

## **Abstract**

George Washington Carver Academy serves a diverse population of approximately 500 students in grades 6-8 in Waterloo, Iowa. Declining trends in student achievement in both reading and math have created urgency around comprehensive reform efforts. The building is in year four of School in Need of Assistance (SINA) status for both reading and math. The recent designation as a Persistently Low Achieving (PLA) school has prompted the necessity for immediate implementation of intense efforts to turn the achievement trend around.

In collaboration with the Waterloo Education Association (WEA), the district has selected the Transformation Model as being most aligned to the academic needs of Carver Academy.

Conversations among stakeholders began in February 2010 and continue to occur as details of the reform effort are confirmed. The major tenets of the plan include:

- a. Extended school day/school year for both staff and students
- b. Intensive, on-going, job-embedded professional development with a focus on fidelity of implementation
- c. Teacher evaluation tied in part to student growth
- d. Additional leadership supports
- e. Staff financial incentives for reaching achievement goals
- f. Clear expectations, job descriptions and contract parameters for teachers to support changes
- g. Focus on implementation of the Science, Technology, Engineering and Math (STEM) initiative to engage and prepare students in high level math and science concepts.

Grant funding is essential to support intense, direct engagement of students in extended instructional time, to involve teachers in collaborative professional development, and to provide staff incentives for academic achievement.

Grant implementation will focus on:

- Instructional Decision Making (IDM is a process by which teachers use data from formative assessments to respond to student learning needs to ensure mastery of major skills and knowledge.)
- Positive Behavior Intervention Support (PBIS is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices to improve outcomes for all students. PBIS emphasizes the use of data for decision making, measurable goals supported and evaluated by data, strategies proven to achieve the desired outcomes, and systems that efficiently and effectively support implementation of these practices.)
- Intensive Professional Development (Extra hours and days will be added to teacher contracts for professional development on research-based instructional strategies as well as peer observation, collaboration and data analysis.)
- Curriculum, instruction and assessment alignment with the Iowa Core Curriculum (This alignment work has recently been completed and implemented for a district literacy curriculum; the district math curriculum will be aligned during the 2010-11 school year. Precision of differentiated instructional delivery will be monitored frequently by instructional coach and building administrators through a balanced system of formative and summative assessment, observation and reflection.)

## **Part 1**

### **Needs Assessment and Analysis-The Process**

The Waterloo Community School District utilizes a structured data analysis process to make decisions. The procedures for data collection and analysis are implemented by stakeholders to determine academic expectations, to identify student learning and behavior needs, to select effective strategies, and to establish priorities. Stakeholders include the following:

#### **Administrative Leadership Team**

District and building level administrators identify trends, gaps, and points of concern to generate questions. Specific initiative action plans and district/building goals are incorporated in these analyses. These discussions result in identification of potential concerns and possible implementation plans to address these needs. Building principals, in turn, communicate this data and pertinent discussion points to their staffs for continued analysis.

#### **Building Staff**

Carver has assigned data teams to facilitate the data collection and analysis process. Building principals, data teams, and other staff use the Data Driven Decision Making (DDDM) process to examine building level data from standardized (formal) measures and district/ building (informal) measures. These discussions lead to identification of potential needs, building goals, and implementation plans to meet these needs. Classroom teachers, with the support of building principals and data team members, analyze assessment data for their classes as a whole, as well as for individual students. Identified students are supported through the Instructional Decision Making (IDM) process in accessing supplemental and intensive assistance aligned to academic need.

## **Curriculum Development Teams**

Within a curriculum development cycle, various teams review building and district curriculum-specific student achievement data. Specifically, these teams facilitate textbook adoptions, as well as implementation and assessment processes to measure impact on student performance and achievement. Discussions lead to identification of curricular needs, criteria for selection of new materials, implementation plans, and staff development. The focus for the 2009-10 school year has been literacy. Power objectives for reading have been identified but not clearly articulated. The district in its second year of mapping those objectives for IDM purposes. The new literacy framework will include a reading model, a writing model, identification of power objectives (standards), and new curriculum maps based on alignment between the Iowa Core Curriculum, Common Core State Standards and the district's new literacy materials. During spring 2010 and the 2010-11 school year the focus will be math. This work will focus on the action steps outlined at the Math Summit held in May of 2010.

## **Needs Assessment and Analysis-Summary of Results**

As the result of needs assessment and analysis processes, the following data sources/points were organized and analyzed for George Washington Carver Academy:

### **Reading:**

- Spring 2009 Iowa Test of Basic Skills: Grades 6-8 showed improvement but continued deficiencies in reading as determined by the reading comprehension and vocabulary scores. Subgroups of particular concern in the identified areas were Low Socio-Economic, Special Education, English Language Learners, and Hispanic. Overall in reading comprehension:

- 39.5% of 6<sup>th</sup> grade students were proficient.
- 41.5% of 7<sup>th</sup> grade students were proficient.
- 49.6% of 8<sup>th</sup> grade students were proficient.
- Curriculum and instruction: Teachers are not fully implementing evidence-based teaching strategies with fidelity and integrity. Learning environment data indicates that teachers have not consistently used data to drive instruction.
- Assessments: Teachers have initial training in Data Driven Decision-Making (DDDM), the development and use of Common Formative Assessments (CFA), and Skills Iowa resources. Continued revision of CFAs is underway as well as implementation of formative assessment at the classroom level.
- Professional Development: Teachers have had professional development on comprehension, fluency and vocabulary, but may not consistently implement the strategies in regular practice. Teachers have not been provided consistent opportunities for peer coaching. Parent involvement: Although numerous attempts have been made to engage parents in academic support for their student, this area remains an area of need.

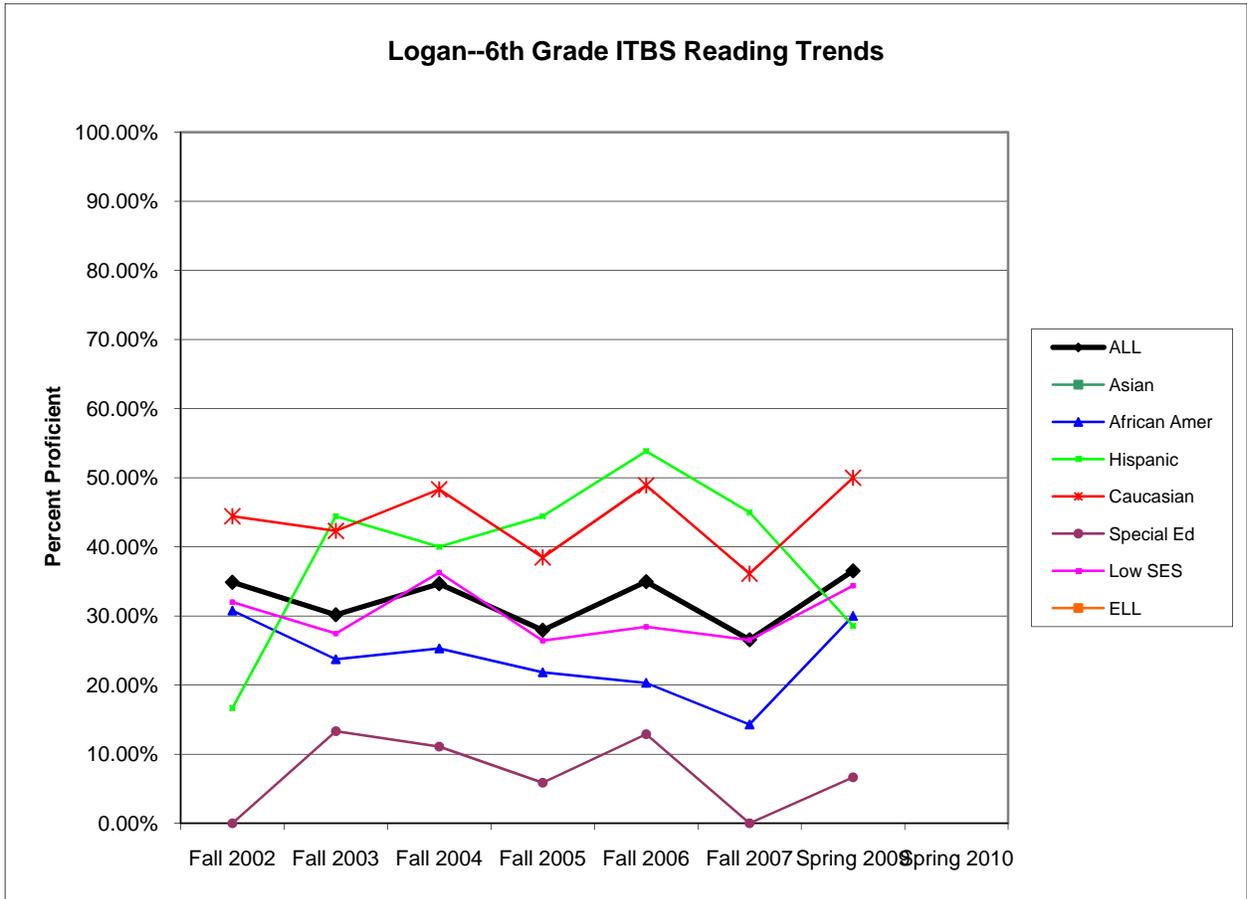
**Math:**

Spring 2009 Iowa Test of Basic Skills: Grades 6-8 showed deficits in concepts, estimation, problem-solving, and data interpretation as determined by the math portions of the Iowa Test of Basic Skills.

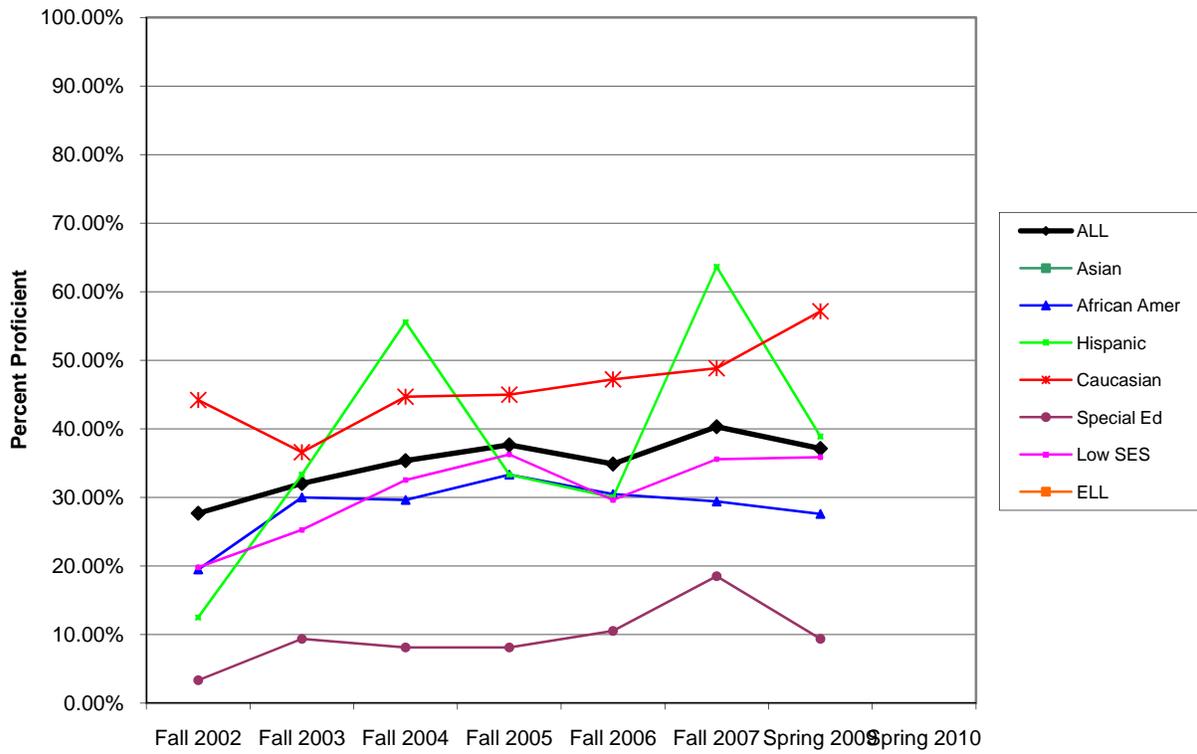
- 42.5% of 6<sup>th</sup> grade students were proficient.
- 42.6% of 7<sup>th</sup> grade students were proficient.
- 43.3% of 8<sup>th</sup> grade students were proficient.

