



# School Improvement Grant

## Waterloo Community School District

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## **ABSTRACT**

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Irving Elementary School serves a diverse student population of approximately 400 students in Waterloo, Iowa. Approximately 92% of students are free and reduced, 55% are minority, and 22% are English Language Learners. Irving's mobility rate is 17%. Recent declining trends in student achievement in both Reading and Math have created urgency around comprehensive reform efforts. The building is in Year 2 of School in Need of Assistance (SINA) status for both Reading and Math. The recent designation of Persistently Low Achieving (PLA) status has prompted a serious consideration of intensive efforts to turn the achievement trends around.

In collaboration with the Waterloo Education Association (WEA), the district has selected the Transformation Model as the model most aligned to the needs of the building. Conversations began in January and continue to occur as the details of the reform efforts are confirmed. The major actions include:

- a. Extended school day/school year
- b. Intensive professional development with a focus on fidelity of implementation
- c. Evaluation tied in part to student growth
- d. Leadership realignment
- e. Financial incentives for reaching achievement target goals
- f. Clear expectations, job descriptions and contract parameters to support changes

Grant funding is essential to support the intense, direct engagement of students in extended instructional time and teachers in collaborative professional development time.

Implementation will focus on:

- Instructional Decision Making (IDM)—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)—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.
- Intensive Professional Development—extra hours and days will be added to the contract for professional development on research-based instructional strategies as well as peer observation, collaboration and data analysis.
- Clear alignment among curriculum, instruction and assessment and the Iowa Core Curriculum—the alignment process has recently been completed and implemented for literacy (2009-2010) and math (2010-2011). Precision of instructional delivery aligned to student needs along with the newly adopted curriculums will be monitored frequently by the instructional coaches and building administrators.
- High expectations, close monitoring and precision feedback to ensure fidelity of implementation—a strong focus on high expectations, efficacy and monitoring implementation will continue. The district will utilize Marzano’s Instructional Protocol and iObservation web-based software, in addition to an enhanced evaluation system.

## **PART 1**

### **1. Needs Assessment and Analysis (5 points)**

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#### **Irving Elementary Student Demographics**

| <b>Enrollment</b> | <b>Low SES</b> | <b>Minority</b> | <b>IEP</b> | <b>ELL</b> | <b>Mobility</b> | <b>Attendance</b> |
|-------------------|----------------|-----------------|------------|------------|-----------------|-------------------|
| 401               | 92.3%          | 54.9%           | 17.0       | 21.7%      | 16.6%           | 94.6% ADA         |

#### **Irving Elementary Demographic Trends**

|                   | <b>2005-06</b> | <b>2006-07</b> | <b>2007-08</b> | <b>2008-09</b> | <b>2009-10</b> |
|-------------------|----------------|----------------|----------------|----------------|----------------|
| <b>Enrollment</b> | 454            | 369            | 374            | 404            | 401            |
| <b>% of ELL</b>   | 11.45%         | 16.8%          | 24.06%         | 26.73%         | 22.44%         |
| <b>% of IEP</b>   | 9.03%          | 7.04%          | 10.4%          | 16.58%         | 17.9%          |
| <b>% of F/R</b>   | 70.4%          | 80.21%         | 80.48%         | 80.69%         | 84.71%         |

#### **Percent Proficient**

[DE AYP Data—includes Iowa Growth Model and Alternate Assessment]

|         | <b>2004-05</b> | <b>2005-06</b> | <b>2006-07</b> | <b>2007-08</b> | <b>2008-09</b> | <b>2009-10</b> |
|---------|----------------|----------------|----------------|----------------|----------------|----------------|
| Reading | 68.52          | 60.0           | 76.0           | 63.8           | 53.9           | 58.5           |
| Math    | 60.78          | 52.8           | 72.0           | 69.3           | 55.6           | 48.8           |

#### **ITBS Reading Proficiency Trends By Grade**

##### **FAY Students**

|         | <b>Fall 2003</b> | <b>Fall 2004</b> | <b>Fall 2005</b> | <b>Fall 2006</b> | <b>Fall 2007</b> | <b>Spring 2009</b> | <b>Spring 2010</b> |
|---------|------------------|------------------|------------------|------------------|------------------|--------------------|--------------------|
| Grade 3 | 55.6%            | 51.0%            | 50.0%            | 68.4%            | 55.9%            | 49.0%              | 60.5%              |
| Grade 4 | 66.0%            | 68.5%            | 71.4%            | 80.5%            | 52.9%            | 52.8%              | 50.0%              |
| Grade 5 | 55.6%            | 75.4%            | 53.6%            | 65.2%            | 66.7%            | 38.5%              | 50.0%              |

#### **ITBS Math Proficiency Trends By Grade**

##### **FAY Students**

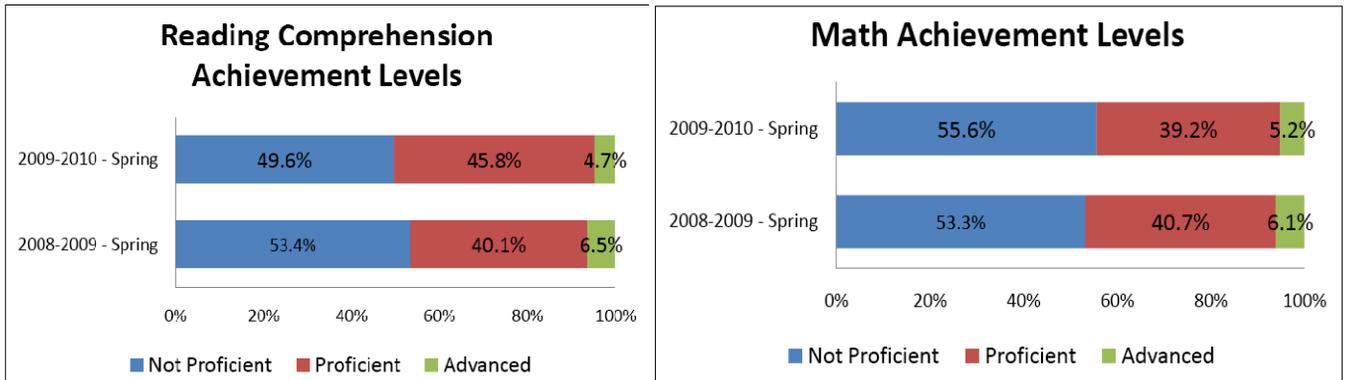
|         | <b>Fall 2003</b> | <b>Fall 2004</b> | <b>Fall 2005</b> | <b>Fall 2006</b> | <b>Fall 2007</b> | <b>Spring 2009</b> | <b>Spring 2010</b> |
|---------|------------------|------------------|------------------|------------------|------------------|--------------------|--------------------|
| Grade 3 | 45.8%            | 48.9%            | 38.2%            | 57.9%            | 57.6%            | 51.9%              | 34.1%              |
| Grade 4 | 57.1%            | 60.8%            | 57.1%            | 85.4%            | 57.6%            | 66.7%              | 47.9%              |
| Grade 5 | 44.4%            | 70.5%            | 57.4%            | 58.7%            | 70.8%            | 38.5%              | 52.6%              |

#### **ITBS Science Proficiency Trends By Grade**

##### **FAY Students**

|         | <b>Fall 2003</b> | <b>Fall 2004</b> | <b>Fall 2005</b> | <b>Fall 2006</b> | <b>Fall 2007</b> | <b>Spring 2009</b> | <b>Spring 2010</b> |
|---------|------------------|------------------|------------------|------------------|------------------|--------------------|--------------------|
| Grade 3 | 54.9%            | 57.8%            | 41.8%            | 73.7%            | 55.9%            | 56.6%              | 57.9%              |
| Grade 4 | 64.0%            | 50.0%            | 70.4%            | 75.6%            | 58.8%            | 61.2%              | 61.2%              |
| Grade 5 | 54.2%            | 65.6%            | 60.0%            | 69.6%            | 64.6%            | 38.5%              | 57.9%              |

## ITBS Achievement Trends By Achievement Level



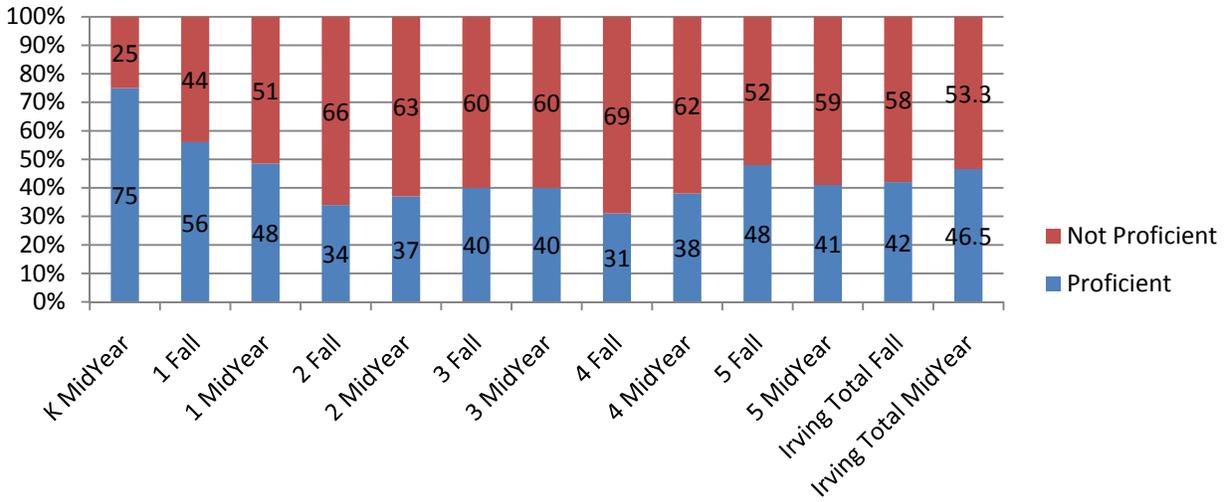
## DRA2 Growth Analysis

[Growth from September 2010 to January 2011]

| IRVING               |     | No Gain | Less Than Expected | Expected | Accelerated | Grand Total |
|----------------------|-----|---------|--------------------|----------|-------------|-------------|
| Actual Student Count | 1st | 3       | 4                  | 33       | 23          | 63          |
|                      | 2nd | 9       | 17                 | 19       | 13          | 58          |
|                      | 3rd | 10      | 7                  | 37       | 2           | 56          |
|                      | 4th | 10      | 2                  | 23       | 2           | 37          |
|                      | 5th | 18      | 1                  | 29       | 5           | 53          |
| Totals               |     | 50      | 31                 | 141      | 45          | 267         |

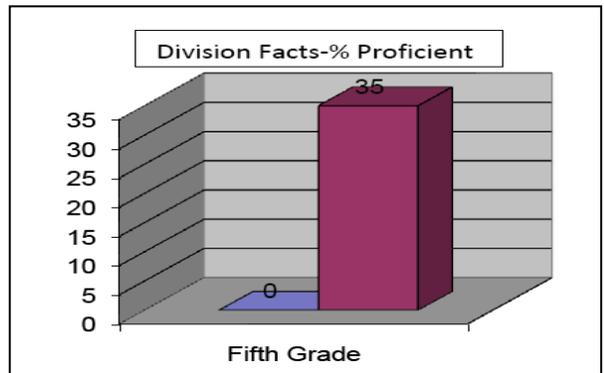
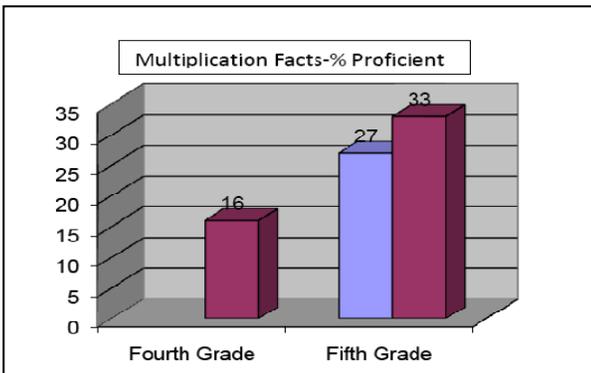
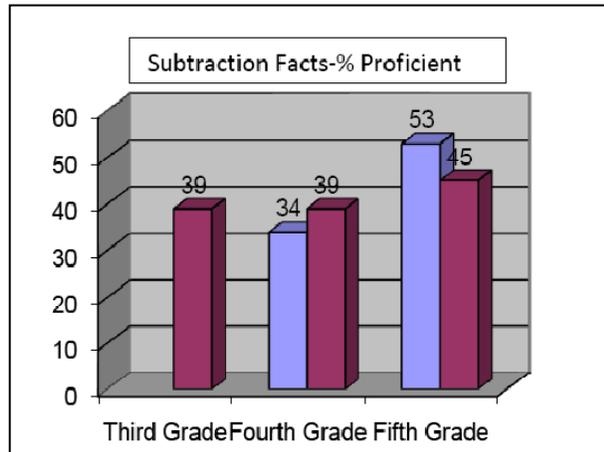
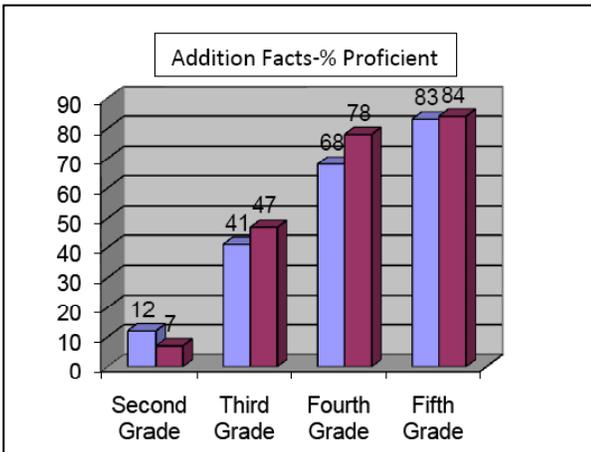
| IRVING         |     | No Gain | Less Than Expected | Expected | Accelerated | Grand Total |
|----------------|-----|---------|--------------------|----------|-------------|-------------|
| As percentages | 1st | 4.76%   | 6.35%              | 52.38%   | 36.51%      | 100%        |
|                | 2nd | 15.52%  | 29.31%             | 32.76%   | 22.41%      | 100%        |
|                | 3rd | 17.86%  | 12.50%             | 66.07%   | 3.57%       | 100%        |
|                | 4th | 27.03%  | 5.41%              | 62.16%   | 5.41%       | 100%        |
|                | 5th | 33.96%  | 1.89%              | 54.72%   | 9.43%       | 100%        |
| Totals         |     | 18.73%  | 11.61%             | 52.81%   | 16.85%      | 100%        |

## Irving DRA2 Fall to MidYear Proficiency Comparison 2010-2011

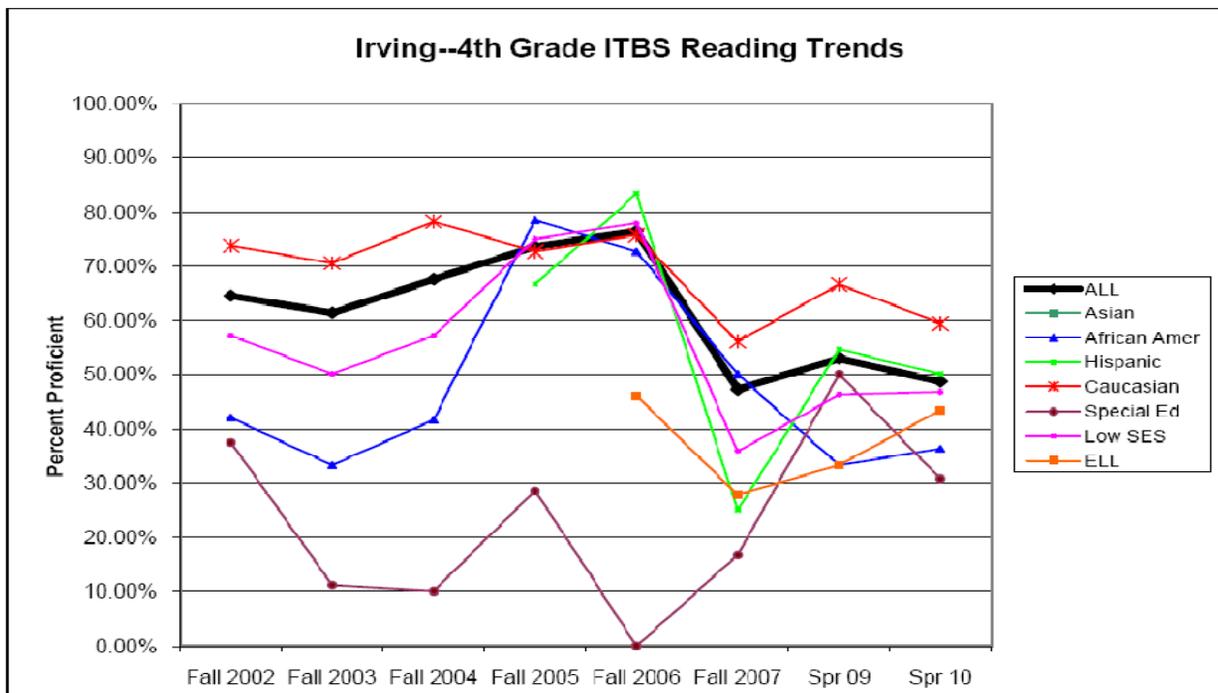
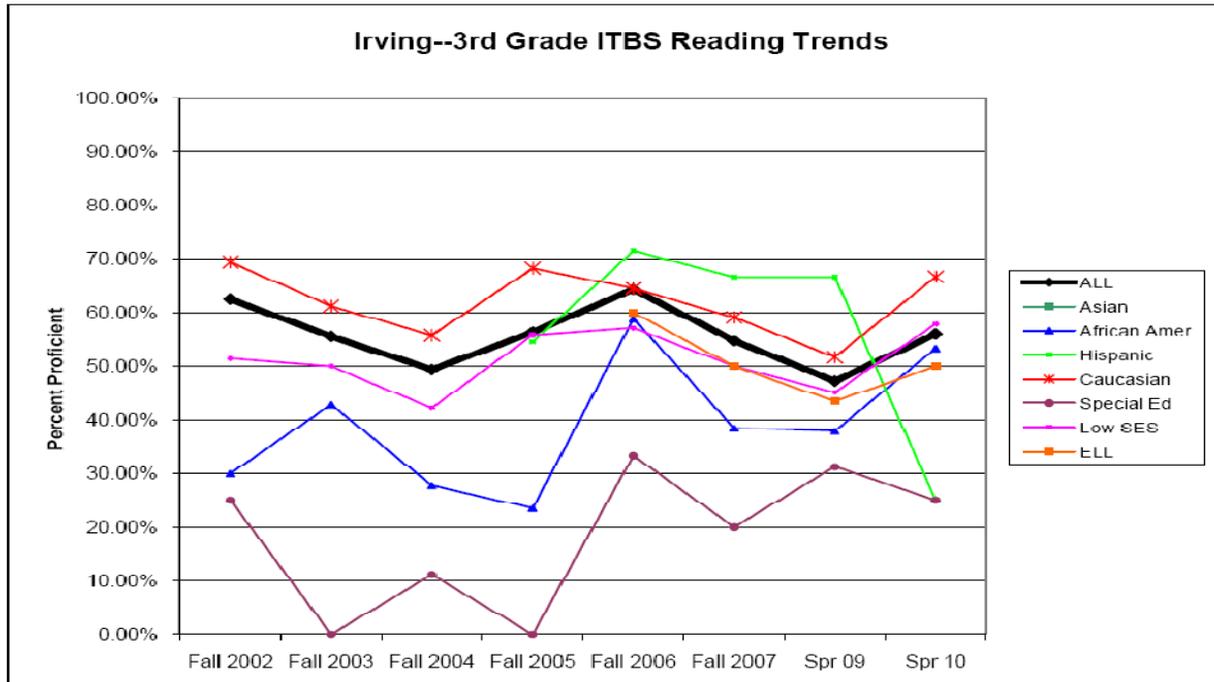


