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

APPLICATION COVER SHEET

DUE: May 21, 2010 by 4:30 pm

Application for School Improvement Grant

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

Applying LEA **Des Moines Independent Community School District**

Contact person

Name Dr. Nancy Sebring
Title Superintendent
Address 901 Walnut Street
Des Moines, IA 50309
Telephone (515) 242-7766
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E-Mail nancy.sebring@dmps.k12.ia.us

School building name for this application Lincoln High School

Designation for this building: Tier I____ Tier II _X_ Tier III ____

Statement of Assurances

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

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

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

Dr. Nancy Sebring — Superintendent - DMPS
Typed or Printed Name of Authorized Official — Title

Nancy Sebring — May 20, 2010
Signature of Authorized Official — Date

Please submit to Paul Cahill, Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146 by May 21, 2010, 4:30 p.m.

Lincoln High School Improvement Grant

ABSTRACT

Lincoln High School in Des Moines, Iowa will be implementing the **Transformation Model** to continue the reform efforts currently taking place at the Lincoln campus which consists of a 9th Grade Academy, located in the Kurtz building and is known as "Lincoln South," and the main building which houses grade 10 through 12. As one of the largest high schools in the state, Lincoln enrolls 2,262 students; 53% of whom are eligible for free/reduced priced meals and 35.8% of whom are minority. The High-Performing, High-Poverty Readiness Model provides an over-arching framework for school- and district-level reforms. **Doug Reeves and the Leading Learning Center** will provide technical assistance and professional development around the 90/90/90 Schools research, formative assessment data, and decision making for results. **Solution Tree** will also provide technical assistance in Professional Learning Communities, Response to Intervention, and 21st century learning. Project goals and objectives include:

Goal I: Increase student achievement in the area of reading each year by 4% as measured by 11th grade ITED scores. *Objectives:*

A. Integrate research-based reading strategies to support vocabulary and comprehension into all content areas as measured by Professional Learning Communities logs, analysis of student work, teacher self-report, instructional rounds, and analysis of formative assessment data.

B. Increase the amount of time students are engaged in non-fiction writing as measured by student work, teacher self-report, instructional rounds, and analysis of formative assessment data.

C. Provide early intervention and academic assistance in the form of differentiated instruction, individualized assistance from teachers outside of class, Power English, Academic Support Lab, and extended learning as measured by participation data and analysis of formative assessments.

D. Increase the amount of time students engage in reading by incorporating designated time into the schedule, increasing access to fiction and non-fiction print materials in first languages, and expanding school and classroom libraries as measured by teacher observation and analysis of student data.

E. Increase students' literacy and communication skills through the use of instructional technology as measured by student work, demonstrations, portfolio entries, and exhibitions.

F. Close gaps in reading achievement for low-income, minority, ELL, and special education students as measured by common formative assessments, district wide assessments and ITED data.

Goal II: Increase student achievement in the area of math each year by 4% as measured by 11th grade ITED scores. *Objectives:*

A. Increase students' skills in algebra, geometry, statistics and probability, and quantitative literacy.

B. Provide explicit and systematic mathematics instruction that includes problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.

C. Increase student ability to use technology to apply mathematical thinking and problem-solving in a variety of situations and subject areas.

D. Close gaps in math achievement for low-income, minority, ELL, and special education students as measured by common formative assessments, district wide assessments and ITED data.

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

A. Ensure strong instructional leadership by the replacement of the principal within the last three years and on-going networking and support from Central Administration Regional Leaders.

B. Ensure instructional quality through staff recruitment, selection, and evaluation aligned with accountability for student learning.

C. Increase personalization and positive student-adult relationships to create a nurturing school culture.

D. Increase student achievement through the implementation of the Iowa Core Curriculum and Characteristics of Effective Instruction.

E. Provide early identification and a variety of forms of academic support for students who are below grade level and/or struggling with course work.

F. Create a professional teaching culture through Professional Learning Communities, job-embedded professional development, and shared responsibility for student success.

G. Increase parent and community engagement through increased communication, outreach, opportunities for involvement in decision-making, and resources for family literacy.