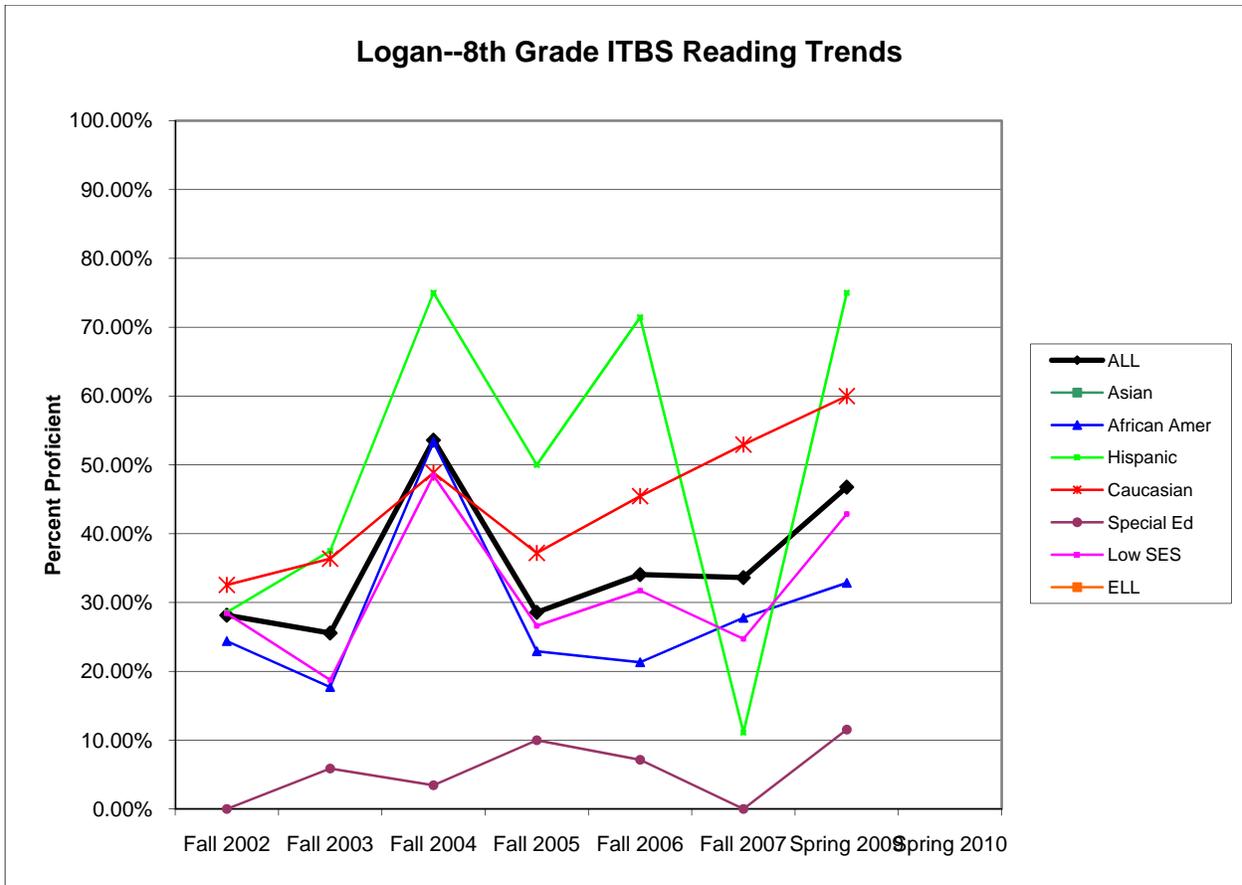
- Curriculum and instruction: Teachers are not fully implementing evidence-based teaching strategies with fidelity and integrity. Learning environment data indicates that teachers have not consistently used data to drive instruction.
- Assessments: Teachers have initial training in Data Driven Decision Making (DDDM), the development and use Common Formative Assessments (CFA), and Skills Iowa resources. Continued revision of CFAs is underway as well as implementation of formative assessment at the classroom level.
- Professional Development: Teachers have participated in limited professional development math applications, but may not consistently be implementing the strategies in regular practice. Teachers have not been provided consistent opportunities for peer coaching.
- Parent involvement: Although numerous attempts have been made to engage parents in academic support for their student, this area remains an area of need.