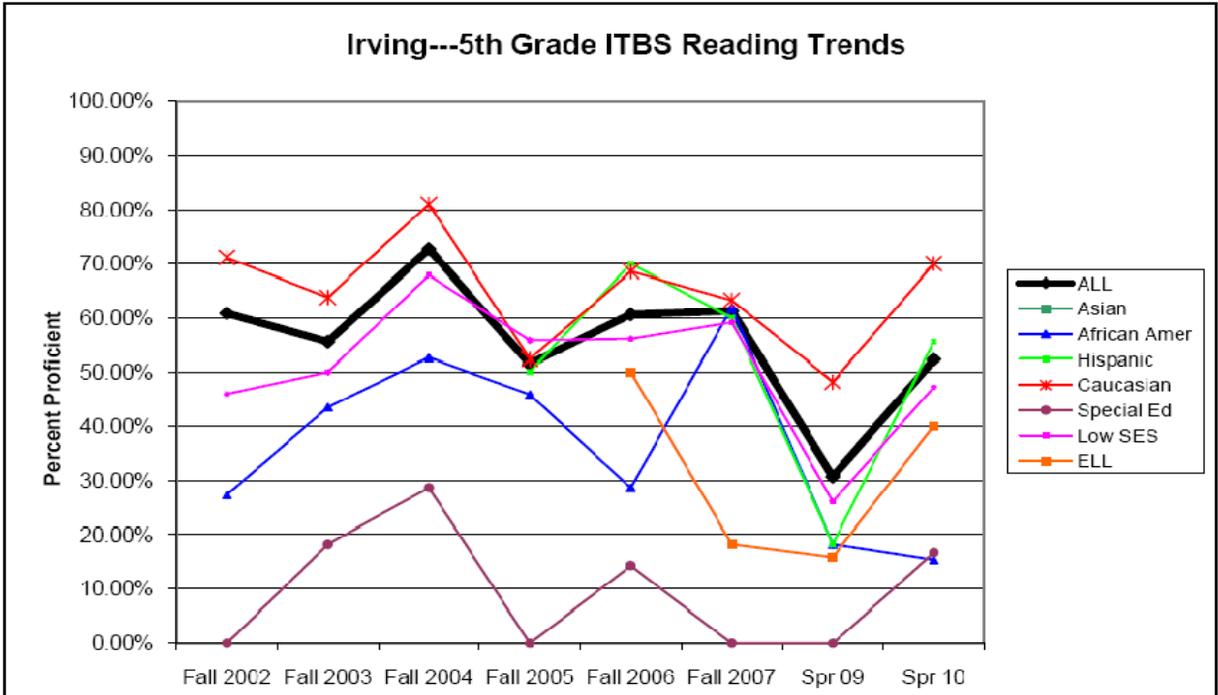
### Basic Facts Data for Irving Students in 2010-11

■ October 2010  
■ January 2011

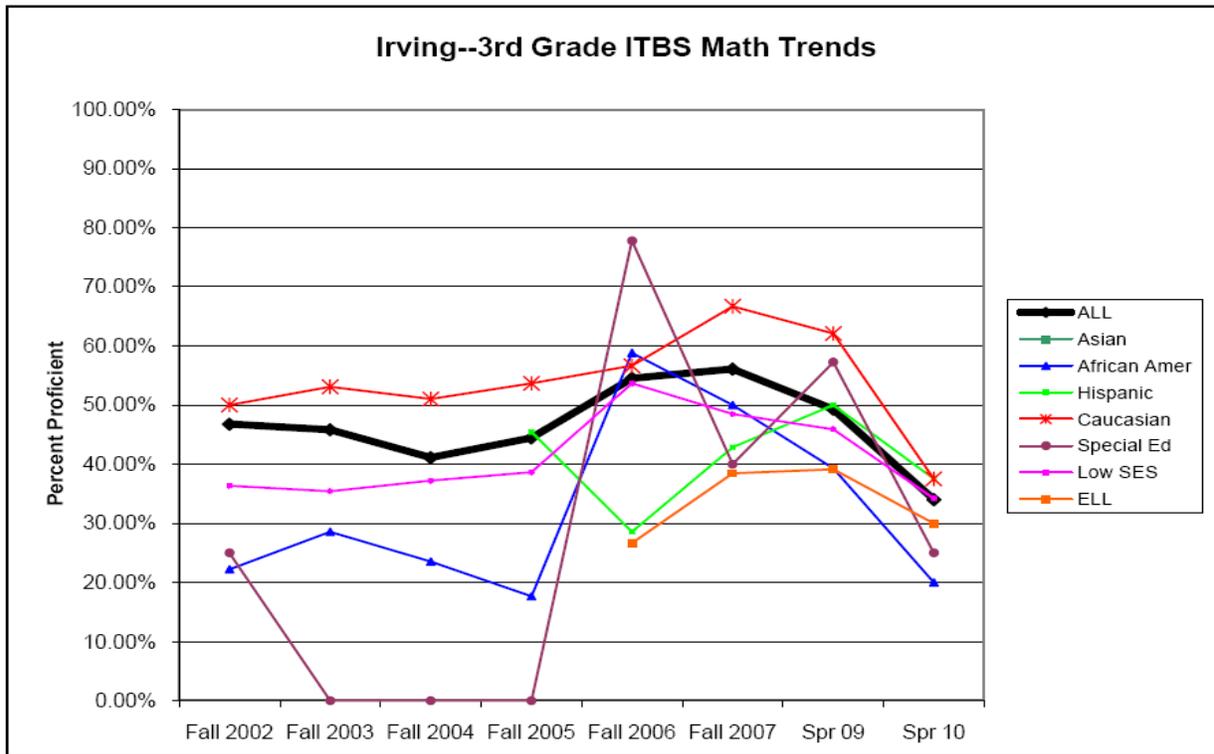


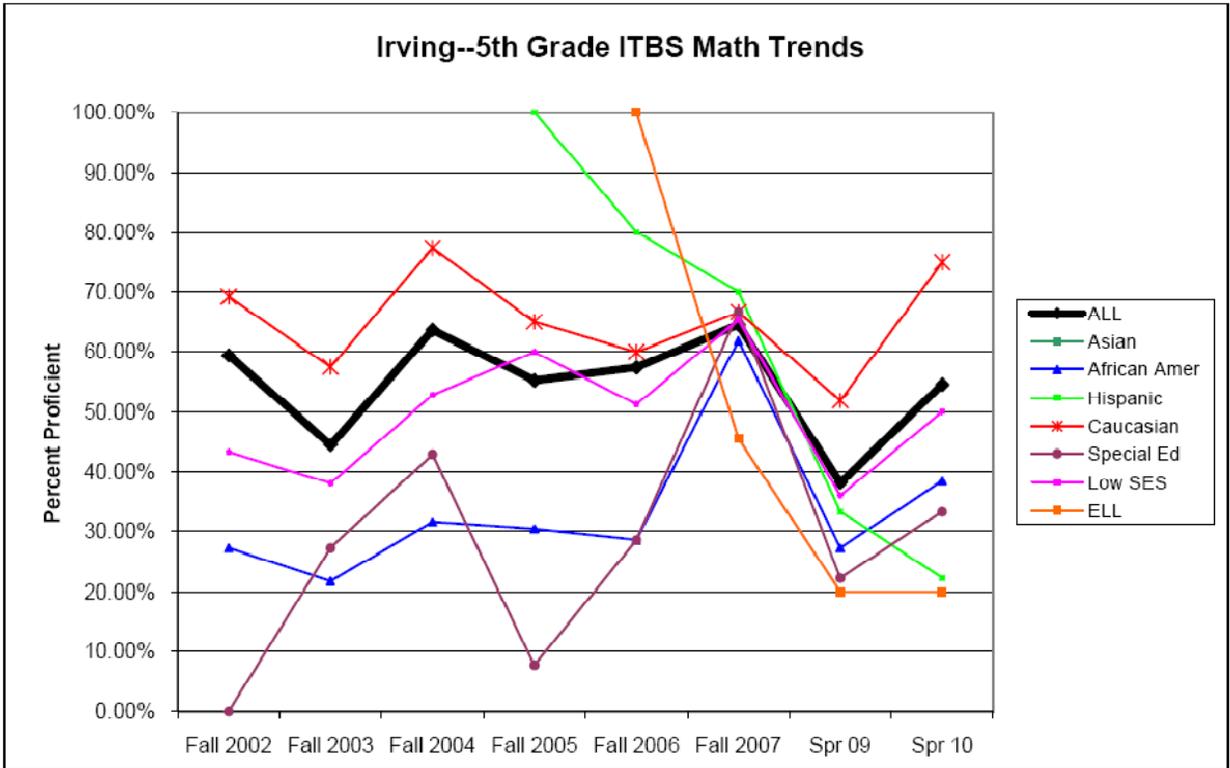
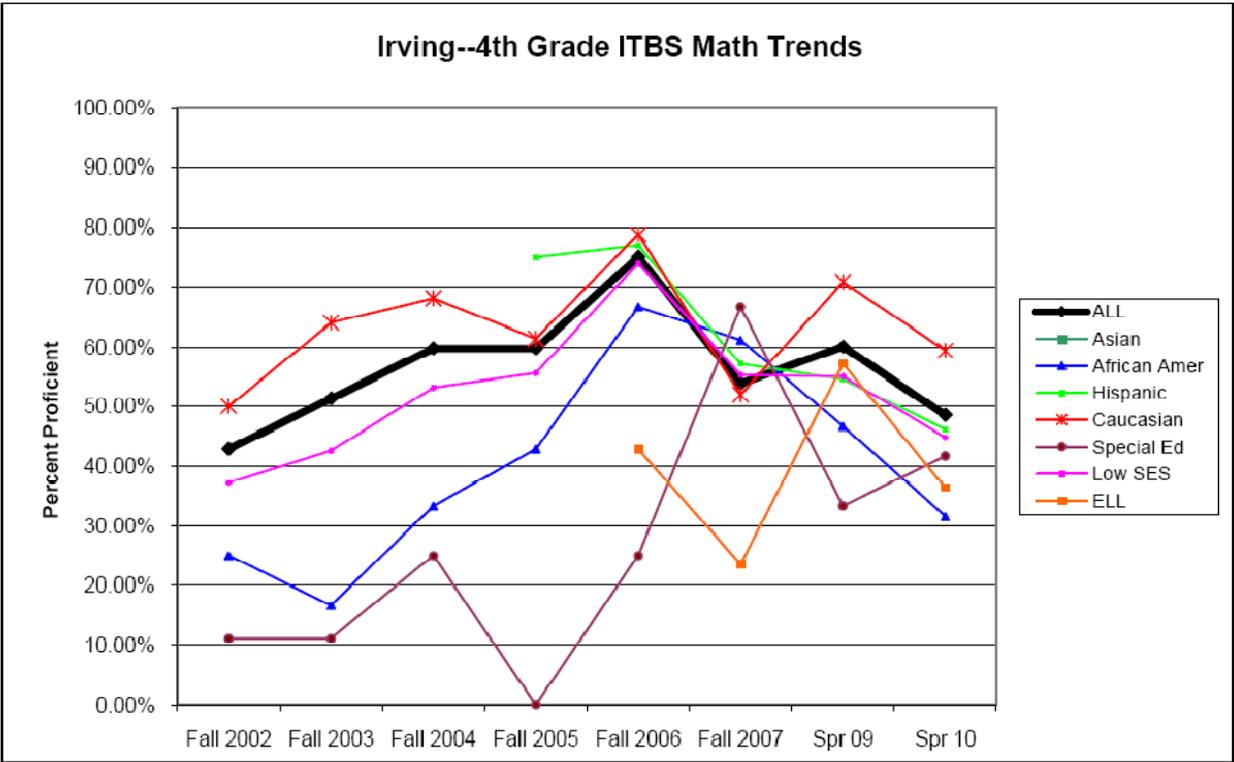
## READING COMPREHENSION (BY SUBGROUP)





## MATH TREND DATA (BY SUBGROUP)





**Intervention Model Selected: *Transformation***

**Rationale:** After multiple discussions between leadership teams from the Waterloo Education Association and District administration concerning the best fit model for Irving Elementary, a decision was made to utilize the **transformation model**. As detailed in this application, the urgency (and desire) to develop and increase teacher and leader effectiveness is quite apparent. A comprehensive data analysis illuminated the need for new and improved ways of doing business. In addition, the recent development of our district strategic plan has expedited the change process for all staff. The required components of the transformational model will support our current work while expediting the needed changes in teaching and learning.

|   |                |
|---|----------------|
| <b>NAME OF SCHOOL: IRVING ELEMENTARY</b>  | <b>Tier: I</b> |
| <b>AREAS TO CONSIDER FOR ANALYSIS AS PART OF A COMPREHENSIVE NEEDS ASSESSMENT</b>   |                |
| <b>1. Curriculum and Resources</b>  |                |
| <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>▶ ITBS/ITED for the past 3 years, including subgroup breakdown</li></ul>   |                |
| <b>Summary and conclusion</b>   |                |
| <ul style="list-style-type: none"><li>▶ Iowa Core Essential Concepts and Skills</li></ul> <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 and monitoring of implementation was</p> |                |

varied. District reading comprehension scores improved slowly. Recently, reading comprehension scores stagnated or, in some cases, declined. Today, district personnel are more knowledgeable about the cognitions required to learn to read which are spelled out in the district reading model (see appendix A, p. 90). Teachers are being trained on how students learn to read and read to learn and are expected to 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 teachers and administrators, and monitoring of implementation is underway. A total and newly created reading and literacy framework has been developed and was implemented in 2010-11 in order 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 work being done in the district with our plan being prepared for submission on July 1, 2010.

► **Alignment Between Assessments and Curricula**

Careful analysis has taken place to insure alignment between curriculum, instruction and assessment. Instructional cards containing district objectives, Iowa Core Curriculum alignment and instructional implications have been developed in reading in the areas of comprehension, vocabulary, and word analysis and distributed to teachers and administrators. The adoption of a new Literacy Program for the elementary grades took place in spring 2010 and was implemented in the 2010-11 school year.

The same process has been followed for a math curriculum review and materials adoption during this current school year. The comprehensive needs assessment shows this area as a significant need in 2011-12 and beyond. With the adoption of reading and math models and curricular materials, we will focus our efforts on monitoring the implementation and adjusting as necessary, based on student achievement results.

Every day teachers and students at Irving engage in 5-10 minutes of “distributed math instruction” (DMI) in addition to 70 minutes of math instruction. During DMI, teachers have focused on developing number concepts and mathematical thinking. The data gleaned during DMI is used to guide upcoming instruction.

► **Assessment Data From Other District-Wide Assessments**

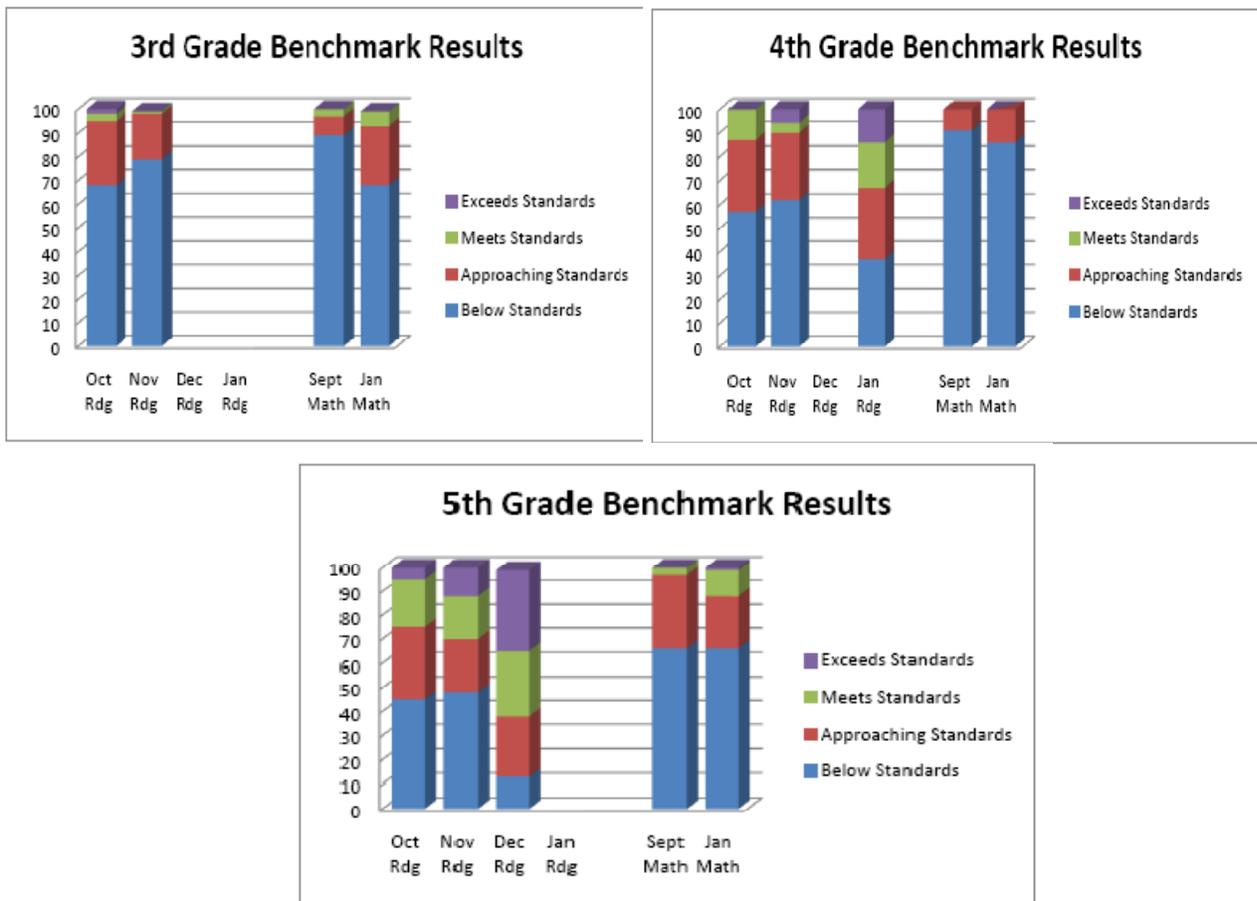
The Diagnostic Reading Assessment 2 (DRA2) is a new assessment our district began administering this year, replacing the basic DRA. This test is a much more comprehensive and precise way to measure student comprehension and fluency, provides better data for improving instruction and allows us to measure growth for each student (by teacher and by grade).

Irving also administers basic facts tests in math.

\* Note: Data from DRA2 and basic facts tests are presented earlier in this section.

Irving participates in benchmark (interim) assessments in reading and math, given through the use of Skills Iowa. Because this is the first year of administration, we do not have trend data for this particular benchmark tests. Reading benchmark tests are given monthly, although this year not every grade has participated each month. Math benchmark tests are given three times per year. Student results are organized into four levels of achievement (below expectations,

approaching standard, meets standard, or exceeds standard). These parameters for determining levels of achievement were identified by the district. Upon completion of an assessment, an item analysis is done at each building by standard and benchmark, and growth throughout the year is recorded. The potential to use this data to respond to instruction is exciting; however, we realize it will take some time to use it to its fullest. Data for Irving’s inaugural year is presented here by grade level:



► **ITBS/ITED Data For Past Three Years, Including Subgroup Breakdown**

See data presented earlier in this section.

