

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 Findley

Designation for this building: Tier I 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.**

Findley Elementary School Improvement Grant

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Abstract

Located in the inner city of Des Moines, **Findley Elementary School** will be implementing the **Transformation Model** to dramatically improve student achievement in reading and math.

Most of Findley's 293 students live in low-income homes as demonstrated by the fact that 92% are eligible for free/reduced priced meals. Sixty six percent of all students at Findley are minorities, with the breakdown by race as follows: 33% African American, 15% Hispanic, 9% Asian, and 9% multi-racial. 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:

Goal I: Increase student achievement in the area of reading each year by 6% as measured by 4th grade ITBS scores.

Objectives:

- A. Integrate research-based reading strategies to support comprehension into all content areas as measured by analysis of student work, teacher self-report, and analysis of formative assessment data.
- B. Increase the amount of time students are engaged in non-fiction writing as measured by student work, teacher self-report, and analysis of formative assessment data.
- C. Provide early intervention and academic assistance in the form of differentiated instruction, Reading Recovery, and extended learning as measured by analysis of formative assessments, curriculum-based assessments, and ITBS.
- D. Increase the amount of time students engage in reading by incorporating designated time into the schedule, increasing access to fiction and non-fiction print materials in first languages, and expanding school and classroom libraries as measured by teacher observation and analysis of student data.
- E. Increase students' literacy and communication skills through the use of instructional technology as measured by student work, common formative assessments, and curriculum- based assessments.
- F. Close gaps in reading achievement for low-income, minority, ELL, and special education students as measured by common formative assessments, district wide assessments and

ITBS data.

Goal II: Increase student achievement in the area of math each year by 6% as measured by 4th grade ITBS scores.

Objectives:

- A. Increase students' skills in numbers and operations; algebra; geometry and measurement; and data analysis and probability.
- B. Provide explicit and systematic mathematics instruction that includes problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.
- C. Increase student ability to use technology to apply mathematical thinking and problem-solving in a variety of situations and subject areas.
- D. Close gaps in math achievement for low-income, minority, ELL, and special education students as measured by common formative assessments, district wide assessments and ITBS data.

Goal III: Over a three year period, fully implement with fidelity the Transformation Model as measured by instructional rounds, career development plans, surveys, School Improvement Plans, and student achievement data. Objectives:

- A. Ensure strong instructional leadership by the replacement of the principal within the last three years and on-going networking and support from Central Administration Regional Leaders.
- B. Ensure instructional quality through staff recruitment, selection, and evaluation aligned with accountability for student learning.
- C. Increase personalization and positive student-adult relationships to create a nurturing school culture.
- D. Increase student achievement through the implementation of the Iowa Core Curriculum and
- E. Characteristics of Effective Instruction.
- F. Provide early identification and a variety of forms of academic support for students who are below grade level and/or struggling with course work.
- G. Create a professional teaching culture through Professional Learning Communities, Data Teams, job-embedded professional development, and shared responsibility for student success.
- H. Increase parent and community engagement through increased communication, outreach, opportunities for involvement in decision-making, and resources for family literacy.

PART 1

I. Needs Assessment and Analysis (5 points)

Student Demographics (2010-11)

Total Enrollment	2003-04 %FRPL	2010-11 %FRPL	Increase %FRPL	Minority	ELL	SPED	Mobility
293	74%	92%	18%	66%	2%	12%	35%

Phonological Awareness Profile: Spring 2010 % Proficient

Phonemic Awareness	Rhyming	Blending	Segmenting
Kindergarten	96	100	100
Grade 1	98	100	88

Phonics	Graphemes	Decoding
Grade 1	90	74
Grade 2	95	90

Basic Reading Inventory: Spring 2010 % Proficient

Comprehension	% Proficient
Grade 1	85
Grade 2	77
Grade 3	84

**Iowa Test of Basic Schools, Grades 3-5, combined:
Proficiency Percentages by Year (2006-2010)**

	Percent Proficient 2006-07	Percent Proficient 2007-08	Percent Proficient 2008-09	Percent Proficient 2009-10
Reading	62.83	57.14	66.38	59.48
Math	49.11	47.75	66.38	58.62
Reading – Iowa	78.53	75.98	78.70	77.00
Math - Iowa	79.25	78.00	78.58	78.42

Proficiency Percentages by Subgroup (2009-10)

	White	African American	Hispanic	Asian	Native American	ELL	SPED	FRPL
Reading	59.38	60.53	60.00	62.5	n/a	n/a	44.00	59.48
Math	59.38	50.00	80.00	62.5	n/a	n/a	36.00	58.62

Findley Elementary School	White	Black	Hispanic	Asian	Native American	ELL	SPED	Free/Reduced Price Lunch
Reading	59.38	60.53	60.00	62.5	n/a	n/a	44.00	59.48
Iowa Reading	80.55	51.12	60.77	79.20	63.78	79.20	37.77	64.65
Math	59.38	50.00	80.00	62.5	n/a		36.00	58.62
Iowa Math	82.09	49.97	63.15	82.27	63.60	54.63	47.53	67.02
Reading safe harbor goal 2011	63.44	64.47	64.00	66.25			49.60	63.53
Math safe harbor goal 2011	63.44	55.00	82.00	66.25			42.40	62.76

School Name: Findley Elementary School	Tier: I
<i>Areas to consider for analysis as part of a comprehensive needs assessment</i>	<i>LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment</i>
<p>1. Curriculum and Resources Iowa Core essential concepts and skills</p> <p>Alignment between assessments and curricula</p> <p>Assessment data from other district-wide assessments (BRI and ARI)</p> <p>Iowa Test of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED) for the past 3 years, including subgroup breakdown</p>	<p>DMPS is preparing for full implementation of the Iowa Core by 2012.</p> <p>Identified areas in need of improvement: 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 BRI, Math Unit Assessments, and Curriculum-based Assessments are consistent with ITBS data presented above; Significant gaps in achievement for all subgroups. Significant numbers of students below expected proficiency levels.</p>

2. Schedule and Classroom

School vision and mission

School Safety: (SRO, Expulsion and Suspension Data)

Summary data for attendance, truancy and school mobility rate

Climate surveys, if available

District Mission: Des Moines Public Schools equips students for life by challenging each one to achieve rigorous standards in academics, arts, and career preparation.

School Mission: The mission of Findley School is to provide a nurturing, challenging, and safe environment where all students will learn.

Findley Belief Statements:

We believe...

Home, school and community work together for successful academic, social, physical, and emotional development of students.

Responsibility, respect, and positive self-esteem are essential for a productive and safe learning environment.

High expectations in teaching and learning promote the highest achievement for adults and students.

Respect for individual teaching and learning styles of students and staff promotes positive diversity in the educational environment.

Collaboration among staff provides for continuous professional growth and respect for individual differences.

Active modeling and participation in the learning process support continuous learning.

Time on task is directly related to the quantity and quality of learning that takes place.

School Safety:

Expulsions: 0

Suspensions: 61

Average Daily Attendance: 94%

Mobility Rate: 35%

Bullying Survey - spring 2008:

Student reports:

There are clear rules at our school:

83% responded “always” or “often”

Teachers and Staff Help if they see somebody being bullied or picked on:

82% responded “always” or “often”

Adults care that students do the best school work they can

86% responded “always” or “often”

I like going to school

66% responded “always” or “often”

I’m afraid to go to school

17% responded “always” or “often”
(10% responded “sometimes;” 73% Responded “never”)

3. Administration and Staffing

Teacher-student ratios

Supplemental Support

Use of Iowa Professional Development Model

Implementation data from professional development activities

Currently at Findley:

Number of classroom teachers (K-5): 12

Average class size: 19-28

Number of Special Ed teachers: 4

Number of Counselors: 1

Full-time SUCCESS Case Manager

Full-time Way to Grow Specialist

Half-time Mental Health Clinician

.2 FTE Social Worker

Student Services Team:

Special Education Consultant

Social Worker

School Psychologist

Title Teachers:

Full-time Title Reading teacher

.8 FTE Title Math teacher

Full-time Literacy Leader

Half-time In-class Reading Recovery Specialist

The Iowa Professional Development Model is the framework for all district and building level professional development.

Current accountability for teachers to plan and implement new skills and strategies gained through embedded PD and differentiated PD

	<p>tracts.</p> <p>Need for student data corresponding to when teachers do or do not use these strategies.</p>
<p>4. Student and Parent Involvement Iowa Youth Survey data</p> <p>Evidence of parent/community involvement in school</p>	<p>Parents are involved in a variety of ways through Family Literacy and Math Nights, student performances, and parent events at the school every trimester. Findley has a Title I Parent Involvement Policy and a Parent Compact that is signed by parents at registration.</p> <p>Staff was consulted in person during the past month as part of our selection process for the Transformation Model.</p> <p>Iowa Youth Survey Results 2008: Construct trends: Family involvement and support: 58% favorable response; females 59.4%, males 58.0%</p> <p>School Expectations and boundaries: 65.9% favorable response; female 64.9%, male 66.8%</p> <p>School Staff / Student Support: 45.4% favorable response; female 40%, male 48.5%</p> <p>Commitment to School/Learning: 73.1% favorable response; female 76.4, male 70.1%</p>

Summary of Needs Assessment and Analysis:

Findley Elementary School was built as a small neighborhood school in 1968. A building addition in the 1970's included a new gymnasium, locker area, classrooms for art and music and open space classrooms for additional grade levels. Findley currently serves students in Pre-K through fifth grades and is the home of the cluster program for students with autism

within the North Special Education Zone of the Des Moines Public Schools.

The student population at Findley includes neighborhood students as well as Student Placement Program students who live in the Moulton neighborhood but cannot attend their home school because of overcrowding. These children and their families face many socioeconomic challenges. Part of the neighborhood was devastated by the 2008 floods; some families lost their homes and were forced to move while others were able to salvage their homes and continue to live in the neighborhood and keep their children at Findley. Many Findley families lack safe, stable housing which has made the student population more transient and stressed. In order to assist students and their families, the current building administrator (hired in 2007-08 and the fourth new principal in 5 years) has worked to find supports for their basic needs. These include:

1. provision 2 status so all students may eat breakfast and lunch free of charge
2. the fresh fruits and vegetable program for daily healthy snacks
3. Backpack Buddies for students who are not fed regularly on the weekends
4. Affordable before and after school care at Findley
5. Donations of 100% of student school supplies so families need only provide a backpack each year

Findley's student achievement data, as measured by ITBS, lags behind the improvement of other schools. District data indicates that there are many measures (PAP, BRI and ARI) that shows some growth in academic achievement at Findley.

Intervention Model Selected: Transformation

The Transformation model fits the needs of the Findley student population. Many elements of the Transformation Model (professional development, data analysis, extended

learning and quality instruction) are currently being implemented at Findley. This grant would provide the tools, resources, and capacity needed to fully implement best practices in these elements.