# Reading Trend Data\*



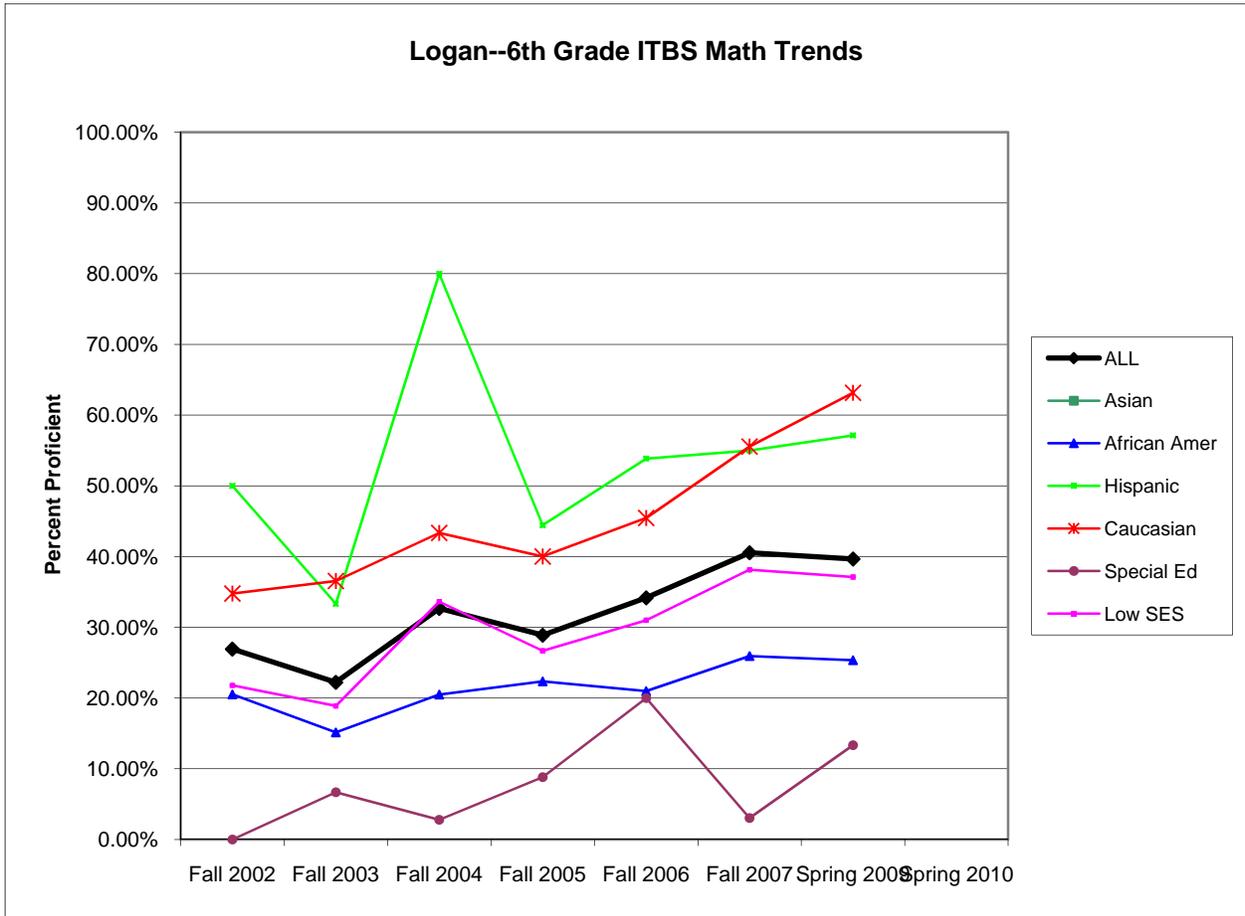
Logan--7th Grade ITBS Reading Trends



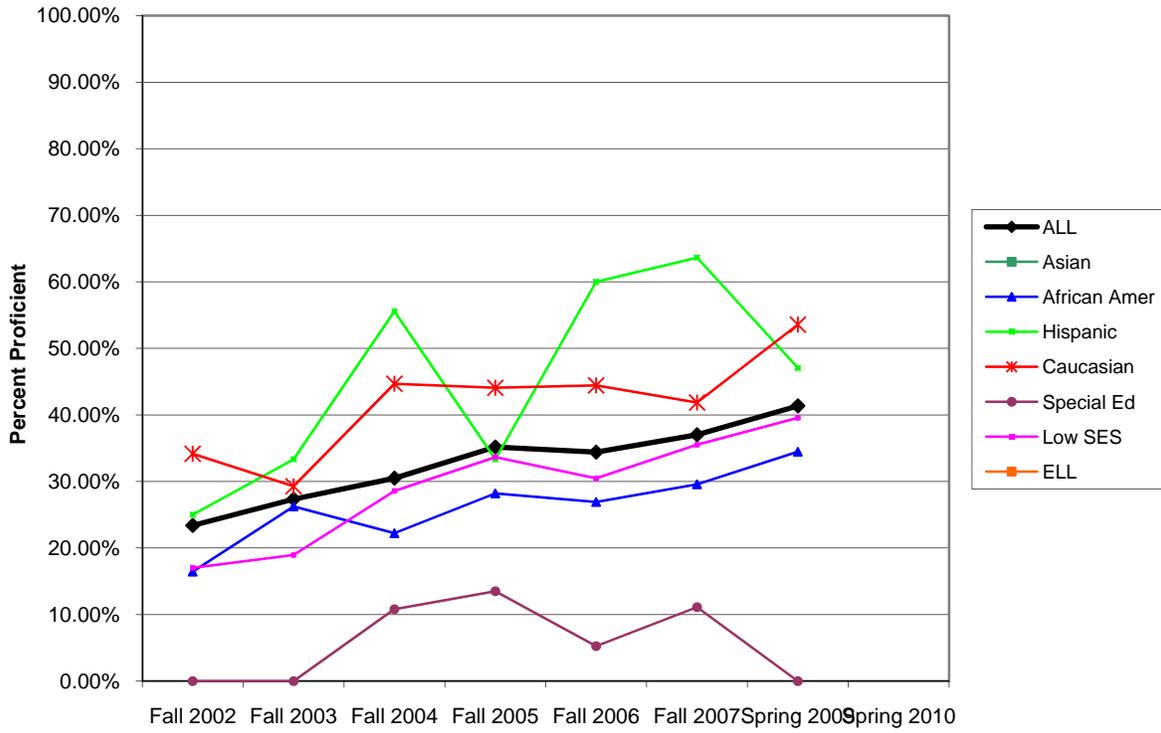


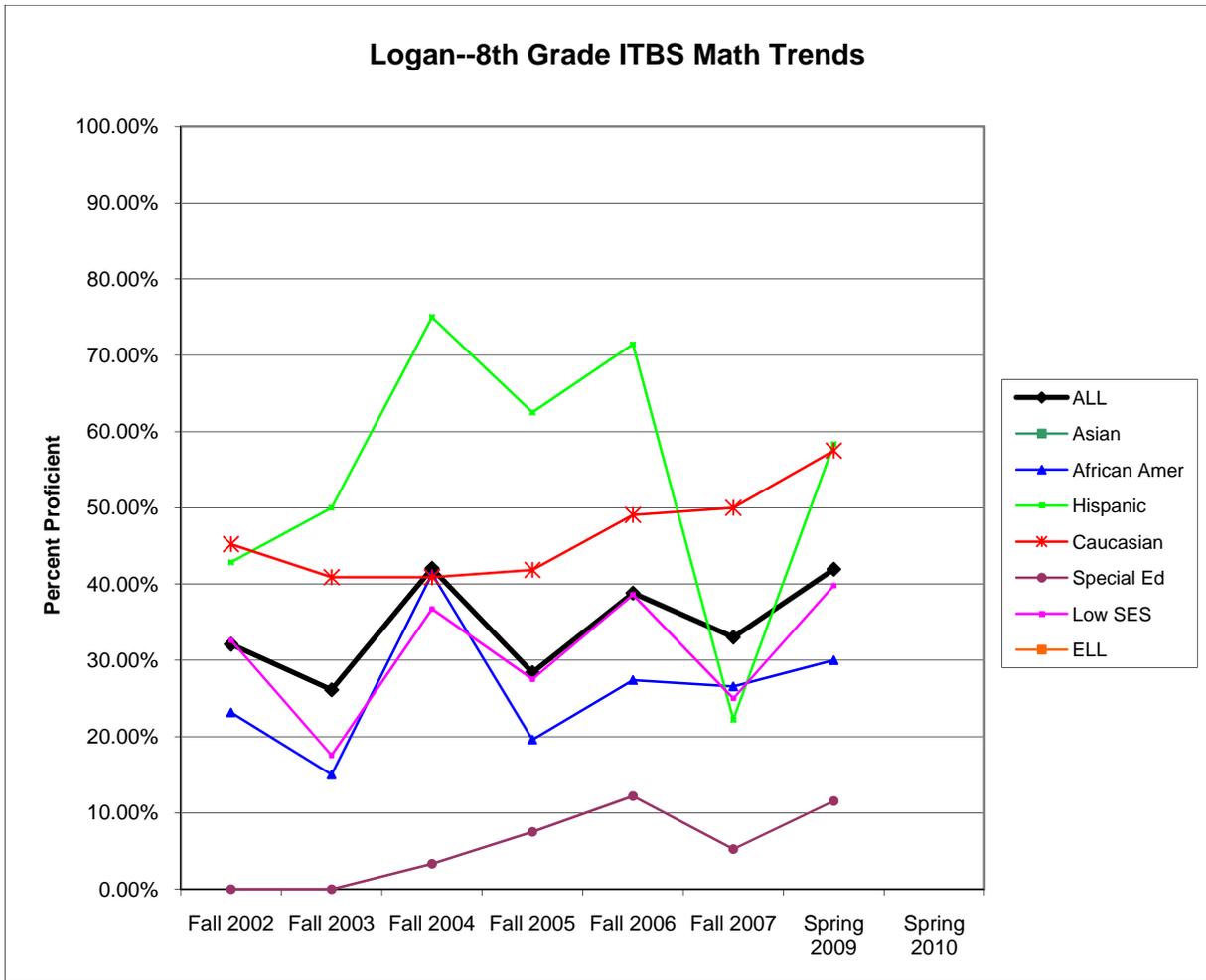
**\* Logan Middle School transitioned to George Washington Carver Academy in the Fall of 2010**

# Math Trend Data\*



Logan--7th Grade ITBS Math Trends





**\*Logan Middle School transitioned to George Washington Carver Academy in the Fall of 2010**

**Needs Assessment and Analysis-Required Chart Information**

Name of School: George Washington Carver Academy		Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment	LEA’s summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<p>1. Curriculum and Resources</p> <ul style="list-style-type: none"> <li>• Iowa Core essential concepts and skills</li> <li>• Alignment between assessments and curricula</li> <li>• Assessment data from other district-wide assessments</li> <li>• Iowa Test of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED) for the past three years, including subgroup</li> </ul>	<p><b>Curriculum and Resources</b></p> <p><b>Iowa Core</b></p> <p>Approximately seven years ago, the district created reading comprehension guides that were based on best practices known at that time. Professional development for teachers and administrators was provided; implementation occurred; however, monitoring of implementation was varied. District reading comprehension scores improved slowly. Recently, reading comprehension scores stagnated or, in some cases, declined. Today, district personnel are more knowledgeable about how students learn to read and read to learn and are being equipped to more effectively implement the Instructional Decision Making model to ensure student improvement in reading comprehension and math. Reading comprehension and math “best practices” are continually studied and reflected in new curriculum guides/maps and materials. Professional development is being delivered for</p>	

breakdown	<p>teachers and administrators, and monitoring of implementation is underway. A newly created comprehensive literacy framework has been developed and will be implemented beginning in the 2010-2011 school year to bring district curriculum and expectations up to expected standards and quality aligned with the Iowa Core Curriculum Essential Concepts and Skills. The Iowa Core work provides a foundation for all curricular efforts in the district; the complete plan will be submitted on July 1, 2010.</p> <p><b>Alignment</b></p> <p>Careful analysis has taken place to insure alignment among curriculum, instruction and assessment, alignment to the Iowa Core Curriculum as well as Common Core State Standards. Instructional cards containing district objectives, Iowa Core Curriculum alignment and instructional implications have been developed and distributed to teachers and administrators. The adoption of a new Literacy Program for the middle school grades took place this spring and will be fully implemented in the 2010-11 school year.</p> <p>The same process will be followed for a math curriculum review and materials adoption for the 2011-12 school year.</p>
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**STEM Module Alignment**

Curriculum will focus on implementation of the Science, Technology, Engineering and Math (STEM) initiative to engage and prepare students in high level math and science concepts. Learning modules will be purchased to support engaged, interactive instructional opportunities for students... By design, the learning modules selected to support today's rigorous math, science, and technology standards will align with content standards and learning goals. We intend to align our new learning modules to the Iowa Core Curriculum through detailed analyses with our chosen vendor's standards database. Our vendor will furnish a software program that correlates the events and tasks in each learning module to science, math, technology, and other standards.

**Assessment data-other**

We do not currently have benchmark assessments that align with our curriculum and/or ITBS/ITEDs. These assessments are under development.

IDM data shows progress toward mastery of power objectives with supplemental and intensive instruction being provided for those students below mastery.

Power objectives for reading have been identified but not

clearly articulated. The district is in its second year of mapping those objectives for IDM purposes. The new literacy framework will include a reading model, a writing model, identification of power objectives (standards), and new curriculum maps based on alignment between the Iowa Core Curriculum, Common Core State Standards and the district's new literacy materials. District benchmark assessments will be ready for implementation in August 2010. At that time literacy coaches and teachers will identify learning progressions and connect them to formative assessments.

Power objectives for math are identified and clearly articulated. The district is in its second year of mapping those objectives for IDM purposes. Math objectives were previously aligned to ITBS but need to be revised with greater detail. Triangulated alignment to ITBS, the Iowa Core Curriculum, and Common Core State Standards will be completed in mathematics through the Strategic Plan Mathematics Project. Revision of the K-12 mathematics program was initiated with the Math Summit, May 5 – 6, 2010. Action steps and timelines will be developed to revise the K-12 mathematics program. Benchmark assessments will be clearly established within the mathematics program

	<p>revision, and teachers will be able to connect learning progressions and formative assessments to the math framework. The framework will include a math model, identification of power objectives (standards), new curriculum maps based on alignment with the Iowa Core Curriculum, Common Core State Standards and the district's new math materials. District benchmark assessments will be ready for implementation August 2011.</p> <p>(Requested data included in charts above)</p>
<p>2. Schedule and Classroom</p> <ul style="list-style-type: none"> <li>• School vision and mission</li> <li>• School Safety</li> <li>• Summary data for attendance, truancy and school mobility rate</li> <li>• Climate surveys, if available</li> </ul>	<p><b>Vision:</b> Engaged in Learning. Prepared for Success</p> <p>Carver staff updated their school vision and mission as part of the FINO process, a series of monthly meetings focused on school improvement efforts.</p> <p><b>Mission:</b> At Carver, students will be provided opportunities to engage in critical thinking and questioning and to use those skills to learn the core curriculum in all areas of development as valued by the community and to obtain valuable educational and social skills.</p> <p>Progress toward this mission will be monitored through assessments, observation, alternative projects, and positive behavior.</p> <p>We will work to ensure the success of all students through</p>

multiple educational approaches that address various learning styles. We will also ensure success through the use of clear and consistent discipline expectations throughout the school.

Students are provided multiple opportunities to master content objectives, including supplemental and intensive interventions, and an extended school day.

Exploratory courses will continue to provide opportunities for students to engage in STEM initiatives.

PBIS survey in Appendix.

### **Safety**

PBIS is encouraging positive changes in responsible student behavior in the classroom as well as school wide. School safety is a priority. As a newly constructed building, Carver's physical environment includes best practices in safety. Staff continues to work on transportation safety and external security.

School uniforms are fully instituted for students creating an environment of appropriate conduct. Staff members are trained in safety procedures and have participated in multiple tabletop activities and scenarios.

A School Resource Officer (SRO) serves the building in collaboration with the Waterloo Police Department.

Cameras, a keyless entry system and a controlled entryway

	assist in security measures.		
	SWIS data in Appendix		
	<b>Summary Data</b>		
	2006-07	2007-08	2008-09
Attendance	91.44%	89.86%	90.62%
Truancy	40.45%	46.17%	41.11%
15 or more days absent			
Mobility	26.4%	31.1%	21.7%

<p>3. Administration and staffing</p> <ul style="list-style-type: none"> <li>• Teacher-student ratios</li> <li>• Supplemental Support</li> <li>• Use of Iowa Professional Development Model</li> <li>• Implementation data from professional development activities</li> </ul>	<p><b>Teacher Student Ratio</b></p> <p>11.3:1 (certified staff)</p> <p><b>Supplemental Support</b></p> <p><b>IDM</b></p> <p>A primary support structure for engaging all students in multiple opportunities for academic success is the Instructional Decision Making (IDM) process. Instructional Decision Making is a process by which teachers use data from formative assessments to respond to student learning needs to ensure mastery of major skills and knowledge.</p> <p>During the 2009-2010 school year, this process was implemented PK-12 in all 19 district schools. The district began the training process with the administrators during the Leadership Retreat in June 2009 and continued with that</p>
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professional development in August-October 2009. All schools have a core team of individuals who have been trained, and are delivering professional development in their buildings. The IDM process requires that students who do not master core curriculum skills and concepts have additional and multiple opportunities to meet expected standards. The model is based on core instruction (Tier I), supplemental instruction (Tier II) and intensive instruction (Tier III). The district has refocused at-risk and Title I budget dollars to align with intensive instruction (most often delivered after school.) This initiative has been and will continue to be monitored and adjusted as needed.