## 2. Schedule and Classroom

- ▶ School vision and mission
- ▶ School Safety
- ▶ Summary data for attendance, truancy and school mobility rate
- ▶ Climate surveys, if available

### Summary and conclusion

#### ▶ School Vision and Mission

**Vision:** Engaged in Learning. Prepared for Success

**Motto:** Best Attitude, Best Efforts, Best Results!

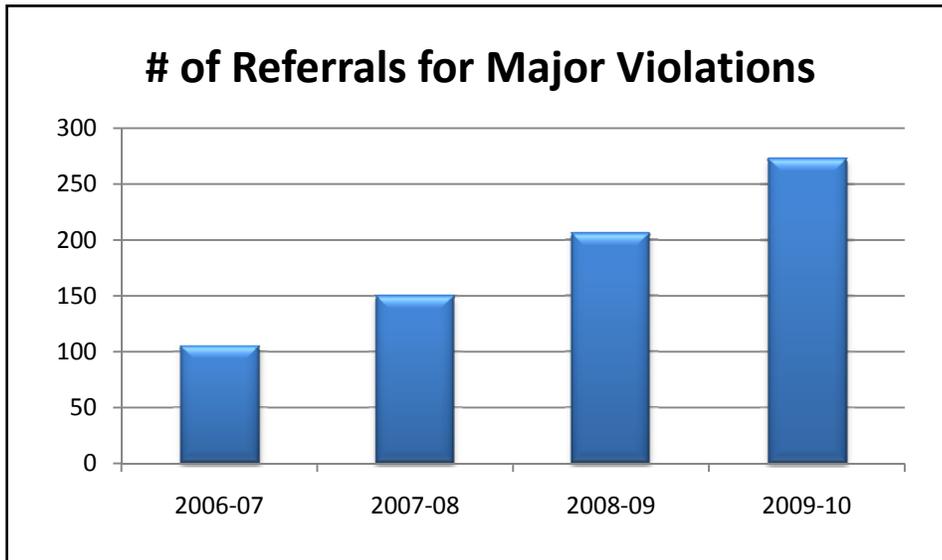
**Mission:** The Waterloo Schools community commits to a comprehensive system of education and support to assure that each and every student will graduate prepared for college, career, and citizenship as evidenced by continuing education, pursuing a career path, and contributing to a community.

#### ▶ 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 relatively newly constructed building, Irving's physical environment includes best practices in safety. Staff members are trained in safety procedures and have participated in multiple tabletop activities and crisis scenarios. Staff and students drill four evacuations, four shelters in place, two bus evacuations, and one lockdown annually; an evacuation to the alternate site is conducted biannually. A School Resource Officer (SRO) serves the building in collaboration with the Waterloo Police Department. Surveillance

cameras, a keyless entry system and a controlled entryway assist in security measures. A restricted dress code will go into effect in August 2011 in order to foster an environment of appropriate conduct.

|   | 0 or 1 referral                                     | 2-5 referrals                                       | 6+ referrals   |
|---|---|---|--|
| Referrals for major & minors (combined)       | <b>260 students</b><br>earned total of 60 referrals | <b>72 students</b><br>earned total of 216 referrals | <b>87 students</b><br>earned total of 1505 referrals |
| Referrals for major violations                | <b>251 students</b><br>earned total of 57 referrals | <b>45 students</b><br>earned total of 143 referrals | <b>23 students</b><br>earned total of 240 referrals  |
| Referrals for major violations (African Amer) | <b>130 students</b><br>earned total of 27 referrals | <b>22 students</b><br>earned total of 71 referrals  | <b>8 students</b><br>earned total of 85 referrals    |
| Referrals for major violation (Special Ed)    | <b>49 students</b><br>earned total of 8 referrals   | <b>12 students</b><br>earned total of 42 referrals  | <b>7 students</b><br>earned total of 79 referrals    |



**Suspensions:**

Thus far during the 2010-11 school year, 91 students have earned at least one out-of-school suspension, for a total of 220 days removed (averaging 2.4 days of removal from instruction).

▶ **Summary data for attendance, truancy and school mobility rate**

|   | <b>2007-08</b> | <b>2008-09</b> | <b>2009-10</b> |
|---|----------------|----------------|----------------|
| Attendance (ADA)  | 93.70%         | 94.51%         | 94.56%         |
| Truancy--% of building who were truant [15 or more days absent] | 23.53%         | 18.32%         | 19.15%         |
| Mobility  | 27.5%          | 18.3%          | 17.6%          |

During the 2009-10 school year:

- 130 students (32% of enrolled students) missed 10-19 days of school
- 27 students (7% of enrolled students) missed 20-29 days of school
- 11 students (3% of enrolled students) missed 30+ days of school

▶ **Climate Surveys (if available)**

The most recent climate survey was given November 2010. Copies of the survey and the results are included in appendix B, pp. 91-95. The survey results were analyzed by the Irving leadership team and the results were shared with the staff.

### **3. Administration and Staffing**

- ▶ **Teacher-student ratios**
- ▶ **Supplemental Support**
- ▶ **Use of Iowa Professional Development Model**
- ▶ **Implementation data from professional development activities**

## Summary and Conclusions

### ► Teacher Student Ratio

|                                    |                  |
|------------------------------------|------------------|
| <b>Ratio</b><br>Teacher to Student | <b>10.0 to 1</b> |
|------------------------------------|------------------|

| Average Class Size | K    | 1    | 2    | 3    | 4    | 5    |
|--------------------|------|------|------|------|------|------|
|                    | 22.7 | 17.3 | 18.5 | 24.7 | 25.0 | 23.3 |

### ► Supplemental Support

#### **IDM**

Instruction 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. During the 2009-2010 school year, this process is being implemented PK-12 in all 18 buildings in the district. We began the training process with the administrators during administrative retreat in June 2009, and we continued teacher professional development in August-October 2009. All schools have a core team of individuals who have been trained, and they are delivering professional development in their buildings. The IDM process requires that students receive Core instruction, and whenever necessary, additional opportunities to master targeted learning objectives. The IDM process parallels the research on commonalities from 90-90-90 schools in that it allows for frequent assessment of student progress and multiple opportunities for improvement. We have refocused our 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 to ensure increased frequency, duration and intensity of

interventions.

This 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 of the Irving students are performing at very low levels. The benefit of this approach is that the teacher is prompted to (and learns how to) respond to student learning needs based on data. Implementing IDM with fidelity and consistency must be a focus next year and beyond.

### **PBIS**

The district was cited for disproportionality in the number of suspensions, expulsions and special needs classification of African American and Hispanic students. PBIS has been identified as a tool in addressing this issue. 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 behavioral 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. Irving has spent many hours identifying their PBIS plan and clarifying major and minor violations (see appendix C, pp. 96-98). Monitoring the implementation of PBIS must be a strong focus next year.

### **Other supplemental supports include:**

- Reading Recovery
- Reading Coach
- Class Size Reduction/Early Intervention
- Preschool and Pre-Kindergarten Programs

- Title I Part A: Reading Program/Services
- Title I Part A: Math Support
- English Language Learner Programs
- Summer School
- Expanded Learning Program (ELP)

► **Use of Iowa Professional Development Model**

The Iowa Professional Development Model will continue to serve as the framework for our professional development. We will continue to incorporate the following components:

- Collect and analyze student data
- Determine our focus and SBRR strategies
- Design our professional development process, training, collaborating/implementing
- Use spring and fall data for formative evaluation of student data, and the implementation studies for evaluation of implementation

During the school year, the staff engages in professional development one hour each Wednesday, one full day in September and one full day in February. Irving's professional development plan and calendar are established at the building level (see appendix D, pp. 99-103) with significant input from the director of professional development and elementary curriculum director. Progress is monitored monthly at the building and district level. In addition, training is provided using the theory, demonstration, practice, collaboration and implementation; but fewer opportunities to collaborate and coach colleagues exist than what is needed.

All teachers, including support staff participate in research-based professional development on designated professional development days and throughout the year. Staff has been tracking the implementation of math strategies in data team meetings, but strategy implementation has not

been tracked for reading at the same level of intensity.

Professional development for principals has also been delivered using the Iowa Professional Development Model (IPDM). In the past year, the focus has been on balanced leadership during second order change and confronting mediocrity in the classroom.

► **Implementation data from professional development activities**

Irving's SINA team has been tracking the implementation of its action plan since being identified as a School In Need of Assistance. The leadership team meets bi-monthly to process the formative evaluation questions by collecting and analyzing the implementation data. Their progress is documented on their SINA plan. A summary of this implementation data is highlighted in appendix E, pp. 104-108. Furthermore, through the guidance of the AEA 267 SINA support team, the Irving leadership has the opportunity to meet with other SINA schools, share implementation data and collaboratively analyze their progress. Notes from those meetings are found in appendix F, pp. 109-110.

**4. Student and parent involvement**

- **Iowa Youth Survey data**
- **Evidence of parent/community involvement in school**

## Summary and Conclusions

### ▶ Iowa Youth Survey

Irving students did not participate in the Iowa Youth Survey because they are not in the grades for required administration.

### ▶ Evidence of Parent/ Community Involvement In School

- TIPS (Teachers Involve Parents in School Work)—Recently, the school began to use TIPS. Weekly, parents receive interactive math homework sheets, designed to reinforce classroom learning by providing independent practice of skill being taught. Parents monitor completion, have conversations, and remind their children to return the TIPS page to school. There are still some questions about the appropriateness of rigor and the amount of participation by families.
- Family Math Night-January 25—Parents attended to collaborate with staff and other families on math instruction. Each parent left with activities and materials to use at home with their child(ren). This event was attended by 110 students and family members.
- Parent Teacher Organization-meets monthly. Typical attendance is 4-5 parents.
- Newsletters are sent home monthly.
- Thursday Folders—This method of weekly communication between home and school is used consistently across the building.
- Parent-led conference early in the school year
- Family Movie Nights happen periodically throughout the year.
- Annual food drive by students is done for the local food bank.
- March 8<sup>th</sup> Family Literacy Night: 90 attendees. Each grade developed special reading and writing activities that parents and students can do together. Each Irving student who attended receives a free book.
- In past years, Girl Scouts and Boy Scouts have been involved with Irving students, but the program is not occurring this year.
- Big Brothers Big Sisters of Northeast Iowa serves 4 students through its school-based mentoring program and TeamMates serves 6 students through its District Mentoring program.
- The YWCA of Black Hawk County operates a before and after child care program at the school, serving approximately 12 students in the morning and 11 afterschool. This includes Pre-K through 5<sup>th</sup>.
- HAL's (Health Active Lifestyles) Pals – is a free fitness program that is followed by a healthy snack for school age children and their families. YWCA of Black Hawk County offers the activity and programming for Irving. They meet on Tuesdays and Thursdays from 6-7 PM. They average 20 attendees but can have between 15 -35 people attend. This year, 60

students are participating and have attended a total of 307 sessions.

- BASIC's Nutritional and Physical Activity Program through the Iowa Department of Public Health. Black Hawk County Public Health employees go into our classes once a month to teach healthy eating habits and do a physical activity. They work with 20 classes in grades PreK – 5 at Irving
- Back pack food giveaway program through the Northeast Iowa Food Bank, with 130 students at Irving receiving back packs weekly.
- Irving participates in the Fresh Fruit and Vegetable Program (FFVP), so students get healthy snacks daily to promote healthy eating habits.
- Heal the Families/Back to Basics Program works with boys and their families to promote positive self esteem and appropriate social interactions. Approximately 10 boys are involved in this program.

### **Partners in Education**

Irving has a well-established school business partnership program called Partners in Education.

The partners program supports the academic and social growth of students at each Waterloo school. At Irving, the school's teacher leader chairs the monthly meeting of partners. Major activities and projects of the partnership have included:

- Support the school's Math Night, Family movie night and Literacy Nights by serving supper and helping with family activities.
- Help support our PBIS program by assisting in the celebration of the STAR student.
- Partners volunteer their time to come to the Irving Elementary to help pack up book bags of food for students who qualify for the back program. Irving participates in the food giveaway program with the Northeast Iowa Food Bank. Students are eligible based on need.
- Partners participate in the Adopt a Family giveaway during the holidays. Partners pick a family and purchase basic need items for them such as food and grooming items.
- Partners assist in recording books on tapes/CD for listening centers.
- Partners also assist with ITBS by writing encouraging notes to students and donating snacks and pencils to the students.

Partners at Irving are as follows:

- Bethel Presbyterian Church
- First United Methodist Church
- First Presbyterian Church
- GMAC Mortgage
- Ravenwood Nursing & Rehabilitation Center
- StruXture Architects

- Trinity American Lutheran Church
- Wells Fargo Bank
- Courier Communications
- First Baptist Church

Communities In Schools of Cedar Valley, Inc. (CIS) provides health and social services to Irving by collaborating with more than 20 area providers, removing significant barriers to access among low resource and traditionally hard-to-reach populations. So far during the 2010-11 school year, 17 Irving students (total of 83 visits) have received high level services (mental health, substance abuse) and 149 Irving students (total of 163 services) have received low level services (immunizations, blood pressure, sick visit, etc.).

### **DATA ANALYSIS PROCESS**

The Waterloo Community School District is a data-driven district that utilizes the data analysis process to make decisions at the district and building levels. The procedure for data collection and analysis includes the participation of various stakeholders in frequent, ongoing conversations to determine their expectations about student learning needs. The process involves seeking answers to questions about student learning and behavior. These resolutions are supported by data to help determine and align actions to the priorities. Many stakeholders were and will continue to be involved in the data analysis process leading to the identification of student learning needs and the selection of the transformation model components. The following paragraphs detail the roles that various stakeholders play(ed) in the needs assessment process, followed by a summary of our analysis.

#### **Administrative Leadership Team**

District and building level administrators identify trends, gaps, points of concern and questions. Information from specific program action plans is incorporated into these analysis sessions as well. In addition, evaluation of this data as it relates to district goals and building goals are

addressed. These discussions lead to identification of potential needs and professional development to address these needs. Building principals, in turn, communicate this data and the discussion points to their buildings for continued analysis and breakdown of the information at the building level.

### **Building Staff**

The Irving leadership team meets frequently to review progress toward district initiatives and their school improvement plan (see appendix G, pp. 111-117). Irving has assigned data teams that meet twice weekly to facilitate the data collection and analysis process. Building principals, data teams, and all other staff examine the building level data for standardized (formal) measures and district/building (informal) measures. Classroom teachers, with the support of building principals and data team members, analyze the assessment data for their teams, classes and individual students. While this process began in 2002, the district, including Irving staff, transformed and intensified their efforts in the 2009-2010 school year. Students are now supported through the Instructional Decision Making (IDM) process to access supplemental and intensive assistance aligned to academic need. Data teams analyze the building level data using the Data Driven Decision Making (DDDM) process. These discussions lead to identification of potential needs, building goals and implementation plans to meet these needs. The building staff also utilizes benchmark data, obtained from assessments given through Skills Iowa. Reading benchmark tests are given six times per year and math benchmarks are given three times per year.

### **Curriculum Development Teams**

Depending on the curriculum development cycle, various curriculum development teams review

the curriculum-specific student achievement data at the district and building levels, including benchmark data reference above. Specifically, these teams facilitate the adoptions, implementation and assessment process to measure the impact on student performance and achievement. These discussions lead to development of curricular needs, criteria for selection of new curricular materials, implementation plans and staff development plans for each updated curricular area. The focus for the 2009-10 school year was Reading and Writing, and during 2010-11 it has been Math. Implementation of reading and math curriculum and instruction will continue to be a focus in subsequent years. Constant monitoring will occur.

### **DATA POINTS AND FINDINGS**

As a result of the needs assessment and analysis processes, the following data points were noted for Irving Elementary School:

#### **Reading**

- Iowa Test of Basic Skills in the Spring of 2010: As a whole, students in grades 3-5 showed some improvements in the area of reading as determined by the reading comprehension portions of the Iowa Test of Basic Skills, enough to meet safe harbor requirements in All students, ELL, low SES, and Caucasian subgroups; however, the building missed AYP for the African American subgroup. Building proficiency in reading increased from 47% in spring 2009 to 53% in spring 2010 for FAY students, and increased from 43% in spring 2009 to 52% in spring 2010 for All students. Proficiency levels, while representing an increase from the previous year are not at acceptable levels.
  - ▶ 52% of 5<sup>th</sup> grade students were proficient.

- ▶ 48% of 4<sup>th</sup> grade students were proficient.
- ▶ 56% of 3<sup>rd</sup> grade students were proficient.

The state trajectory for elementary schools for 2009-2010 was 82.0% proficient. The Condition of Education in Iowa 2010 reports the 4<sup>th</sup> grade biennium average as 79.5%. Irving fell significantly short of the state's performance level and expected level.

- When comparing growth data on the ITBS from spring 2009 to spring 2010, scores were as follows:

- ▶ From 2<sup>nd</sup> to 3<sup>rd</sup> grade, Irving students gained an average of 11 NSS points.

Typical growth according to national norms is 17 pts. In addition, a review of simple cohort subgroups from 2<sup>nd</sup> to 3<sup>rd</sup> grades revealed the following:

- ❖ ELL students gained 6 NSS pts.
- ❖ Low SES students gained 14 pts.
- ❖ African American students gained 13 pts.
- ❖ Caucasian students gained 11 pts.

- ▶ From 3<sup>rd</sup> to 4<sup>th</sup> grade, Irving students gained an average of 14 NSS points. Typical growth according to national norms is 15 pts.

In addition, a review of simple cohorts from 3<sup>rd</sup> to 4<sup>th</sup> grades revealed the following:

- ❖ ELL students gained 12 NSS pts.
- ❖ Low SES students gained 13 pts.
- ❖ African American students gained 9 pts.
- ❖ Caucasian students gained 16 pts.

- ▶ From 4<sup>th</sup> to 5<sup>th</sup> grade, Irving students gained an average of 11 NSS points. Typical growth according to national norms is 14 pts. In addition, a review of simple cohorts from 4<sup>th</sup> to 5<sup>th</sup> grades revealed the following:

- ❖ ELL students gained 11 NSS pts.
- ❖ Low SES students gained 15 pts.
- ❖ African American students gained 13 pts.
- ❖ Caucasian students gained 10 pts.

## **Math**

- Iowa Test of Basic Skills in the Spring of 2010: As a whole, proficiency scores for students in grades 3-5 showed a decline in math as determined by the math total without computation scores. The building missed AYP in the All students group, as well as the Low SES, ELL, African American, and Caucasian subgroups. Building proficiency in math decreased from 52% in spring 2009 to 46% in spring 2010 for FAY students, and decreased from 48% in spring 2009 to 46% in spring 2010 for All students. Proficiency levels are not at acceptable levels.
  - ▶ 55% of 5<sup>th</sup> grade students were proficient.
  - ▶ 49% of 4<sup>th</sup> grade students were proficient.
  - ▶ 34% of 3<sup>rd</sup> grade students were proficient.

The state trajectory for elementary schools for 2009-2010 was 81.0% proficient. The Condition of Education in Iowa 2010 reports the 4<sup>th</sup> grade biennium average as 80.2%. Irving fell significantly short of the state's performance level and expected level.

- When comparing growth data on the ITBS from spring 2009 to spring 2010, scores were as follows:

- ▶ From 2<sup>nd</sup> to 3<sup>rd</sup> grade, Irving students gained an average of 14 NSS points.

Typical growth according to national norms is 18 pts. In addition, a review of simple cohort subgroups from 2<sup>nd</sup> to 3<sup>rd</sup> grades revealed the following:

- ❖ ELL students gained 15 NSS pts, representing
- ❖ Low SES students gained 14 pts.
- ❖ African American students gained 18 pts.
- ❖ Caucasian students gained 9 pts.