II. Capacity (10 points)

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: 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 C).

Central Administration has been rejuvenated and reorganized to expand the focus on and accountability for student learning. Over the past five 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. To facilitate a greater degree of preK-12 alignment and more effective management, the 66 schools have been reorganized into the Northwest Region, South Region, Northeast Region, and the Turnaround Zone. 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 High Poverty High Performing (HPHP) Readiness Model developed by the Mass Insight Education and Research Institute was adopted by Des Moines Public Schools in recent to increase the degree of support and technical assistance provided to low performing schools. In

this case, it supports the turnaround initiatives taking place at Hiatt and Harding Middle Schools which are in the process of being reconstituted under the NCLB guidelines. Under the leadership of Mr. Bryce Amos, DMPS Executive Director, 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 with Leadership & Learning, and 4) studying the research and best practices of associated successful school turnarounds. As part of this effort, the district has adopted the research-based High-Performance, High-Poverty Education: HPHP Readiness Model developed by Mass Insight (2007).

HPHP Readiness Model

Readiness to Learn: Schools directly address poverty-related student deficits with strategies such as:

- Extended school day and longer school year
- Action against poverty-related adversity
- Safety, discipline, and engagement
- Close student-adult relationships

Readiness to Teach:

- Shared staff responsibility for student achievement
- Personalized instruction based on diagnostic assessment and flexible time on task
- A teacher culture that stresses collaboration and continuous improvement

Readiness to Act:

- Ability to make mission-driven decisions about people, time, money, and program
- Leaders adept at securing additional resources and leveraging partnerships
- Creative responses to constant unrest

Central Administration leader Susan Tallman will serve as the Transformation Officer for Findley Elementary School. She will be actively involved in the implementation of the Transformation Model and coordinating with DMPS and the Iowa Department of Education. The Central Administration infrastructure also includes the following departments which play key roles in supporting the transformation initiative within each of the Persistently Low Achieving (PLA) Schools:

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 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 PLA schools.

Assessment Department staff coordinate the administration, tabulation, analysis, and reporting of district wide and state assessments. The district's central Data Director and Infinite Campus system are central locations for a variety of data sets including: ITBS/ITBS; 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 Reading Recovery, 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, an 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 getting the right people with the right skills in the right positions. A current example of this is the reconstitution and re-staffing process at Hiatt and Harding Middle Schools and the lessons being learned that can be applied to the PLA schools. The job descriptions and expectations for Principals have been rewritten to reflect the skill set needed for a diverse urban population and turning around a low-performing school. HR coordinates the screening, interviewing, and selection process that involve 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 with 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 Iowa 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 Students 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: The Des Moines Public School Board recently adopted the DMPS Professional Learning Plan for 2010 – 2013. Based upon 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 the district, schools, and professionals to increase 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, each school team develops 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. School Improvement Leaders, Literacy Leaders, and Math Leaders monitor the classroom implementation of the skills and instructional strategies supported through professional development. In 2010-2011, DMPS is contracting services with a Drake University faculty member to serve as an External Evaluator and conduct a comprehensive program evaluation of the DMPS Professional Development

program and its impact on student learning.

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, DMPS has incorporated a ninety minute Professional Learning Communities and Data Teams structure into each Wednesday to facilitate job- embedded professional development, technical assistance and coaching, and teacher collaboration at the district, school, team, and individual levels. Professional Learning Communities (PLCs) were initiated in 2009-2010 with the training and support of Solution Tree consultants. This will continue over the next three years of the School Improvement Grant. PLCs will become a vehicle for teachers working together to develop common formative assessments, review student work, and analyze a variety of data for monitoring student progress, identifying students in need of additional academic support, planning instruction, and identifying areas in need of modification. Data Teams will allow for urgent needs to be identified immediately. Data Teams collect and organize data to create an action plan, complete with strategies, goals, and indicators that lead to increased levels of achievement. The process is easy to understand and easy to replicate. Academics, discipline and attendance can be examined through this process to make better instructional decisions. The DMPS Literacy and Math Curriculum Coordinators, in conjunction with each building's School Improvement Leader, will guide this process, as well as the Study of Implementation.

Alignment of Resources: In addition to PLC structure and Data Teams and time for its implementation, the Regional Leadership and Instructional Cabinet will continue to examine existing funding streams, programs, and resources to increase integration with the Transformation Model, strengthen the alignment and support for the PLA schools, and increase

services to students and staff. These resources include, but are not limited to, Title I; Drop Out Prevention, and centralized programs. The realignment and reallocation of resources will ensure the institutionalization of the Transformation Model and on-going sustainability of the redesigned instructional program (See Section V: Resource Alignment).

Implementation Timelines are included in Section III: Intervention Model and Implementation for the school and on the District Timeline attachment which outline the steps for getting the basic elements of the Transformation Model in place for the start of the 2011 school year, key actions in years 1 and 2, and full implementation in year 3.

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 PLA schools. More than 100 highly qualified candidates recently applied for the elementary school principal positions at Studebaker, Jefferson, Edmunds, and Perkins. The new leadership at Findley and the Transformation Model will attract highly-skilled teachers who are committed to a collaborative, nurturing educational environment that has high expectations for all students and adults and the resources needed to make success happen for all students.

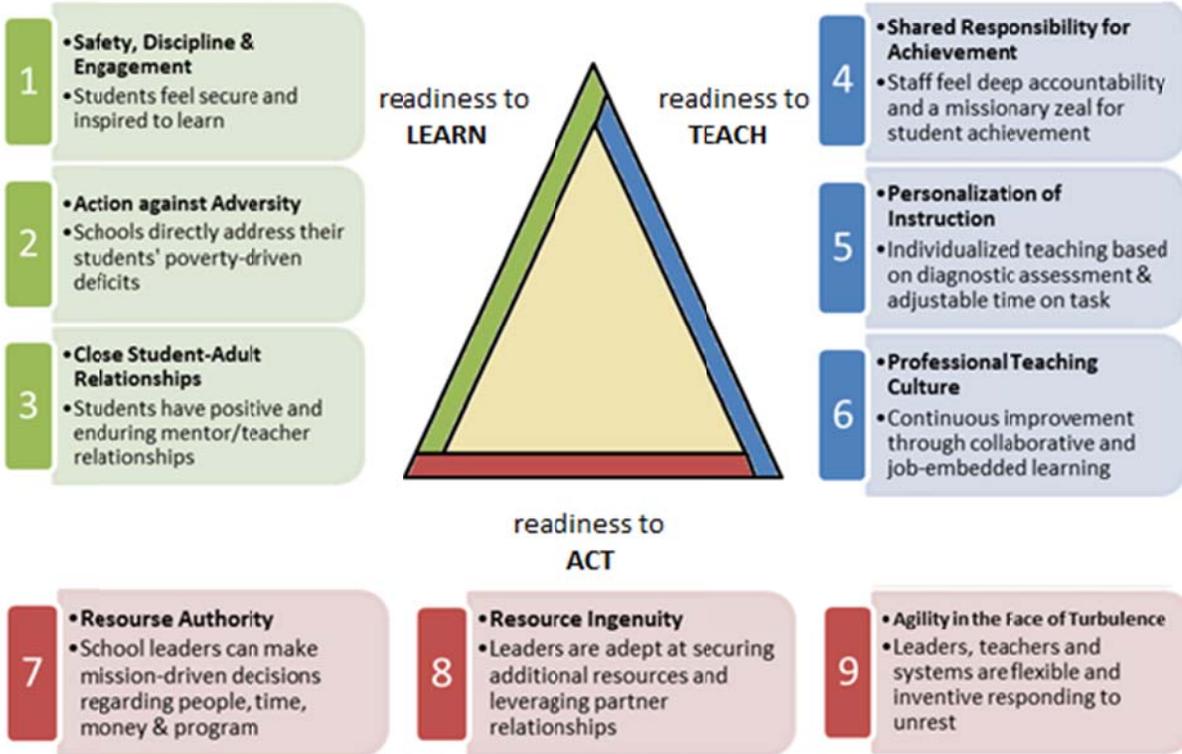
As will be further explained throughout this proposal, DMPS has the leadership, capacity, and commitment to provide on-going support and technical assistance to Findley Elementary School needed to bring about dramatic improvement in student learning and achievement.

III. Intervention Model and Implementation (15 points)

Implementation of the Transformation Model: As evidenced by the student demographic data presented in Section I: Needs Assessment and Analysis, poverty is a pervasive issue in Findley. Duncan and Brooks-Gunn in *Consequences of Growing up Poor* (1997) document the negative outcomes for children living in impoverished homes and neighborhoods, with limited resources, little exposure to arts and cultural events, and few quality early childhood education experiences. Children and youth growing up in multigenerational poverty tend to have an external locus of control, little sense of personal efficacy, limited experiences with formal register language and print material, and few positive role models. Breaking the cycle of poverty is a complex process. As Jensen (2008) points out in *Teaching with Poverty in Mind*, children in multigenerational poverty tend to process information at a concrete level and depend more heavily on visual input and non-verbal communication cues. Jensen goes on to say that children growing up in poor neighborhoods “experienced decreased verbal abilities that were equivalent to four IQ points, which is roughly comparable to missing a year of school.” Verbal abilities and the link to other complex cognitive processes are an important indicator of success in school and later in life.

As demonstrated by schools across the country, it is possible to mitigate the effects of poverty through the restructuring of schools, curriculum, and instruction as outlined in the High-Performing, High-Poverty Readiness Model developed by Mass Insight Education and Research Institute (2007). The High-Performing, High-Poverty Schools Readiness Model will serve as a framework for organizing the required and permissible elements of the Transformation Model into a coherent system of strategies focused on increasing student learning through the readiness to learn; readiness to teach; and readiness to act.

High-Performing, High Poverty Education HHP Readiness Model



Goals and Objectives for the Transformation of Findley Elementary School:

Goal I: Increase student achievement in the area of reading each year by 6% as measured by 4th grade ITBS scores.

Objectives:

- A. Integrate research-based reading strategies to support comprehension into all content areas as measured by analysis of student work, teacher self-report, and analysis of formative assessment data.
- B. Increase the amount of time students are engaged in non-fiction writing as measured by student work, teacher self-report, and analysis of formative assessment data.
- C. Provide early intervention and academic assistance in the form of differentiated instruction, Reading Recovery, and extended learning as measured by analysis of formative assessments, curriculum-based assessments, and ITBS.
- D. Increase the amount of time students engage in reading by incorporating designated time into the schedule, increasing access to fiction and non-fiction print materials in first languages, and expanding school and classroom libraries as measured by teacher observation and analysis of student data.
- E. Increase students' literacy and communication skills through the use of instructional technology as measured by student work, common formative assessments, and curriculum-based assessments.
- F. Close gaps in reading achievement for low-income, minority, ELL, and special education students as measured by common formative assessments, district wide assessments and ITBS data.