The IDM initiative is a DIRECT response to the low level of student achievement in reading and math, as measured by the ITBS/ITED and reported in the AYP. Many students are performing at very low levels. The benefit of this approach is that each teacher is prompted to (and learns how to) respond to student achievement needs based on data.

Students master key curricular concepts aligned to ITBS, leading to increased achievement on the state-wide assessment.

**PBIS**

The district was cited for disproportionality in the number of

suspensions, expulsions and special needs classifications of African American and Hispanic students. PBIS is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. PBIS emphasizes the use of data for decision making, measurable outcomes supported and evaluated by data, practices with evidence that these outcomes are achievable, and systems that efficiently and effectively support implementation of these practices. PBIS in conjunction with the IDM initiative will improve both behavior and academic performance.

**Enhanced Learning Environment with STEM Modules**

In order for students to succeed, they require an environment that encourages communication – a space that fosters cooperative learning and opportunities to engage in problem-solving and critical thinking. Workstations for engaged, hands-on learning will be specifically designed and manufactured to work in concert with our curriculum and to promote and ensure effective cooperative learning and individual student success in the STEM curriculum.

Students find the learning modules classroom a non-

threatening atmosphere, a place where they are safe to engage in and take responsibility for their own learning. It's where students work cooperatively.

For a number of years, learning modules have impacted the way students are taught in Grades 6-8. STEM learning modules encourage and enable systemic change, helping students become responsible for their own learning and freeing teachers to teach.

Since Carver Academy is the first STEM school in Iowa, we want our students to have access to state-of-the-art, commercially produced, appropriate learning modules that align with the Iowa Core Curriculum. The labs will focus on a variety of core curriculum topics, including science, technology, engineering, and math. Engaging students through a multimedia curriculum and hands-on activities, learning modules have been shown to be effective at delivering core content knowledge at the middle-level and the lower grades.

### **Cooperative Learning**

An overarching goal of learning modules is for students to become responsible learners and to work cooperatively with others. STEM learning modules are student-directed, giving

student's control of their own learning experience. They work with a partner to complete each learning module which helps promote positive communication, teamwork, inquiry, learning, and social skills.

Learning modules are delivered through a combination of hands-on activities and a commercially-produced multimedia curriculum. Math, science, technology, and language arts experiences are woven throughout each of the learning module's sessions. Our plan involves purchasing equipment, materials, reference texts, and all supplies necessary to achieve success reside at the various learning module workstation. The costs are included in our budget sheet. The STEM learning modules are designed to meet every student's unique learning style, through a combination of text, graphics, video, and hands-on activities.

**Hands-on Instruction**

Learning is enhanced when students fully engage in relevant and meaningful content activities. At Carver Academy, students will interact with the topic they're learning and with learning modules, students are surrounded by significantly more technology, educational instruments, software, and experiments. As a result, critical learning experiences in

math, science, and language arts now take place in a core area classroom that actually becomes more like a real-world learning center. Our goal is to create an environment where they use technology to apply knowledge every day.

Carver Academy also enjoys the collaboration of numerous community engagements. The school is a part of the collective city-recognized, organized neighborhood association. This partnership has resulted in numerous youth/family/community activities such as back to school picnics, community gardens and safety fairs.

The greenhouse employs a full time horticulturalist to work with the community and fully realize the potential of the facility.

The school also engages in Service Learning opportunities as a means to bringing academic content to life. These opportunities provide collaboration with community partners as students apply knowledge and skills in authentic environments. These experiences also set the stage for future exploration in career academies at the high school level.

### **Facilitating Student Success**

At the center of STEM learning modules is a fundamental change to the teacher's role and the student's responsibility. The student-centered curriculum shifts the responsibility for

learning to the student, encouraging each learner to be responsible for his or her own academic success. Teachers will be afforded more one-on-one time with each student.

**Other supports include:**

Reading Coach

Title I, Part A: Reading and Math Program/Services

English Language Learner Programs

Summer School

Extended Day Academic Support

**Iowa Professional Development Model**

The Iowa Professional Development Model will continue to serve as the framework for our professional development. By incorporating these components:

- Collecting/analyzing student data,
- Determining focus and SBRR strategies,
- Designing a professional development process, training, collaborating/implementing,
- Using spring and fall data for formative evaluation of student data, and the implementation studies for evaluation of implementation.

Teacher professional development has been focused on literacy as provided by a literacy coach following the Iowa

	<p>Professional Development Model. The literacy coach met twice a month with all teachers in small groups. The first meeting each month focused on theory, content and practice, and the second meeting each month was reflection on implementation. Topics included the collaboration phase of the Gradual Release of Responsibility model, Vocabulary and Reading Correlations and Instructional Cards, Vocabulary Tiers and Choosing Words, Differentiating Instruction, Formative Assessment in Vocabulary, ITBS Data Analysis for Reading and Math, Assessment for Learning, Reading Lesson Format, Student Goals and Reading Success Criteria.</p> <p>NAEP district data shows that student writing skills are extremely low in all buildings. As a result, the district is committed to make writing a focus of professional development and instruction for school year 2010-11.</p> <p>Another focus of 2009-2010 teacher professional development was assessment for learning (AfL) with Margaret Heritage through the Department of Education.</p> <p>District administrator monthly professional development centered on literacy and data teams. Topics included the Gradual Release of Responsibility model, vocabulary instruction, data team protocol, leadership coaching and</p>
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implementation planning. In addition, all administrator teams participate in monthly coaching and feedback sessions. Although the district provided a data team protocol and rubric for implementation, variations still exist. All Carver staff will have further professional development on data team protocol. Monitoring and coaching will be strong and consistent next year.

Data shows that district administrators must monitor implementation of administrator professional development frequently—monthly at a minimum—to improve instructional leaders’ capacity to monitor/coach teachers for instructional improvement. With that in place, we will make greater progress toward district-wide implementation of improvement initiatives, including collaborative planning, teaching to mastery, walk-throughs, lesson plans, and PBIS.

Administrators have made strides in increasing their knowledge of curriculum, instruction and assessment, and best practice research. Although collaboration was a district-level initiative, Carver struggled to provide opportunities for common planning time due to master schedule issues.

Proposed in this PLA grant, the district will allocate additional funding to allow teachers collaboration time after school hours.

	<p>George Washington Carver Academy’s extensive professional development plan will delve deeper into explicit instruction with a focus on strategies to support struggling learners. Carver staff will continue to revisit the vocabulary strategies and fluency activities that were introduced and implemented in previous years.</p> <p>In addition, math strategies aligned to the new math program will be a focus of professional development.</p> <p>During the school year, staff will engage in a minimum of 75 hours of professional development that will include days prior to the start of the school year, extended hours throughout the school year and district days that have been built into the school calendar. The reading coaches, Title I consultant, and/or AEA 267 reading and math Consultants and external experts will provide this training that will include theory, demonstration, practice, collaboration, and implementation. We will focus on math problem solving, meaningful distributive practice, writing in math and clear targets for each specific lesson. We will also continue with our work in Reading Comprehension.</p> <p>Part of the extended professional development will focus on expanding knowledge and implementation of the Gradual Release of Responsibility framework, using the resource</p>
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*Better Learning Through Structured Teaching* by Douglas Fisher and Nancy Frey, instructional strategies to support struggling learners, collaboration and data analysis.

All special education teachers will participate in research-based professional development during designated professional development days and time throughout the year, as indicated by their data.

Classroom technical assistance will be supported through district administration and provided by the district's reading coaches, building instructional coach, Title I reading and math consultants and/or the AEA 267 reading and math consultants. Time will be spent in the building to support individual teachers and provide modeling and demonstration directly in the classroom. Any teacher who needs additional technical assistance will consult with Carver's instructional coach.

The instructional coach, with the support of the district leadership team, will be responsible for the collection and analysis of implementation data to insure implementation of all aspects of the comprehensive reading and math programs and to determine the training needs of participants. This data will be provided to the Leadership Team each month for determination of further steps and recommendations.

	<p>All participating staff will be required to log implementation and use of SBRR strategies and materials. The instructional coach and building principals will collaborate to support the full implementation of strategies.</p> <p>The district introduced the Gradual Release of Responsibility Model (Fisher and Frey) as an instructional process that ensures better student learning through intentional and explicit teaching. Implementation will continue to be monitored through observations by coaches, principals, the district Curriculum Coordinator and Central Office Support.</p> <p>Lesson plan logs and implementation reports will continue to be collected and analyzed on a quarterly basis along with math strategy logs. This analysis will inform the professional development and instructional coach support.</p> <p>Teachers will continue to collaborate in multiple settings, including grade level teams and across grade levels. The collaborative opportunities will focus on data analysis, the creation and analysis of formative assessments and the implementation of instructional strategies.</p> <p>The district will continue to provide tools and professional development on the use and analysis of formative assessment and the Instructional Decision Making Model (IDM).</p> <p>Teachers will continue to meet in grade level data teams on a</p>
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weekly basis to analyze the data and determine instructional implications. Formative data will continue to include student work, assessment checklists, and common formative assessments and will drive instruction through the use of the IDM model to meet the needs of all learners.

**Implementation data**

One-third of the teachers (13/39) have completed Characteristics of Effective Instruction. Other staff will take this course next year; it will be offered three times.

Professional development will support teachers in connecting STEM activities to core curriculum.

Carver staff members are following the IPDM to a great extent and are engaged in professional development each Wednesday as well as on multiple occasions during the school day. Common formative assessments show Carver students need more time on the Power Objectives of Inferring and Fractions. Differentiated instruction needs continued implementation with fidelity in all areas.

Instructional Strategies: Many instructors still indicate they do not know how to effectively meet the needs of low performing students. Not all teachers use research-based instructional strategies premised on student data according to the Practices Inventory, nor do many have a strong

	understanding of what instructional strategies to use.
<p>4. Student and parent involvement</p> <ul style="list-style-type: none"> <li>• Iowa Youth Survey data</li> <li>• Evidence of parent/community involvement in school</li> </ul>	<p><b><u>Iowa Youth Survey</u></b></p> <p>65% of all 8<sup>th</sup> grade students in the Waterloo Schools indicated that they have <b>not</b> spent any time volunteering either by helping others or helping improve their school during the average school year.</p> <p>58% of all 8<sup>th</sup> grade students in the Waterloo Schools indicated that they <b>have been</b> bullied at least once at school in one of the following ways: called names, made fun of, teased in a hurtful way, received a threatening or hurtful message from another student by email, on a website, cell phone, text message, etc.</p> <p>58% of all 8<sup>th</sup> grade students in the Waterloo Schools indicated that when they are bullied at school, teachers and others at school do not often try to put a stop to it.</p> <p>72% of all 8<sup>th</sup> grade students in the Waterloo Schools indicated that they have <b>not</b> felt that teachers care about them or that teachers are available to talk with students one-on-one or that teachers notice when I am doing a good job and let me know about it or students in my school treat each other with respect or that there is at least one adult at school that I could go to for help with a problem.</p>

30% of all 8<sup>th</sup> grade students in the Waterloo Schools indicate that they do **not** feel safe at school.