- ▶ From 3<sup>rd</sup> to 4<sup>th</sup> grade, Irving students gained an average of 17 NSS points. Typical growth according to national norms is 15 pts. In addition, a review of simple cohorts from 3<sup>rd</sup> to 4<sup>th</sup> grades revealed the following:

- ❖ ELL students gained 12 NSS pts.
- ❖ Low SES students gained 16 pts.
- ❖ African American students gained 14 pts.
- ❖ Caucasian students gained 19 pts.

- ▶ From 4<sup>th</sup> to 5<sup>th</sup> grade, Irving students gained an average of 12 NSS points. Typical growth according to national norms is 13 pts. In addition, a review of simple cohorts from 4<sup>th</sup> to 5<sup>th</sup> grades revealed the following:

- ❖ ELL students gained 6 NSS pts.
- ❖ Low SES students gained 16 pts.
- ❖ African American students gained 15 pts.
- ❖ Caucasian students gained 11 pts.

### **Curriculum and Instruction**

The curriculum identifies power standards but does not clearly define the teaching strategies needed to bridge gaps in students' existing knowledge. Because the literacy model and curriculum is in its first year of implementation, and because the new math model and curriculum will be implemented in 2011-12, teachers are not comfortable and/or confident in

their understanding of the content objectives and success criteria. In 2009-10, we began the process of aligning instructional techniques and practices with what is assessed on the Iowa Tests of Basic Skills. The data team process has moved us forward immensely in our efforts to attack instruction in a systematic, collective and proven manner; however, team members are not yet moving in tandem, resulting in a somewhat fragmented approach to instruction. While all teachers have a 90-minute block for reading and 70-minute block for math, the best practice instructional techniques and components of the block are still unclear to some.

Teachers also lack a variety of instructional skills to enhance learning opportunities for advanced learners. Techniques for working the gifted or advance learners during core instruction are often limited to self-guided instruction and/or being paired with other, less-advanced students in the classroom. While gifted teachers report a significant increase in inquiries from classroom teachers about best practice strategies, implementation evidence clearly shows differentiated learning strategies are in an introductory phase.

### **Assessments**

Learning environment data indicates that teachers have not consistently used data to drive instruction. Teacher teams are in their second year of implementing the IDM process in their DDDM teams. They have received introductory training in Data Driven Decision Making (DDDM) and the use and development of Common Formative Assessments (CFA), and Skills Iowa resources. A rubric for writing quality formative assessments was introduced in December 2010. Teams are using this rubric to support each other as they develop, administer and analyze CFAs. Although there is evidence in walk-throughs and lesson plans that teachers' ability to create common formative assessments and use the data has increased, it is not yet at the level needed

for transformational change. The building staff also utilizes benchmark data for reading and math. Using Skills Iowa, reading benchmark tests are given six times per year and math assessments are given three times annually. Building teams and district staff are in beginning phases of being able to interpret this data and use it to respond to instructional needs.

Although there is evidence in walk-throughs and lesson plans of an increase in teachers' ability to create and use common formative assessments, it is not yet at the level needed for transformational change.

### **Professional Development**

Teachers are not fully implementing evidence-based teaching strategies with fidelity and integrity. Even though teachers have been given professional development on comprehension, meaningful math distributive practice, as well as other areas, they are less confident in using those strategies with fidelity. Teachers have not been provided regular opportunities for peer coaching, but frequent monitoring and coaching is critical at Irving to ensure the Iowa Professional Development Model is followed. While there is definitely evidence of adjustments in instruction, the data shows full implementation has not been realized.

Research tells of the importance of tracking implementation of professional development strategies, but also emphasizes the importance of measuring the impact of professional development. While Irving has some experience with tracking implementation of newly learned concepts and skills, there is little evidence to show how they are measuring the impact of their work.

Professional development for administrators, during the past year, has focused on balanced leadership during second order change and confronting mediocrity in the classroom. Based on a review of monitoring data and monthly conversations with the leadership team from Irving, there is a strong need to increase their knowledge of elementary curriculum, the data team process and effective instructional strategies.

### **Parent Involvement**

Parent involvement: A major focus of parent involvement has been through Parent-Teacher conferences and infrequent academic events (i.e. literacy night, math night). There has been some focus on providing families with information to support learning of reading and mathematics at home. The district has developed reference documents for parents, which identify the grade level standards and benchmarks (see appendix H, pp. 118-121). These documents clearly define for parents what their elementary children will be learning throughout the year. Efforts at the building need to focus on helping parents understand and use these documents.

## **DATA ANALYSIS SUMMARY**

Based upon the results of the audit and diagnosis process, the building leadership team determined the following steps are necessary to impact student achievement in reading and math.

### **Curriculum and Instruction**

Continued training must be provided to all teachers to implement the revised standards and benchmarks for reading and math. Explicit instruction will be the umbrella to teach components of a comprehensive reading program. Irving staff will focus on using non-fiction writing for multiple purposes. A supportive literate environment is also essential, so teachers will boost access to print materials. In math, meaningful math distributive practice must be a focus area for Irving staff. Additionally, evidence-based mathematic and problem solving strategies should be included as well. Teachers will need to move the strategies from professional development opportunities into the classroom and use them effectively on a regularly (daily) basis. Additional support in the areas of peer coaching and collaboration at and across grade levels will be critical to ensure this full implementation of the reading and math curriculum.

### **Assessments**

Concerning the assessment arena, the data analysis revealed efforts should be targeted at a) boosting teachers' use of formative assessment to monitor progress, b) increasing confidence in writing common formative assessments and using the data, and c) using interim assessment data to create team goals and drive instruction. A rubric for writing quality formative assessments was introduced in December 2010, and teams need time and coaching to continue to develop, administer and analyze data from reading and math CFAs. Data from these assessments determines instruction needs of all learners. Because the DRA2 was introduced in the Fall of 2010, additional professional development must be provided in analyzing, connecting, and using cause and effect data to change instructional practices and replicate effective practices. Action steps in the assessment arena must also include continued professional

development on how to respond instructionally to benchmark data, as well as information from the ITBS item analysis and student response records.

### **IDM**

Continued support is needed to provide grade level teams the knowledge and skill to fully implement the IDM. Using theory, demonstration, practice and coaching, district administration and building leadership teams must provide professional development to data teams to increase their ability to align the curriculum, instruction and assessment process. Teachers will need to provide supplemental and intensive assistance to students who are not mastering learning targets during core instruction, which means they must have additional opportunities to focus on differentiated instruction. Close monitoring and precise feedback from administrators and instructional coaches during the data team meetings will be a strong focus in the next two to three years.

## 2. Capacity (10 points)

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The interventions outlined in the grant will be fully and effectively implemented as addressed in the Transformation Model. Three years ago, Waterloo Community School District began implementing an intensive and comprehensive strategic plan. The implementation of this plan has been in the forefront during the past two school years (2009-2010 and 2010-2011). Our strategic plan was categorized into five focus areas: student achievement, financial sustainability and operational excellence, human assets, climate for learning and community engagement (see appendix I, pp. 122-123) has fully renovated the system of operation in Waterloo and has established a laser-like focus on student learning.

With two formerly identified PLA schools, Carver Academy and Lincoln Elementary, both receiving two significant School Improvement Grants, the District has already demonstrated its capacity to use school improvement funds to provide adequate resources and instructional support for Irving Elementary to implement fully and effectively the transformational model. We stand ready to provide a comprehensive support structure. A support structure for Irving has been established to significantly impact the amount and effectiveness of professional development for adults and academic instruction for students.

Monitoring of the identified professional development— Irving's professional development will be closely monitored by our district director of professional development, as well as other central office staff, building administrators, instructional coach, the reading coach and lead teacher. 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.

Teacher collaboration—As one of the nine characteristics that distinguish 90-90-90 schools with the greatest academic gains, collaboration between and among teachers has been a strong focus during the past two years. Teacher collaboration time will be built into the schedule through common planning time and additional time outside of the school day. Irving teachers currently use two of their planning period to engage in the data driven decision making process. During this time, teacher teams collaborate on student achievement data and instructional delivery. Administrators are highly involved in collaborative efforts as they attend all weekly meetings to monitor the process and coach for instructional improvement. This structured collaboration process will also be monitored through observation, written minutes and reflections.

Use of formative data—As noted in the needs assessment portion of this grant, the District has placed a strong emphasis on the use of formative assessment data and the assessment for learning process (AfL). 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.

Alignment of resources— All divisions of district operations will be aligned to support the transformational model as specified in this reform effort.

- Curriculum directors and instructional coaches will ensure district curriculum aligns with the Iowa Core content area concepts and skills, 21<sup>st</sup> century skills, and characteristics of

effective instruction. Teacher work teams identify gaps and redundancies in current curriculum through analysis and comparison to the Iowa Core. Adjustments are and will be made to curriculum documents to ensure fidelity to the Iowa Core. Curriculum Directors, instructional coaches, and administrators will continue to monitor implementation of curriculum through walk throughs, observations, data teams, surveys and feedback, and assessment results.

- The District Strategic Plan includes both literacy and math projects. This insures the maximum amount of attention and resources with specific outcomes to support alignment to the Iowa Core and improved student learning. The strategic plan and this PLA plan are in full alignment.
- Assessment staff, curriculum directors, instructional coaches, and administrators support development of assessment for learning practices, including formative and summative assessment. All Irving teachers are directly involved in data teams, the initial step in developing full professional learning communities. The data team 5-step process heavily involves all teachers in analyzing data, setting goals, identifying students who need support, collaborating around instructional strategies, as well as an examination of student product and collaborative scoring student writing, with an emphasis on non-fiction writing. The data team process also supports implementation of the Instructional Decision Making model for literacy and math. Future work will engage data teams in additional content areas as well as 21<sup>st</sup> century skills.
- The technology department will provide significant support by way of providing resources, training, professional development, and technical assistance to Irving as they

implement their SIG plan. Using technology is critical in providing 21<sup>st</sup> century learning to students. Promethean Boards, online subscriptions and resources, courses, and simulations, assessment product, teacher and coaching online collaboration groups, instructional webinars, and technology support materials with new textbook adoptions all provide the needed resources teachers access through technology. These resources directly support the intended curriculum and teachers are provided professional development to learn how to access and use the resources. Assessment is also supported through technology. Infinite Campus, the student information system, supports a parent portal that provides daily information on student success in school and attendance reports. Teacher grade books and assignments are available for parents to review. All technology resources are specifically aligned to support the district curriculum and expected student outcomes. District curriculum documents are available on the district website and newly adopted materials contain multiple technology components that enhance teaching and learning. Materials are reviewed for specific technology criteria prior to purchase and implementation. All teachers have access to the technology support resources.

- The district will develop, monitor and coach support staff, with a focus on meeting the needs of diverse learners. All teachers, including special education, English Language Learners staff, Title I, and ELP teachers are engaged in understanding and implementing the core curriculum and using core curriculum materials to the maximum extent possible in meeting student needs. In literacy, differentiated text and passages are provided that

will engage students in the expected core curriculum outcomes. All support staff are involved in the data team process, as described above.

- The human resources department will support implementation of Irving's plan by assisting in the hiring and evaluation processes.
- Collaborative partnerships will be aligned with Irving's PLA plan to assist the district in providing needed support to improve student achievement. AEA267 is instrumental in providing literacy professional development and math professional development, following Iowa Professional Development model and working with district personnel to design professional development. Current efforts at Irving Elementary also include a partnership with Dr. Ed Rathmell, UNI professor, who is assisting in the monitoring, modeling, and coaching of math instruction at Irving. The specific focus is developing number sense and teaching for understanding. Dr. Rathmell partners with the district elementary instructional math coach in the work. The district also partners with the University of Iowa and Wartburg College in a grant project that focuses on writing in science (Science Writing Heuristic).
- Literacy, math, Iowa Core, and professional development are four priority projects contained in the District Strategic Plan that are critical to improving student achievement. The scope of each project is clearly identified, including goals, action steps, timelines, and budget. Project updates are completed monthly, are available on the district website and are given to School Board members.

Implementation timeline—Implementation will begin in August of 2010 and continue through September of 2013 around three primary goals: 1) Implementation of a Comprehensive Literacy

Program, 2) Implementation of a Comprehensive Math Program, and 3) Implementation of Positive Behavior Supports. In addition to the associate superintendent for educational services, another district-level administrator will be selected to work directly with Irving Elementary to monitor the implementation timeline. In addition, monitoring of the PLA implementation timeline will be integrated into the monthly principal monitoring meetings.

Ability to recruit new staff or principals in required intervention models—Because the current principal is retiring, the search for a new principal has already begun. Using the Turnaround Leader Competencies shown here we will hire a highly qualified, proven administrator to lead the reform efforts. :

| <b>Turnaround Leader Competencies</b>   |   |
|---|---|
| <b>Driving for Results Cluster</b> —These enable a relentless focus on learning results                             |   |
| ✓   | <b>Achievement:</b> The drive and actions to set challenging goals and reach a high standard of performance despite barriers.               |
| ✓   | <b>Initiative and Persistence:</b> The drive and actions to do more than is expected or required in order to accomplish a challenging task. |
| ✓   | <b>Monitoring and Directiveness:</b> The ability to set clear expectations and to hold others accountable for performance.                  |
| ✓   | <b>Planning Ahead:</b> A bias towards planning in order to derive future benefits or to avoid problems.                                     |
| <b>Influencing for Results Cluster</b> — These enable working through and with others.                              |   |
| ✓   | <b>Impact and Influence:</b> Acting with the purpose of affecting the perceptions, thinking and actions of others.                          |
| ✓   | <b>Team Leadership:</b> Assuming authoritative leadership of a group for the benefit of the organization                                    |
| ✓   | <b>Developing Others:</b> Influence with the specific intent to increase the short and longterm effectiveness of another person             |
| <b>Problem Solving Cluster</b> – These enable solving and simplifying complex problems.                             |   |
| ✓   | <b>Analytical Thinking:</b> The ability to break things down in a logical way and to recognize cause and effect.                            |
| ✓   | <b>Conceptual Thinking:</b> The ability to see patterns and links among seemingly unrelated things.   |
| <b>Showing Confidence to Lead</b> – This competency is concerned with staying focused, committed, and self-assured. |   |
| ✓   | <b>Self-Confidence:</b> A personal belief in one’s ability to accomplish tasks and the actions that reflect that belief.                    |
| <i>* Taken from Public Impact, June 2008</i>  |   |

Although the Transformational Model does not require the district to recruit new staff, the District administration and Waterloo Education Association have agreed to utilize a staffing approach similar to what was used with our two previous PLA schools. This process allows for candid, discreet individual conversations (coined in-house as *Fireside Chats*) between the principal, Director of Human Resources, and each staff member. During these structured conversations, each staff member's strengths are discussed, as is his/her desire and ability to be part of the Transformational Model of Reform (see appendix J, p. 124). When it is collaboratively decided that the staff member should not or desires not to be a part of the impending reform effort, he or she is given a voluntary transfer to a different building within the district.

Our capacity to direct and monitor the reform efforts specified in this grant is strong. By strategically and consciously focusing on each of the aforementioned components, we will be able to implement fully and effectively the transformational model. As mentioned, a strong support structure has been created during the past two years; SIG dollars will ensure that we are able to monitor and coach for instructional improvement.

### 3. Intervention Model Design and Implementation Plan (15 points)

Meetings began in mid-January 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 January 26 and March 1. Decisions regarding the selection of the reform model and changes to contract language are reflected below.

| <b>GOAL 1:</b>   |  |  |   |
|--|--|--|---|
| <b>Increase student achievement in the area of reading each year by 10% as measured by 3<sup>rd</sup>-5<sup>th</sup> grade ITBS scores for FAY students.</b> |  |  |   |
| <b>Strategy Areas</b>  | <b>Indicators of Success</b>   |  | <b>Formative Evaluation Monitoring Questions</b>  |
|  | <b>Student Data</b>  | <b>Learning Environment "Look Fors"</b>  |   |
| Access to print by creating rich classroom libraries   | <ul style="list-style-type: none"> <li>- Common Formative Assessments (ex. How often are the students accessing the library?)</li> <li>- Analysis of student work</li> <li>- Analysis of DRA2</li> <li>- District Benchmark Assessments</li> <li>- ITBS</li> <li>- Student Reading Logs</li> </ul> | <ul style="list-style-type: none"> <li>- Instructional walk throughs</li> <li>- Literacy block observations</li> <li>- Organization of the books</li> <li>- Baskets/containers</li> <li>- Labels on the baskets</li> <li>- Number of books in the baskets</li> <li>- Variety of categories</li> <li>- 25-50 books per students</li> <li>- Balance of fiction and nonfiction</li> <li>- Overall display</li> <li>- Clear management system</li> </ul>                                     | <ul style="list-style-type: none"> <li>- How is the classroom library organized for easy student access?</li> <li>- What is the balance of fiction and nonfiction text?</li> <li>- How are the books organized to support the content areas?</li> <li>- How often are students provided opportunities to access the texts independently?</li> </ul>   |
| Explicit instruction with clear identification of learning goal  | <ul style="list-style-type: none"> <li>- Application of cognitive focus of the lesson; go beyond practice to student application in authentic literacy tasks</li> <li>- ITBS Comprehension and Vocabulary</li> <li>- Skills Iowa Benchmark Assessments</li> <li>- DRA2</li> </ul>                  | <ul style="list-style-type: none"> <li>- Lessons and Observations Teachers will:</li> <li>- Identify clear learning goal</li> <li>- Introduce the concept or strategy-set purpose</li> <li>- Model and demonstrate application of the concept or strategy</li> <li>- Student practice with, application of, and explanation of their use of the concept or strategy</li> <li>- Coaching that leads to performance and cognitive control</li> <li>- Monitoring for transfer to</li> </ul> | <ul style="list-style-type: none"> <li>- Where does the learning goal fit in the learning progressions?</li> <li>- What do the students need to know prior to this lesson to complete this task?</li> <li>- How are you scaffolding instruction to support all learners?</li> <li>- How is the task authentic and not contrived practice?</li> <li>- What opportunities do the students have to be reflective and develop metacognition?</li> </ul> |

|  |  |   |  |
|--|--|---|--|
|  |  | reading situations outside the context of explicit instruction lessons  |  |
| Non-fiction writing for multiple purposes utilizing a variety of text structures and content areas | <ul style="list-style-type: none"> <li>- Student artifacts</li> <li>- Students' ability to articulate the cognitive process.</li> <li>- Common Writing Prompts</li> <li>- Student examples which indicate their ability to use literacy to access and share content information</li> </ul> | <ul style="list-style-type: none"> <li>- Exposing students to quality exemplars in real text and analyzing how it supports reading for meaning; recreate those structures in student writing</li> <li>- Use of teacher and student think alouds</li> <li>- Collaborative scoring with established criteria</li> </ul> | <ul style="list-style-type: none"> <li>- What writing opportunities are students provided in all content areas throughout the day?</li> <li>- How students do provided one another feedback on each other's writing?</li> <li>- Is the writing a result of student inquiry? If yes, how? If no, how could you incorporate more student inquiry into the writing tasks?</li> <li>- How do the student writing examples reflect instruction?</li> <li>- What student samples could you use as exemplars for other students to model?</li> <li>- How much student collaboration is a part of the writing work?</li> </ul> |
| Comprehension: Fluency   | <ul style="list-style-type: none"> <li>- Fluency with comprehension</li> <li>- Fluency Rate/Distribution Assessment</li> <li>- DRA2</li> </ul>   | <ul style="list-style-type: none"> <li>- Use of Fluency Planning Guide (see appendix K, pp. 125-126)</li> <li>- Instruction modeling: <ul style="list-style-type: none"> <li>• Rate</li> <li>• Prosody</li> <li>• Phrasing</li> <li>• Adjustment of rate to comprehend text</li> </ul> </li> </ul>                    | <ul style="list-style-type: none"> <li>- What are the barriers for students who are not fluent?</li> <li>- How can you incorporate content material as part of the fluent instruction?</li> <li>- What fluency activities are provided for students to work on outside of school?</li> <li>- How have you involved parents with the focus on fluency?</li> </ul>   |
| Comprehension: Vocabulary instruction using Gradual Release of Responsibility Model                | <ul style="list-style-type: none"> <li>- Common Formative Assessment</li> <li>- Analysis of student work, including writing</li> <li>- Analysis of DRA2</li> <li>- District Benchmark Assessments</li> <li>- ITBS</li> <li>- Student Reading Logs</li> </ul>                               | <ul style="list-style-type: none"> <li>- Use Vocabulary Rubric</li> </ul>   | <ul style="list-style-type: none"> <li>- How are you identifying the vocabulary words? Are they shared across grade levels?</li> <li>- How often are you modeling vocabulary instruction?</li> <li>- How often do students have an opportunity to collaborate around vocabulary activities?</li> <li>- How do the student writings show vocabulary usage?</li> </ul>   |