Goal II: Increase student achievement in the area of math each year by 6% as measured by 4th grade ITBS scores.

Objectives:

- A. Increase students' skills in numbers and operations; algebra; geometry and measurement;
- B. and data analysis and probability.
- C. Provide explicit and systematic mathematics instruction that includes problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.
- D. Increase student ability to use technology to apply mathematical thinking and problem-solving in a variety of situations and subject areas.
- E. Close gaps in math achievement for low-income, minority, ELL, and special education students as measured by common formative assessments, district wide assessments and ITBS data.

Goal III: Over a three year period, fully implement with fidelity the Transformation Model as measured by instructional rounds, career development plans, surveys, School Improvement Plans, and student achievement data. Objectives:

- A. Ensure strong instructional leadership by the replacement of the principal within the last three years and on-going networking and support from Central Administration Regional Leaders.
- B. Ensure instructional quality through staff recruitment, selection, and evaluation aligned with accountability for student learning.
- C. Increase personalization and positive student-adult relationships to create a nurturing

school culture.

- D. Increase student achievement through the implementation of the Iowa Core Curriculum and
- E. Characteristics of Effective Instruction.
- F. Provide early identification and a variety of forms of academic support for students who are below grade level and/or struggling with course work.
- G. Create a professional teaching culture through Professional Learning Communities Data Teams, job-embedded professional development, and shared responsibility for student success.
- H. Increase parent and community engagement through increased communication, outreach, opportunities for involvement in decision-making, and resources for family literacy.

TRANSFORMATION MODEL

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

1. Replace the Principal (except those hired since 2007-2008 as part of turn-around or transformation effort):

Des Moines Public Schools will undergo a rigorous selections and hiring process to find the most qualified person to effectively transform Findley Elementary School. This will happen immediately upon receipt of funds so that the newly hired Principal can begin for the 2011-2012 school year. The Principal will implement elements of the Transformation Model such as: extended learning, data analysis, teacher evaluation, academic assistance, Professional Learning Communities and Data Teams, and a focus on positive school culture. (See Job Description the Appendix).

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

Findley is interested in implementing a more flexible student day and student calendar that extends learning beyond the school day. This requires flexible staff days, and flexible calendars, as well as the resources to fund additional time for learning. With grant funds, Findley will expand the number of students served through extended learning opportunities. To accomplish this component, funds will be used to hire additional staff including: two full-time teachers, one part-time social worker, one full-time behavior interventionist, and one full-time technology instructional strategist. These positions will provide comprehensive support to students and families for academic growth and achievement, as well as the psycho-social barriers and emotional/behavioral struggles associated with high-poverty schools.

3. Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input. *(d) Ensure that school is not required to accept teacher without mutual consent of teacher and principal regardless of teacher seniority.*

Rigorous, on-going evaluations are given annually to teachers based on the Iowa Teaching Standards. The evaluation process encourages and enhances professional growth through discussion, informal and formal observations, self-evaluation, and reflection. The Comprehensive Agreements require a minimum of once every three years for tenured teachers, office managers and associates, and once a year for custodial staff. Teachers serving in a new assignment are formally evaluated in that first year. Teachers and associates new to the district are evaluated three times during the first year. Procedures for evaluation include a pre-observation conference, observation, and post-observation conference.

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

As pointed out by the Wallace Foundation in their research on school improvement, “But principals also have to be able to help their weakest teachers improve and, if all else fails, remove them.” Principals also need assistance in developing their skills and talents in working with high and middle performing teachers (Colvin, 2010). During year 1, these issues regarding evaluation, staff assignments, principal and leader evaluation, teacher evaluation, and other collective bargaining issues will be explored through the collaborative efforts of a committee coordinated by the DMPS Human Resources Department. The committee will be made up of representatives from the teachers’ union, school administrators’ association, teachers from each PLA school, principals, and Central Administration. The committee will identify existing

barriers within the Comprehensive Agreement and district policies/practices; examine current research and models from across the county; explore options for overcoming barriers; and develop an action plan consisting of waivers to the Comprehensive Agreement, strategies to be field tested in year 2, and the process for full implementation by year 3. Findley is committed to recruiting and retaining the best teachers.

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

(c) System to measure impact of professional development

Findley will implement **Professional Learning Communities**, based upon the DuFour model:

<p style="text-align: center;"><u>Six Characteristics of Professional Learning Communities</u></p> <ol style="list-style-type: none">1. Shared <i>Mission</i> (Purpose), <i>Vision</i> (Clear Direction), <i>Values</i> (Collective Commitments), and <i>Goals</i> (Indicators, Timelines, and Targets)—All Focused on Student Learning2. A Collaborative Culture with a Focus on Learning3. Collective Inquiry into Best Practice and Current Reality4. Action Orientation: Learning by Doing5. A Commitment to Continuous Improvement6. Results Orientation <p style="text-align: center;"><u>Four Guiding Questions</u></p> <ol style="list-style-type: none">1. What do we expect all students to learn?2. How will we know what students have learned?3. How will we respond to students who are not learning?4. How will we respond to students who have learned it?
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Professional Learning Communities (PLC) will have a dedicated time of 90 minutes every Wednesday for district wide professional learning, building-based learning, team learning, and initialized professional learning. Findley will also implement a Data Teams process based on Leadership and Learning and Doug Reeves' 90-90-90. DMPS Curriculum Coordinators, Math

Leaders, and Literacy Leaders will facilitate the district wide professional development (PD) which will be tailored to meet the needs of the PLA schools and integrate the work of the Leading Learning Center. The principal, Literacy Leader, and Technology Leader (funded by this grant) will support the building-based PD, data teams, and integration of instructional technology. Using the Iowa Professional Development Model as a framework for organizing data analysis and PD delivery, the following topics will be addressed in year 1 and serve as the foundation professional development in years 2 and 3:

Job-embedded Professional Development Areas for Inquiry and Team Learning

- 90/90/90 Schools and HPHP Model
- Reading First Strategies
- Cognitively Guided Instruction
- Iowa Core Curriculum and DMPS Ends
- Common formative assessments aligned within the curriculum
- Data analysis
- Characteristics of Effective Instruction
- Response to Intervention and Differentiated Instruction
- Instructional Technology

PLCs and Data Teams will provide the time and structure to study implementation, examine student data, analyze student work, develop common formative assessments, network, and identify areas for future learning. In addition to PLCs and Data Teams, staff will utilize conferences and site visits to expand their understanding of High-Performing, High-Poverty Schools and other areas to assist in implementing the Transformation Model.

Staff will use diagnostic and research-based data as a valuable way to guide professional

development initiatives and measure the impact of professional development on teacher practices and student achievement. Reports from these services provide evidence from a variety of data sources to measure the impact of professional development on teachers' instructional practices, content knowledge, pedagogical content knowledge, and student achievement. Professional development will also be supported through attendance at regional and national math and literacy conferences, as well as site visits to other high-performing, high-poverty schools.

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

Findley staff will collaborate with DMPS Human Resources and the teachers' union to explore opportunities for incentives, career pathways, and flexible working conditions.

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

Research-based Reading Program: The following recommendations from the National Panel Reading Panel will serve as the framework for reading instruction, integrating more reading into all content areas, extended learning for struggling learners and ELL students, the research-based TUNEintoReading program, and intensive assistance for first-grade students through Reading Recovery. Grant funds will be used to purchase curriculum, materials, and technology to support identified reading intervention strategies. In the literacy program at Findley, the essential components of literacy are defined as:

Essential Components of Literacy

Phonemic Awareness: *The ability to hear, identify and manipulate the individual sounds – phonemes in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.*

Phonics: *The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.*

Vocabulary: *The development of stored information about the meanings and pronunciation of words necessary for communication.*

Reading Fluency: *The ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.*

Comprehension: *The ability to understand, remember and communicate with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.*

(National Reading Panel)

Mathematics Strategies:

The research-based Mathematics program is aligned with the skills and concepts outlined in the Iowa Core Curriculum and DMPS Ends. Grant funds will be used to purchase curriculum, materials, and technology to support identified math intervention strategies.

Provide instruction that develops skill proficiency and conceptual understanding

- Engage all students in making connections between prior knowledge and new learning.
- Use multiple representations (models, graphs, tables, equations, and words) to describe situations.

- Provide students with opportunities to grapple with mathematics before seeing formal theorems and algorithms.
- Provide multiple measures for students to demonstrate mathematical understanding.

Provide opportunities for students to communicate their mathematical thinking

- Ask questions that require students to predict, compare, and verify.
- Promote discourse among students to share their solution strategies and justify their reasoning.
- Implement the use of student-reflection logs and expository writing.
- Model the language of mathematics to express mathematical ideas precisely.

Increase student motivation and engagement in learning mathematics

- Model content in a word-problem format so students become accustomed to the way mathematics is commonly encountered in the world outside school.
- Provide explicit emphasis to underlying mathematical themes within contextual problems.
- Select problem-based tasks that are accessible yet challenging to all.

Integrate technology within mathematics lessons

- Use software and computer algebra systems to model events and test conjectures.
- Select problems for which the use of technology reduces computational drudgery.
- Show students how technology can provide multiple representations of a math situation or solution.
- Use technology to virtually manipulate and operate on data

Cognitively Guided Instruction will be incorporated into the math program to strengthen the deep understanding and problem-solving for Findley students.

(e) Periodic reviews of curriculum will be facilitated by the DMPS Curriculum Coordinators in conjunction with the implementation of the Iowa Core Curriculum and alignment of DMPS Ends. *(h) Using and integrating educational technology* is a critical component of the transformation of teaching and learning at Findley. Computers available to students are an average of three to five years old. Many of our students do not have home computers and/or internet service and this is one way to close the digital divide. By integrating more technology into every classroom, learning can become more student-centered and engaging. Technology gives teachers the resources to provide more differentiated instruction; computer-assisted instruction; primary source information; support for instructional-level reading and writing; and the tools needed for problem/project-based learning. It is a key strategy in developing the information and technology literacy skills needed for success in the 21st century. The ISTE National Educational Technology Standards (NETS-S) and Performance Indicators for Students will serve as the framework for integrating technology into instruction. These include: 1) creativity and innovation; 2) communication and collaboration; 3) research and information fluency; 4) critical thinking, problem solving, and decision making; 5) digital citizenship; and 6) technology operations and concepts.

Grant funds will be used to upgrade all computers; make progress toward the goal of having five student computers in every classroom; InFocus projectors; document cameras; printers; interactive whiteboards; digital cameras; and technology that is content specific. Findley staff will increase their professional skills through participation in job-embedded PD offered by a full-time Technology Leader funded for three years by the grant.