35% of all 8<sup>th</sup> grade students in the Waterloo Schools indicate that they disagree or strongly disagree with these statements: I care about my school or I plan to finish high school or I do the homework that is assigned.

45% of Waterloo 8<sup>th</sup> graders reported drinking alcohol at least once.

9% of Waterloo 8<sup>th</sup> graders reported sniffing glue, breathing the contents of aerosol spray cans, inhaling other gases once.

#### **Parent/ Community Involvement**

Parents were involved in the Title One and SINA plans.

Carver parents have been extremely supportive of the supplemental and intensive assistance components of IDM.

Big Brothers Big Sisters of Northeast Iowa serves 11 students through either its school-based or school-based plus mentor programs.

Team Mates Mentoring Program serves 13 students through its school-based mentor program.

Communities In Schools of Cedar Valley, Inc. (CIS) provides health and social services at Carver by collaborating with more than 20 area providers, removing significant barriers to access among low resource and traditionally hard-



## **Capacity**

The interventions outlined in the grant will be fully and effectively implemented as addressed in the Transformation Model. The support structure has been established to significantly impact the amount and level of intensity of academic instruction for students and professional development for adults. The professional development will be closely monitored by Central Office staff, building administrators, instructional coach, the reading coach and lead teachers. A Central Office administrator will be assigned as a lead contact to support the overall initiatives including the monitoring of implementation. Implementation logs, observation data, data team minutes and student work will be examined to determine the level and fidelity of implementation and to identify the need for additional professional development, coaching and feedback. Additional teacher collaboration time will be built into the schedule through common planning time and additional time outside of the school day. This structured process for the examination of data and student work will also be monitored through observation, written minutes and reflections. Formative data attained through the administration of common formative assessments will be utilized to make instructional decisions relative to the adequacy of the core curriculum and the need for supplemental or intensive instruction. These supports will be provided through the IDM process. Additional resources will be aligned to the implementation demands of these reform efforts through extra hours and days as well as additional materials and supports for implementation of strategies.

A highly qualified administrator at Carver Academy, Brad Schweppe, was selected two years ago and facilitated the transition from Logan Middle School to Carver Academy. During that transition, several new initiatives were undertaken:

## STEM

In August of 2009, Logan Middle School transformed into George Washington Carver Academy, with the understanding that Science, Technology, Engineering and Mathematics (STEM) would be the central focus of the school. Based with the addition of a state-of-the-art greenhouse, donated by the Young Foundation, and operated by the Iowa State University Extension Service, Carver students immediately found themselves immersed in rich hands on opportunities.

### 2009-2010 STEM INITIATIVES (year one):

1. Dick Young Greenhouse opened on campus as a joint project with the community through Iowa State University.
2. Applied Mathematics being required at all grade levels
3. Applied Science Courses (6<sup>th</sup>-Foundations of Chemistry, Environmental Science ; 7<sup>th</sup> – Inventions; 8<sup>th</sup> Forensic Investigations)
4. Applied Engineering (Robotics; Electricity & Electronics; Mechanical Engineering; Architectural Engineering)
5. Art became Drafting
6. Applied Technology: (6<sup>th</sup> – Word Processing; 7<sup>th</sup> Entrepreneurship; 8<sup>th</sup> Business Planning)

Since the “transformation” model has been agreed to for Carver Academy, one of the permissible comprehensive instructional reform strategies in secondary schools is: Increasing rigor by

offering opportunities for students to enroll in advanced coursework OR science, technology, engineering and mathematics courses, especially those that incorporate one of the four categories for improvement under PLA Status.

Aligned with this reform effort, we intend to significantly expand our STEM initiatives using additional hands-on learning modules.

Implementation will begin in August of 2010 and continue through September of 2013 around three primary goals:

1. Implementation of a Comprehensive Literacy Program with STEM focus
2. Implementation of a Comprehensive Math Program with STEM focus
3. Implementation of Positive Behavior Supports

## Reading Goal

<b>Student learning goal (performance target)</b>  What knowledge and/or skills will students gain?	<b>Research-based teaching and/or learning strategies</b>  What will staff and students do to reach the goal?	<b>Monitoring implementation</b>  How will you ensure the strategy happens consistently, well, and is differentiated as necessary?	<b>Monitoring impact</b>  How will you measure the impact (success) of the strategy?	<b>Professional development</b>  What do we need to learn before-during-after we can employ this strategy?
Increase the percent of students who are proficient in reading comprehension by 15 % as measured by ITBS.	Identify the needs of all students through analysis of a variety of assessments, (Including ITBS), looking for trends and patterns of various subgroups.	Data collection with collaboration on GEI plans.  Active participation in data teams by teachers and coaching/feedback from building leaders.  Walk-through feedback.  Use of Princeton Review.	Student needs are addressed in the General Education Intervention (GEI) process appropriately.  Data collection of the CFA's.  Identification of students for Tiers 2 and 3.	Develop and use formative assessment to identify student needs (including how to use Skills Iowa/Princeton Review).  Continued training on the use of Promethean hardware/software.  Analysis and interpretation of data reports (including ITBS item analysis).  Using data to select appropriate strategies for individual learners.

	Teachers will use effective, research-based, highly engaging, relevant strategies to ensure at least 80% of their students' master the concept before moving on to the next content objective.	Active participation in data teams by teachers and coaching/feedback from building leaders.  Walk-through feedback  Peer observation dialogue and collaboration.	Evidence of teachers using feedback from walk-throughs.  Percent of students mastering the concept during Core instruction time (before and after re-teaching).  Fewer office referrals.	Provide professional development on peer observations (including the dialogue that follows).  Training on the appropriate use of effective instructional strategies.  Training on how to monitor the effectiveness of the strategy (i.e. pre/post).
	Students not achieving mastery during classroom instruction will receive Tier 2- Supplemental instruction (outside of regular classroom time).	Teacher/data team analysis with collaboration on CFA results to determine placement in and success of intervention.  Teacher/data team analysis with collaboration of differentiated instruction at both Tiers 2 and 3.	Percent of students reaching mastery	Training on differentiated instruction.  Continued training developing and using CFA's to measure mastery.
	Students who fail to reach mastery after Tier 2 will continue to work toward mastery in Tier 3- Intensive instruction (outside of the regular day).			

	Provide opportunities for parents to dialogue with student and school about their child's learning.	Establishment of individual student goals on ITBS  Parent contact logs	Increase in ITBS scores  Increase in percent of students reaching mastery.	Development and use of Interactive Homework
	Model, recognize and celebrate examples of successes in reading achievement.			

**Math Goal**

<p><b>Student learning goal (performance target)</b></p> <p>What knowledge and/or skills will students gain?</p>	<p><b>Research-based teaching and/or learning strategies</b></p> <p>What will staff and students do to reach the goal?</p>	<p><b>Monitoring implementation</b></p> <p>How will you ensure the strategy happens consistently, well, and is differentiated as necessary?</p>	<p><b>Monitoring impact</b></p> <p>How will you measure the impact (success) of the strategy?</p>	<p><b>Professional development</b></p> <p>What do we need to learn before-during-after we can employ this strategy?</p>
<p>Increase the percent of students who are proficient in reading comprehension by 15 % as measured by ITBS.</p>	<p>Identify the needs of all students through analysis of a variety of assessments, (Including ITBS), looking for trends and patterns of various subgroups</p>	<p>Data collection with collaboration on GEI plans</p> <p>Active participation in data teams by teachers and coaching/feedback from building leaders</p> <p>Walk-through feedback</p> <p>Use of Princeton Review</p>	<p>Student needs are addressed in the General Education Intervention (GEI) process appropriately</p> <p>Data collection of the CFA's</p> <p>Identification of students for Tiers 2 and 3</p>	<p>Develop and use formative assessment to identify student needs (including how to use Skills Iowa/Princeton Review)</p> <p>Continued training on the use of Promethean, hardware/software.</p> <p>Analysis and interpretation of data reports (including ITBS item analysis).</p> <p>Using data to select appropriate strategies for individual learners.</p>
	<p>Teachers will use effective, research-based, highly engaging, relevant strategies to ensure at least 80% of their students' master the concept before</p>	<p>Active participation in data teams by teachers and coaching/feedback from building leaders.</p> <p>Walk-through</p>	<p>Evidence of teachers using feedback from walk-throughs.</p> <p>Percent of students mastering the concept during</p>	<p>Provide training on peer observations (including the dialogue that follows).</p> <p>Training on the appropriate use of effective</p>

	moving on to the next content objective.	feedback Peer observation dialogue and collaboration.	Core instruction time (before and after re-teaching). Fewer office referrals.	instructional strategies. Training on how to monitor the effectiveness of the strategy (i.e. pre/post).
	Students not achieving mastery during classroom instruction will receive Tier 2-Supplemental instruction (outside of regular classroom time).	Teacher/data team analysis with collaboration on CFA results to determine placement in and success of intervention.	Percent of students reaching mastery	Training on differentiated instruction. Continued training developing and using CFA's to measure mastery.
	Students who fail to reach mastery after Tier 2 will continue to work toward mastery in Tier 3-Intensive instruction (outside of the regular day).	Teacher/data team analysis with collaboration of differentiated instruction at both Tiers 2 and 3.		
	Provide opportunities for parents to dialogue with student and school about their child's learning.	Establishment of individual student goals on ITBS Parent contact logs	Increase in ITBS scores Increase in percent of students reaching mastery.	Development and use of Interactive Homework
	Model, recognize and celebrate examples of successes in reading achievement.			

## Climate/Culture Goal

<b>Student learning goal (performance target)</b>  What knowledge and/or skills will students gain?	<b>Research-based teaching and/or learning strategies</b>  What will staff and students do to reach the goal?	<b>Monitoring implementation</b>  How will you ensure the strategy happens consistently, well, and is differentiated as necessary?	<b>Monitoring impact</b>  How will you measure the impact (success) of the strategy?	<b>Professional development</b>  What do we need to learn before-during-after we can employ this strategy?
Increase staff and students' personal responsibility in the learning process, as measured by a decrease in office referrals, increase in staff attendance and an increase in classroom engagement.	Utilizing the PBIS process, appropriate and positive interactions will be taught, modeled, and reinforced to enhance relationships among students, parents and staff.	Increased adult presence in common areas.  All teachers and students will make use of planners as part of the classroom and school routine.	Less unwarranted hallway traffic to increase instructional learning time  Increased communication with parents.  Ability to look at a student's mobility throughout the school day	Continued PBIS implementation  Training on appropriate use of planners
	Define staff responsibilities for addressing issues of behavior and ensure staff consistently uses research-based strategies when responding.	Walk-throughs that evidence use of research-based behavior strategies  GEI process  Data teams	To review data from equity matrix  Discipline data  PBIS data SWIS	Professional development on behavior strategies that work.  PBIS team establishes a routine of providing research-based tips for managing student behavior.
	Utilizing the PBIS process, appropriate and positive relationships will be celebrated to	Log of celebrations	Referral rates/Major and minor data  Attendance data	Continued PBIS development and implementation

	enhance the learning environment.		PBIS Data	
Increase positive interactions among adults and students as measured by a decrease in office referrals and an increase in positive perceptions of staff interactions	Ensure that all teachers are able to plan and deliver lessons that engage all learners. At a minimum lesson plans will include objective, teaching and learning strategies, assessment, re-teaching, and differentiation	Walk-throughs Collaboration in data teams Peer observations Review of daily lesson plans	Analysis of walk-through data Attendance data Fewer classroom generated referrals Student achievement data Review of daily lesson plans	Continued professional development on planning for powerful lessons  Provide professional development on peer observations including how to provide quality feedback
	Utilizing the PBIS process, appropriate and positive relationships will be celebrated to enhance the learning environment	Log of celebrations	Referral rates/Major and minor data Attendance data PBIS Data	Continued PBIS development and implementation

**Intervention Model Design and Implementation Plan**

Meetings began in late February and continue to take place as the district and the Waterloo Education Association collaborate around the selection of the reform model and the specific implementation components. The team met on February 25, March 9, March 12, March 31, April 9, April 10 and April 21. Decisions regarding the selection of the reform model and changes to contract language are reflected in the Transformation Model specifics listed below.