**Goal 2:**

**Increase student achievement in the area of math each year by 10% as measured by 3<sup>rd</sup>-5<sup>th</sup> grade ITBS scores for FAY students.**

| Strategy Areas | Indicators of Success |                                  | Formative Evaluation Monitoring Questions |
|----------------|-----------------------|----------------------------------|---|
|                | Student Data          | Learning Environment "Look Fors" |   |

|   |   |  |   |
|---|---|--|---|
| <p>Problem based instructional tasks</p>            | <ul style="list-style-type: none"> <li>- Formative Assessments</li> <li>- Common Formative Assessments</li> <li>- Instructional walk throughs</li> <li>- Analysis of student work</li> <li>- Analysis of Skills Iowa reports</li> <li>- District Benchmark Assessments</li> <li>- ITBS</li> </ul> | <ul style="list-style-type: none"> <li>- Look Fors are identified in the the format for problem-based lesson outlined by Every Student Counts (see appendix L, pp. 127-129)</li> </ul> <p><b>Teacher</b> as the facilitator of learning – adept in the use of questioning to promote construction of new mathematical connections</p> <p><b>Social Culture</b> – students share thinking and value the thoughts of others. Norms for classroom are posted and evident in student behavior</p> <p><b>Student Discourse</b> – students engage in rich conversation to grapple with complex ideas</p> <p><b>Rich Mathematical Tasks</b><br/>Students are working to represent conceptual understanding through concrete representation, verbal discourse, written response</p> <p><b>Concrete Materials</b> available to students to represent thinking. Routines and expectations for use of materials are clear and posted</p> <p><b>Activities</b> designed to be accessible to all students</p> | <ul style="list-style-type: none"> <li>- Where does the learning goal fit in the learning progressions?</li> <li>- What do the students need to know prior to this lesson to complete this task?</li> <li>- How are you scaffolding instruction to support all learners?</li> <li>- How is the task authentic and not contrived practice?</li> <li>- What opportunities do the students have to be reflective and develop metacognition?</li> <li>- What opportunities do student have to construct ideas; explain their problem-solving process; and justify or defend their solutions or strategies?</li> </ul> |
| <p>Meaningful Distributed Instruction</p>           | <ul style="list-style-type: none"> <li>- Formative Assessments</li> <li>- Common Formative Assessments</li> <li>- Instructional walk throughs</li> <li>- Analysis of student work</li> <li>- Analysis of Skills Iowa reports</li> <li>- District Benchmark Assessments</li> <li>- ITBS</li> </ul> | <ul style="list-style-type: none"> <li>- Look Fors are identified in Innovation Configuration Rubric (see appendix M, pp. 130-135)</li> </ul>  | <ul style="list-style-type: none"> <li>- Is the task related to a key topic for the grade level?</li> <li>- Can the task be solved in multiple ways?</li> <li>- Is this task designed to preview an upcoming concept?</li> <li>- How often does the teacher provide meaningful distributed instruction?</li> </ul>  |
| <p>Math instruction through multiple modalities</p> | <ul style="list-style-type: none"> <li>- Formative Assessments</li> <li>- Common Formative Assessments</li> <li>- Instructional walk throughs</li> <li>- Analysis of student</li> </ul>   | <ul style="list-style-type: none"> <li>- Students engaged in teacher directed, kinesthetic group activities</li> </ul>   | <ul style="list-style-type: none"> <li>- How do learning tasks include kinetic activities?</li> </ul>   |

|  |   |  |  |
|--|---|--|--|
|  | <ul style="list-style-type: none"> <li>work</li> <li>- Analysis of Skills Iowa reports</li> <li>- District Benchmark Assessments</li> <li>- ITBS</li> </ul> |  |  |
|--|---|--|--|

**Goal 3:**  
**Increase positive student behavior as measured by the percentage of students for whom universal supports (Tier 1 PBIS) is effective by 10%.**

| Strategy Areas  | Indicators of Success   |   | Formative Evaluation Monitoring Questions   |
|---|---|---|---|
|   | Student Data  | Learning Environment "Look Fors"  |   |
| Consistent application of universal supports (Tier 1) | <ul style="list-style-type: none"> <li>- Office referrals</li> <li>- Out of school suspensions</li> <li>- In school suspensions</li> <li>- Detentions</li> <li>- Assembly attendance numbers</li> </ul>   | <ul style="list-style-type: none"> <li>- Staff Schedule to Review Data</li> <li>- Lesson Plans for Teachers</li> <li>- Building Schedule To Teach Lessons</li> <li>- Students Modeling Behaviors</li> <li>- PBIS Building Team List</li> <li>- Classrooms, hallways, bulletin boards, building wide announcement of theme</li> <li>- PBIS Launch Assembly Date</li> <li>- Building Celebration Schedule</li> <li>- PBIS Launch Assembly Date</li> <li>- Building Celebration Schedule</li> <li>- Schoolwide Expectation Staff and Students (handout)</li> <li>- Schoolwide PBIS System Handout</li> <li>- Major/Minor Chart</li> <li>- Classroom PBIS System Handout</li> <li>- Social Skills Curriculum</li> </ul> | <ul style="list-style-type: none"> <li>- What percentage of teachers been trained in the PBIS model?</li> <li>- What percentage of students have been taught expected behaviors?</li> <li>- How has referral data been disaggregated and analyzed?</li> <li>- To what extent are teachers consistently following the major/minor chart?</li> <li>- To what extent are we consistently applying our plan?</li> </ul>   |
| Consistent application of Tier 2 and 3 strategies     | <ul style="list-style-type: none"> <li>- Office referrals</li> <li>- Out of school suspensions</li> <li>- In school suspensions</li> <li>- Detentions</li> <li>- Assembly attendance numbers</li> <li>- Safe Seat Data</li> <li>- Intervention Data</li> <li>- GEI referral</li> <li>- Behavior Intervention Plans</li> </ul> | <ul style="list-style-type: none"> <li>- Daily Progress Report</li> <li>- Building Process for Staff</li> <li>- Staff Volunteers</li> <li>- Student Volunteers</li> <li>- Behavior Lesson Plans</li> <li>- Small Group Sessions</li> <li>- Grade Level Team Process</li> <li>- Tier 2 Process and Interventions</li> <li>- Copy of Plans</li> <li>- Student Rewards</li> <li>- Daily Contact Log</li> <li>- Parent Contact Log</li> <li>- Weekly Goals</li> </ul>   | <ul style="list-style-type: none"> <li>- How has referral data been disaggregated and analyzed?</li> <li>- How have group strategies been implemented for all identified Tier 2 students? How have progress/adjustments been documented?</li> <li>- To what extent are the identified needs and strategies for each Tier 3 student documented, including frequency and duration of each intervention?</li> <li>- What percentage of Tier 3 students received a functional behavior plan?</li> </ul> |
| Parent Partnership                                    | <ul style="list-style-type: none"> <li>- Parent sign-in sheets</li> </ul>   | <ul style="list-style-type: none"> <li>- Attendance at GEI meetings</li> </ul>  | <ul style="list-style-type: none"> <li>- To what extent have parents been included in the Tier 2 and Tier 3 process?</li> </ul>   |

## Transformation Model Required Components

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

Mrs. Loleta Montgomery began as the principal two years ago and has been working diligently to implement the components of our strategic plan; however, she will be retiring at the end of the current school year. The search for a new principal has already begun, as the position has been advertised. As we proceed in securing an administrator to lead Irving, we are using the Competencies for School Turnaround Leaders as a basis for the hiring process:

| <b>Turnaround Leader Competencies</b>   |   |
|---|---|
| <b>Driving for Results Cluster</b> —These enable a relentless focus on learning results                             |   |
| ✓   | <b>Achievement:</b> The drive and actions to set challenging goals and reach a high standard of performance despite barriers.               |
| ✓   | <b>Initiative and Persistence:</b> The drive and actions to do more than is expected or required in order to accomplish a challenging task. |
| ✓   | <b>Monitoring and Directiveness:</b> The ability to set clear expectations and to hold others accountable for performance.                  |
| ✓   | <b>Planning Ahead:</b> A bias towards planning in order to derive future benefits or to avoid problems.                                     |
| <b>Influencing for Results Cluster</b> — These enable working through and with others.                              |   |
| ✓   | <b>Impact and Influence:</b> Acting with the purpose of affecting the perceptions, thinking and actions of others.                          |
| ✓   | <b>Team Leadership:</b> Assuming authoritative leadership of a group for the benefit of the organization                                    |
| ✓   | <b>Developing Others:</b> Influence with the specific intent to increase the short and longterm effectiveness of another person             |
| <b>Problem Solving Cluster</b> – These enable solving and simplifying complex problems.                             |   |
| ✓   | <b>Analytical Thinking:</b> The ability to break things down in a logical way and to recognize cause and effect.                            |
| ✓   | <b>Conceptual Thinking:</b> The ability to see patterns and links among seemingly unrelated things.   |
| <b>Showing Confidence to Lead</b> – This competency is concerned with staying focused, committed, and self-assured. |   |
| ✓   | <b>Self-Confidence:</b> A personal belief in one’s ability to accomplish tasks and the actions that reflect that belief.                    |
| <i>* Taken from Public Impact, June 2008</i>  |   |

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

Changes in this area are reflected in the chart below.

|   | <b>Current Year<br/>2010-2011</b>  | <b>2011-2012 to<br/>2013-2014</b>   |
|---|--|---|
| <b>Length of school year for students (Extended Year)</b> | 180 student contact days   | 187 student contact days  |
| <b>Length of contract for instructional staff</b>         | 192 teacher contract days  | 202 Days<br>Of the 10 additional contract days,<br>7 will be student contact days<br>3 will be additional PD days                                   |
| <b>Length of School Day (Extended Day)</b>                | 8:50-3:35 Students<br>8:30-4:00 Staff<br><br>When needed, students attend two days of intensive instruction. | 8:50 – 3:35 Students<br>8:30– 4:30 Staff<br><br>Students will have the opportunities to attend in house instructional tutoring three days per week. |

**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**

Teacher effectiveness is the single most important determiner of student achievement.

Therefore, Waterloo Schools is committed to developing a rigorous, transparent, and equitable teacher and leader evaluation system that is designed to improve instructional effectiveness, not merely to ensure a basic level of competency. Irving’s Transformational Reform efforts in this area will center on several changes.

- While our evaluation instrument will remain the same (based on Iowa Teaching Standards and Iowa Standards for School Leaders), the frequency of evaluation for teachers and administrators will increase from once every three years to every year.

- The focus of Iowa Teaching Standard 3 (planning for instruction, Standard 4 (instructional delivery practices) and Standard 5 (assessment practices) will be enhanced.
- Although some teachers currently submit artifacts on student achievement data as proof of proficiency on standard 5, the current system relies on teachers to initiate this type of artifact. As a part of Transformation Reform, we will include the use of growth data in the evaluation process. Data from the teacher, team and building levels (including ITBS, DRA2, district benchmarks, and common formative assessments) will be used to determine effectiveness of strategies, instruction, and interventions and will be reflected in the teacher evaluation process. As per an agreement with the Waterloo Education Association, student growth will not be the sole determiner of teacher proficiency or lack of proficiency.
- Teacher evaluations will include data from informal observations done during weekly data team meetings & walk-throughs documented using Marzano's iObservation Protocol.
- The district will seek input and feedback from Irving staff and administration on the design of an enhanced evaluation system and the impact of evaluation on improving instructional effectiveness.

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

One of the competencies of Turnaround Leaders is that they can Influence others for Results.

They must be able to lead in a way that molds perceptions, thinking and actions of others.

They must also be able to assume authoritative leadership to influence the short and long

term effectiveness of another person. We will work with the Waterloo Education Association (WEA) to create incentive parameters to reward certified and support staff (including administrators) for increasing student learning and raising achievement.

The plan developed between the WEA and District administration will also include protocol for removing those who have failed, after full support/coaching and ample opportunities, to improve their instructional effectiveness. Coaching for improvement will be provided by District administration and WEA members.

Although not required in the transformational model, the WEA and Waterloo administrators have agreed to ensure that Irving is not required to accept a staff member without mutual consent. Fireside chats with certified staff will be held in April to determine staff competency and desire to continue at Irving. 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.

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

Intensive professional development with monitoring of implementation and additional time for collaboration and feedback will be provided in all areas of professional development.

Although it is not a required component of the Transformational Model, our plans to add two instructional coaches will assist us in instituting a system for measuring change in instructional practices resulting from professional development. The administrator, literacy coach and

instructional coach will continually monitor for implementation and impact. In addition, they will involve the teachers in monitoring the impact of newly learned strategies.

When reviewing our data and prioritizing our action plans, we identified the areas of needed professional development and categorized them into three focus areas: a) content, b) instructional effectiveness, and c) learning environment. All professional development at Irving Elementary during the 3-year cycle of the grant will focus on these areas. [It is important to note these are directly connected to the SIG goals laid out in section three of this grant.]

**1. Content Focus Areas**

- Literacy Development
  - Comprehension
    - 1. Vocabulary
    - 2. Fluency
  - Non-fiction writing
- Math Development
  - Developing Number Sense Through Meaningful Distributed Instruction
  - Problem Based Instruction

**2. Instructional Effectiveness Focus Areas**

- Instructional Decision Making-Consistency and Fidelity of Implementation
- Student engagement/involvement
- Explicit instruction embedded in the Gradual Release of Responsibility Model
- Differentiate Instruction to Meet Needs of Diverse Learners

**3. Learning Environment Focus Area**

- Positive Behavior Interventions and Supports

**FOCUS AREA**

**CONTENT**

**Literacy**

The Gradual Release of Responsibility (GRR) framework is a foundational model used for literacy instruction. In GRR, the responsibility for task completion shifts gradually over time

from the teacher to the student (i.e. I do it; We do it; You do it together; You do it alone). The four instructional arrangements include focus lesson, guided instruction, collaborative learning, and independent tasks. This framework is based on the work of Douglas Fisher, Nancy Frey, Nell Duke and P. David Pearson. Using the Iowa Professional Development Model, the literacy coaches will address the following topics to build and strengthen the initial work done using the Gradual Release Model.

The teachers will build supportive literate environments based on the research of Gerald Duffy. The critical components include:

- Fill the class environment with text.
- Organize the classroom so that students have lots of time to read.
  - Increase Fluency
- Build rich oral and written vocabulary.
  - Intentional Vocabulary Instruction
  - Transparent instruction: Teacher modeling and think-alouds
  - Useable Instruction: Peer talk and small-group collaboration
  - Personalized Instruction: Independent and individual learning
  - Prioritizing Vocabulary: Words of the week and wide reading
- Make writing an integral part of the classroom context.
  - Nonfiction writing
- Include multiple opportunities for students to read with guidance.
- Emphasize conversational talk in the classroom.
- Embed literacy instruction into the content areas

Our work is based on the following research-based foundation beliefs about literacy; a) explicit vocabulary instruction leads to gains in comprehension, b) pre-instruction of vocabulary words prior to reading can facilitate both vocabulary acquisition and comprehension, and c) the restructuring of text materials or procedure facilitates vocabulary acquisition and comprehension.

Fluency is the ability to read a text accurately and quickly. Fluency is important because it provides a bridge between word recognition and comprehension. Fluency develops over time and through substantial practice. Appropriate progress will be monitored by both informal and formal assessment to ensure the effectiveness of instruction and to set instructional goals for students. Fluent reading will be modeled for students on a regular basis using explicit instruction. In addition, the opportunity for students to repeatedly read passages with teacher feedback and guidance will be provided. Students will practice orally rereading familiar text by engaging in activities such as student–adult reading, choral reading, tape-assisted reading, partner reading, and readers’ theatre. Students will use a variety of reading materials, including stories, nonfiction and poetry. This instruction will be combined with the opportunity to read books that are at their independent level of reading ability. Teachers will encourage students to increase the amount of reading outside the school setting by providing motivating activities such as reader’s theatre scripts and plays.

## **Math**

Research supports using Meaningful Distributed Instruction and Practice to preview upcoming concepts to close conceptual discrepancies in student foundational skills. The Irving Elementary Staff has focused their math PD this year on building number sense through meaningful distributed instruction and practice. Following the Iowa Professional Development Model, Dr. Ed Rathmell (mathematics professor, University of Northern Iowa) introduced the Irving staff to research on the effectiveness of teaching certain mathematical concepts through short lessons over an extended period of time. Dr. Rathmell demonstrated how to use 5-minute lessons to focus on instructional skills that use questioning to develop students’

thinking skills and make sense of number relationships. In addition to this modeling, he engaged the teaching staff in guided practice and observations with feedback using the Innovation Configuration Map for Meaningful Distributed Instruction (see appendix M, pp. 130-135). Evidence of success will be documented through implementation logs and reflections, as well as an increase in the number of students proficient on post-implementation assessments. As a part of the transformation model, Dr. Rathmell will continue his work with teachers by:

- providing and modeling lessons
- observing and providing feedback of teacher lessons
- introducing the use of “previewing concepts” through the Meaningful Distributed Instruction Model

The Irving teachers have also been introduced to Problem-based Instruction, including three-part lesson format outlined in John Van de Walle’s, *Teaching Student Centered Mathematics*. This lesson format will be expanded next year as we implement the Mathematical Practices Standards described in the Iowa Core. This work will be supported by the new District Curriculum and professional development and support for the implementation of a new classroom framework which will define:

- the importance of mathematical tasks
- the teacher’s role
- the social culture of the math classroom
- the role of discourse in constructing understanding and viable arguments for thinking
- the use of math tools and models for constructing understanding
- making concepts accessible to all
- assessments to inform instruction and assess learning and effectiveness of instruction

Finally, we plan to enhance a current initiative which began this school year (2010-11), *Moving Through Math*. During the duration of the grant, Marcia Daft, founder and artistic director of

*Moving Through Math* and *Moving Through Science*, will work with K-2 teachers to use the lessons and instructional strategies to develop and construct deep mathematical understanding of pattern, counting, number and geometric relationship, through kinesthetic learning. Marcia will provide instruction, model and co-teach lessons and coach/provide feedback. Teachers will also engage in follow-up webinars between visits. Our pilot classrooms have shown a high correlation between the patterning instructional activities and the increased understanding of number relationships in skip counting, addition, subtraction, place value and counting money.

### **FOCUS AREA**

#### Effective Instruction

#### **Instructional Decision Making (IDM)-Consistency and Fidelity of Implementation**

The district has implemented IDM but Irving has not yet implemented this with fidelity. Three Irving positions (Site Coordinator, Intensive-Tier III Instructors, and Clerical Support) have been provided by the district and will be fully utilized. Each of these positions has a job description (see appendix N, pp. 136-138) delineating all responsibilities within the building, with the Building Site Coordinator overseeing the entire process. Building and district personnel will monitor the progress and process of this program; this will ensure all components of IDM will be implemented with fidelity.