(o) *Implement approaches to improve school climate and discipline* is an important component of implementing the Transformation Model at Findley where a significant number of children have behavior and mental health issues. As Eric Jensen reports in *Teaching With Poverty in Mind* (2009), neurologists have documented the damaging effects that long-term exposure to the stressors of poverty have on children's brains and social/emotional development. Grant funds will be used to hire two positions, a social worker and a Behavior Interventionist, to address issues of concern, such as: high levels of student absenteeism, homelessness, students with incarcerated parents, and general behavioral issues using a positive approach. These positions will facilitate greater overall engagement with students and families. (See Job Descriptions in the Appendix).

Doug Reeves points out the relationship between student engagement and student behavior. Increased use of student-centered instructional strategies, increased student success and support via academic assistance, and higher student expectations will have a positive effect on the school climate. As part of the Iowa Core Curriculum implementation, Findley teachers will integrate the Characteristics of Effective Instruction to their Professional Learning Communities and Data Teams.

Characteristics of Effective Instruction

- **Student Centered Classrooms:** Students are directly involved in constructing their own knowledge and meaning through collaborative learning experiences that include metacognition and reflection. As a partner in learning, teachers intentionally design organized and cohesive experiences to facilitate students in making connections to key concepts.
- **Teaching for Understanding** engages students in explaining, finding evidence and examples, generalizing, applying, making analogies, and representing topics in new ways. Teachers HERE!!!
 - 1) make learning a long-term, thinking-centered process;
 - 2) engage students in assessment for learning processes;
 - 3) support learning with representations and conceptual models;
 - 4) teach for learner differences;
 - 5) induct students into the discipline; and
 - 6) teach for transfer. (Perkins 1993)
- **Assessment for Learning:** Formative assessment provides feedback to students and
- teachers to adjust ongoing teaching and learning to improve students' achievement. Formative assessment practices provide students with learning targets, examples of strong and weak work, regular descriptive feedback, and the ability to self-assess, set goals, and track their own learning.
- **Rigorous and Relevant Curriculum** contains a high cognitive demand and is challenging to students as they apply the essential concepts and skills to real world, open-ended, and complex situations.
- **Teaching for Learner Differences** requires planning for and responding to variance among learners in the classroom in order to make the best learning experience possible for each student. It includes processes for determining the effectiveness of instruction, using data to guide instructional decision-making, and ensuring access to the core curriculum.

Source: Iowa Core Curriculum and Prairie Lakes AEA

8. Promote the use of student data to inform and differentiate instruction in order to meet the academic needs of individual students (f) *Response to Intervention* (g) *Additional supports to address students with disabilities and English language learners* (l) *Early warning systems for at-risk youth*

The Principal, Literacy Leader, and Technology Leader will coordinate the work of teachers and district staff in their function as Data Teams. These results-driven teams will meet regularly to examine student work (addressing individual students beyond those in their classes only), set improvement goals for effective teaching, and monitor the goals. The purpose of the data teams is to improve student achievement by increasing teachers' knowledge and skills. Teachers proactively share innovative and effective practices with each other to assist in achieving their goals. The data teams can be grade level specific, content area specific, or a vertical team of many grade levels. An individual school will have many data teams, all of which follow a five-step process:

<p style="text-align: center;"><u>Data Team Process</u></p> <p>Step 1. Collect and chart data</p> <p>Step 2. Analyze strengths and obstacles</p> <p>Step 3. Establish goals: set, review, revise</p> <p>Step 4. Select instructional strategies</p> <p>Step 5. Determine results indicators</p>

Making instruction precise and personalized occurs through a process of using data, based on actual student work, to make decisions about content and instruction. Teachers will use common assessments based on the Iowa Core Curriculum and DMPS Ends. Analysis of student work focuses on what students can do, where they need help, and the variables teachers can control within the classroom and school environment. The data teams set achievement goals, select instructional strategies, determine what students will be able to do as a result of the strategies, implement the strategies, monitor students, and finally, administer the next set of common assessments. Then the cycle begins again, ideally resulting in increased teaching and learning success (source: District Management Council).

Findley teachers will be working to develop common formative assessments and devoting more time during team meetings to analyze student as a means of identifying students who need additional academic support, analyzing effective instructional strategies, and studying the implementation of new literacy, math, and social/emotional strategies.

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

(n) Extend or restructure school day:

Findley staff has analyzed the student day and school routines to eliminate extraneous time and increase the amount of time for student learning. Grant funds will be a welcomed resource for funding additional extended learning time after school.

10. Ongoing family and community engagement *(m) Partner with organizations, clinics,*

agencies, etc. to meet students' social, emotional, health needs:

Family engagement is an important component of the Findley program. As a Title I

school, parent involvement and Parent Compacts are integrated into the literacy and math programs with Parent Compacts, Family Literacy Nights, and Math Nights.

Findley will continue to expand its collaboration with community agencies, such as the United Way, Annie E. Casey Foundation, Making Connections, and John Deere for the benefit of children and families. Currently, the Des Moines Food Pantry sponsors the “weekend backpack” program in which 70 students take home food every Friday in a backpack. For many children (and families) this is the only source of food they have during “non-school” time. Also, provides before/after school care for 20 families.

11. Ongoing Intensive Technical Assistance: External Partners:

Doug Reeves and his consultants from the **Leading Learning Center** have committed to providing technical assistance during the three years of this grant in the areas of 1) High-Performing, High-Poverty Schools; 2) Common Formative Assessments; 3) Decision Making for Results and Data Teams; and 3) Intensive Leadership Development. This aligns with DMPS’ goal of focused improvement through building capacity in leadership, teaching, and learning. The renewed emphasis on instructional leadership and support will help to create a strong layer of support for highly effective teaching. The Center focuses on deep implementation of research-based best practices to build educators’ capacity and skill to impact student performance. Through initial seminars and work sessions, customized and job-embedded Implementation Visits, Trainings, and intensive leadership support, DMPS will have the sustainable processes and expertise to dramatically improve student achievement. The goal is to put the structures in place so that educators can dramatically impact student learning for years to come.

DMPS Central Administration **Regional Leadership** will provide ongoing coaching and leadership development for the Findley principal and the principals' network to support deep implementation of the HPHP and Transformation Models.

DMPS Curriculum Coordinators, Math Leaders, and Literacy Leaders will support implementation of the Iowa Core Curriculum and deliver professional development through the weekly Professional Learning Communities and Data Team monthly meetings, as well as site-based coaching and feedback. The DMPS Technology Department and Heartland AEA are collaborating to provide training and technical assistance in technology integration into classroom instruction.

Timelines

Date	Action/Activity	Person(s) Responsible
Year 1: Building Capacity		
August	Reeves 90/90/90 Schools Training	Amos/Tallman
August	Hire Principal, Math and Reading support positions, Technology Leader, Social Worker, and Behavioral Interventionist	HR
August, ongoing	Systemic building audit by Leadership and Learning	Principal
August	All Staff Planning Session: Revisit School Improvement Plan and activities for Transformation Model Implementation	Principal
August, ongoing	School opens with extended learning opportunities and initial implementation of the Transformation Model	Principal Staff
September, ongoing	Professional Learning Communities and Data Teams Implemented	Principal Literacy Leader
September, ongoing	District Professional Development Identify conferences and site visits to support Transformation	Principal Staff
September, ongoing	Common formative assessments developed. Data teams implemented	Principal Literacy Leader
September, ongoing	School Advisory Council develops family literacy and parent involvement program for the year. Identifies community resources	Principal
October, ongoing	School based professional development	Principal
October	Students identified for academic assistance & extended learning	Teachers
January	Mid-year check point; assess progress with Transformation Plan Implementation. Make adjustments as necessary. Validate with Regional Leadership	Principal Staff
May	School Improvement Teams and staff review data; develop plans for 2011-2012. Celebrate success with students, staff, and families.	Principals Regional Leadership
Year 2: Strengthening Collaboration and Alignment		
August, ongoing	Flexible staff hours and service year implemented Central programs integrated to school program	Principal
August, ongoing	Continue PD, PLC, Data Teams, and other Transformation Model activities as described in year 1	Principal
January	Mid-year check point; assess progress with Transformation Plan Implementation. Make adjustments as necessary. Validate with Regional Leadership	Principal Staff
May	School Improvement Teams and staff review data; develop	Principal

	plans for 2012-2013. Celebrate successes with students, staff, and families.	Regional Leadership
Year 3: Deepening Implementation		
August	Full implementation of HR Committee recommendations re: principal and teacher evaluation; staff selection and assignment; flexible work day/year; incentives for staff; etc.	Principal
Ongoing	Full implementation of the Transformation Model; continue program as described in years 1 and 2	Principal Staff
May	All goals and objective met. Dramatic increase in student learning and achievement. Celebration with students, staff, and families.	All

Indicators of Progress

Goal Area I: Reading Achievement

<i>Objectives</i>	<i>Metrics</i>	<i>Time Frame</i>
A. Vocabulary and comprehension	- Common formative assessment	- monthly
	- Common Benchmark Assessments (CBA's)	- every 6 weeks
	- Analysis of student work	- weekly
	- Basic Reading Inventory (BRI)	- fall/spring
	- Curriculum-based assessments	- monthly
B. Time students spend writing	- ITBS	- annually
	- Common formative assessment	- monthly
	- Analysis of student work	- weekly
	- District Writing Rubric	- fall/spring
C. Early intervention; Academic assistance	- ITBS	- annually
	- Data Team Meetings	- monthly
	- Common formative assessments	- monthly
	- Reading Recovery data	- semester
D. Time students spend reading	- ITBS	- annually
	- Daily schedules	- semester
	- Library check out records	- monthly
	- Teacher observation	- weekly
E. Instructional technology	- ITBS	- annually
	- Analysis of student work	- monthly
	- Formative assessment for tech literacy skills	- monthly
F. Reading growth for subgroups	- Teacher observation	- weekly
	- Formative assessments	- weekly
	- IEP progress indicators	- monthly
	- ITBS	- annually

Goal Area II: Math Achievement

<i>Objectives</i>	<i>Metrics</i>	<i>Time Frame</i>
A. Student mathematical skills	- Formative assessments	- monthly
	- Analysis of student work	- weekly
	- Curriculum-based assessments	- monthly
	- Reflective writing	- weekly
	- ITBS	- annually
B. Problem-solving	- Formative assessments	- monthly
	- Analysis of student work	- weekly
	- Curriculum-based assessments	- monthly
	- ITBS	- annually
C. Technology and problem solving	- Formative assessments	- monthly
	- Analysis of student work	- weekly
	- Teacher observation	- monthly