Lincoln High School Improvement Grant

PART 1

I. Needs Assessment and Analysis (5 points)

Lincoln High Student Demographics

Total Enrollment	2003-2004 % Free/Reduced	2009-2010 % Free/Reduced	Increase % Free/Reduced	Minority	ELL	Special ED	Mobility Rate
2,261	31	53	22	35.8	5.37	16.71	38.45

Student Achievement (11th Grade ITED Scores)
Proficiency Percentages by Year (2006-2009)

Lincoln	Percent Proficient 2006-2007	Percent Proficient 2007-2008	Percent Proficient 2008-2009	Percent Proficient 2009-2010
Reading	59.21	60.29	67.84	NA
Math	58.04	55.56	63.00	NA

Proficiency Percentages by Subgroup (2008-09)

Lincoln	White	Black	Hispanic	Asian	Native American	ELL	SPED	Free/ Reduced
Reading	72.14	41.18	53.33	72.73	100.00	4.55	28.00	53.76
IowaReading	79.2	50.8	55.9	76.1	--	32.9	29.6	60.3
Math	67.49	32.35	52.17	68.18	50.00	18.18	25.49	49.43
Iowa Math	80.2	44.8	55	77.6	--	39.3	32.2	60

Iowa Biennium 11th Grade ITED from Annual Condition of Education Report

School Name: Lincoln High	**Tier: I**
Areas to consider for analysis as part of a comprehensive needs assessment	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
1. Curriculum and Resources • Iowa Core essential concepts and skills • Alignment between assessments and curricula • Assessment data from other district-wide assessments (BRI and ARI) • Iowa Test of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED) for the past 3 years, including subgroup breakdown	DMPS is preparing for full implementation of the IA Core by 2012. Needs – clear learning targets for each class; extensive departmental collaboration for vertical K-12 articulation of these learning targets; teacher-created common formative assessments that align with these learning targets; monitoring and reporting system to connect evidence/student work with established learning targets and to communicate "achievement" in all subject areas to students, teachers, administrators, and parents. Student achievement in BRI, Math Unit Assessments, and End-of-Course-Assessments are consistent with ITED data presented above.

	Significant gaps in achievement for all subgroups. Significant numbers of students below expected proficiency levels.
2. Schedule and Classroom • School vision and mission • School Safety: (SRO, Expulsion and Suspension Data) • Attendance and Truancy • Summary data for attendance, truancy and school mobility rate • Climate surveys, if available	**Mission:** The Des Moines Public Schools equips students for life by challenging each one to achieve rigorous standards in academics, arts, and career preparation. **Belief Statement:** Public education is imperative to support and sustain a diverse democratic society. To this end, we believe: • All students can and must learn. • Schools must meet the unique learning needs of each of their students. • The home, school and community must serve and support one another. • Teaching and learning require a healthy, safe and orderly environment. • Resources and services are essential for effective instruction. • All staff must continue to learn, and all schools must continue to improve. 5 expulsions; 673 suspension; average daily attendance 1893 Lincoln students feel their teachers have high expectations and classes are more rigorous than other DMPS high schools. Students do not feel coursework is always relevant.
3. Administration and staffing • Teacher-student ratios • Supplemental Support • Use of Iowa Professional Development Model • Implementation data from professional development activities	Regular Ed Teachers: 88 Average class size: 28 Special Ed Teachers: 27 ELL Teachers: 3 ELL Tutors: 1 Counselors: 5 Special Education, Student Services Team, Mental Health, SUCCESS case mangers, School Resource Officer, Campus Monitor The Iowa Professional Development Model is the framework for all district and building level professional development. Current accountability for teachers to plan and implement new skills and strategies gained through embedded PD and differentiated PD tracts

	Need for *student* data corresponding to when teachers do or do not use these strategies
4. Student and parent involvement • Iowa Youth Survey data • Evidence of parent/community involvement in school	Students are involved through Student Council and principal-student consultations. • Transformation Model Survey • Parent-Teacher Conferences Per Semester • Infinite Campus Parent Portal for Grades/Attendance • Building Site Remodeling Committee • Build Lincoln Higher (BLH) All School Booster Club • Alumni Association • Band Parents Assoc. • Vocal Music Parent Assoc. • Senior Celebration After Prom Party (all night) • Parent College Financial Aid Night • 8th, 9th, 10th Grade Student and Parent Orientation • Gear Up Family Nights • Des Moines South Region Family Night – grades K-12

Summary of Needs Assessment and Analysis: The student population at Lincoln High is becoming increasingly diverse with poverty as a pervasive theme. In the past six years, the free/reduced price enrollment has grown from 31% to 53%, a dramatic 22% increase. The Lincoln staff recognizes the need to increase the focus on teaching and learning and implement more effective instructional strategies that are responsive to the needs of students which has lead to the creation of the 9th Grade Academy to offer a more sheltered experience and easier transition for freshmen. Next year Lincoln will be implementing Career Academies in grades 10 through 12.

Intervention Model Selected: ***Transformation***

Rationale: The Transformation Model fits with so many things that Lincoln is already moving towards and will enhance the overall program, which includes: Smaller Learning Communities, Career Academies, Academic Support Labs, more AP coursework, Advisories for all grades, and increased learning time.