#### **Student Engagement**

The District initiated the use of Marzano's iObservation Protocol in the fall of 2010 (see appendix O, p. 139). Instructional leaders will utilize this protocol to identify gaps in knowing and implementing with fidelity the design question "*What will I do to engage students?*" Once gaps are identified, professional development specifically addressing each identified gap will be provided. Included criteria are:

- Noticing and Reacting when Students are Not Engaged
- Using Academic Games
- Managing Response Rates
- Using Physical Movement
- Maintaining a Lively Pace
- Demonstrating Intensity and Enthusiasm
- Using Friendly Controversy
- Providing Opportunities for Students to Talk about Themselves
- Presenting Unusual or Intriguing Information

### **Explicit Instruction Embedded in the Gradual Release of Responsibility Model (GRR)**

As mentioned above in the literacy content focus area, the Gradual Release of Responsibility will be used to provide an optimal learning model. All teachers will include the GRR model in lesson plans and instruction. Professional development will be provided, with a specific focus on explicit instruction. The building leadership team, including instructional coaches, will monitor lesson plans and provide feedback to individual teachers regarding the level of implementation. Ongoing individual feedback and coaching will be provided.

### **Differentiate Instruction to Meet Needs of Diverse Learners**

Weekly data teams, based on Doug Reeves’s Data Driven Decision Making (DDDM) model, focus on goal setting, instructional strategies, assessment and results. The District has implemented a data team rubric which defines criteria of effective team practice (see appendix P, pp. 140-144). In addition, we have implemented a data team template that prompts the team through the data team process (i.e. disaggregating strengths and weakness of each student group, determining instructional strategies based on student need, etc.). A thread of consistency between data team planning, teacher lesson plans and instructional delivery should occur. Building administrators, lead teacher, and instructional coaches attend every data team

meeting. In addition, they monitor weekly lesson plans and instructional delivery. Weekly ongoing individual and group feedback and coaching will be provided.

### **FOCUS AREA**

#### Learning Environment

#### **Positive Behavior Interventions and Supports (PBIS)**

Irving is in year 3 of PBIS, however they have not consistently implemented this high-yield strategy. One of the instructional specialists provided through grant funding will focus specifically on instruction, student engagement and the learning environment. Whole school and individual teacher data will be collected and analyzed. Data collected will include, but will not be limited to: classroom observations, student engagement (see above), office referrals, and the number of major and minors. Once gaps are identified, professional development specifically addressing each identified gap will be provided to the individual teacher.

Professional development for administrators, during the past year, has focused on balanced leadership during second order change and confronting mediocrity in the classroom. Based on a review of monitoring data and monthly conversations with the leadership team from Irving, there is a strong need to increase their knowledge of elementary curriculum, the data team process and effective instructional strategies. Utilizing this knowledge, they will then monitor the implementation of district initiatives for fidelity. Specifically, Irving's administrators and instructional coaches will:

- Utilize the concepts of balanced leadership to ensure that all teachers are supportive of school wide/district initiatives outlined in the School Improvement Plan (SIP) for the school,
- monitor the schools' use of aligned curriculum and standards-based instruction,
- monitor implementation of scientifically research based strategies (for fidelity) in reading and math,
- coach teachers to instructional excellence,
- monitor IDM/PBS interventions in the school and
- engage in frequent monitoring of student progress.

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

District administration, Waterloo Education Association (WEA) and Irving Elementary staff will collaborate to investigate ways to incentivize teaching, opportunities for professional growth and career advancement, as well as flexible work conditions. Currently, the following opportunities are being explored at the urging of the district administrators and Irving staff members:

- ▶ Additional paid opportunities to collaborate daily
- ▶ Additional pay for increases in work load
- ▶ Reimbursement for taking courses
- ▶ Opportunities to attend conferences
- ▶ Additional leadership opportunities for teachers
- ▶ Additional opportunities to serve in leadership/coaching opportunities
- ▶ Paid opportunities to connect with parents beyond the school day

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

While developing our Strategic Plan, the district used a scoring protocol to gain input from all district staff, including teachers, support staff, and administrators concerning the level of need for various initiatives/projects. In addition, the district conducted a comprehensive review of various researched-based, instructional strategies and programs. This research base was aggregated with the scoring results to determine priority focus areas. Based on this work, the following research-based, instructional programs were identified for inclusion in the Transformation Model at Irving Elementary:

Instructional Decision Making (IDM)

Spring boarding from the work of Sharon Vaughn (University of Texas) and Joseph Torgeson (University of Michigan), the District has implemented IDM district wide. IDM is a proactive process that provides direction for districts, buildings and teachers to effectively meet each student's individual learning needs. It seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. IDM focuses on data regarding students' responses to instruction to guide future educational decisions. It drives how curriculum is delivered through instruction. This initiative IDM was initially implemented during the 2009-2010 school year and will be a strong priority of the work at Irving during the duration of the grant, with an emphasis in implementing with consistency and fidelity.

High Performance in High Poverty Schools

Schools has made special note of the meta-analysis from Doug Reeves, High Performance in High Poverty Schools: 90-90-90 and Beyond. His work clearly identifies five commonalities found in

high poverty, high performance schools. The following characteristics have been, and will be, a driving force behind our work:

- A FOCUS ON ACADEMIC ACHIEVEMENT

“The most casual observer could not walk down a hallway without seeing charts, graphs, and tables that displayed student achievement information, as well as data about the continuous improvement students had made.”

- CLEAR CURRICULUM CHOICES

“They chose—wisely, we believe—to emphasize the core skills of reading, writing, and mathematics in order to improve student opportunities for success in a wide variety of other academic endeavors later.”

- FREQUENT ASSESSMENT OF STUDENT PROGRESS AND MULTIPLE OPPORTUNITIES FOR IMPROVEMENT

“The consistent message of the 90/90/90 Schools is that the penalty for poor performance is not a low grade, followed by a forced march to the next unit. Rather, student performance that is less than proficient is followed by multiple opportunities to improve performance.”

- AN EMPHASIS ON NONFICTION WRITING

“By far the most common characteristic of the 90/90/90 Schools was their emphasis on requiring written responses in performance assessments. While many schools with similar demographic characteristics employed frequent assessment techniques, many of the less successful schools chose to emphasize oral student responses rather than written responses.”

- COLLABORATIVE SCORING OF STUDENT WORK

“Another striking characteristic of the 90/90/90 Schools was frequent external scoring of assessments. While many schools continue to rely upon the idiosyncratic judgment of individual teachers for a definition of “proficiency,” the high-achieving schools made it clear that no accident of geography or classroom assignment would determine expectations for students.”

Because our recent efforts have centered on the first three commonalities, school Improvement grant dollars will be focused toward the latter two, nonfiction writing and collaborative scoring efforts.

### Characteristic of Effective Instruction (Iowa Core)

As part of the Iowa Core, we have focused the five characteristics of effective instruction:

teaching for understanding, assessment for learning, rigorous and relevant curriculum, teaching for learner differences, and student centered classrooms. An optional course has been offered

to all district staff for relicensure or graduate credit. While 21 Irving teachers have taken the course during the past year, our goal is to have 100% of staff trained in the characteristics of effective instruction and be able to use them effectively to improve student learning.

As one of the five attributes of formative assessment, we also plan to focus our efforts on providing feedback to students. Margaret Heritage, from the National Center for Research on Evaluation at University of California, states that feedback is central to guiding students through learning progressions, within their Zone of Proximal Development. Through an initiative of the Iowa Department of Education, one of our PLA identified schools, Carver Academy has been involved in the formative assessment professional development work. We plan to use this research to support and strengthen our work in formative assessment, specifically in the areas of feedback and student involvement.

#### Gradual Release of Responsibility

Observation data across the district has shown that teacher effectiveness needs to be improved and enhanced. Knowing that teacher effectiveness is the single-most important determiner of student learning, the district sought out instructional models to assist us in planning effective lessons. The effects of being taught by a less-than-effective teacher can often be seen two to three years later. Students subjected to two consecutive ineffective teachers often never recover. Our strategic plan includes projects that focus on increasing teachers' abilities to plan effective lessons. The work of Doug Fisher and Nancy Frey, *Better Learning Through Structure Teaching*, has been utilized PK-12. All teachers have had initial professional development in the GRR model of instructional delivery, but grant dollars will be used to monitor implementation and coach for improvement.

### Effective Literacy Instruction

A new reading framework, based on the Cognitive Model by Steven Stahl and the Gradual Release of Responsibility by Douglas Fisher, was implemented in the spring of 2010. As a high priority project of the strategic plan, a new reading framework and curriculum materials were adopted. The new framework narrows the scope of our curriculum and clarifies priority objectives. While not a required component of the Transformational model, the district (specifically literacy coaches under the direction of the elementary curriculum coordinator) continually conducts observations and interviews for fidelity of implementation and appropriate pacing. During the next three years, we will focus on implementing the model and new curriculum guide and materials with consistency and fidelity.

### Writing

Based on the research released in 2003 from the National Commission on Writing and research done by Doug Fisher & Nancy Frey, the district is focusing on nonfiction writing for multiple purposes which include “Writing to Learn” tasks. According to Fisher and Frey, writing “allows students to think in different ways, explore issues, learn new content, and share what they know.” In the area of writing, professional development for Irving teachers this year focused on creating the environment for writing, studying student writing samples to guide instruction, and implementing a few “Writing to Learn” strategies such as Exit and Entrance Slips. During the duration of the grant, staff will continue to receive professional development and coaching in using models to improve writing instruction; nonfiction writing for multiple purposes using a variety of text structures; and collaborative scoring of student writing.

### Meaningful Math Distributive Practice and Problem Based Instruction

Through a partnership with University of Northern Iowa, Dr. Ed Rathmell has been working with Irving staff on meaningful math distributive practice and problem-based instruction. Teachers focus on instructional skills using questioning to help students develop strategies to make sense of number relationships. Concerning problem-based instruction, teachers have been introduced to the Three-part Lesson Format outlined in John Van de Walle's, *Teaching Student Centered Mathematics*. In the subsequent years, teachers will receive additional instruction, monitoring and coaching to refine and perfect their skills in both of these areas.

### Instructional Technology

The International Society for Technology in Education or (ISTE) standards require teachers to utilize interactive technology with our digital-native students. As technology dramatically changes our society, educators must demonstrate the skills and behaviors of digital-age professionals. Competence with technology is the foundation.

In addition, data from observations and walk-throughs showed student engagement as an area of need. With the purchase of interactive white board for each teacher, grant dollars will be used for continued professional development to move teachers toward being a 21st century user, as defined in implementation rubric (see appendix Q, pp. 145-146).

### Positive Behavior Interventions and Supports

Being a disproportionate district, our corrective action plan included the adoption of PBIS district-wide in 2008-2009. Irving is in its third year of implementation and has adopted a framework of operation, as well as defining major and minor referrals (see appendix C, pp. 96-

98). While universal supports are in place, more intense work is needed to refine group and individual supports and to monitor the impact of those strategies.

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

Because a significant intervention in this transformational model is Instructional Decision Making, we will focus heavily on promoting the use of student data to inform and differentiate instruction for all students. As needed during core instruction, teachers regularly provide differentiation and reteaching to increase the chances students will master content objectives during core in the shortest amount of instructional time possible. Likewise, supplemental and intensive instruction, which are provided to each student who hasn't yet mastered the objective, encompass many differentiated, hands-on strategies. While we have made vast improvements in this area during the past year, data shows we still need to focus attention toward improvements in this area.

Teachers in Expanded Learning Program (ELP/TAG), English Language Learners (ELL), and special education teachers report more collaboration/consultation with general education teachers during the past year than they have had in any previous year. This information, while anecdotal, indicates strategies for diverse learners are being sought on a frequent basis by teachers in general education settings. Grant dollars will be used to provide increased work time between general education and learning supports staff to collaboratively analyze data, student work samples, and instructional strategies. Additional professional development for staff who work with students with disabilities and ELL students will also be provided. District

administration, led by the director of professional development, will seek input from teachers in various areas about their staff development needs.

Staff will also utilize data gathered through the tiered system of support for behavior (PBIS) to ensure the behavioral needs of diverse learners are met. Currently, data is collected to show how many students are being successful through universal supports, as well as the number of students who need group and individual interventions. The PBIS coordinator and PBIS team at Irving will promote the use of student data to inform and differentiate interventions needed for various students.

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

|   | <b>Current Year<br/>2010-2011</b>  | <b>2011-2012 to<br/>2013-2014</b>   |
|---|--|---|
| <b>Length of school year for students<br/>(Extended Year)</b> | 180 student contact days   | 187 student contact days  |
| <b>Length of contract for instructional staff</b>             | 192 teacher contract days  | 202 Days<br>Of the 10 additional contract days,<br>7 will be student contact days<br>3 will be additional PD days                                   |
| <b>Length of School Day<br/>(Extended Day)</b>                | 8:50-3:35 Students<br>8:30-4:00 Staff<br><br>When needed, students attend two days of intensive instruction. | 8:50 – 3:35 Students<br>8:30– 4:30 Staff<br><br>Students will have the opportunities to attend in house instructional tutoring three days per week. |

## 10. Ongoing family and community engagement

Our strategic plan includes extensive work in parent involvement and community engagement and identifies them as high priority projects. Discussions with the Irving leadership team noted current status of family and community engagement, as well as needed areas of growth. Irving has a history of partnering with community organizations and will increase these partnerships throughout the duration of the grant. The building has a full time family support worker who will continue to collaborate with building administration on ways to serve parents.

School improvement grant dollars would help us enhance current work and provide additional activities. Discussions with the Irving leadership team focused on the following prioritized goal areas of family and community engagement:

- ▶ Increasing awareness of student progress toward mastery of district curriculum. The district recently implemented Standards Referenced Reporting at the elementary level, with parents viewing the new report card format for the first time in November 2010 . A sample copy of the new standards referenced report cards is included in this grant in appendix R, pp. 147-148.
- ▶ High levels of parent support are required to implement instructional decision making with fidelity. Increasing awareness, communicating importance and gaining buy-in will be an immediate focus.
- ▶ The Parent-Teacher Organization will be enhanced with SIG dollars. Exact activities will be the decision of the PTO, but the leadership committee noted a strong desire and need to involve parents in academics and the learning process by:
  - Increase variety and frequency of opportunities to connect with parents
  - Providing activities that focus on academic and behavioral supports
  - Provide strategies and materials for parents to use in the home
  - Create a resource library for parents
- ▶ Parents currently serve on a variety of district committees. That involvement will continue. Recent agenda items include topics such as dress code, student achievement goals, technology in the classroom, and the parent portal (student informational management system). A goal of this grant will be to not only include parents on informational committees but utilize them in making decisions about programs and services at Irving.
- ▶ Consider offering/increasing access to technology for students and parents outside of the school day

## 11. Ongoing Intensive Technical Assistance

Waterloo Community School District often utilizes the assistance of external educators and organizations provide ongoing technical assistance. The building leadership team (consisting of administrators and teachers), in conjunction with district level administration, will make decisions about assistance needed to fully implement the PLA plan. The school currently receives technical assistance from AEA 267 and will continue to do so, even as a PLA-identified building. The Department of Education will also offer technical assistance by monitoring the plan and advising the process.

### TIMELINE FOR IMPLEMENTATION

| Date                             | Action   | Person Responsible       |
|----------------------------------|--|--------------------------|
| <b>Year 1: Building Capacity</b> |  |                          |
| Spring 2011                      | Hire Administration: Principal, Asst. Principal                          | Dokken                   |
| Spring 2011                      | Hire Instructional Coaches   | Garlinghouse, et al.     |
| Spring/Summer 2011               | PD: Marzano's Observation Protocol                                       | Dokken/Building Team     |
| June 2011                        | Train teachers in new math materials                                     | Garlinghouse/Argotsinger |
| June 2011                        | Summer Leadership Institute  | Dokken, et al.           |
| July 2011                        | Begin process of identifying supplies and materials for purchase         | Principal/Coaches        |
| August 2011                      | Communicate PLA Plan to Teachers and Parents                             | Principal                |
| August 2011-Ongoing              | PD: PBIS ongoing as needed   | Student Services         |
| August 2011-June 2012            | Monthly supervision and monitoring implementation of initiatives         | Dokken                   |
| August 2011-June 2012            | Monthly monitoring of the PLA plan                                       | Lindaman                 |
| Summer 2011 (ongoing)            | PD: Motion in Math (Kindergarten teachers)                               | Daft/Argotsinger         |
| Summer 2011-2012                 | Provide Administrative PD over District Initiatives                      | Dokken                   |
| August 2011-May 2012             | Monthly Professional Development for Administrators                      | Dokken                   |
| August 2011                      | Communicate Teacher Evaluation Process and Criteria for Supplemental Pay | Smith and Principal      |
| August 2011                      | Strengthen Meaningful Distributive                                       | Rathmell/Argotsinger     |

|  |   |                              |
|--|---|------------------------------|
| (ongoing)  | Instruction (began in 2010-2011)  |                              |
| Fall 2011- Ongoing                                       | IDM training ongoing as needed  | Building Team                |
| September 2011   | PTO and Building Leadership plan academic activities for parents                    | Building Team/PTO Leadership |
| September 2011 (ongoing)                                 | Monitor classroom literate environment (student access to print)                    | Principal/coaches            |
| September 2011 (ongoing)                                 | Strengthen modeling piece of Gradual Release Model (began 2010-11)                  | Rinner/Garlinghouse          |
| September 2011 (ongoing)                                 | Continue PD on non-fiction writing: Using variety of text structure (began 2010-11) | Rinner/Garlinghouse          |
| <b>Year 2: Strengthening Collaboration and Alignment</b> |   |                              |
| Summer 2012  | Train New Teachers on PLA Initiatives   | Principal et al.             |
| Summer 2012 (ongoing)                                    | Problem Based Instructional Tasks: Provide PD                                       | Argotsinger/Coaches          |
| Summer 2012 (ongoing)                                    | PD: Motion in Math (1 <sup>st</sup> grade teachers)                                 | Daft/Argotsinger             |
| Summer 2011-2012   | IDM training ongoing as needed  | Lindaman                     |
| August 2012-June 2013                                    | Monthly supervision and monitoring implementation of initiatives                    | Dokken                       |
| August 2012-June 2013                                    | Monthly monitoring of the PLA plan  | Lindaman                     |
| August 2012-June 2013                                    | Monthly Professional Development for Administrators                                 | Dokken                       |
| August 2012 (ongoing)                                    | PD: Comprehension-Fluency   | Garlinghouse/Coaches         |
| Fall 2012  | PD: PBIS ongoing as needed  | Student Services             |
| Fall 2012 (ongoing)                                      | Marzano's Observation Protocol  | Building Team                |
| January 2013 (ongoing)                                   | Explicit Instruction: Vocabulary Content  | Rinner/Garlinghouse          |
| June 2013  | Summer Leadership Institute   | Dokken, et al.               |
| Fall 2012  | PD: Collaborative Scoring   | Educational Services         |
| Fall 2012  | Parent Webportal  | Matt O'Brien/Garlinghouse    |
| <b>Year 3: Deepening Implementation</b>                  |   |                              |
| Summer 2013  | PD: Motion in Math (2 <sup>nd</sup> grade teachers)                                 | Daft/Argotsinger             |
| Summer of 2013   | Train New Teachers on PLA Initiatives   | Principal, et al.            |
| Fall 2013  | PD: PBIS ongoing as needed  | Student Services             |
| August 2013-June 2014                                    | Monthly supervision and monitoring implementation of initiatives                    | Dokken                       |
| August 2013-June 2014                                    | Monthly monitoring of the PLA plan  | Lindaman                     |
| August 2013-June 2014                                    | Monthly Professional Development for Administrators                                 | Dokken                       |
| Summer 2011-2012   | IDM training ongoing as needed  | Lindaman                     |
| August 2011-Ongoing                                      | PTO plans/Parent Nights   | Building Team                |
| Fall 2013 Ongoing  | Marzano's Observation Protocol  | Principal                    |
| June 2014  | Summer Leadership Institute   | Dokken, et al.               |

## **PART 2**

### **4. External Providers (10 points)**

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The needs assessment serves many purposes, one of which is to help us identify areas where an external provider is necessary. When reviewing our data and prioritizing our action plans, we have identified the following areas of focus for professional development:

#### **A. Content Focus Areas**

- Literacy Development
  - Comprehension
    1. Vocabulary
    2. Fluency
  - Non-fiction writing
- Math Development
  - Developing Number Sense Through Meaningful Distributed Instruction
  - Problem Based Instruction

#### **B. Instructional Effectiveness Focus Areas**

- Instructional Decision Making-Consistency and Fidelity of Implementation
- Student engagement
- Explicit instruction embedded in the Gradual Release of Responsibility Model
- Differentiate Instruction to Meet Needs of Diverse Learners

#### **C. Learning Environment Focus Area**

- Positive Behavior Interventions and Supports

When selecting external providers for Irving Elementary, we utilized a list of the five most critical characteristics of high-quality provider services published in September 2010 by Learning Point Associates, *Guide to Working With External Providers—2<sup>nd</sup> Edition*. In order to avoid the failures experienced by so many schools, all schools and districts should make certain external providers offers services that have the following characteristics:

- ✓ Aligned With Established Goals—All plans and activities should be aligned with goals that were established by the school or district during the needs assessment and the school or district improvement processes.