D. Math achievement increase in all subgroups	- Formative assessments - IEP progress indicators - ITBS	- weekly - monthly - annually
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Goal Area II: Math Achievement

<i>Objectives</i>	<i>Metrics</i>	<i>Time Frame</i>
A. Principal as the Instructional Leader	- student data - staff survey - principal evaluation	- weekly - annually - annually
B. Quality Staff	- HR processes and procedures - Staff evaluation - Instructional Rounds	- annually - annually - weekly
C. Personalization and School Culture	- Student attendance data - Office referrals; suspension - Student survey - Staff survey	- monthly - monthly - annually - annually
D. Iowa Core and Effective Instruction	- Study of implementation - Formative assessments - Instructional rounds - Teacher evaluation	- weekly - monthly - weekly - annually
E. Academic Support	- Formative assessments - Referrals to extended learning - Course grades - ITBS	- weekly - monthly - monthly - annually
F. PLC, Data Teams, and Professional Development	- Staff survey - Instructional Rounds - Formative assessments - Course grades - ITBS	- monthly - annually - weekly - weekly - annually
G. Parent and Community Engagement	- Advisory Council - Number and attendance family involvement events - Parent survey - Number of community partnerships - Number of students/families served	- monthly - bi-monthly - fall/spring - fall/spring - annually

PART 2

IV. External Providers (10 points)

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

1. Current status of transformation efforts at the district and school levels:
 - Adoption of the High-Poverty, High-Performing Readiness Model developed by Mass Insight
 - Implementation of the Iowa Core Curriculum and DMPS Ends
 - Needs of PLA schools and goals for transformation
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 Transformation 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, on-line 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 Center** as an external provider for the PLA schools over the next three years. **Doug Reeves**, founder of the **Leading Learning Center**, is 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 Transformation 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' résumés which outline qualifications, expertise, and experience are included in the Appendix.

V. Resource Alignment (5 points)

The Transformation and 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 Transformation Model will require the integration of a variety of fragmented programs and initiatives, as well as local/state/federal funding sources at the school and district level.

FEDERAL

<i>Resource</i>	<i>Amount</i>	<i>Alignment with Transformation Model</i>
Title I	\$321,887	Increase supplemental instructional support in reading and math in alignment with Transformation Goals. Increase level of parent engagement and family literacy.
Head Start funds	\$31,248	Promotes achievement of positive learning outcomes, social competence and school readiness for preschoolers who meet 100% of the federal poverty guidelines – aligning with the purpose of the HPHP Readiness Model of school transformation. It promotes their overall development and their school success.
Early Reading First	\$41,379	Supports and enhances literacy instruction for preschool students through high quality professional development opportunities that focus on the implementation of best practice and developmentally appropriate strategies. This program aligns with the HPHP Readiness Model of school transformation.

STATE

<i>Resource</i>	<i>Amount</i>	<i>Alignment with Transformation Model</i>
State SPED funds	\$487,199	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.

Universal Preschool funds	\$89,076	Provides opportunities for children to access quality preschool and enter school ready to learn. Complies with the Iowa Quality Preschool Program Standards which focus on rigorous, relevant curriculum to enhance children's strengths, interest and knowledge based on the Iowa Early Learning Standards. Professional development is provided in all six domains of development and with a focus on implementation of research based best practice strategies to enhance instruction. This aligns with the HPHP Readiness Model of school transformation.
Professional Development	\$6,909	Align all professional development activities with the Transformation Model and school goals. Include a Findley teacher in the Technology Cadre being implemented in 2010-11
Microsoft Settlement	\$10,900	Coordinate Microsoft Literacy, Library, and Mathematics activities with Transformation Model literacy and math instructional and professional development programs. Utilize Infinite Campus and Tableau for access to data and support in data analysis.

LOCAL

<i>Resource</i>	<i>Amount</i>	<i>Alignment with Transformation Model</i>
Drop Out Prevention	\$80,344	Drop Out Prevention funds the Reading Recovery Program and SUCCESS program at Findley.
Making Connections	\$15,873	Provides funds for summer school, professional development, technology, parent involvement efforts, and literacy games for extended learning program. This aligns with the HPHP Readiness Model of school transformation.

VI. LEA Modifications to Support Model Implementation (15 points)

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 66% at Findley. **Poverty** and struggling to make ends meet takes its toll on families, children, and youth, and contributes to high mobility rates.

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 effect on student learning and performance. With the addition of a Social Worker and Behavior Interventionist, DMPS will improve the communication between teachers, administration, students, and parents.

DMPS Bullying Survey - spring 2008:
Elementary students

- *There are clear rules at our school:*
83% responded "always" or "often"
- *Teachers and Staff Help if they see somebody being bullied or picked on:*
82% responded "always" or "often"
- *Adults care that students do the best school work they can*
86% responded "always" or "often"
- *I like going to school*
66% responded "always" or "often"
- *I'm afraid to go to school*
17% responded "always" or "often" (10% responded "sometimes;" 73% Responded "never")

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 reasons with the right people are not always in place which leads to duplications, overlaps, and gaps in services to students and staff.

Current status of policies/procedures and barriers presented to implementation

Personnel: The Comprehensive Agreement between DMPS and the teachers' union and other Human Resources policies and procedures present a number of barriers to the implementation of the Transformation Model including: teacher transfer and assignment; work day; work year; incentives; job roles and responsibilities; and use of student growth and other factors in evaluation. Principals need more authority in the selection of all staff, establishing expectations and accountability, supervision, and evaluation. The current payroll system presents a barrier to the flexible use of employee (not just teacher) contract days spread throughout the year.

Central Administration: At times, the varying funding streams at DMPS can create a fragmentation of programs operating under prescriptive grant guidelines separate from each other. There is a need to improve communication/information systems and establish networks of support for Principals, Vice- Principals, School Improvement Leaders, and other teacher leaders to bridge this gap.

Principals are hampered in their implementation of the Transformation Model by the

limited authority they have over personnel matters, budgets, and access to resources.

District Infrastructure: In a large district, cost-effective transportation is a challenge and needs to be balanced with the demand of extended learning time and flexible schedules. The technology infrastructure needs to be upgraded to support increased student access to internet resources and use of instructional technology throughout the school. The data system needs to be upgraded to provide easier access to data and information systems to facilitate the use of data in monitoring student progress, informing instruction, and assessing the impact of teaching and other services on student learning.

Students: There is a need to increase the use of data and system flexibility in the delivery of instruction to provide earlier identification of students who are below grade level in reading and math; differentiate instruction; provide multiple opportunities for success; more intensive academic support; frequent monitoring of progress; frequent feedback to students and parents; and opportunities to celebrate success. Currently, students cannot be required to take advantage of extended learning opportunities after school, on Saturday, or during the summer.

Teachers: The current system does not always provide teachers with differentiated professional development and resources that are aligned with the needs of teachers and the students they serve. There is a need to increase flexibility within the system to provide more opportunities for teacher leadership, more flexible staff hours, and more flexibility in job roles and assignments. There is a need to upgrade instructional technology resources and classroom materials to support the implementation of the Iowa Core and the Characteristics of Effective Instruction. Teaching high need students in a school that has been labeled Persistently Low Achieving can be stressful and contributes to teacher burnout. There is a need to identify strategies to reduce teacher and administrator stress and create a more nurturing environment for

all staff.

Parents: There is a need to provide multiple avenues for parent involvement and family literacy and math for the benefit of students. There is a need to increase the involvement in parents in making decisions regarding school programs and providing feedback for continuous improvement.

Modifications Needed to Support Implementation of the Transformation Model

Comprehensive Agreement and other DMPS Human Resources Policies and

Procedures: During year 1, issues regarding evaluation; staff assignments; principal and leader evaluation; teacher evaluation; and other collective bargaining issues will be explored through the collaborative efforts of a committee coordinated by the DMPS Human Resources Department. The committee will be made up of representatives from the teachers' union, school administrators' association, teachers from each PLA school, principals, and Central Administration. The committee will identify existing barriers within the Comprehensive Agreement and district policies/practices; examine current research and models from across the county; explore options for overcoming barriers; and develop an action plan consisting of waivers to the Comprehensive Agreement, strategies to be field tested in year 2, and the process for full implementation. The district and the teachers' union will jointly determine which issues will be dealt with via waivers. The waivers may be short-term in duration to facilitate the study of the long-term impact of the modification. This may result in permanent waivers that encompass the PLA schools, or serve as a prelude to changes to the master contract.

The outcome will be the processes and procedures needed to recruit, hire, and assign staff with clearly identified qualifications and characteristics: excited about teaching; demonstrated

ability to raise student achievement; strong content knowledge; good fit with school culture; instruction aligned with Iowa Core; skill in use of formative assessments and use of student data to guide instruction.

The Human Resources Department and Central Administration will collaborate with principals in PLA schools to develop strategies to build more flexibility into staff work days and the use of 195 days. The goal is to accommodate the extended school day through modified start and end times. This process will begin in year 1 with non-contract staff, such as specialists and paraprofessionals, and selected teaching staff. The same approach would be used with non-classroom staff on 195 day contracts whereby staff would not work during “low-contact” days/weeks during the academic year in exchange for time during Saturdays and the summer.

Central Administration will develop a common core of expectations and procedures to guide the realignment of programs and services to focus on student learning. Research from Mass Insight, the Wallace Foundation, Leading Learning, and Solution Tree will provide the basis for re-culturing and realigning Central Administration departments, programs, services, and procedures. The system will be designed to increase communication and access to information throughout the district and between schools and Central Administration. After a program audit, programs, support services, and grant-funded projects will be reframed as “practices” and integrated into the overall instructional program at each school. There will be increased accountability, tied to student results and school transformation, for centralized programs. The Iowa Core Curriculum and DMPS Ends will be used to develop pacing guides in core curricular areas to accommodate student mobility. Central Administration will facilitate the creation of networks to support groups such as principals, content area teachers, School Improvement Leaders, counselors, etc.

Principals and School Leaders: More authority and autonomy will be shifted to principals, with decision making for appropriate issues placed at the building level. This will allow principals to be more responsive and adaptive to student needs and quickly make changes to the instructional program. Principals will have direct authority over all staff assigned to their building, no matter what the program or funding source of the position. Special Education and ELL programs will be more tightly integrated into the educational program. Professional development will be designed and delivered based upon the PD plans developed by each school in support of the Transformation Model. Teachers will be perceived as independent learners and provided with multiple vehicles and resources to promote professional growth and improved instructional quality. Data and other crucial information will be made readily accessible in a usable format for principals, data teams, and other district staff. Classroom resources and support of teaching and learning will be the priority for budgetary decisions.

Students who are below grade level in reading, math, and science, and/or struggling in class will be required to participate in extended learning opportunities offered during the day.