II. Capacity (10 points)

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

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

Central Administration has been rejuvenated and reorganized to expand the *focus on* and *accountability for* student learning. Over the past five years, new leaders have been hired to fill the positions of Superintendent, Associate Superintendents, Executive Directors, Special Education Executive Director, and Curriculum Coordinators. Staff selection has been based upon qualifications, demonstrated leadership, expertise, and commitment to ensuring high levels of achievement for all students in a diverse urban setting. To facilitate a greater degree of preK-12 alignment and more effective management, the 65 schools have been reorganized into the Lincolnwest Region, South Region, Lincoln Region and the Turnaround Zone. Each region encompasses the preK-12 schools within the geographical area and feeder school pattern and is under the leadership of an Associate Superintendent and/or Executive Director.

The **Turnaround Zone** was established in 2009-2010 based upon the "cluster schools" concept developed by the Mass Insight Education and Research Institute to increase the degree of support and technical assistance provided to low performing schools. In this case, it supports the

turnaround initiative taking place at Hiatt and Harding Middle Schools which are in the process of being reconstituted under the NCLB guidelines. Under the leadership of Mr. Bryce Amos, the Turnaround Zone Executive Director, Central Administration and school staff have been building the district's collective capacity to turn around low-performing schools through 1) site visits to schools in Chicago and other districts that have been successfully transformed, 2) attendance at conferences such as the 90/90/90 Summit sponsored by the Leadership and Learning Center, 3) in-district professional development focused on Professional Learning Communities facilitated by Solution Tree; and 4) studying the research and best practices of associated successful school turnarounds. As part of this effort, the district has adopted the research-based High-Performance, High-Poverty Education: HPHP Readiness Model developed by Mass Insight (2007).

HPHP Readiness Model

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

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

Readiness to Teach:

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

Readiness to Act:

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

Central Administration leader, Terrence Martin will serve as the Turnaround Officer for Lincoln High. He she will be actively involved in the implementation of the Transformation Model and coordinating with DMPS and the Iowa Department of Education.

The Central Administration infrastructure also includes the following departments which play a key role in supporting the transformation initiative within each of the Persistently Low Achieving (PLA) Schools:

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

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

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

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

The English Language Learning program currently serves 4,092 students who speak 49 different languages. The program provides students with the opportunity to reach proficiency in listening, speaking, reading, and writing English. Students are further able to develop an understanding of American society and culture. These goals are promoted in a respectful environment in which the students' first languages and cultures are valued and pride is maintained in their ethnic heritages. When ELL students have attained a high English language proficiency level and the skills necessary to be successful in mainstream classes, they enter a transitional period of two years before being formally exited from the ELL Program. Services are provided by ELL teachers, tutors/outreach workers, two Community Liaisons, an ELL Consultant, and the ELL Coordinator.

The Technology Department is involved in the design and maintenance of the district's network, the Infinite Campus and Data Warehouse information systems, and classroom-based technology systems that support teaching and learning. This includes Department services include planning, purchasing, maintenance/repair, and Help Desk services, as well as collaboration with the Assessment Department to make data available across the school district systems.

The Human Resources (HR) Department focuses on getting the right people with the right skills in the right positions. A current example of this is the reconstitution and re-staffing process at Hiatt and Harding Middle Schools and the lessons being learned that can be applied to the PLA schools. The job descriptions and expectations for High School and Middle School Principals have been rewritten to reflect the skill set needed for a diverse urban population and turning around a low-performing school. HR coordinates the screening, interviewing, and selection process that involve teachers and parents. Similar steps are being taken with teacher selection for the PLA schools to ensure teachers new to the schools have the characteristics and skills needed to be effective with low-income, minority, ELL, special education, and high need students.

Teacher recruitment, new teacher induction, career development, and evaluation are key functions of the HR Department. Reflecting district priorities, HR has actively recruited minority teachers to more closely reflect the student demographics of the district. With the support of a federal Teacher Quality grant, DMPS partnered with Des Moines Area Community College and Drake University to recruit and mentor minority staff as they completed a bachelor's degree and earned teaching licensure. DMPS works closely with Drake's Urban Education Program to offer clinical experiences for pre-service teachers in DMPS. The principal and teacher evaluation process is based upon Iowa Standards. Teachers who do not meet district and state standards are given the option of the intensive assistance process which is based upon the areas in need of

improvement. Teachers either successfully improve their skills and continue their career with the district or go through due process leading to termination. The Chief of Staff and Students has established a positive working relationship with the local teachers' union as evidenced by the limited number of grievances over the years, as well as settling contracts without arbitration.

Heartland AEA has a strong partnership with the Des Moines Public Schools and provides support for the SINA process, professional development, implementing the Iowa Core Curriculum, and supporting middle and high school reform. Heartland is collaborating with the technology department in 2010-2011 to provide instructional technology professional development for a teacher from Lincoln High who will provide support to the staff. A Professional Learning and Leadership Consultant has been assigned to work full-time with Lincoln High. A Heartland Assessment Specialist has also been assigned to work full-time with DMPS as a member of the Assessment Department.