**Transformation Model**

	<b>2009-2010</b>	<b>2010-2013</b>
Length of school year for students (Extended Year)	180 Days	Minimum of 187
Length of contract for instructional staff	192 Days	202 Days Including : 5 additional Professional Development Days 7 additional student contact days (two replace beginning of year teacher in-service) 2 days equivalent-hours in extended time/days throughout year for staff
Length of School Day (Extended Day)	7:45 - 2:30 Students 7:30 - 3:00 Staff	7:45 – 2:30 Students 7:30 – 3:30 Staff
Number of Certified Staff	43	45 Additional administrator 1 additional instructional coach
Number of Inst. Support Staff (Reading Coach, Lead Teacher, AP, etc.)	11	Add 1 instructional coach
Number of Students	442	508

	<b>2009-2010</b>	<b>2010-2013</b>
% F/R Lunch	81.4%	84.4%
Number of Administrators	1 Principal 2 Administrative Assistants	Add 1 Assistant Principal
<b>(1) DEVELOPING AND INCREASING TEACHER AND SCHOOL LEADER EFFECTIVENESS</b>		
<b>REQUIRED ACTIVITIES— EVALUATION, INCENTIVES AND PROFESSIONAL DEVELOPMENT</b>		
Evaluation System (Teachers)	Iowa Model based on Iowa Teaching Standards and Criteria	Iowa Model based on Iowa Teaching Standards and Criteria with emphasis on Instructional Practices and Assessment results.
Evaluation System (Teachers) Data on student growth	Not currently doing	Buildings and teams use growth data to make strategic decisions. We will enhance what we are doing and identify multiple measures of student growth information that can be tied to individual teacher evaluation. Student growth will not be the sole determiner of teacher proficiency or lack of proficiency, merely one measure per agreement with our Association
Evaluation System (Teachers) Multiple observation-based assessments	Currently Doing	Will expand the role of multiple assessment data in evaluation and conferencing
Evaluation System (Teachers) Ongoing collections of professional practice	Currently Doing	Will continue to utilize multiple observations and artifacts in the evaluation system.

	<b>2009-2010</b>	<b>2010-2013</b>
Evaluation System (Teachers) Are developed and designed with teacher and principal input	Done by State of Iowa	Will provide feedback for enhancing legislated system of evaluation
Evaluation System (Principals)	Iowa Model Once every three years—Full evaluation Other two years—self evaluation and Individual Administrator Professional Development Plan	Annual Full Observation
Evaluation System (Principals) Data on student growth	Not currently doing	Principals will participate in the reward incentives based on student achievement data with evaluation linked to student performance
Evaluation System (Principals) Multiple observation-based assessments	Currently Doing	Enhanced data collection system will lead to more comprehensive principal evaluation.
Evaluation System (Principals) Ongoing collections of professional practice	Currently Doing	Will continue to utilize multiple observations and artifacts in the evaluation system.
Evaluation System (Principals) Are developed and designed with teacher and principal input	Done by State of Iowa	Will provide feedback for enhancing legislated system of evaluation
Identify and reward school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high-school graduation rates	Not currently doing	Plan developed in collaboration with Teacher’s Association to reward certified and support staff for building level academic improvement.
Remove those who, after ample opportunities, have been provided for them to improve their professional practice have not done so	Mechanism is in place with current system.	Fireside chats (Fierce Conversations) with certified staff were held in April to determine staff competency and desire to continue at Carver. Evaluation system provides procedures for on-going monitoring of performance. Protocol in Appendix

	<b>2009-2010</b>	<b>2010-2013</b>
Provide staff with ongoing, high-quality, job-embedded professional development	Currently doing	Intensive professional development with monitoring of implementation and additional time for collaboration and feedback will be provided in Reading and Math as well as PBIS.
Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in a transformation school	Not currently doing	Increased time requirements and work load will lead to significantly higher salaries for the instructional staff in this building.
<b>PERMISSABLE ACTIVITIES— EVALUATION, INCENTIVES AND PD</b>		
Additional compensation to attract and retain staff	Not currently doing	
Institute a system for measuring change in instructional practices resulting from professional development	Structure in place; coaching around student work	The addition of instructional coach will allow us to move to a more results- driven system
Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	Not currently doing	Prior to commitment and selection, clear expectations will be published and a teacher's qualifications will be matched with expectations. The ideal individual must believe that all children can learn at significantly higher levels AND must accept that Failure is NOT an option. Job postings will contain locally adopted competencies. Teachers not selected will be afforded involuntary transfer rights.
<b>(2) COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES</b>		
<b>REQUIRED ACTIVITIES—</b>		

	<b>2009-2010</b>	<b>2010-2013</b>
<b>COMP INST. REFORM</b>		
Use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the other and with the state standards	New Literacy Curriculum and material adopted in the Spring of 2010. Alignment verified and professional development on research-based instructional strategies is underway	Math Summit held May 2010 with planning for materials adoptions and curricular revision planned for fall 2010.
Promote the continuous use of student data to inform and differentiate instruction	Currently Doing	Instructional Decision Making (IDM) implemented during 2009-1010 school year with a focus on the use of formative assessment to facilitate instructional decisions and improve the effectiveness of classroom formative assessment practices.
<b>PERMISSABLE ACTIVITIES— COMP INST. REFORM</b>		
Curriculum implementation fidelity reviews and pacing	Not currently doing	New Literacy curriculum provides guidance on pacing. Monitoring implementation facilitated by building principal and coaches. New Math curriculum to be adopted and implement in 2010-2011.
Implement a school wide RTI model	Doing--IDM	IDM implemented during 2009-2010 school year with continuous monitoring and feedback provided.
Additional professional development for staff who work with students with disabilities and ELL students.	Currently Doing	Enhanced professional development for ELL and Special Needs staff planned for fall 2010.
Using and integrating technology based supports	Currently Doing	Promethean training and instructional technology supports provided with emphasis on student engagement through the use of instructional technology.
<b>(3) INCREASING LEARNING TIME AND CREATING COMMUNITY- ORIENTED SCHOOLS</b>		

	<b>2009-2010</b>	<b>2010-2013</b>
<b>REQUIRED ACTIVITIES—INC LRNG TIME &amp; COMMUNITY</b>		
Increase learning time	Not currently doing	Extended day and hours for student instruction built into 2010-2011 calendar (Draft copy in Appendix)
Provide ongoing mechanisms for family and community engagement	Doing	Strategic Plan includes extensive work in parent involvement and community engagement.
<b>PERMISSIBLE ACTIVITIES—INC LRNG TIME &amp; COMMUNITY</b>		
Partnering with organizations	Doing	Full listing included in needs assessment section
Extend day for advisories	Not currently doing	Under consideration
Implement positive behavioral supports	Doing	Planning for District-wide PBIS implementation in 2008-2009, Carver is in Year 3 during 2009-2010 school year. Implementation will continue through 2013 and beyond.
Full day kindergarten or Pre-K	NA	NA
<b>(4) PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT</b>		
<b>REQUIRED ACTIVITIES</b>		
Operational flexibility with staffing, calendars/time, and budgeting.		Flexible calendar and staffing outlined for 2010-2011 school year
School receives ongoing technical assistance	SINA (AEA support) Technical Assistance provided	District, AEA and state supports will be utilized
<b>PERMISSIBLE ACTIVITIES</b>		
New governance arrangement		
Per-pupil school based budget formula		

**Part 2**

**External Providers-**Support for the design, delivery and implementation of the initiatives aligned to the Transformation Model will be provided through district, AEA and state level supports.

The district will assign one Central Office administrator to facilitate the work and monitor the progress of the plan and data analysis. An additional administrator and an additional instructional coach will be assigned to Carver to provide additional support to the current administrator, administrative assistants and reading coach. The addition of personnel will allow the principal to serve as the instructional leader in the implementation of the initiatives.

The AEA will provide technical support, professional development, and on-going assistance through the SINA process. Expert consultants will be sought to provide professional development in support of specific teacher learning needs.

## **Resource Alignment**

The district has embarked on the implementation of an aggressive, five-year strategic plan that encompasses the initiatives outlined in this grant. The commitment of district time and resources to the elements of the grant began late in the 2008-2009 school year and continues to be evidenced in the intensive efforts of the district staff and community aligned with high levels of academic achievement for each student.

In addition to SIG grant funding, Title I, IDEA Part B funding, Teacher Quality, Stimulus ARRA and Local General Fund budgets will be utilized to support these initiatives. Total project resources are listed below with Carver Academy representing approximately 15% of the total budget allocation.

<b>IDM: Total</b>	<b>\$595,989</b>
Existing General Fund	\$35,700
New General Fund	\$62,500
ARRA Title I	\$497,789
<b>Reading Model: Total</b>	<b>\$2,252,800</b>
Existing General Fund	\$700,000
New General Fund	\$600,000
New One Time General Fund	\$402,500
ARRA Title I	\$550,300
<b>Math Model: Total</b>	<b>\$2,252,800</b>
Existing General Fund	\$700,000
New General Fund	\$600,000
New One Time General Fund	\$402,500
ARRA Title I	\$550,300
<b>PBIS: Total</b>	<b>\$347,500</b>
Existing General Fund	\$210,000
One Time General Fund	\$35,000
IDEA Part B	\$102,500
<b>STEM: Total</b>	<b>\$20,000</b>
Existing General Fund	\$10,000
One Time General Fund	\$10,000
<b>Professional Development : Total</b>	<b>\$712,000</b>
Existing General Fund (ICC and TQ)	\$462,000
New General Fund	\$250,000

## **Practice and Policy Modifications**

After review of current policies and practices, it is determined that the bargained contract will be amended to contain special provisions to support the needed reforms. In agreement with the Waterloo Education Association (WEA), the following side agreements have been determined.

### ARTICLE XIII - EVALUATION

Although student achievement data continues to be a data point considered in the evaluation process, it will not be the sole determining factor in the decision to place a teacher on an intensive plan of assistance.

### ARTICLE X - EMPLOYEE HOURS

The normal work day for a teacher assigned to a PLAS school will consist of up to eight and one-half hours (currently seven and one-half); included in that day shall be a duty free lunch period, a minimum of thirty (30) minutes per day.