The Advisory Council at Findley will be reformed to include parents and community representatives and broaden their inclusion in making decisions and providing feedback. Parents and community representatives will coordinate recruiting parents/families for school involvement, identifying family literacy activities to be implemented, and leadership development.

Timeline for District Policy and Practice Modifications

Date	Action/Activity
Year 1	
Summer	Establish Committee for reviewing the Comprehensive Agreement and other HR policies and procedures. Develop ground rules, parameters, feedback loops.
Fall	Implement mandatory requirement for student participation in extended learning and academic assistance opportunities
Fall	HR Committee begins Meeting; Research base established. Work plan developed.
Fall	School Advisory Council Formed with parent and community representatives Background on Transformation Model, student learning goals, and educational program
Fall	School Leadership Team and staff assess current programs, student needs, goals for student achievement as part of Transformation Model. Determine need to realign or adjust programs and services
Fall	Develop project plan for assessing Central Administrative Office functions, developing common language, common approach with flexibility for school needs, and realigning to focus on student learning.
January	HR Committee makes recommendations
January	Develop project plan for program audit with district programs and services
Spring	Preliminary report on Central Administrative Office recommendations for realignment
Spring	HR Committee report on personnel issues Identify areas for field testing and/or waivers Identify areas for negotiation within Comprehensive Agreement
Spring	Develop rubrics for Effective Instruction and Adult Behavior
Spring	Finalize personnel actions to be field tested and/or implemented in year 2
Spring	Implement new recruitment and hiring processes with focus on skills needed for success in high-performing, high-poverty schools
Spring	Finalize Central Administration and program/services modification
Spring	Develop plans for 2012-2013 School Year
Year 2	
Fall	Field test modified evaluation process
Fall	Implement modifications in Central Administration
Fall	Personnel issue waivers in place
Fall	Personnel issue items for field testing established with metrics for assessment
Fall	Implement integration of all programs and services at the school level

Ongoing	Study implementation of new practices and procedures; refine as needed
Spring	Assess effectiveness of modifications. Expand as appropriate
Spring	Evaluate items for field testing; implement long-term waivers and/or bargain
Spring	Develop plans for 2013-2014 school year
Year 3	
Fall	All modifications in place as needed to fully implement Transformation Model
Spring	Identify policies and procedures to take to scale across the district

VII. Sustainability (5 points)

The Transformation Intervention Model provides an opportunity for Findley to redesign the instructional and educational program over a three-year period. This timeframe allows the principal, staff, students, and parents to fully implement each component with a systematic approach with the time and technical assistance to study the implementation, assess the impact on student outcomes, make modifications when needed, and take steps to integrate and institutionalize the comprehensive model. The project design is based upon initial investments in leadership development, teacher quality, instructional delivery, curriculum alignment, instructional technology and materials, parent engagement, community partnerships, and new policies and procedures that will have long-lasting returns. The systemic reforms will continue with the ongoing commitment of staff at the school and district levels long after this funding ends.

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

Initial realignments of financial, program, and human resources have been outlined in Section V: Alignment of Resources. Once this School Improvement Grant funding ends, Central Administration, the principal, and school staff will continuously review district and school resources to maintain and strengthen the components of the Transformation Model. The district will continue to provide the infrastructure of support outlined in Section II: Capacity. In addition, district and school staff will pursue cost-saving measures to free up resources, as well as seek additional funding from external sources such as grants, donations, and partnerships.

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

Many of the elements of the High-Performing High-Poverty and Transformation Models will be integrated into schools across the district. The Characteristics of Effective Instruction and Teaching in an Urban Setting will become included in the mandatory professional development and mentoring supported by the Beginning Teacher Induction Program for first and second year teachers.

One of the key characteristics of a HPHP school is the shared responsibility and collaborative nature of the staff. As the instructional leader for the school, the principal and other teacher leaders will make intentional efforts to ensure each new staff member (whether he/she is a teacher, secretary, custodian, or any other position) becomes an integral member of the team. New teachers and instructional staff at Findley Elementary School will be included in grade level teams, Professional Learning Communities and Data Teams that will provide them with explicit information regarding the culture of the school, expectations for students and staff, curriculum and instructional strategies, common formative assessments, and other pertinent information.

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

Currently, the Human Resources Department has asked teachers interested in teaching at an elementary school that is being reconstituted to answer the following questions in writing and submit their answers with their application:

1. Teaching in a turnaround school, serving a diverse population of high needs students, is challenging work. Explain why and how you would be a successful teacher in this setting.
2. It has been demonstrated in high poverty schools around the country, that it is possible to achieve high levels of student learning. How must a teacher's practice be different in a high-poverty, high-performing school in comparison to other settings?

This is the first step in screening for teachers who have a passion for working with high poverty and high-need students. It also communicates the high expectations that are held for the adults in this school. During the three years of this grant, the Human Resources Department will guide the process that involves teachers, administrators, parents, and the teachers' union in developing processes for selecting staff that share the vision of Findley Elementary School, demonstrate strong instructional skills and professional efficacy, believe in the power of collaboration, and have a deep commitment to high levels of learning for all students.

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:

During the three years of this School Improvement Grant, Findley Elementary School will institutionalize a culture that encompasses a shared vision and clear focus on student learning. The successes experienced with student learning (as evidenced by a variety of qualitative and quantitative data) and the flexible, collegial, professional work environment will build momentum for continuous improvement of the Transformation Model. Inquiry and collaborative learning will be infused into all aspects of student and adult work within the school. Professional Learning Communities and Data Teams and individual Career Plans will provide

the structure for ongoing analysis of data, review of current research, study of implementation, and reflection on professional practice. This structure, combined with the principal's and School Improvement Team's leadership, will provide a continuous feedback loop that will identify areas for improvement and future PD.

The district's increased accountability at all levels of the system and commitment to high-performing, high-poverty schools will maintain the focus on student achievement. The district's infrastructure for support and services (see Section II: Capacity), realignment of resources, and removal of barriers to success will provide Findley Elementary School with the flexibility needed to deploy resources and the agility needed to adapt to rapidly changing circumstances within the school and community environment. This is consistent with Doug Reeves' research on 90/90/90 Schools and Mass Insight's research on High-Performing, High-Poverty schools.

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

Actions include the on-going outreach to parents and family literacy and math programs put in place during the initial three years of the Transformation Model, as well as strengthened partnerships with community agencies. Findley will have developed an active Parent Advisory Council that will continue to meet regularly to monitor progress towards school improvement goals, provide feedback on current school programs and policies, provide input on future planning, and strengthen the parent/family network. Through parent and staff collaboration, the Title I Parent Compact will be revised to reflect the needs of parent/families and include concrete strategies for supporting student academic and social/emotional learning, as well as increasing

opportunities for home-school-community connections. The concept of “parent involvement” will have been redefined to encompass “parent/family outreach and engagement” and “family literacy.” Strategic actions will include: home visits; family nights and family celebrations; increased communication via the school website, emails, phone calls, and newsletters; increased involvement in decision-making; and parent networking and leadership development. The Findley Elementary School principal and staff will increase the frequency and level of recognition of student accomplishments (an issue noted on the Iowa Youth Survey) at the school, with parents/families, and within the community. As Findley Elementary School continues to improve, there will be much to celebrate.

Findley will continue connecting students and families with community resources via the SUCCESS, and other community agency programs.

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.

The Transformation Model calls for increased capacity building and accountability at all levels of the DMPS system. As Richard Elmore notes: *“Accountability is a reciprocal process. For every increment of performance that I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation.”* Both the Central Administration and Findley will collaborate more closely to establish clearly-defined and measurable goals for student, staff, and school performance; use common formative assessments of student learning to frequently measure progress and inform instruction; analyze metrics to monitor school and system progress; implement data systems for accurate and timely information; and utilize

structures, such as PLCs/Data Teams, Regional Leadership, and technical assistance to facilitate continuous improvement.

As outlined in Section III: Intervention Model and Implementation, program evaluation is aligned to the project goals and design for implementing the Transformation Model.

Professional Learning Communities and Data Teams will review student assessment data on a weekly and monthly basis. Regional Leadership will review progress towards school improvement goals with the principal each month and identify areas in need of additional district support or technical assistance. The School Improvement Team will review quantitative and qualitative student data each quarter, with a more comprehensive analysis each spring to identify accomplishments of students and staff and develop plans for the following school year.

Quantitative and qualitative data will be gathered from students, staff, and parents to monitor school culture/climate; identify areas for professional development needs; and provide additional information for school improvement efforts. The result of the three years of this grant will be the transformation of Findley Elementary School into a high performing school with high levels of achievement for all students.

High-performing, high-poverty schools are distinguished by their strength of leadership and their understanding of how children learn.

-Ronald Edmonds, Harvard University

VIII. Budget and Budget Narrative

	Year 1	Year 2	Year 3	Total
Personnel				
Salary	352,656	366,762	381,433	1,100,850
Benefits	94,450	98,228	102,157	294,834
Expenses (Mileage, Meals, Lodging)				
Professional Services	108,500	58,500	33,500	200,500
Building Audit				
Honorarium				
Expenses (Mileage, Meals, Lodging)				
Instructional Materials	250,000	250,000	250,000	750,000
Supplies and Materials	100,000	100,000	100,000	300,000
Other – specify: Travel for professional development; student	50,000	50,000	50,000	150,000
Other – specify:				
Administrative Costs (allowable indirect cost rate) 2.3%	21,979	21,240	21,093	64,312
Total	977,584	944,730	938,182	2,860,496

Budget Narrative

Personnel	Calculation	Year 1	Year 2	Year 3	Subtotal
In-class teacher		52,000	54,080	56,243	162,323
In-class teacher		52,000	54,080	56,243	162,323
Tech specialist		52,000	54,080	56,243	162,323
Behavioral Interventionist		52,000	54,080	56,243	162,323
Social Worker	.7 x \$43,794	30,656	31,882	33,157	95,695
Outside of contract pay, established through collective bargaining, for professional, development, curriculum work, planning, and extended learning for students	\$26 per hour x 120 hours x 25	78,000	81,120	84,365	243,485
Substitute costs for site visits, teacher collaboration, etc.	\$120 per day x 300 days	36,000	37,440	38,938	112,378
Subtotal		352,656	366,762	381,433	1,100,850

Benefits	Calculation	Year 1	Year 2	Year 3	Subtotal
In-class teacher	35%	18,200	18,928	19,685	56,813
In-class teacher	35%	18,200	18,928	19,685	56,813
Tech specialist	35%	18,200	18,928	19,685	56,813
Behavioral Interventionist	35%	18,200	18,928	19,685	56,813
Social Worker	35%	10,730	11,159	11,605	33,493
Outside of contract pay, established through collective bargaining	14%	10,920	11,357	11,811	34,088
Subtotal		94,450	98,228	102,157	294,834