Additional capacity is built into the district and school organization by redefining the role of the Principal, creating School Improvement Leaders, and refocusing the role of Literacy Leaders and Math Coaches (See Appendix B for Job Descriptions). These roles will be explained in greater detail in Section III: Intervention Model and Implementation.

Professional Development Monitoring: The Des Moines Public School Board recently adopted the DMPS Professional Learning Plan for 2010 – 2013. Based upon the Iowa Professional Development Model and Iowa Teaching Standards, this is a comprehensive plan for improving student learning outcomes through enhanced teacher quality and classroom instruction supported by professional development. The plan aligns programming and resources to develop the capacity of the district, schools, and professionals to increase the systemic and systematic approach to improving curriculum, instruction, and assessment. Each professional development

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

Based upon goals for school improvement, each school team develops a Professional Development Plan that includes metrics for classroom implementation/program evaluation that are linked to student outcomes. Each staff member also develops an Individual Professional Development Plan that addresses the Iowa Teaching Standards. School Improvement Leaders, Literacy Leaders, and Math Coaches monitor the classroom implementation of the skills and instructional strategies supported through professional development. In 2010-2011, DMPS will contract the services of a Drake University faculty member to serve as an **External Evaluator** and conduct a **comprehensive program evaluation** of the DMPS Professional Development program and its impact on student learning. (Additional details are included in Section III: Intervention Model and Implementation.)

Time for professional development, data analysis, collaboration, and other school improvement functions is a critical resource for bringing about second order change and building capacity at all levels. To ensure that this time is available, DMPS has incorporated a ninety minute **Professional Learning Communities** structure into each Wednesday to facilitate job-embedded professional development, technical assistance and coaching, and teacher collaboration at the district, school, team, and individual levels. Professional Learning Communities (PLCs) were initiated in 2009-2010 with the training and support of Solution Tree consultants. This will continue over the next three years of the School Improvement Grant. PLCs will become a vehicle for teachers working together to develop common **formative assessments**, review student work, and analyze a variety of data for monitoring student progress, identifying students in need of additional academic support, planning instruction, and identifying areas in need of modification. The DMPS Literacy and Math Curriculum Coordinators, in conjunction with each building's

School Improvement Leaders, will guide this process, as well as the Study of Implementation.

Alignment of Resources: In addition to PLC structure and time for its implementation, the Regional Leadership and Instructional Cabinet will continue to examine existing funding streams, programs, and resources to increase integration with the Transformation Model, strengthen the alignment and support for the PLA schools, and increase services to students and staff. These resources include, but are not limited to Smaller Learning Communities; GEAR UP; GEAR UP Iowa; Math and Science Partnerships; Teaching American History; etc. The realignment and reallocation of resources will ensure the institutionalization of the Transformation Model and on-going sustainability of the redesigned instructional program (See Section V: Resource Alignment).

Implementation Timelines are included in Section III: Intervention Model and Implementation for the school and on the District Timeline attachment which outline the steps for getting the basic elements of the Transformation Model in place for the start of the 2010 school year, key actions in years 1 and 2, and full implementation in year 3.

Ability to Recruit New Staff and/or Principals as Required by Intervention Model: The district already has evidence of its ability to recruit new principals and staff to the PLA schools. More than thirty highly qualified candidates have applied recently for the high school principal positions at Lincoln, Lincoln, and Lincoln. Over 140 staff applied for the School Improvement Leader positions. The new leadership and the Transformation Model will attract highly-skilled teachers who are committed to a collaborative, nurturing educational environment that has high expectations for all students and adults and the resources needed to make success happen for all.

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

III. Intervention Model and Implementation (15 points)

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

For the growing number of immigrant and refugee students, poverty is compounded by cultural and language barriers. Many of the refugee students have spent two to three years in camps in Burma, Somalia, Nepal, and Sudan without the basic necessities of food, shelter, and health care, let alone education. Many of our English Language Learners are not literate in their first language and need significant academic support, as well as support in acquiring English.