### PROPOSED PAY FOR PERFORMANCE PARAMETERS

Building Award (no individual or team)

Eligible recipients – certified staff; administrators; clerical support staff

Award amount based on one week of pay at the average annual earnings of the employee group.

(Prorated for part-time pay)

MUST HAVE 80 Points to earn award

## Growth Measures

NSS growth 25 pts

Increase percent proficient 25 points (must show increase over past three years in order to gain these pts)

Safe harbor 25 pts

Additional measures 25 pts

PAT, DRA, Observation survey, Gold Standard Assessment, District-determined assessments

## PLAS PLAN PARAMETERS

Clock Hours 8.5 (Maximum)

7:45 - 3:00 Students

7:30 – 3:00 Staff

School Year adds 7 additional school days and 3 additional professional development days plus

16 hours per year for:

- Additional professional development
- Parent connections
- Collaboration

## **Sustainability**

The district has embarked on the implementation of an aggressive, five-year strategic plan that encompasses the initiatives outlined in this grant. The commitment of district time and resources to the elements of the grant began late in the 2008-2009 school year and continues to be evidenced in the intensive efforts of the district staff and community aligned with high levels of academic achievement for each student. Intense work in professional development during the three years of funding will build capacity for the foundation for sustainable improvements. All new teachers will be assigned a mentor and will participate in the district mentoring and induction program. Staff new to the building will participate in additional professional development during the first days of school in order fully participate in the implementation of selected strategies. Ongoing coaching will be provided by the instructional coach. Additional time and hours will end with full implementation established during the grant period will provide for lasting benefit to students. Postings for the hiring of new positions will incorporate the specific criteria included in the Fireside Chats (See Appendix). The Transformation Intervention Model will be the focus of initial professional development opportunities as well as incorporated into the content delivery of professional development on the focused initiatives outlined in the grant proposal. Parents and community engagement will be secured through business partnerships and on-going work in parent involvement. Evaluation will done at the building and district level through a formal process utilized in the district for program evaluation. Student achievement results (ITBS) will be the primary indicator of success. Professional development, partnerships, mentoring relationships and broad commitment to meeting the needs of all students will provide the foundation for lasting reform.

<b>Budget</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b><u>Personnel Salary</u></b>	\$401,000	\$417,040	\$433,722	\$1,251,762
<b>10 Additional Contract Days for 39 teachers</b>	\$77,000	\$80,080	\$83,283	243,485
<b>.5 Additional Hour Per Day for Intensive Assistance and Collaboration = \$ in salary</b>	\$134,000	\$139,360	\$144,934	418,294
<b>1 Instructional Coach Salary</b>	\$80,000	\$83,200	\$86,528	249,728
<b>1 Additional Assistant Principal = \$ in salary</b>	\$75,000	\$78,000	\$81,120	\$234,120
<b>Substitute Teachers = \$ in Salary</b>	\$5,000	\$5,200	\$5,408	\$15,608
<b>Extra Para Support = \$ in Salary</b>	\$30,000	\$31,200	\$32,448	\$93,648

<b><u>Benefits</u></b>				
<b>Benefits are calculated using the following estimates</b>	\$90,000	\$93,600	\$97,344	\$280,944
<b>New Admin                    30%</b>				
<b>New Teacher                30%</b>				
<b>Current Teacher          14.6%</b>				
<b>Sub Teacher                7.65%</b>				
<b>Paraprofessional         66%</b>				
<b>Years Two and Three include an increase of 4% for each year.</b>				

<b><u>Professional Services</u></b>				
<b>Honorarium</b>	\$10,000	\$10,000	\$10,000	\$30,000
<b>Support for data analysis, research-based instructional strategies and implementation of reform efforts will be accessed throughout the grant period.</b>				
<b>20 days per year @ \$500 per day</b>				
<b>Expenses (Mileage, Meals, Lodging)</b>	\$3,000	\$3,000	\$3,000	\$9,000
<b>20 days per year @\$150 per day</b>				
<b><u>Instructional Materials</u></b>	\$109,697	\$50,000	\$50,000	\$209,697
<b>Resource materials, software and supplemental materials. We will purchase commercially available learning modules along with other</b>				

<b>technology to be integrated into each of our core academic areas and to our STEM electives. In subsequent years, additional modules will be purchased.</b>				
<b><u>Supplies and Materials</u></b>	\$25,000	\$25,000	\$25,000	\$75,000
<b>Professional materials for teachers and administrators aligned to instructional strategies and STEM initiative</b>				
<b>Other – specify: <u>Transportation</u></b>	\$25,000	\$30,000	\$35,000	\$90,000
<b>Additional transportation for students</b>				
<b>Other: <u>Parent Involvement</u></b>	\$20,000	\$20,000	\$20,000	\$60,000
<b>Other-<u>Incentive Pay</u> – equivalent of one week’s pay per staff member if goals are met.</b>	\$58,000	\$60,320	\$62,733	\$181,053

<b><u>Administrative Costs</u> (allowable indirect cost rate) 2.48%</b>	\$19,500	\$17,506	\$18,037	\$55,043
<b>Total</b>	\$761,197	\$726,466	\$754,835	\$2,242,498

## **Budget Narrative**

**(Year 1 totals listed in narrative)**

Teacher/Administrator Extra Days-\$77,000

Description: Staff members will be contracted for an additional ten days per year, seven of which will be student contact days, three of which will be additional professional development days and two of which will be differentiated throughout the school year with extended time and days devoted to professional development.

Teacher/Administrator Extra Hours - \$134,000

Description: Staff members will be contracted for .5 hour per day beyond the normal contract time for collaboration, professional development, data analysis and intensive academic supports for students.

Instructional Coach - \$80,000

Description: An instructional coach will support Transformation Model implementation through classroom coaching, observation, modeling, data analysis and delivery of professional development.

Additional Assistant Principal- \$75,000

Description: Assistant principal will support Transformation Model implementation through instructional leadership and management support to building principal, coaches and teachers.

Substitute Teachers - \$5,000

Description: Substitutes will be hired as needed so that teachers may attend professional development, collaborate, participate in peer observation and data analysis.

Additional Paraprofessionals - \$30,000

Description: Paraprofessionals will be hired as needed to support teachers in the implementation of the Transformation Model and to provide additional academic support to students.

Benefits:-\$90,000

Description: Calculated on percentage basis with insurance included where appropriate

Professional Services - \$13,000

Description: Honorarium and expenses for professional development providers to assist in delivery of content aligned to reading and math strategies.

Instructional Materials - \$109,697

Description: Funding will provide resource materials, software and supplemental materials that will provide academic support for each child at their instructional level. We request to purchase 40 commercially available learning modules to be integrated into each of our core academic areas and to our STEM electives.

Supplies and Materials - \$25,000

Description: Professional Development supplies and materials

Transportation- \$25,000

Description-Additional transportation services to accommodate the extended days and extended hours of instruction for students

Parent Involvement -\$20,000

Description-Materials, supplies and incentives for parent involvement to support the academic achievement of students. Take home activities, support guides and on-line resources will be provided.

Incentive Pay- \$58,000

Description: Building Award for eligible recipients (certified staff; administrators; clerical support staff). Award amount based on one week of pay at the average annual earnings of the employee group. (Prorated for part-time pay)

## Implementation Timeline

(Required – No points awarded)

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

Literacy Framework		Building Person Responsible	District Person Responsible	Date to be Completed
Spring -Fall 2010				
	Monitor a rigorous, easy to navigate curriculum and materials, aligned with the Iowa Core Curriculum	Building Leadership	Debbie Lee , Linda Garlinghouse, Teri Trask	Ongoing
	Monitoring grade level standards, benchmarks and objectives	Literacy Coach	Debbie Lee , Linda Garlinghouse, Teri Trask	August-10/ Ongoing
	Identify, provide professional development and support for gradual release of responsibility instructional framework	Literacy Coach	Debbie Lee , Linda Garlinghouse, Teri Trask	7- Sept- 10/ Ongoing
	Plan professional development for implementation of new curriculum	Literacy Coach and Literacy Team	Debbie Lee , Linda Garlinghouse, Teri Trask	May, 2010/ Ongoing
	Create a standards based report card	Literacy Coach, Literacy Team	Debbie Lee , Linda Garlinghouse, Teri Trask	First Quarter Report Card
	Monitor high impact skills that students need to master at each grade level	Administration, Literacy Coach	Debbie Lee , Linda Garlinghouse, Teri Trask	August-10/ Ongoing

	Examine our current assessment tools and process and make modifications as necessary	Administration, Literacy Coach, and Literacy Team	Debbie Lee , Linda Garlinghouse, Teri Trask	May, 2010/Ongoing
	Identify, plan professional development and determine implementation of evidence based instructional practices including Characteristics of Effective Instruction	PLAS Committee, Literacy Coach	MS Curriculum Coordinator	May, 2010/ Ongoing
	Revise ITBS/ITED areas of concerns instructional cards	Literacy Coach, Literacy Team	MS Curriculum Coordinator	May, 2010/ Ongoing
	Literacy framework developed	Literacy Coaches	MS Curriculum Coordinator	Spring, 2010/ Ongoing
	Grade level objectives and expectations identified	Literacy Coaches	MS Curriculum Coordinator	Spring, 2010
	*The model of cognitions and the linking processes required for reading comprehension	Literacy Coach, Lead Literacy Teachers		August-10/ Ongoing
	*Curriculum maps revised with updates	Literacy Coaches	MS Curriculum Coordinator	Spring, 2010
	Reading curriculum materials, resources and support materials will be supplied to reading teachers and training provided	Literacy Coach, Literacy Teachers	MS Curriculum Coordinator	Spring, 2010

Math Framework				
<b>Fall 2010-Summer 2011</b>				
	Monitor Implementation of grade level standards, benchmarks and objectives	Jake Young-Kent, MathTeam, Administration		Fall 2010- On going
	Identify, provide professional development and support for gradual release of responsibility instructional framework	Tammy Ryan, Literacy Coach		Fall 2010
	Create a standards based report card	Math Team		October 1, 2010
	Monitor instruction of high impact skills that students need to master at each grade level	Math Team, Schweppe		Continuous
	Examine our current assessment tools and process and make modifications as necessary	Math Team, Jake Young-Kent		Continuous
	Identify and plan professional development and determine implementation of evidence based instructional practices	Jake Young-Kent, Math Team, Administration, Literacy Coach		Fall 2010- On going
	Complete ITBS areas of concerns instructional cards		Curriculum Director	Fall 2010
<b>STEM</b>				
	Carver Academy will serve middle school students with emphasis on Science, Technology, Engineering, and Mathematics		Dr. Norris	Fall, 2009
	Opening of school	GWCA Staff	WCSD	1-Aug-09
	*Revision of traditional schedules to	GWCA Administrators/		Fall, 2009

	accommodate electives in the STEM areas	Counselors		
	STEM electives written and delivered	Albert Wiggins, GWCA Teachers		Sum, 2009/Ongoing
	Work with area agencies to articulate curriculum	Albert Wiggins, Brad Schweppe		Sum, 2009/Ongoing
	Revision/adaption of WCSD curriculum to reflect STEM	Albert Wiggins	Mary Meier	Fall, 2009, Ongoing
	Extra learning opportunities beyond school day in STEM areas	Albert Wiggins, GWCA Teachers	Mary Meier	Fall, 2010
	Core curriculum reflective of STEM emphasis	Albert Wiggins, GWCA Teachers	Mary Meier	Fall, 2010