- ✓ Long Term—The provider’s services should be offered as part of a long-term strategy for improved student learning.
- ✓ Customized—The provider should be prepared to tailor its approach to the school or district’s unique circumstances and needs. It should have a viable plan to get buy-in from key stakeholders.
- ✓ Research Based—The provider’s approach should be grounded in research and backed by evidence. To find out whether the provider’s approach is researched based, we will ask the following questions.
  - Have you conducted a formal evaluation of your products or services through a randomized controlled trial study?
  - How are your strategies and methodologies rooted in research?
  - Do you have outcome data on the effectiveness of a) your products or services in schools or districts with demographics similar Waterloo?
  - May we contact those schools?
- ✓ Capacity Building—The provider should have a plan for building capacity at the school or district levels and evidence that it has accomplished this goal in the past.

When reviewing the needs of the building and the criteria for provider selection, we selected services of the following five providers: Ed Rathmell, Doug Reeves, Chris Rinner and Marcia Daft, as well as school improvement consultants from Iowa Department of Education and AEA 267.

### **SUMMARY OF OUTSIDE PROVIDERS**

|  |   |
|--|---|
| <b>Provider</b>  | <b>Edward C. Rathmell</b><br>Professor of Mathematics at University of Northern Iowa  |
| <b>Qualifications, experience and documented evidence of success</b>   | Elementary school mathematics curriculum, meaningful distributed instruction, number sense, basic facts, problem-centered learning, and professional development of teachers  |
| <b>Describe how the external providers will develop equitable, transparent, and rigorous assistance with the implementation plan</b> | Dr. Rathmell has developed what he calls the distributed math curriculum. For example, a typical second grade math textbook would have three chapters on subtraction, which means that a teacher would spend roughly six to seven weeks on subtraction during the entire year. Rathmell believes that is not enough time to acquire the necessary deep understanding. Instead, he advocates selecting an overarching topic for a particular grade level—for example, for grade 2 the key topics would be addition and subtraction—and |

|   |  |
|---|--|
|   | doing five minutes of conceptual work on that topic every day. In that way, students are thinking about subtraction not for just six or seven weeks; they are thinking of it in the context of addition and subtraction every day, affording them a way to gain a deep understanding. Preliminary research shows that spending five minutes each day on key topics, regardless of grade level and topic, results in improved student comprehension and achievement.  |
| <b>External provider role</b>   | Dr. Rathmell will assist in evaluating current status and consult with staff to determine what changes are needed. He will also assist in professional development.  |
| <b>External Provider</b>  | <b>Doug Reeves and Associates</b><br>Lead and Learn Center, Denver, CO   |
| <b>Qualifications, experience and documented evidence of success</b>  | Dr. Douglas Reeves is the founder of The Leadership and Learning Center. He has worked with education, business, nonprofit, and government organizations throughout the world. The author of more than 20 books and many articles on leadership and organizational effectiveness, he has twice been named to the Harvard University Distinguished Authors Series. Dr. Reeves was named the Brock International Laureate for his contributions to education. He also received the Distinguished Service Award from the National Association of Secondary School Principals and the Parents Choice Award for his writing for children and parents. |
| <b>Describe how the external providers will develop equitable, transparent, and rigorous assistance with the implementation plan.</b> | Because of the quick turnaround of the grant, we are in the discussion stage with Dr. Reeves. Our initial conversation has centered on providing consultation services in the area of data teams, monitoring for high quality instruction and formative assessment.  |
| <b>External provider role</b>   | Potential consultant and professional development provider   |
| <b>External Provider</b>  | <b>AEA and Iowa DE staff School Improvement Consultants</b>  |
| <b>Qualifications, experience and documented evidence of success</b>  | The Iowa Department of Education and AEA 267 works with school districts to provide oversight, supervision, and support.   |
| <b>Describe how the external providers will develop equitable, transparent, and rigorous assistance with the implementation plan.</b> | Part of the technical assistance developed to support districts as they work to fully implement the Iowa Core Curriculum will include professional development for teachers to understand the important role of “assessment for learning” and improve assessment practices and inform instruction. As well as increase students access to useful information about their educational progress.   |
| <b>External provider role</b>   | Technical support (including PD) to manage the plan  |
| <b>External Provider</b>  | <b>Chris Rinner</b><br>President and owner of CR Educational Consulting, LLC.  |
| <b>Qualifications,</b>  | Chris Rinner brings a wide range of successful experiences relative to school  |

|  |  |
|--|--|
| <p><b>experience and documented evidence of success</b></p>  | <p>improvement resulting in increased learning achievement. He has over twenty years experience as a successful classroom teacher, recognized by his district as Teacher of the Year and by the state of Iowa with the Iowa Counsel of Teachers of English Distinguished Service Award. He has consistently provided staff development at state, local and national levels over the last thirty years. He worked as a Reading Consultant for Heartland AEA and as a Reading and School Improvement consultant for the Iowa Department of Education. While at the Iowa Department of Education he helped with the development of the Iowa Professional development Model, and closely follows this model in providing staff development to his clients. He also was a primary developer of the Iowa Department of Education Initiative “Every Child Reads” to increase student achievement in Iowa. In this capacity he helped organize the State-wide Reading Team, providing technical assistance to AEAs and school districts across the state. He currently teaches graduate level and Reading Endorsement classes at Drake University.</p> |
| <p><b>Describe how the external providers will develop equitable, transparent, and rigorous assistance with the implementation plan.</b></p> | <p>Chris Rinner’s background with the Iowa Department of Education and Heartland AEA has equipped him to be aware of and attend to developing equitable, transparent and rigorous assistance in every aspect of school improvement.</p>  |
| <p><b>External provider role</b></p>   | <p>Professional Development and consultation services</p>  |
|  |  |
| <p><b>External Providers</b></p>   | <p><b>Marcia Daft</b><br/>         Founder and Artistic Director of <i>Moving Through Math</i> and <i>Moving Through Science</i></p>   |
| <p><b>Qualifications, experience and documented evidence of success</b></p>  | <p>Marcia is a national workshop presenter for the John F. Kennedy Center for the Performing Arts in Washington, D.C. She has traveled nationally and internationally as a Master Artist with the Wolf Trap Institute for Early Learning Through the Arts. Ms. Daft has also developed museum exhibitions and educational programs for the Smithsonian Institution. She has written more than twenty children's educational booklets with CD's for The Smithsonian Institution and the National Symphony Orchestra</p>   |
| <p><b>Describe how the external providers will develop equitable, transparent, and rigorous assistance with the implementation plan.</b></p> | <p>Marcia Daft will work with K-2 teachers to use the lessons and instructional strategies to develop and construct deep mathematical understanding of pattern, counting, number and geometric relationship, through kinesthetic learning. Through initial PD, Marcia will provide instruction, model and co-teach lessons and coach/provide feedback. Teachers will also engage in follow-up webinars between visits.</p>   |
| <p><b>External provider role</b></p>   | <p>Consultant and professional development provider</p>  |

## 5. Alignment of Resources (5 points)

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 resources (including time, personnel, dollars) to the components of the strategic plan began late in the 2008-2009 school year. This commitment will be continue to be evidenced in the intensive efforts laid out in this grant. In addition to SIG grant funding, Title I, IDEA Part B funding, Teacher Quality and Local General Fund budgets will be utilized to support these initiatives. Figures listed represent the approximate annual amount of resource alignment for Irving Elementary. They are not district totals.

| Funding Stream                             | Type of Funding | Total Amount | Alignment with Transformation Model<br>[Description of work to be funded]   |
|--|-----------------|--------------|---|
| <b>Instructional Decision Making (IDM)</b> |                 |              |   |
| General Fund                               | Local           | \$3,500      | Related expenses (IDM coordinator/clerical support, etc.)   |
| At-risk Budget                             | Federal         | \$20,000     | Facilitate and offer after school intensive tutoring-teacher (including overtime pay)   |
| Title VI                                   | Federal         | \$3,000      | Professional development on aspects of IDM-curriculum, assessment, instruction (as needed)  |
| <b>Increase Reading Achievement</b>        |                 |              |   |
| General Fund                               | Local           | \$65,000     | Provide principal PD aligned to transformational reform, support purchase and implementation of iObservation to align instruction to effective teaching practice. Provide reading coach to collaborate with new instructional coach staff and support the work of the transformation goals. |
| Title 1                                    | Federal         | \$20,000     | Increase supplemental instructional support in reading in alignment with Transformation Goals. Increase level of parent engagement with literacy.   |
| Iowa Core                                  | State           | \$3,000      | Align curriculum with Iowa Core and Common Core State Standards. Support PD.  |
| <b>Increase Math Achievement</b>           |                 |              |   |

|  |         |                         |   |
|--|---------|-------------------------|---|
| General Budget                                       | Local   | \$3,000                 | Provide principal PD aligned to transformational reform, support purchase and implementation of iObservation to align instruction to effective teaching practice.   |
| Title 1  | Federal | \$15,000                | Increase supplemental instructional support in math in alignment with Transformation Goals. Increase level of parent engagement and family literacy.  |
| Iowa Core  | State   | \$3,000                 | Align curriculum with Iowa Core and Common Core State Standards. Support PD.  |
| <b>Increase Positive Student Behaviors (PBIS)</b>    |         |                         |   |
| General Budget                                       | Local   | \$20,000                | Support funding for Behavioral Intervention Specialist  |
| At-risk Funds  | Federal | \$8,000                 | Provide continued professional development to ensure implementation of PBIS with consistency and fidelity.  |
| <b>Enhancing Student Engagement For All Learners</b> |         |                         |   |
| Microsoft Settlement                                 | Other   | \$65,202                | Purchase interactive technology   |
| ELL Budget   | State   | \$1,066                 | Purchase expanded materials for ELL teachers to allow for differentiation in ELL and non-ELL classrooms.  |
| Gifted/Talented                                      | State   | \$2,660                 | Purchase expanded materials for ELP teachers to allow for differentiation in ELP and regular classrooms.  |
| IDEA   | Federal | \$2,500                 | In addition to staff hired through IDEA, we are providing additional support to strengthen expectations for special education students/programming and ensure instruction aligns with goals of this model. Enhance collaboration/co-teaching. |
| <b>Professional Development</b>                      |         |                         |   |
| General Budget                                       | Local   | TBD                     | Training and development in: <ul style="list-style-type: none"> <li>• Reading model</li> <li>• Math model</li> <li>• PBIS</li> <li>• Interactive technology</li> <li>• Effective Instructional Strategies</li> </ul>                          |
| Teacher Induction                                    | State   | \$1,000 per new teacher |   |
| Teacher Quality PD Budget                            | State   | \$20,000                |   |
| Iowa Core  | State   | \$2,500                 |   |

## 6. Practice and Policy Modifications (15 points)

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Knowing that policies and practices need to align and support the goals and action steps in this grant, a committee consisting of central office staff and building staff discussed needed modifications in the areas of school, students, staff, programs and services. We focused on policies and practices that, with modification, will support the implementation of this school improvement grant. Changes in practice will be made at the building level, with input from building and district staff when needed. Our process for modifying policy is as follows:

- ▶ District leadership team members draft proposals and bring to the team for initial review
- ▶ Draft policies go to Policy Review Committee (which meets the first Thursday of each month). Committee is all inclusive of necessary stakeholders, including community members.
- ▶ Proposed policies go to the Board for first and second readings.

The following charts reflect the discussions around modifications to policies and practices that must be considered before and during the implementation of this transformational plan:

### Policy Modifications for School, Students, Staff, Programs, and Services

| Policy Area (number) | Current Policy   | Proposed Modification   | Action to Remedy   | Timeline    |
|----------------------|--|---|--|-------------|
| Attendance (509.0)   | Students must attend 148 per year (37 each quarter).                       | Increase the number of required days of attendance.           | <ul style="list-style-type: none"> <li>- Review policy following protocol for revision</li> <li>- Work with parents to ensure they understand the critical nature of sending their children to school.</li> <li>- Enlist help of community agencies in enforcing attendance requirements.</li> </ul> | Spring 2012 |
| Suspension (504.4)   | For major violations, disciplinary options are somewhat limited (including | Explore addition options for consequences, beyond suspension. | <ul style="list-style-type: none"> <li>- Review policy following protocol for revision</li> <li>- Connect with outside agency to plan for a collaborative</li> </ul>   | Fall 2011   |

|                                    |   |   |   |                |
|------------------------------------|---|---|---|----------------|
|                                    | suspension)   |   | partnership   |                |
| Field Trips (604.3)                | Is quite flexible and often results in lost learning time for field trips that are questionable   | Must be linked to educationally sound learning opportunities, and implemented consistently across the district  | Committee will review and make recommendations district leadership.   | September 2011 |
| Student Assignments (501.1)        | Students who move within the district may finish the year, but then must attend new school of residence the following year. (Currently, 1 elementary is exempt from this policy.) | To ensure continuity of instruction for high needs students at Irving, we need to mitigate the negative impact of mobility. Consider the feasibility, of exempting Irving from this policy requirement. | Gather additional mobility data. Complete a cost analysis. Make recommendation to superintendent.   | Spring 2012    |
| Evaluation (Article XII)           | Student growth data <u>may</u> be submitted by teacher as an artifact for evaluation review.<br><br>Teachers will be evaluated once every three years.                            | Student growth data will be a data point considered in the evaluation process, although not the sole determining factor<br><br>Teachers assigned to a PLAS school will be formally evaluated annually.  | Meet with WEA to reach agreement on proposed changes to teacher contract.   | Spring 2011    |
| Employee Hours (Article X)         | Current work day for teachers is 7.5 hours.   | Teacher work day will be up to 8.5 hours.   | Meet with WEA to reach agreement on proposed changes to teacher contract.   | Spring 2011    |
| Employee Contract Days (Article X) | The normal work week is five consecutive work days.   | Teachers assigned to a PLAS school may be required to participate in PD and parent involvement strategies on Saturdays as scheduled.  | HR will work with Irving principal to develop employment contracts that reflect the revised school year and workday.<br><br>Establish system to administer flexible use of hours. | Spring 2011    |
| Supplemental Pay (Article IV)      | There are no opportunities to earn pay for performance.   | All staff, including certified, administrative and clerical) will have opportunities to earn performance pay equal to one week of pay.<br>• Prorated for part-time pay)                                 | A committee comprised of WEA, Irving staff, and District administration will meet to set growth goals and success indicators and measures (including a point system)              | August 2011    |

|  |   |  |   |             |
|--|---|--|---|-------------|
|  |   | <ul style="list-style-type: none"> <li>Based on a point system</li> </ul>  |   |             |
| Voluntary and Involuntary Transfers (Article XIV and XV) | Transfer rights are limited to master contract. | Teachers, upon review of PLAS plan, may choose to transfer to a position in another building for which they are qualified. Administrators will have the right to determine that a teacher should be transferred to another building. Considerations will include past performance, academic preparation, and best fit based on the propose PLA plan. | Meet with WEA to reach agreement on proposed changes to teacher contract. | Spring 2011 |