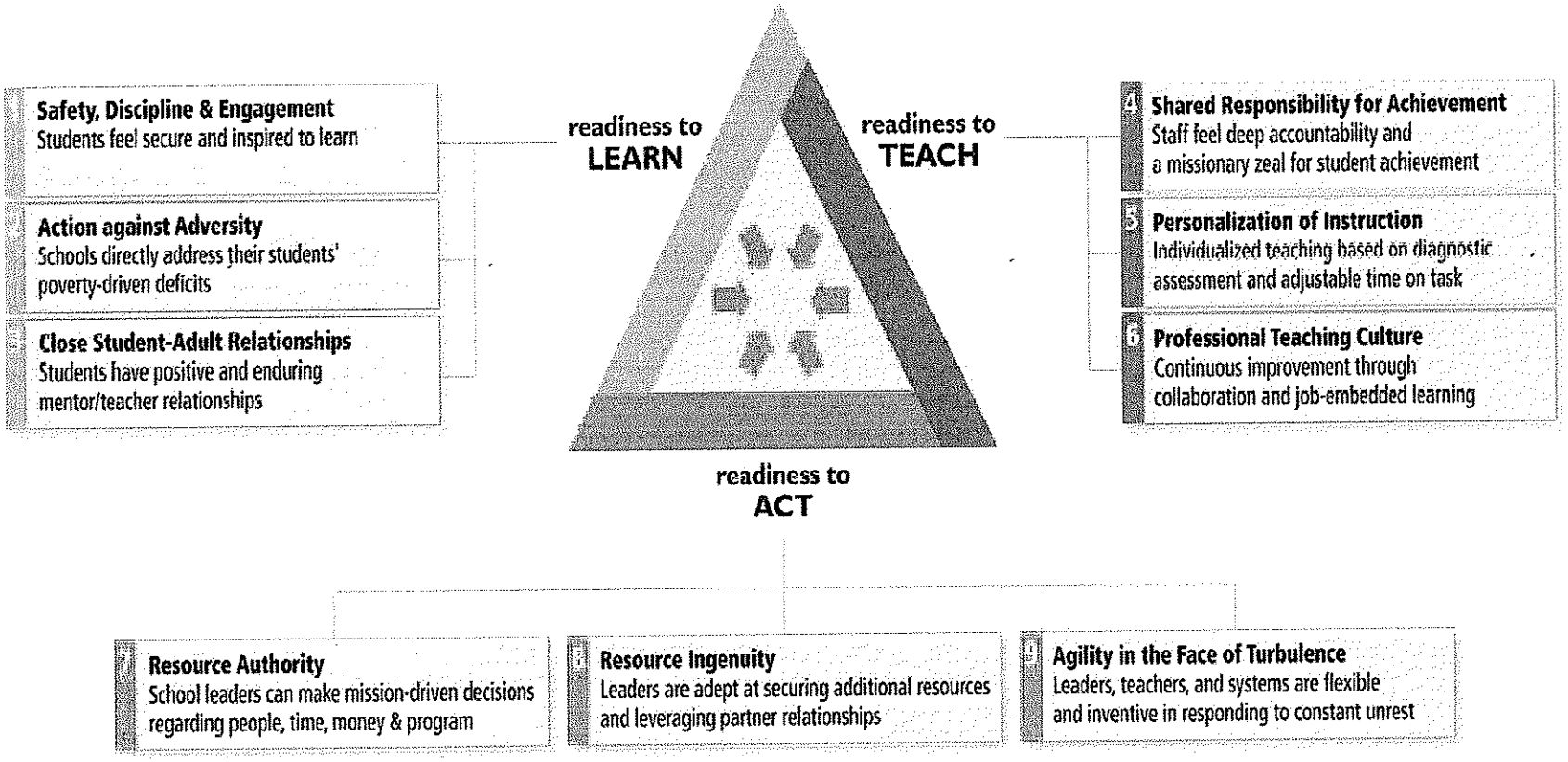
As demonstrated by schools across the country, it is possible to mitigate the effects of poverty through the restructuring of schools, curriculum, and instruction as outlined in the High-Performing, High-Poverty Readiness Model developed by Mass Insight.

High-Performing, High-Poverty Education

Nine Interlocking Elements of Schools that Serve Challenged Students Well

Developed by Mass Insight (2007)

HPHP READINESS MODEL



The High-Performing, High-Poverty Schools Readiness Model will serve as a framework for organizing the required and permissible elements of the Transformation Model into a coherent system of strategies focused on increasing student learning through the readiness to learn; readiness to teach; and readiness to act.

Goals and Objectives for the Transformation of Lincoln High

Goal I: Increase student achievement in the area of reading each year by 4% as measured by 11th grade ITED scores. *Objectives:*

A. Integrate research-based reading strategies to support vocabulary and comprehension into all content areas as measured by Professional Learning Communities logs, analysis of student work, teacher self-report, instructional rounds, and analysis of formative assessment data.

B. Increase the amount of time students are engaged in non-fiction writing as measured by student work, teacher self-report, instructional rounds, and analysis of formative assessment data.

C. Provide early intervention and academic assistance in the form of differentiated instruction, individualized assistance from teachers outside of class, Power English, Academic Support Lab, and extended learning as measured by participation data and analysis of formative assessments.

D. Increase the amount of time students engage in reading by incorporating designated time into the schedule, increasing access to fiction and non-fiction print materials in first languages, and expanding school and classroom libraries as measured by teacher observation and analysis of student data.