Professional Services (Contracted)	Calculation	Year 1	Year 2	Year 3	Subtotal
Technical Assistance and Professional Development: Doug Reeves Leading Learning Center: Professional Development, Leadership Network, Systemic Building Audit, Certification Training, Implementation Visits, and Systemic Building Audit by Leading and Learning.		100,000	50,000	25,000	175,000
Cognitively Guided Instruction		8,500	8,500	8,500	25,500
Subtotal		108,500	58,500	33,500	200,500

Instructional Materials	Year 1	Year 2	Year 3	Subtotal
<i>Instructional materials and instructional technology purchases will be coordinated with other district funds. Actual number of each item will be calculated this summer based upon classroom assignments and teacher input.</i>				
Instructional materials: Curriculum-based instructional materials such as (per item cost): student computer stations; math and literacy manipulatives and storage; student workstations; classroom easels and double-sided white boards. Books and materials to support literacy and learning at home. Fiction and non-fiction books and magazines to upgrade the school library, classroom libraries, and increase access to print.	100,000	100,000	100,000	300,000
Instructional materials and software to support ELL and differentiated instruction	50,000	50,000	50,000	150,000
Instructional technology: Due to the fact that many children and families do not have computers and internet access in their homes, the goal is at least 5 desktops per classroom and accompanying white boards, printers, document cameras, projectors, etc.	100,000	100,000	100,000	300,000
Subtotal	250,000	250,000	250,000	750,000

Supplies and Materials	Year 1	Year 2	Year 3	Subtotal
Professional Books, printing, markers, charts, etc. for professional development. Family literacy materials and supplies to support increased parent involvement, adult ELL classes, and family enrichment activities. Student supplies, printing, printer ink, replacement bulbs and technology maintenance, etc. Parent Web portal and parent involvement materials.	100,000	100,000	100,000	300,000
Subtotal	100,000	100,000	100,000	300,000

Other	Year 1	Year 2	Year 3	Subtotal
Travel to support site visits to HPHP and other exemplary schools, as well as conferences for professional development.	25,000	25,000	25,000	75,000
Local mileage to support home visits, teacher networking, etc.	5,000	5,000	5,000	15,000
Late buses are needed to support extended learning and community based learning experiences. Student transportation to fund late buses to support extended learning and community-based experiences.	20,000	20,000	20,000	60,000
Subtotal	50,000	50,000	50,000	150,000

Direct Expenses	Year 1	Year 2	Year 3	Subtotal
Personnel	352,656	366,762	381,433	1,100,850
Benefits	94,450	98,228	102,157	294,834
Professional Services (Contracted)	108,500	58,500	33,500	200,500
Instructional Materials	250,000	250,000	250,000	750,000
Supplies and Materials	100,000	100,000	100,000	300,000
Other	50,000	50,000	50,000	150,000
Subtotal	955,605	923,490	917,089	2,796,184

Administrative Costs	Year 1	Year 2	Year 3	Subtotal
2.30%	21,979	21,240	21,093	64,312

TOTAL	977,584	944,730	938,182	2,860,496
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Implementation Timeline

(Required-No points awarded)

Date	Action/Activity	Person(s) Responsible
Year 1: Building Capacity		
July, ongoing	New Principal begins: Orientation and Intensive Training. Principals' network established	Regional Leaders
August, ongoing	Reeves 90/90/90 Schools Training	Amos/Tallman
August	HR Committee established to review Comprehensive Agreement and other personnel issues	Woods
August	Hire Math and Reading support positions, Technology Leader, Social Worker, and Behavioral Interventionist	HR
August	School Improvement Team Planning: Update action plans	Principal Regional Leaders
August, ongoing	Systemic building audit by Leadership and Learning	Principal
August	All Staff Planning Session: Revisit School Improvement Plan and activities for Transformation Model Implementation	Principal
August, ongoing	School opens with extended learning opportunities and initial implementation of the Transformation Model	Principal Staff
September, ongoing	Professional Learning Communities and Data Teams Implemented	Principal Literacy Leader
September, ongoing	District Professional Development Identify conferences and site visits to support Transformation	Principal Staff
September, ongoing	Common formative assessments developed. Data teams implemented	Principal Literacy Leader
September, ongoing	School Advisory Council develops family literacy and parent involvement program for the year. Identifies community resources	Principal
October, ongoing	School based professional development	Principal
October	Students identified for academic assistance & extended learning	Teachers
January	Mid-year check point; assess progress with Transformation Plan Implementation. Make adjustments as necessary. Validate with Regional Leadership	Principal Staff

May	HR Committee reports recommendations and action plan for implementation	Woods
May	School Improvement Teams and staff review data; develop plans for 2011-2012. Celebrate success with students, staff, and families.	Principals Regional Leadership
May	Central Administration policies, procedures, functions aligned with student learning	Sebring
June	Central programs and services aligned with student learning and integrated into the school programs	Sebring
June	Extended summer learning	Principal
June - Aug	Summer Institutes for professional learning and long term planning	Central Administration
Year 2: Strengthening Collaboration and Alignment		
August, ongoing	Field test HR policies and procedures; waivers implemented	Woods
August, ongoing	Flexible staff hours and service year implemented Central programs integrated to school program	Principal
August, ongoing	Continue PD, PLC, Data Teams, and other Transformation Model activities as described in year 1	Principal
January	Mid-year check point; assess progress with Transformation Plan Implementation. Make adjustments as necessary. Validate with Regional Leadership	Principal Staff
May	School Improvement Teams and staff review data; develop plans for 2012-2013. Celebrate successes with students, staff, and families.	Principal Regional Leadership
June - Aug	Same as year 1	
Year 3: Deepening Implementation		
August	Full implementation of HR Committee recommendations re: principal and teacher evaluation; staff selection and assignment; flexible work day/year; incentives for staff; etc.	Principal
Ongoing	Review of Central Administration and central programs/services to focus on student learning; review of data	Sebring
Ongoing	Full implementation of the Transformation Model; continue program as described in years 1 and 2	Principal Staff
May	All goals and objective met. Dramatic increase in student learning and achievement. Celebration with students, staff, and families.	All
May	Plans for taking Transformation Model to scale in the district	Sebring

Annual Goals for Student Achievement

(Required-No points awarded)

- I. Based upon the previous year's scores, increase student achievement in reading by 6% each year as measured by 4th, 8th, and 11th ITBS/ITED scores.
- II. Increase reading achievement within each the subgroups of African American, Latino, Asian, English Language Learners, free/reduced priced meals, and special education each year to meet or exceed state averages by the end of the three year grant period.
- III. Based upon the previous year's scores, increase student achievement in math by 6% each year as measured by 4th, 8th, and 11th ITBS /ITED scores.
- IV. Increase math achievement within each the subgroups of African American, Latino, Asian, English Language Learners, free/reduced priced meals, and special education each year to meet or exceed state averages by the end of the three year grant period.

Waiver Request

(Required-No points awarded)

The Des Moines Independent Community School District requests a waiver of the requirements listed below. These waivers would allow Findley Elementary 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 Findley Elementary 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:

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30,2013.

Waive section 1116(b)(12) of the ESEA to permit _____ 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.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit _____ to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

List the eligible school(s):

The Des Moines Independent Community School District will implement the waiver(s) only if Findley Elementary 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. Findley Elementary School Principal and Leadership Team
2. Findley Elementary School Staff
3. Findley Elementary School Des Moines Education Association Building Representative
4. DMPS School Board
5. Findley Elementary School Parents
6. DMPS Central Office and Regional Leadership Administrators
7. DMPS Curriculum Coordinators and Assessment Staff
8. Des Moines Education Association (teachers' union) Representatives

Memorandum of Understanding

PERSISTENTLY LOWEST ACHIEVING SCHOOL MEMORANDUM OF UNDERSTANDING

Pursuant to Iowa Code section 2569, 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 Findley Elementary 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

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.

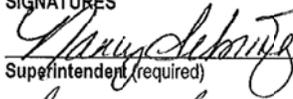
Nothing in this Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies and procedures afforded school or school district employees under Federal, State, or local laws or under the terms of collective bargaining agreements, memoranda of understanding, or other 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:

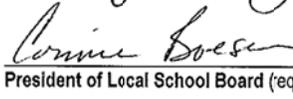
VII.

SIGNATURES



Superintendent (required)

2/17/11
Date



President of Local School Board (required)

2/17/11
Date



Local Teachers Union Leader (required)

2/17/11
Date

Authorized Department of Education Official (required)

Appendix

Included in the Appendix is:

- External Providers
- Job Descriptions
- DMPS Ends
- Bibliography

External Provider

The Leadership and Learning Center™

May 13, 2010

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 eight underperforming schools. We will focus on creating sustainable reform to dramatically increase student achievement.

By meeting the requirements of the scope of work from our recent Proposal for Services, and outlined again 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:

- Common Formative Assessments (based on our Power and “Unwrapped” Standards processes)
- 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, 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 Inveness Way South, Suite 150 • Englewood, Colorado 80112
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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

Director of Client Relations

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Douglas B. Reeves, Ph.D.

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Salem, MA 01970
(978) 740-3001 Fax: (978) 740-3002
Email: dreeves@leadandlearn.com

Positions:

Founder, The Leadership and Learning Center

Presentations (partial list):

American Association of School Administrators, 2008, Distinguished Lecture/Featured Presentation
Association of Supervision and Curriculum Development, Anaheim, 2007 Keynote Address.
Association of Supervision and Curriculum Development, 2005, Orlando and 2006, Chicago Distinguished Lecturer.
Association of Supervision and Curriculum Development, 2004, Cawelti Leadership Lecture.
EduStat Summit, 2005, keynote address.
National Association of Elementary School Principals, 2005, Baltimore, leadership academy address.
American Association of School Administrators, 2005, San Antonio, keynote address.
National Association of Secondary School Principals, 2005, San Francisco, J. Lloyd Trump Lecture.
National Association of Elementary School Principals, 2006, San Antonio, keynote address
National Association of Elementary School Principals, 2004, San Francisco, author forum
National Leadership Conference, 2002, San Diego, keynote address.
National School Board Association, 2002, New Orleans, leadership address.
California Superintendents Association, 2002, Education Writer Award Address.
Harvard Distinguished Author's Series, 2002, Cambridge, author remarks.
Effective Schools Conference, 2002, 2003, 2004 Phoenix, keynote address.
National Standards & Assessment Conference, 2002, 2003, 2004 Vegas keynote address.
Northeast ASCD, 2001, Boston, featured presentation.
National Education Association, 2001, Atlanta, keynote address.
Harvard Leadership and Policy Forum, 2001, Cambridge, keynote address.
Numerous state, regional, national, and international keynote speeches.

