Pulling			X	
F.	Climbing/Stairs		X		
G.	Driving	X			
H.	Lifting (25-30 lbs)		X		
I.	Carrying (25 feet)		X		
J.	Manual Dexterity Tasks				
	Telephone		X		
	Computer		X		
	Other				
K.	Working Conditions				
	Inside			X	
	Outside		X		
	Extremes of Temperature/Humidity		X		

All of the above duties and responsibilities are essential job functions subject to reasonable accommodation. All job requirements listed indicate the minimum level of knowledge, skills and/or ability to perform the job proficiently. This job description is not to be construed as an exhaustive statement of duties, responsibilities or requirements. Individuals may be required to perform any other job-related instructions as requested by their supervisor, subject to reasonable accommodation.

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*Human Resources Administrator Signature Title Date

*This job description is subject to approval by Human Resources Management.

DES MOINES PUBLIC SCHOOLS
POSITION DESCRIPTION

TITLE: Physical Education Teacher (K-12) **POSITION INVENTORY:** 1120

DIVISION: Elementary and Early Childhood Programs
Middle and High School Programs **FLSA STATUS:** Exempt

REPORTS TO: Building Administrator **FT/PT:** FT or PT

RECEIVES GUIDANCE FROM: Building Administrator, Administrator of Physical Education Programs.

BASIC FUNCTION: Implements Board Policy regarding Physical Education philosophy/curriculum through planning, organizing, managing, interacting with students; establishing rapport with students, staff, parents and community; and continuing professional development.

ESSENTIAL FUNCTIONS:

1. Plans instructional objectives and activities consistent with curriculum guides and development goals.
2. Directs and supervises learning activities.
3. Implements the disciplinary procedures of the District.
4. Supervises behavior in the school environment to maintain the safety and well being of the students and staff.
5. Keeps accurate records of attendance, absences and tardies.
6. Selects material and equipment suitable to the educational objectives.
7. Incorporates a program of instruction including movement experiences and body mechanics; fitness activities; rhythmic activities; stunts and tumbling; simple games and relays; sports skills and activities, and water safety. (emphasis added)
8. Provides for the remediation of skills for those students who have not progressed as rapidly as their peers.
9. Instills the value of teamwork and fair play.
10. Utilizes a variety of analytical and evaluative techniques suitable to the curriculum content.
11. Communicates a positive support of the students in their physical and social development.
12. Recognizes the exemplary influence of the educator over the students.
13. Relates with staff, parents and community through positive professional cooperation.
14. Suggests positive recommendations for the continuing review and development of curriculum.
15. Remains abreast of current developments in the physical education field.
16. Actively participates at scheduled staff meeting and serves on committees.
17. Assumes responsibility for periodic conferences with parents.
18. Periodically issues grades/progress reports.
19. Undergoes evaluation on a regular basis.
20. Strong oral and written and communication skills.
21. Exceptional leaderships skills
22. Skills in organization, problem solving and conflict resolution.
23. Visual and auditory acuity.
24. Skills in assessment and evaluation.

HIRING SPECIFICATIONS:
Required: Bachelor's degree; Iowa teaching license (Endorsement: 146 (Physical Education K-6) and/or 147 (Physical Education 7-12)); First Aid certificate; CPR training; regular attendance.
Desired: Previous teaching; PE supervision; agility necessary for supervising, leading and demonstrating physical activities.

PHYSICAL REQUIREMENTS:
Standing and/or walking (constant 67%+); sitting, climbing, carrying (10 ft.t) (occasional 1-32%), bending/stooping, reaching/pushing/pulling (frequent 33-66%), driving (never 0%), *lifting (50# max) (occasional 1-32%), manual dexterity tasks (frequent 33-66%).
*A-V equipment (TV/VCR, film projectors, recorders, overhead, etc.), operate copier, telephone, computer.

WORKING CONDITIONS:

1. Inside and outside.
2. Climatic Environment: gyms, classrooms and other inside locations are usually not air conditioned and are subject to extremes of temperature and humidity; outdoor areas are subject to numerous weather conditions.
3. Hazards: stairs, slippery surfaces, high noise levels, communicable diseases, playground equipment.

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_____ _____

Executive Director, Human Resources Management Date