E. Increase students' literacy and communication skills through the use of instructional technology as measured by student work, demonstrations, portfolio entries, and exhibitions.

F. Close gaps in reading achievement for low-income, minority, ELL, and special education students as measured by common formative assessments, district wide assessments and ITED data.

Goal II: Increase student achievement in the area of math each year by 4% as measured by 11th grade ITED scores. *Objectives:*

A. Increase students' skills in algebra, geometry, statistics and probability, and quantitative literacy.

B. Provide explicit and systematic mathematics instruction that includes problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.

C. Increase student ability to use technology to apply mathematical thinking and problem-solving in a variety of situations and subject areas.

D. Close gaps in math achievement for low-income, minority, ELL, and special education students as measured by common formative assessments, district wide assessments and ITED data.

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

A. Ensure strong instructional leadership by the replacement of the principal within the last three years and on-going networking and support from Central Administration Regional Leaders.

B. Ensure instructional quality through staff recruitment, selection, and evaluation aligned with accountability for student learning.

C. Increase personalization and positive student-adult relationships to create a nurturing school culture.

D. Increase student achievement through the implementation of the Iowa Core Curriculum and Characteristics of Effective Instruction.

E. Provide early identification and a variety of forms of academic support for students who are below grade level and/or struggling with course work.

F. Create a professional teaching culture through Professional Learning Communities, job-embedded professional development, and shared responsibility for student success.

G. Increase parent and community engagement through increased communication, outreach, opportunities for involvement in decision-making, and resources for family literacy.

TRANSFORMATION MODEL

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

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

The Lincoln principal is being replaced with the new hire beginning July1 (See Job Description Appendix B for more details).

2. Operational flexibility (calendar, time, budget, staffing): Lincoln High is interested in implementing a more flexible student day and more opportunities for extended learning to remove barriers to student attendance and learning that result from employment and family responsibilities. This includes additional opportunities for extended learning beyond the school day, Saturdays, and summers which requires flexible staff days, and flexible calendars. GEAR UP and selected teachers will be rescheduled to work from 9:00 to 4:45 to facilitate having more contact time with students for advisement and tutoring. Flexible staff hours will also facilitate more community-based learning and internship opportunities

for students. Lincoln will be implementing block scheduling, Career Academies, an Academic Support Lab, and more opportunities for extended learning. The Academic Support Lab will available to students in need of additional academic assistance during the day and after school. Lincoln will expand Saturday school options and more summer school opportunities for students who may need just a little more time to pass a course.

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

4. Identify/reward effective personnel & remove ineffective personnel. *(b) Additional compensation to attract and retain staff*

As pointed out by the Wallace Foundation in their research on school improvement, "But principals also have to be able to help their weakest teachers improve and, if all else fails, remove them." Principals also need assistance in developing their skills and talents in working with high and middle performing teachers (Colvin, 2010). During year 1, these issues regarding evaluation; staff assignments; principal and leader evaluation; teacher evaluation; and other collective bargaining issues will be explored through the collaborative efforts of a committee coordinated by the DMPS Human Resources Department. The committee will be made up of representatives from the teachers' union, school administrators' association, teachers from each PLA school, principals, and Central Administration. The committee will identify existing barriers within the Comprehensive Agreement and district policies/practices; examine current research and models from across the county; explore options for overcoming barriers; and develop an action plan consisting of waivers to the Comprehensive Agreement, strategies to be field tested in year 2, and the process for full implementation by year 3.

5. High-quality, ongoing, job-embedded, instructionally aligned professional development
(c) System to measure impact of professional development

Professional Learning Communities, based upon the DuFour model, will be implemented in 2010-2011 with the following structure:

Six Characteristics of Professional Learning Communities

1. Shared Mission (Purpose),
   Vision (Clear Direction),
   Values (Collective Commitments), and
   Goals (Indicators, Timelines, and Targets)—
   All Focused on Student Learning
2. A Collaborative Culture with a Focus on Learning
3. Collective Inquiry into Best Practice and Current Reality
4. Action Orientation: Learning by Doing
5. A Commitment to Continuous Improvement
6. Results Orientation

Four Guiding Questions

What do we expect all students to learn?

How will we know what students have learned?

How will we respond to students who are not learning?

How will we respond to students who have learned it?