### **Practice Modifications for School, Students, Staff, Programs and Services**

| <b>Policy Area</b>                                | <b>Current Policy</b>  | <b>Proposed Modification</b>  | <b>Action to Remedy</b>  | <b>Timeline</b>    |
|---|--|---|--|--------------------|
| Student Contact Days                              | Currently 175  | Students will attend 182 days of school   | HR dept will propose a calendar (based on recommendations from admin and staff). Send to board for approval  | April and May 2011 |
| Master schedule                                   | Current schedule provides a 90-minute reading block  | Ensure that <u>every</u> child who is behind grade level in reading gets a minimum of 120 minutes of instruction.                           | Leadership team will review master schedule, explore feasibility of various changes, and initiate a new schedule.  | Spring 2012        |
| After school tutoring (IDM intensive instruction) | Currently offered two nights week  | Tutoring offered three nights per week  | Establish schedule, transportation, budget   | By September 2011  |
| Student Involvement in Assessment for Learning    | Students have limited/no opportunities to become involved in assessing their own learning. | Staff will receive training on how to involve students in formative assessment practices, including goal setting, and student data folders. | <ul style="list-style-type: none"> <li>Review attributes of formative assessment</li> <li>Provide professional development and monitor implementation</li> </ul> | October 2011       |
| Standards-referenced report cards                 | The district initiated a new report card system in November 2010.                          | Parents need to become familiar with the new report card and understand their child's progress toward grade level standards.                | Seek perception data from parents and hold parent meetings to ensure understanding of the new report card system.  | Fall 2011          |
| Student Led                                       | All conferences are  | Modify current practice   | Irving leadership team   | January 2012       |

|  |  |  |   |  |
|--|--|--|---|--|
| Conferences  | parent led   | to include student led conferences.  | will review research and make recommendation  |  |
| Access to Technology   | The student to computer ratio is 3 to 1, but many computers are in a lab setting and the lab does not have enough computers for each student in a class.<br>(Each classroom has 4 stations.) | Student access to computers in the classrooms must be reevaluated to support the integration of technology into instruction.   | District technology staff meet with building leadership team to make recommendations  | July 2011                                      |
| Hiring Practices   | A hiring protocol is followed consistently across the district.  | Administrators at Irving will need more discretion in the hiring and assignment of staff, to meet the needs of the grant goals.<br><br>Recruit and hire teachers with skills for Turnaround Schools.   | HR Director will meet with new principal to complete needs assessment and establish guidelines.   | May 2011                                       |
| Opportunities for Professional Development                   | Irving staff are offered the same number of PD opportunities as other non-PLA schools.<br><br>Differentiated opportunities are limited.  | The proposed PLAS plan provides 3 additional professional development days. Other content specific PD will be provided as needed, funded through SIG \$.<br><br>PD must be provided based on the needs of individual, team and building needs. | Director of Profession Development, Curriculum Directors and building leadership team will meet often to establish needs and next steps for PD. | Beginning May 2011<br><br>Ongoing during grant |
| On-line access to Data Team template and data analysis tools | Current template is not on-line<br><br>Teachers have limited data analysis tools   | Explore feasibility of initiating an on-line version of the data team template.  | - Work with technology dept staff to view potential mock-up of new template<br>- Plan for implement and needed PD                               | December 2011                                  |
| Increase knowledge of EdInsight applications                 | Two staff members at Irving have received limited training on EdInsight applications   | Expand the number of staff members who have access to EdInsight and increase their capacity to use.  | Establish core group of trainees<br>Plan for initial training and follow up.  | August 2011 (ongoing)                          |
| Monitoring and Coaching for Instructional improvement        | Staff receive moderate amounts of monitoring and coaching for  | Significantly increased monitoring and coaching is needed to ensure implementation with  | Discuss staff needed, including additional administrative support and coaching staff.   | February 2011 (ongoing)                        |

|   |   |  |   |   |
|---|---|--|---|---|
|   | improvement   | fidelity of instructional strategies as specified in action steps.   |   |   |
| Identification and support for Special Education, and ELL and Title 1 programming | Delivery is done through a pull out program and instruction is not coordinated with Core program.   | Delivery of instruction is done in a more inclusive manner. Materials and instruction will coordinate with the Core program.   | Student services/support staff will review delivery program and redesign based on best practice.  | February 2011 to June 2011  |
| Parent Involvement  | Parent involvement is limited   | Increase frequency and variety of opportunities for parents to become involved in the learning of their children will be expanded to occur monthly.<br><br>Increase communication to parents/community about the Transformational Model and how it will impact the current calendar, services, and programs.   | Plan one family event monthly with a defined "link to learning."<br><br>Review building parent involvement plan that welcomes and honors all parents and community. Provide professional development as needed to implement plan  | Monthly, starting in August 2011<br><br>August 2011 (Reviewed biannually) |
| Parent Communication  | 57 Irving students in grades K-5 (10.6%) have parents who are registered for Parent Portal access. Parents rarely access it (Average weekly login is 0%)<br><br>Connect Ed (automated parent notification system) has been used at Irving 19 times thus far during the 2010-11 school year, averaging 3.2 uses per month. | Increase information that is available on the parent portal for elementary parents; consider a communication campaign to increase parent awareness of Parent Portal and knowledge about how to use.<br><br>Expand use of automated parent notification system (Connect Ed) to communicate reminders, always in primary languages<br><br>Enhance school website | Establish committee (parents, curriculum staff, and building leadership) to review information on parent portal and make suggestions to technology dept.<br><br>Work with building leadership team to brainstorm additional uses for Connect Ed automated parent notification system. | Fall 2011<br><br>July 2011  |
| Community –Based Services   | Agencies and organizations assist as needed.  | Increase awareness and use of community based services   | - Establish plan for increasing awareness of service offerings.   | Fall 2011   |

|  |  |  |   |  |
|--|--|--|---|--|
|  | Participation is not as high as desired. |  | - Identify student needs and ensure they are met (Work with Communities in Schools to establish a plan) |  |
|--|--|--|---|--|

## 7. Sustainability (5 points)

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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 resources (including time, personnel, dollars) to the components of the strategic plan began late in the 2008-2009 school year. This commitment will be continue to be evidenced in the intensive efforts laid out in this grant. As specified in item 5, SIG grant funding will be supplemented and aligned with other resources from Title I, IDEA Part B funding, Teacher Quality and local general fund budgets. These financial resources will continue, based on need, after the three-year period of the grant.

### **Mentoring and training actions for staff new to the school**

Intense work in professional development during the three years of funding will build the foundation for sustainable improvements. Each year, 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. Post-grant, the literacy coach, building leadership, and district administration will continue to monitor, coach, and provide feedback for improvement. Although additional hours for professional development will be funded by the grant, and will therefore sunset when the grant ends, the district is currently exploring a district initiated “teacher academy” that will ensure all new hires will possess specific identified skill sets.

### **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**

Postings for new hires will incorporate the specific criteria included in the Fireside Chats (see appendix J, p. 124). In addition, the district is intensifying its efforts to monitor instruction and hold teachers accountable to the expectations laid out in the grant. The training and coaching provided to

administrators on how to support instruction and monitor for implementation will ensure the grant objectives are sustained.

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

The Transformation Intervention Model will be the focus of initial professional development opportunities and will be incorporated into the content delivery of professional development on the focused initiatives outlined in the grant proposal. After the grant period, the Iowa Professional Development Model will continue to serve as the framework for our professional development. We will continue to incorporate the following components:

- Collect and analyze student data
- Determine our focus and research-based strategies
- Design our professional development process, training, collaborating/implementing
- Use spring and fall data for formative evaluation of student data, and the implementation studies for evaluation of implementation

During the school year, the staff will continue to engage in professional development one hour each Wednesday, one full day in September, and one full day in February. All training is provided using the theory, demonstration, practice, collaboration, and implementation of best practices. All teachers, including support staff, participate in research-based professional development on designated professional development days and throughout the year. Staff will track the implementation of reading and math strategies in data team meetings.

Professional development for instructional leaders has also been delivered using the Iowa Professional Development Model (IPDM). In the past year, the focus has been on balanced leadership during second order change and confronting mediocrity in the classroom. Specifically, instructional leaders will utilize

Marzano’s observation protocol to identify gaps in “knowing” and “implementing with fidelity” the high yield strategies. Once gaps are identified, professional development specifically addressing each identified gap will be provided. District resources have already been committed to continue this process.

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

Discussions with the Irving leadership team noted current status of family and community engagement as a needed area of growth. Irving has a history of partnering with community organizations and will increase these partnerships throughout the duration of the grant. Parents and community engagement will be secured through business partnerships and on-going work in parent involvement. Sustainability of these partnerships will be a priority of Irving’s full time family support worker who will continue to collaborate with building administration and district personnel.

Our district strategic plan includes extensive work in parent involvement and community engagement and identifies them as high priority projects. The district has provided three full-time employees whose focus is on ways to serve/involve parents and partner with businesses. These resources will continue at Irving at the completion of the grant.

**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**

Evaluation will be 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.

In summary, professional development, partnerships, mentoring relationships and a broad commitment to meeting the needs of all students will provide the foundation for lasting reform.

**8. Budget and Budget Narrative (10 points)**

**PLAS BUDGET-IRVING ELEMENTARY**

|   | Year 1    | Year 2    | Year 3    | Total     |
|---|-----------|-----------|-----------|-----------|
| <b>PERSONNEL SALARIES</b>   |           |           |           |           |
| 10 additional contract days for 40 teachers   | \$94,780  | \$98,571  | \$102,514 | \$295,865 |
| 10 additional contract days for existing principal  | \$3,550   | \$3,692   | \$3,840   | \$11,082  |
| 10 additional contract days for paras and clerical  | \$11,300  | \$11,752  | \$12,222  | \$35,274  |
| 1/2 hour/day for extended day x 202 days  | \$127,664 | \$132,771 | \$138,081 | \$398,516 |
| 2 instructional coach salaries  | \$120,000 | \$124,800 | \$129,792 | \$374,592 |
| 1 additional assistant principal salary   | \$75,000  | \$78,000  | \$81,120  | \$234,120 |
| Substitute teachers salary  | \$5,000   | \$5,000   | \$5,000   | \$15,000  |
| 2 additional paraprofessionals salaries   | \$40,000  | \$41,600  | \$43,264  | \$124,864 |
| <b>BENEFITS</b>   |           |           |           |           |
| FICA/IPERS for 10 additional days for 40 teacher  | \$14,899  | \$15,495  | \$16,115  | \$46,510  |
| FICA/IPERS for 10 additional days for 1 principal   | \$558     | \$580     | \$604     | \$1,742   |
| FICA/IPERS for 10 additional days for paras/clerical  | \$1,776   | \$1,847   | \$1,921   | \$5,545   |
| FICA/IPERS 1/2 hour extended day x 202 days   | \$20,069  | \$20,872  | \$21,706  | \$62,647  |
| FICA/IPERS/Benefits for 2 instructional coach salaries  | \$36,000  | \$37,440  | \$38,938  | \$112,378 |
| FICA/IPERS/Benefits for new assistant principal   | \$22,500  | \$23,400  | \$24,336  | \$70,236  |
| FICA for substitute teachers  | \$403     | \$419     | \$436     | \$1,258   |
| FICA/IPERS/Benefits for 2 extra paras   | \$20,688  | \$21,516  | \$22,376  | \$64,580  |
| <b>PROFESSIONAL SERVICES</b>  |           |           |           |           |
| Honorarium<br>[Support for data analysis, research-based instructional strategies and implementation of reform efforts will be accessed throughout the grant period.] | \$46,760  | \$46,760  | \$46,760  | \$140,280 |
| Related expenses (mileage, meals, lodging for professional presenters)<br>20 days/year @ \$150/day  | \$6,000   | \$6,000   | \$6,000   | \$18,000  |
| <b>SUPPLIES/MATERIALS</b>   |           |           |           |           |
| Instructional Materials<br>[Resource materials, software and supplemental materials to be used with students]   | \$50,000  | \$30,000  | \$30,000  | \$110,000 |
| Professional Development<br>[Professional materials for teachers and administrators aligned to instructional strategies]  | \$25,000  | \$20,000  | \$15,000  | \$60,000  |
| <b>OTHER EXPENSES</b>   |           |           |           |           |
| Transportation<br>[Additional transportation for students for the extra seven days for students and extended hours of instruction for students]                       | \$25,000  | \$30,000  | \$35,000  | \$90,000  |

|   |                  |                  |                  |                    |
|---|------------------|------------------|------------------|--------------------|
| Parent Involvement<br>[Materials, supplies and incentives for PI to support academics. Take home activities, support guides and on-line resources.] | \$20,000         | \$20,000         | \$20,000         | \$60,000           |
| Incentive Pay<br>[Equivalent of one week's pay per staff member if goals are met.]  | \$70,104         | \$72,908         | \$75,824         | \$218,837          |
| <b>ADMIN COSTS</b>  |                  |                  |                  |                    |
| [Allowable indirect cost rate = 2.48%]  | \$20,759         | \$20,917         | \$21,597         | \$63,273           |
| <b>TOTAL</b>  | <b>\$857,810</b> | <b>\$864,340</b> | <b>\$892,447</b> | <b>\$2,614,598</b> |

**BUDGET NARRATIVE  
(YEAR 1 TOTALS LISTED)**

| <b>Expense</b>   | <b>Amount</b> | <b>Description</b>  |
|--|---------------|---|
| <b>Additional days for teachers, administrators, clerical, and paras</b> | \$109,630     | Teachers, administrators, clerical, and para support will be contracted for an additional ten days per year. For teachers:<br>7 will be student contact days<br>3 will be professional development days (2 of which are flexibly scheduled) |
| <b>Extended day</b>  | \$127,664     | Teachers 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.  |
| <b>Instructional Coaches</b>   | 120,000       | Two additional instructional coaches will support Transformation Model implementation through classroom coaching, observation, modeling, data analysis and delivery of professional development.  |
| <b>Assistant Principal</b>   | \$75,000      | Assistant principal will support Transformation Model implementation through instructional leadership and management support to building principal, coaches and teachers.   |
| <b>Substitute Teachers</b>   | \$5,000       | Substitutes will be hired as needed so that teachers may attend professional development, collaborate, participate in peer observation and data analysis.   |
| <b>Additional paraprofessional support</b>                               | \$40,000      | Paraprofessionals will be hired as needed to support teachers in the implementation of the Transformation Model and to provide additional academic support to students.   |
| <b>Benefits</b>  | \$116,894     | Additional FICA, IPERS, Benefits for staff to work extended contract and days.  |
| <b>Instructional Materials and Supplies</b>                              | \$50,000      | Funding will provide resource materials, software and supplemental materials that will provide academic support for students at their instructional levels  |

|  |          |  |
|--|----------|--|
| <b>Professional Development Materials and Supplies</b> | \$25,000 | Funding will professional development supplies and materials   |
| <b>External Providers</b>                              | \$52,760 | Honorarium and expenses for professional development providers to assist in delivery of content aligned to reading and math strategies:<br>Ed Rathmell: 4 days of coaching/month x 9 months x \$500/day=\$18,000<br>Marcia Daft: 4 teachers x 110 sub cost x 4 days = \$1,760<br>Chris Rinner: 30 days/year x \$500/day = \$15,000 (+ related expenses: 30 days x \$100 = \$3,000)<br>Doug Reeves: 4 days/yr at \$3,000 /day (+ related expense of \$3,000) = \$15,000 |
| <b>Transportation Costs</b>                            | \$25,000 | Additional transportation services to accommodate the extended days and extended hours of instruction for students   |
| <b>Parent Involvement Costs</b>                        | \$20,000 | 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.  |
| <b>Supplemental Incentive Pay</b>                      | \$70,104 | Building Award for eligible recipients (certified staff; administrators; clerical support staff, pro-rated for part-time staff). Award amount based on one week of pay at the average annual earnings of the employee group. Five days of pay, including salary, FICA, IPERS:<br>Existing staff \$63,432<br>Additional coaches 3,443<br>Additional AP 2,022<br>Additional paras 1,028  |

**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.

| <b>Date</b>                      | <b>Action</b>   | <b>Person Responsible</b>    |
|----------------------------------|---|------------------------------|
| <b>Year 1: Building Capacity</b> |   |                              |
| Spring 2011                      | Hire Administration: Principal, Asst. Principal                                     | Dokken                       |
| Spring 2011                      | Hire Instructional Coaches  | Garlinghouse, et al.         |
| Spring/Summer 2011               | PD: Marzano's Observation Protocol  | Dokken/Building Team         |
| June 2011                        | Train teachers in new math materials  | Garlinghouse/Argotsinger     |
| June 2011                        | Summer Leadership Institute   | Dokken, et al.               |
| July 2011                        | Begin process of identifying supplies and materials for purchase                    | Principal/Coaches            |
| August 2011                      | Communicate PLA Plan to Teachers and Parents  | Principal                    |
| August 2011-Ongoing              | PD: PBIS ongoing as needed  | Student Services             |
| August 2011-June 2012            | Monthly supervision and monitoring implementation of initiatives                    | Dokken                       |
| August 2011-June 2012            | Monthly monitoring of the PLA plan  | Lindaman                     |
| Summer 2011 (ongoing)            | PD: Motion in Math (Kindergarten teachers)  | Daft/Argotsinger             |
| Summer 2011-2012                 | Provide Administrative PD over District Initiatives                                 | Dokken                       |
| August 2011-May 2012             | Monthly Professional Development for Administrators                                 | Dokken                       |
| August 2011                      | Communicate Teacher Evaluation Process and Criteria for Supplemental Pay            | Smith and Principal          |
| August 2011 (ongoing)            | Strengthen Meaningful Distributive Instruction (began in 2010-2011)                 | Rathmell/Argotsinger         |
| Fall 2011- Ongoing               | IDM training ongoing as needed  | Building Team                |
| September 2011                   | PTO and Building Leadership plan academic activities for parents                    | Building Team/PTO Leadership |
| September 2011 (ongoing)         | Monitor classroom literate environment (student access to print)                    | Principal/coaches            |
| September 2011 (ongoing)         | Strengthen modeling piece of Gradual Release Model (began 2010-11)                  | Rinner/Garlinghouse          |
| September 2011 (ongoing)         | Continue PD on non-fiction writing: Using variety of text structure (began 2010-11) | Rinner/Garlinghouse          |

| <b>Year 2: Strengthening Collaboration and Alignment</b> |  |                              |
|--|--|------------------------------|
| Summer 2012  | Train New Teachers on PLA Initiatives                            | Principal et al.             |
| Summer 2012 (ongoing)                                    | Problem Based Instructional Tasks: Provide PD                    | Argotsinger/Coaches          |
| Summer 2012 (ongoing)                                    | PD: Motion in Math (1 <sup>st</sup> grade teachers)              | Daft/Argotsinger             |
| Summer 2011-2012   | IDM training ongoing as needed                                   | Lindaman                     |
| August 2012-June 2013                                    | Monthly supervision and monitoring implementation of initiatives | Dokken                       |
| August 2012-June 2013                                    | Monthly monitoring of the PLA plan                               | Lindaman                     |
| August 2012-June 2013                                    | Monthly Professional Development for Administrators              | Dokken                       |
| August 2012 (ongoing)                                    | PD: Comprehension-Fluency  | Garlinghouse/Coaches         |
| Fall 2012  | PD: PBIS ongoing as needed                                       | Student Services             |
| Fall 2012 (ongoing)                                      | Marzano's Observation Protocol                                   | Building Team                |
| January 2013 (ongoing)                                   | Explicit Instruction: Vocabulary Content                         | Rinner/Garlinghouse          |
| June 2013  | Summer Leadership Institute                                      | Dokken, et al.               |
| Fall 2012  | PD: Collaborative Scoring  | Educational Services         |
| Fall 2012  | Parent Web Portal  | Matt<br>O'Brien/Garlinghouse |
| <b>Year 3: Deepening Implementation</b>                  |  |                              |
| Summer 2013  | PD: Motion in Math (2 <sup>nd</sup> grade teachers)              | Daft/Argotsinger             |
| Summer of 2013   | Train New Teachers on PLA Initiatives                            | Principal, et al.            |
| Fall 2013  | PD: PBIS ongoing as needed                                       | Student Services             |
| August 2013-June 2014                                    | Monthly supervision and monitoring implementation of initiatives | Dokken                       |
| August 2013-June 2014                                    | Monthly monitoring of the PLA plan                               | Lindaman                     |
| August 2013-June 2014                                    | Monthly Professional Development for Administrators              | Dokken                       |
| Summer 2011-2012   | IDM training ongoing as needed                                   | Lindaman                     |
| August 2011-Ongoing                                      | PTO plans/Parent Nights  | Building Team                |
| Fall 2013 Ongoing  | Marzano's Observation Protocol                                   | Principal                    |
| June 2014  | Summer Leadership Institute                                      | Dokken, et al.               |

**ANNUAL GOALS FOR STUDENT ACHIEVEMENT**  
(REQUIRED – NO POINTS AWARDED)

**Annual Reading Goal**

By the end of the 2010-2011 school year, the percentage of students who score at the proficient level or higher in reading will increase, as measured by the Iowa Tests of Basic Skills (ITBS) Reading Comprehension test in grades 3-8 and the Iowa Tests of Educational Development (ITED) Reading Comprehension test in grade 11.

**Annual Math Goal**

By the end of the 2010-2011 school year, the percentage of students who score at the proficient level or higher in math will increase, as measured by the Iowa Tests of Basic Skills (ITBS) Math Total in grades 3-8 and the Iowa Tests of Educational Development (ITED) Math Total in grade 11.

**Annual Science Goal**

By the end of the 2010-2011 school year, the percentage of students who score at the proficient level or higher in science will increase, as measured by the on Iowa Tests of Basic Skills (ITBS) Scienc and the Iowa Tests of Educational Development (ITED) Math for grades 5, 8, and 11.

**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 School District Board of Education
- ▶ Waterloo Education Association
- ▶ Superintendent’s Cabinet
- ▶ School Improvement Advisory Committee
- ▶ Irving Administrative Team
- ▶ Irving Teaching Staff
- ▶ Irving Support Staff

## PERSISTENTLY LOWEST ACHIEVING SCHOOL

Pursuant to Iowa Code section 256.9, as amended by 2010 Iowa Acts (SF 2033), this Memorandum of Understanding (MOU) is entered into by and between the Waterloo Community School District (name of school district) and the Waterloo 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 Irving 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 Waterloo 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.

  X 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 July 2011 (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)

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**President of Local School Board** (required)

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Local Teachers Union Leader** (required)

\_\_\_\_\_  
**Date**

**Authorized Department of Education Official (required)**