2010-2011 STEM INITIATIVES (year two):				
	Students will be exposed to all opportunities in STEM during 6th grade year; 7th grade year choose an interest area in one of the four STEM areas and take additional elective courses in area; 8th grade year complete a portfolio/project known as 70-30. 70% of the project will be based in the emphasis of the interest area and the other 30% will consist of the other STEM areas.	Albert Wiggins, GWCA Teachers, Counselors	Mary Meier	Fall, 2010/ Ongoing
	Participation in the National STEM fair in Washington, DC in October, while simultaneously casting a satellite event at GWCA	Albert Wiggins, GWCA Teachers, Students	Mary Meier	23-24 October 2010
	Further integrations of STEM knowledge in current core curriculum using commercially available learning modules.	Albert Wiggins, GWCA Teachers, Students	Mary Meier	Fall, 2010
	Project based (learning modules) outcomes to be used as part of portfolio w/ cross curricular integration.	GWCA Teachers, Students	Mary Meier	
<b>PBIS</b>				
	SWIS data management system	Administration, AEA, PBIS Committee		2010 - ongoing
	PBIS Surveys with full implementation of results	PBIS Team / Administration		Fall 2010
	PBIS building posters, flyers and handbooks	PBIS Team / Administration		Full academic year
	District level PBIS Informational brochure	PBIS Team / Administration		Presently revising

ICC				
	District team will attend AEA267 leadership sessions: October 6, December 3, February 4, and April 1.	District Support Building Implementation		All step on-going
	District team will attend AEA267 technical assistance sessions: November 13, January 7, March 3, May 11			
	District team will create workable plan and timeline needed to create the ICC implementation plan (December 2009).			
	Complete self-assessment (December 2009).			
	Complete Consensus Rating Form for each outcome and prioritize work <u>within</u> each outcome (May 2010).			
	Prioritize the work <u>across</u> the six outcomes (May 2010).			
	Engage stakeholders with the purpose and vision of the ICC (May 2010).			
	Conduct four data collection reviews: (1) learning supports review, (2) curriculum alignment review, (3) professional development review			
	Complete the ICC Implementation Plan worksheet (June 2010).			
	Submit final K-12 ICC Implementation Plan (July 2010).			
	Engage all district teachers in the			

	Characteristics of Effective Instruction PD.			
	Complete alignment of content, instruction, assessment, and identify steps to address gaps (July 1, 2012).			
	Complete initial analysis of professional development needs and integration into District PD Plans (CSIP) (July 1, 2012).			
	Expand the district team; team members attend the leadership training sessions and technical assistance sessions provided			
	Create a timeline for district team leadership steps to be completed during SY09-10			
	Complete the district self-assessment on the six ICC outcomes.			
	Create the implementation plan and submit to Department of Education (July 1, 2010).			
	Complete alignment of content, instruction and assessment and steps needed to address gaps (July 1, 2012).			
	Complete initial analysis of professional development needs and integration into District PD Plans (CSIP) (July 1, 2012			

IDM				
	Professionally develop all staff so a clear understanding of the IDM process exists	Jake Young-Kent, Trela Rottinghaus, Brad Schwappe		began Winter 2008, ongoing
	Implement IDM at each building in the intended manner	classroom teachers, administration		began Winter 2008, ongoing
	Provide a support system/resource center for staff members to use as they engage in the IDM process	Jake Young-Kent, Trela Rottinghaus		Fall 2010
	Utilize Skills Iowa as a method of tracking student data at the classroom/dept/school level	Tammy Ryan, classroom teachers		Fall 2010
	Curriculum objectives are focused and narrowed so that reading and math teachers can clearly identify which ones will be	reading and math teams		Began Fall 2009, ongoing
	All staff implement formative assessment in reading and math concerning those focused/narrowed curriculum objectives	classroom teachers, administration		Began Fall 2009, ongoing
	All staff gather/track data at the classroom, grade, and building level	classroom teachers, administration		began Fall 2010 building-wide, ongoing
	Non-reading/math staff will support/enhance the reading and math curriculum objectives in their classrooms on a daily/weekly	administration		ongoing
	Incremental/Sequenced professional development delivered to a core team of teachers at each building	Jake Young-Kent, Trela Rottinghaus, Brad Schwappe		ongoing

	Skills Iowa Training for all teachers in grades 3-10 in reading, writing, math	Tammy Ryan		ongoing
	Follow-up opportunities to share progress and discuss concerns regarding Skills Iowa	Tammy Ryan		ongoing
	Survey of staff to gather data about level of implementation with Skills Iowa	Tammy Ryan		quarterly
	Administration of statewide assessment and analysis of results to measure level of impact	administration		yearly
	Administration of statewide assessment and analysis of results to measure level of impact			

## **Annual Goals for Student Achievement**

(Required – No points awarded)

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

By the end of the 2010-2011 school year, the number of students who are proficient in math and reading will increase by 15% as defined by Annual Yearly Progress on the Iowa Tests of Basic Skills.

## **Consultation with Relevant Stakeholders**

(Required – No points awarded)

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

Waterloo Community Schools Board of Education

Waterloo Education Association

Superintendent's Cabinet

School Improvement Advisory Committee

Carver Administrative Team

Carver Teaching Staff

Carver Support Staff

## Appendices

### Mission

The Waterloo Schools community commits to a comprehensive system of education and support to assure that each and every student will graduate prepared for college, career, and citizenship as evidenced by continuing education, pursuing a career path, and contributing to a community.

### Strategic Focus Areas and Goals

<p><b>Student Achievement and Development</b></p> <ul style="list-style-type: none"><li>-Delivering the comprehensive curriculum through engaging instruction with a focus on measured results for student achievement.</li><li>-Increase the percentage of the students proficient in reading, math, writing, and science.</li><li>-Increase percentage of students who are prepared for college, career, and citizenship.</li><li>-Increase the graduation rate and decrease the dropout rate while maintaining rigorous standards for learning.</li><li>-Reduce the achievement gap between subgroups while accelerating learning for all students.</li><li>-Utilize technology as a tool to improve student achievement.</li></ul> <p><b>Financial Sustainability and Operational Excellence</b></p> <ul style="list-style-type: none"><li>-Operating with fiscal integrity, efficiency, and effectiveness.</li><li>-Provide technology that meets District standards, is equitable, and current to ensure</li></ul>	<p><b>Human Assets</b></p> <ul style="list-style-type: none"><li>-Staffing our organization with high performing leaders, teams, and employees.</li><li>-Create standards and performance measures to rate factors of customer service.</li><li>-Maintain a workforce based on the identification of the number of employees required, best practices, and the skills needed.</li><li>-Enhance and target employee recruitment to increase diversity and highly qualified personnel.</li><li>-Optimize a workforce based on competencies and attitudes needed to accomplish the district vision.</li><li>-Promote the alignment of talent with workforce needs.</li></ul> <p><b>Climate for Learning</b></p> <ul style="list-style-type: none"><li>-Provide a safe, caring, engaging, and inviting environment for our students, staff, parents, and community.</li><li>-Utilize research-based strategies that support integrity and respect toward others.</li></ul>
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<p>agility in information analysis and to achieve efficient and effective administrative systems.</p> <ul style="list-style-type: none"> <li>-Use District priorities to establish the budget.</li> <li>-Consistently implement proven security practices for students, staff, and community, both during the school day and at other times of facility usage.</li> <li>-Deliver quality facilities and infrastructure.</li> <li>-Implement global best practices in the management of technology outages, changes, and configuration.</li> <li>-Secure additional funding sources to enhance the District budget.</li> <li>-Maximize equitable community access to and use of facilities.</li> <li>-Control operating expenditures and capital costs.</li> </ul>	<ul style="list-style-type: none"> <li>-Optimize crisis prevention, mitigation, preparedness, response, and recovery to assure maximum safety and security of students, staff, and community.</li> </ul> <p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>-Interacting effectively with our students, staff, parents, and business communities.</li> <li>-Promote and strengthen partnerships within the community, the schools, and the homes of our students to increase student achievement, wellness, and development.</li> <li>-Enhance district resources through partnerships.</li> <li>-Communicate effectively with all stakeholders</li> </ul>
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**Waterloo Community School District DINA/Disproportionality Plan**  
**Spring 2010**

D-Deep

I-Implementation

N-Needed

A-Actions

**The Goal:**

High Levels of Student Achievement for Each and Every Student

**The Phases:**

1. Audit
2. Diagnosis
3. Design
4. Implementation
5. Evaluation

**The Actions:**

1. **Believe in It**
  - ❖ Shared Knowledge Base/Instructional Research (FINO, PD, Values)
  - ❖ Cultural Competence/GESA
  - ❖ Communication
  
2. **Act Upon It**
  - ❖ Monitoring and Feedback-Principal Training
  - ❖ Professional Development Framework
  - ❖ Program Evaluation
  - ❖ Curriculum Alignment (Iowa Core Curriculum)
  - ❖ Common Formative Assessments
  
3. **Surround It with Supports**
  - ❖ Policy Revision-Suspensions
  - ❖ General Education Interventions (GEI)-Training and Consistent Implementation
  - ❖ Positive Behavior Supports-Training and Implementation
  - ❖ Cultural Competency-Poverty Training
  - ❖ Special Education-Best Practices/Delivery Services/Data Monitoring

The following format was used to engage certified staff in conversation around the needed knowledge, skills, and dispositions to support the work of the building aligned with the PLA plan. As a result of the conversations, six certified staff members have been involuntarily transferred to other buildings within the district.

### George Washington Carver Academy

April, 2010

A. As you know, Carver has recently been designated as a PLA school. With this designation come a number of changes for our staff and our school. Among these changes are:

1. An increased focus on effective instructional practices, collaboration, accountability and monitoring aligned with student achievement efforts
2. Additional school days added to the contract
3. Additional hours added to the student contact and staff work week
4. Additional Professional Development expectations

B. Given the increased focus on academic achievement, a Carver Academy teacher must demonstrate the following:

1. Ability to enhance academic performance
2. Commitment to doing whatever it takes to support student success
3. Belief that all students can learn rigorous academic content at high levels
4. Ability to plan and deliver powerful lessons that engage students at high levels
5. Passion for working with a diverse student population
6. Strong interest in science, technology, math and/or engineering content, skills and careers
7. Willingness and interest in using innovative technology
8. Effective classroom management techniques
9. Ability to collaborate with students, families, colleagues and business partners to provide unique educational opportunities
10. Excellent record of attendance

C. With these expectations, the following will be required:

1. Full implementation of the IDM process
2. Demonstrated ability to build and maintain relationships with students and families
3. Lesson plans in new format turned in each Friday for following week for review and critique
4. Evidence of implementation of the DDDM process
5. Completion of peer observation

6. Committee participation
7. Adherence to Dress Code for staff
8. Full implementation of the PBIS system
9. Participation in extended schedule
10. Active participation in Professional development off contract

Possible topics include:

Classroom management

Promethean boards

Formative assessment

PBIS

Relationship building

90-90-90 research

- D. Please talk to us about your commitment to the items mentioned above and your alignment to the district initiatives.
- E. What questions do you have for us?

I understand that these qualifications are expectations for all staff members at Carver Academy.

I further understand that my professionalism and conduct represents Carver Academy and that I will be held responsible for these expectations at all times.

Signature \_\_\_\_\_ Date \_\_\_\_\_