Professional Learning Communities (PLC) will have a dedicated time of 90 minutes every Wednesday for district wide professional learning, building-based learning, team learning, and initialized professional learning. DMPS Curriculum Coordinators, Math Leaders, and Literacy Leaders will facilitate the district wide professional development (PD) which will be tailored to meet the needs of the PLA schools and integrate the work of the Leading Learning Center and Solution Tree. School Improvement Leaders will support the building-based PD and data teams. Using the Iowa Professional Development Model as a framework for organizing data analysis and PD delivery, the following topics will be addressed in year 1 and will serve as the foundation for planning professional development in years 2 and 3:

Job-embedded Professional Development Areas for Inquiry and Team Learning

- 90/90/90 Schools and HPHP Model
- Iowa Core Curriculum and DMPS Ends
- Common formative assessments aligned within the curriculum
- Data analysis
- Characteristics of Effective Instruction
- Teaching in the Block
- Response to Intervention and Differentiated Instruction
- Problem/Project-Based Learning
- High Expectations and Grading Policies
- Instructional Technology
- Reading and Writing in the Content Areas
- Center for Mathematics Education Curriculum Adoption Support

Lincoln High will have four School Improvement Leaders who will provide on-site technical assistance and coaching. They will utilize the **Instructional Rounds** model developed by Richard Elmore to give teachers feedback on classroom implementation and study the impact of PD on student learning. PLCs will provide the time and structure to study implementation, examine student data, analyze student work, develop common formative assessments, network, and identify areas for future learning. In addition to PLCs, staff will utilize conferences and site visits to expand their understanding of High-Performing, High-Poverty Schools and other areas to assist in implementing the Transformation Model. .

6. Financial incentives, career opportunities and flexible work conditions: Lincoln High staff will collaborate with DMPS Human Resources and the teachers' union to explore opportunities for incentives, career pathways, and flexible working conditions. Lincoln's staff is interested in incentives such as conference attendance, professional and instructional materials, tuition reimbursement, opportunities for leadership, and more flexibility in the work day/year.

7. Use data to identify and implement an instructional program that is research-based and vertically aligned *(a) New school model (e.g. themed, dual language)*

As part of the Smaller Learning Communities initiative, Lincoln will be implementing Career Academies in grades 10 to 12. The academies will be organized around the following themes:

- Health/Education/Public Service
- Math/Science/Technology
- Business/Finance/Law
- Arts/Communication/Humanities

Instruction will be provided by a team of core area teachers in each of the academies. In 11th grade, students will job shadow in the area of their interest. In 12th grade, students will participate in community-based internships.

Research-based Reading Program: The following recommendations are from the Institute of Education Sciences, funded by the US Department of Education (2008) and will serve as the framework for integrating more reading into all content areas, extended learning for struggling learners, the research-based TUNEintoReading program, and intensive assistance for students most in need.

Improving Adolescent Literacy:

Classroom and Intervention Practices Recommendations

Provide explicit vocabulary instruction
- Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.
- Provide repeated exposure to new words in multiple contexts, and allow sufficient practice sessions in vocabulary instruction.
- Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
- Provide students with strategies to make them independent vocabulary learners.

Provide direct and explicit comprehension strategy instruction
- Select carefully the text to use when beginning to teach a given strategy.

- Show students how to apply the strategies they are learning in different texts.
- Make sure that the text is appropriate for the reading level of students.
- Use a direct and explicit instruction lesson plan for teaching students how to use comprehension strategies.
- Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.
- Talk about comprehension strategies while teaching them.

Provide opportunities for extended discussion of text meaning and interpretation

- Carefully prepare for the discussion by selecting engaging materials and developing stimulating questions.
- Ask follow-up questions that help provide continuity and extend the discussion.
- Provide a task or discussion format that students can follow when they discuss text in small groups.
- Develop and practice the use of a specific "discussion protocol."

Increase student motivation and engagement in literacy learning

- Establish meaningful and engaging content learning goals around the essential ideas of a discipline as well as around the specific learning processes used to access those ideas.
- Provide a positive learning environment that promotes student autonomy in learning.
- Make literacy experiences more relevant to student interests, everyday life, or important current events.
- Build classroom conditions to promote high reading engagement and conceptual learning through such strategies as goal setting, self-directed learning, and collaborative learning.

Make available intensive individualized interventions for struggling readers that can be provided by qualified specialists

- Use reliable screening assessments to identify students with reading difficulties and follow up with formal and informal assessments to pinpoint each student's instructional needs.
- Select an intervention that provides an explicit focus to meet each student's identified learning needs.
- Provide interventions where intensiveness matches student needs: the greater the instructional need, the more intensive the intervention. Assuming a high level of instructional quality, the intensity of interventions is related most directly to the size of instructional groups and amount of instructional time.

Power English will be implemented to strengthen the literacy skills of students who have been identified as in need of additional academic support. It will serve as an entry course for English I which has been revised to include more reading and writing. Additional books, including Spanish titles, will be purchased for the library to increase access to print.