Books (partial list):

Reframing teacher leadership to improve your school. Alexandria, VA: Association for Supervision and Curriculum Development, 2008.
The Learning Leader: How to Focus School Improvement for Better Results. Association for Supervision and Curriculum Development, 2006.
It's all about the client: Consulting for results, Advanced Learning Press, 2005.
On common ground. The power of professional learning communities, National Educational Service, 2005.

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- Accountability for Learning: How Teachers and Leaders Can Take Charge.* Association for Supervision and Curriculum Development, 2004
- Assessing educational leaders: Evaluating Performance for Improved Individual and Organizational results.* Corwin Press, 2004.
- 101 More Questions and Answers about Standards, Assessment, and Accountability,* Advanced Learning Press, 2004.
- The daily disciplines of leadership: How to improve student achievement, staff morale, and personal organization,* Jossey Bass, 2002.
- The leader's guide to standards: A blueprint for educational excellence and equity,* Jossey-Bass, 2002.
- Reason to write: Help your child succeed in school and in life through Better reasoning and clear communication,* Simon & Schuster, 2002.
- Reason to write student handbook,* Kaplan, 2002.
- Holistic accountability: Serving students, schools, and community,* Corwin Press, 2001.
- 20-Minute learning connection: A practical guide for parents who want to help their children succeed in school,* Simon & Schuster, 2001.
- Crusade in the classroom: How George W. Bush's education reforms will affect your children, our schools,* Simon & Schuster, 2001.
- 101 questions and answers about standards, assessment, and accountability,* Advanced Learning Press, 2000.
- Accountability in action: A blueprint for learning organizations,* Advanced Learning Press, 1999.
- Making standards work: How to implement standards-based performance assessments in the classroom, school, and district (2nd ed.),* Advanced Learning Press, 1996.

Articles (partial list):

- "Improving Student Attendance," *Educational Leadership*, May, 2008.
- "The Leadership Challenge in Literacy," *Educational Leadership*, April, 2008.
- "Waiting for NCLB," *Educational Leadership*, March, 2008.
- "Effective Grading Practices," *Educational Leadership*, February, 2008.
- "Making Strategic Planning Work," *Educational Leadership*, December, 2007-January, 2008.
- "How Do You Sustain Excellence," *Educational Leadership*, November, 2007
- "Coaching Myths and Realities," *Educational Leadership*, October 2007.
- "Teachers Step Up," *Educational Leadership*, September, 2007.
- "New Ways to Hire Educators," *Educational Leadership*, May, 2007.
- "Lessons from Shamombo," *Educational Leadership*, April 2007.
- "Closing the Implementation Gap," *Educational Leadership*, March, 2007.
- "How Do You Change School Culture," *Educational Leadership*, December, 2006/January, 2007.
- "Preventing 1,000 Failures," *Educational Leadership*, November, 2006.
- "Leadership Leverage," *Educational Leadership*, October, 2006.
- "Pull the Weeds Before You Plant the Flowers," *Educational Leadership*, September, 2006.
- "Education, Not Litigation," *Education Week*, October 12, 2005

- "Leadership and Organization for Technology," *School Administrator*, web edition, April, 2005
- "Bell Curves are for the Birds", *EQ Australia*, Winter 2005
- "A Constructive Alternative in a Destructive Debate", *Principal Leadership*, March 2005
- "Accountability at a Crossroads," *Virginia Journal of Education*, February 2005
- "If I Said Something Wrong, I Was Afraid," *Education Leadership*, December 2004/January 2005
- "The Case Against the Zero", *Phi Delta Kappan*, December 2004
- "Accountability at a crossroads," *Leadership*, November/December 2004
- "Evaluating Administrators," *Educational Leadership*, April 2004
- Take Back the Standards: A Modest Proposal for a Quiet Revolution, *Leadership Magazine*, May, 2004
- "Galileo's Dilemma," *Education Week*, May 8, 2002
- "Leave me alone and let me teach," *School Administrator*, December 2001.
- "If you hate standards, learn to love the bell curve," *Education Week*, June 2001.
- "Standards make a difference" *NASSP Bulletin*, January 2001.
- "Standards are not enough: Essential transformations for successful schools," *NASSP Bulletin*, December 2000.
- "Three keys to professional development," *California Curriculum News Report*, February 2000.
- "Finishing the race," *Thrust for Educational Leadership*, May/June 2000.
- "Holding principals accountable," *School Administrator*, October 1998.
- "Responding to the rhetoric of the radial right," *School Administrator*, March 1998.
- "Practical performance assessment for busy teachers," *Learning Magazine*, January/February, 1998.
- "Defending performance assessment without being defensive," *School Administrator*, June 1997.

Dr. Reeves has also been interviewed and cited in numerous sources, including *USA Today*, *Washington Post*, *International Herald-Tribune*, *Boston Globe*, *US News & World Report*, *Los Angeles Times*, *San Francisco Chronicle*, *Deseret News*, and numerous regional, local, and scholarly publications.

Education:

- B.A., University of Wyoming, *Phi Beta Kappa*, highest honors, 1975.
- M.A., University of Southern California, distinguished graduate, 1979.
- Ph. D., University of Wyoming, concentration in research, measurement, and statistics, 1994.

Teaching Experience:

- Hillel Academy (elementary and middle school mathematics)
- Rivers Barracks, Giessen, Germany (high school G.E.D. and advanced placement American government and American history)
- Chuzho Middle School, Anhui province, China (graduate teaching practice and English as a second language)

University of Wyoming (high school debate, undergraduate political science,
graduate research, and graduate statistics)
Regis University (graduate leadership)
Colorado Christian University (undergraduate leadership and decision-making,
graduate statistics and research, graduate educational psychology)
Harvard University (Graduate School of Education Principal's Center, courses in
assessment, leadership, and educational policy)

Awards and Commendations:

Brock International Prize in Education (2006)
Education Writer of the Year (California Superintendent's Association, 2002)
Distinguished author (Harvard Graduate School of Education, 2002)
Meritorious Service Medal (Oak leaf cluster), United States Army Military Intelligence
Distinguished Graduate, University of Southern California
Highest Honors, University of Wyoming

Personal:

Married to Shelley Sackett. Four children.

Job Descriptions



Human Resources Management

TITLE: Elementary Teacher K-5

POSITION INVENTORY: TE01

DEPARTMENT: Elementary and Early Childhood Programs

FLSA STATUS: Exempt

REPORTS TO: Principal

FT/PT: FT or PT

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. 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. Keep accurate records of attendance, absences and tardies.
6. Selects materials suitable to the educational objectives.
7. Utilizes a variety of analytical and evaluative techniques suitable to the curriculum content.
8. Communicates a positive support of the students in their educational development.
9. Recognizes the exemplary influence of the educator over the students.
10. Supervises playground, cafeteria, halls on a scheduled basis.
11. Relates with staff, parents and community through positive professional cooperation.
12. Suggests positive recommendations for the continuing review and development of curriculum.
13. Remains current with developments and contemporary interpretations of subject matter and teaching methodology consistent with the professional assignment.
14. Actively participates at scheduled staff meetings and serves on educational committees.
15. Assumes responsibility periodically for conferences with parents.
16. Recognizes the extra curriculum program as integral to the educational development of the child.
17. Performs other duties within the scope of employment and certification as assigned by the appropriate administrator.
18. Issues grade reports on a periodic basis.
19. Undergoes periodic evaluations according to State and Board policy and procedures.
20. Exemplary command and oral and written communications skills.
21. Skills in leadership, interpersonal relations, organization, prioritization, problem solving and conflict management, assessment and evaluation.
22. Ability to deal with a diversity of people
23. Visual acuity in supervisory roles; teaching.
24. Auditory acuity in teaching functions.
25. Ability to work under stress.
26. Assist with other duties as may be assigned.
27. Attend work on a prompt and regular basis.
28. Maintain confidentiality.
29. Maintain satisfactory and harmonious working relationships with the public, students, and other employees.

HIRING SPECIFICATIONS:

Required:

Bachelor's degree; Iowa teaching license (Endorsement: 102 (Teacher Elementary K-6)); regular attendance.



Human Resources Management

TITLE: Behavior Strategist

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. Selects material suitable to the educational objectives.
4. Relates with staff, parents and community through positive professional cooperation.
5. Directs and supervises learning activities.
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. Periodically 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 periodically for conferences with parents.
13. Designs and implements appropriate behavior supports for students.
14. Models and teaches new behavior management skills and strategies for staff when needed.
15. Attend work on a prompt and regular basis.
16. Maintain confidentiality.
17. Maintain satisfactory and harmonious working relationships with the public, students, and other employees.
18. 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. Previous experience working with students who exhibit chronic behavior struggles.
3. Previous experience in using social skill development curriculums.
4. Previous experience in providing professional development.

Behavior Strategist Job Description/Page 1 of 2
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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



Human Resources Management

DES MOINES PUBLIC SCHOOLS
POSITION DESCRIPTION

TITLE: Technology Educator K-3

POSITION INVENTORY: TETR

DIVISION: Elementary Programs

FLSA STATUS: Exempt

REPORTS TO: Building Administrator

FT/PT: FT or PT

RECEIVES GUIDANCE FROM: Building Administrator, Director of Technology

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. Plans instructional objectives and activities consistent with the essential objectives and approved instructional materials for the subject area.
2. Directs and supervises learning activities.
3. Selects material suitable to the educational objectives.
4. Utilizes a variety of analytical and evaluative techniques suitable to the curriculum content.
5. Communicates a positive support of the students in their educational development.
6. Relates with staff, parents and community through positive professional cooperation.
7. Keeps accurate records of attendance and progress.
8. Assists teachers with communication forms and grade reports.
9. Suggests positive recommendations for the continuing review and development of curriculum.
10. Remains abreast of current developments and contemporary interpretations of subject matter and teaching methodology consistent with the professional assignment.
11. Actively participates at scheduled staff meetings and serves on educational committees.
12. Assumes responsibility periodically for conferences with parents.
13. Develops, implements and evaluates technology education curriculum in accordance with guidelines provided by the Career and Technology department of the district.
14. Selects, prepares, demonstrates and supervises classroom and laboratory experiences for students.
15. Prepares a safe environment for learning and provides instruction for personal and equipment safety.
16. Promotes program to students, parents, colleagues and community.
17. Maintains the building web site.
18. Assists teachers with data entry and presentations.
19. Assist with other duties as may be assigned.
20. Attend work on a prompt and regular basis.
21. Maintain confidentiality.
22. Maintain satisfactory and harmonious working relationships with the public, students, and other employees.

HIRING SPECIFICATIONS:

Required:

1. Bachelor's degree; Iowa teaching license
2. Knowledge of subject, curriculum, effective teaching methods.
3. Demonstrates 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

Technology Educator/Page 1 of 2
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July 28, 2010

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.

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