Writing: Doug Reeves' research on the 90/90/90 Schools highlights the importance of integrating more non-fiction writing in all areas of daily instruction. *Writing Next* (2007) suggests that teachers explicitly teach strategies for planning, revising, and editing their written

work. Other writing explicit writing strategies for instruction include: 1) develop background knowledge; 2) describe it; 3) model it; 4) memorize it; 5) support it; and 6) independent use. Students should be given frequent opportunity to use writing to in the follow manner:

- Summarization
- Specific product goals
- Sentence combining
- Process writing approach
- Writing for content learning
- Collaborative writing
- Word processing
- Prewriting
- Study of models
- Writing for self-reflection

The **research-based Mathematics** program is aligned with the skills and concepts outlined in the Iowa Core Curriculum and DMPS Ends and encompasses the new math adoption of materials developed by the National Science Foundation.

Improving Conceptual Understanding and Skills within Mathematics: Classroom and Intervention Practices Recommendations

Provide instruction that develops skill proficiency and conceptual understanding

- Engage all students in making connections between prior knowledge and new learning.
- Use multiple representations (models, graphs, tables, equations, and words) to describe situations.
- Provide students with opportunities to grapple with mathematics before seeing formal theorems and algorithms.
- Provide multiple measures for students to demonstrate mathematical understanding.

Provide opportunities for students to communicate their mathematical thinking

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

Increase student motivation and engagement in learning mathematics

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

Integrate technology within mathematics lessons

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

Power Math will be a new course for 9th graders who are struggling with math skills. It will build stronger mathematics skills through intensive instruction and computer-based Cognitive Tutor software that provides immediate feedback and personalized instruction.

(e) Periodic reviews of curriculum will be facilitated by the DMPS Curriculum Coordinators in conjunction with the implementation of the Iowa Core Curriculum and alignment of DMPS Ends.

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

Lincoln is working towards a stronger Pre-AP program by offering professional development to teachers and an expanded AP program. Lincoln is interested in expanding the dual credit program to build a stronger pathway to postsecondary education for students.. STEM offerings will be expanded next year, including the Project Lead the Way pre-engineering program.

(h) Using and integrating educational technology is a critical component of the transformation of teaching and learning. Many of our students do not have home computers and/or internet service and this is one way to close the digital divide. By integrating more technology into every classroom, learning can become more student-centered and engaging. Technology gives

teachers the resources to provide more differentiated instruction; computer-assisted instruction; primary source information; support for instructional-level reading and writing; and the tools needed for problem/project-based learning. It is a key strategy in developing the information and technology literacy skills needed for success in the 21st century. The ISTE National Educational Technology Standards (NETS-S) and Performance Indicators for Students will serve as the framework for integrating technology into instruction. These include: 1) creativity and innovation; 2) communication and collaboration; 3) research and information fluency; 4) critical thinking, problem solving, and decision making; 5) digital citizenship; and 6) technology operations and concepts.

Currently, Lincoln has 5 students per every computer that is less than five years old. Grant funds will be used to make progress toward the goal of having five student computers in every classroom; mobile labtop labs, InFocus projectors; document cameras; printers; interactive whiteboards; digital cameras; and technology that is content specific such as graphing calculators, science probes; Rosetta Stone software; Cognitive Tutor; and on-line writing assessments. Technology will also expand the opportunity for students to earn credit through on-line courses.

(o) Implement approaches to improve school climate and discipline has begun with the adoption of the revised DMPS Discipline Plan and Code of Conduct. Doug Reeves points out the relationship between student engagement and student behavior. Increased use of student-centered instructional strategies, increased student success and support via academic assistance, and higher student expectations will have a positive effect on the school climate.

Characteristics of Effective Instruction

- **Student Centered Classrooms:** Students are directly involved in constructing their own knowledge and meaning through collaborative learning experiences that include metacognition and reflection. As a partner in learning, teachers intentionally design organized and cohesive experiences to facilitate students in making connections to key concepts.

- **Teaching for Understanding** engages students in explaining, finding evidence and examples, generalizing, applying, making analogies, and representing topics in new ways. Teachers
  1) make learning a long-term, thinking-centered process;
  2) engage students in assessment for learning processes;
  3) support learning with representations and conceptual models;
  4) teach for learner differences;
  5) induct students into the discipline; and
  6) teach for transfer. (Perkins 1993)

- **Assessment for Learning:** Formative assessment provides feedback to students and teachers to adjust ongoing teaching and learning to improve students' achievement. Formative assessment practices provide students with learning targets, examples of strong and weak work, regular descriptive feedback, and the ability to self-assess, set goals, and track their own learning.

- **Rigorous and Relevant Curriculum** contains a high cognitive demand and is challenging to students as they apply the essential concepts and skills to real world, open-ended, and complex situations.

- **Teaching for Learner Differences** requires planning for and responding to variance among learners in the classroom in order to make the best learning experience possible for each student. It includes processes for determining the effectiveness of instruction, using data to guide instructional decision-making, and ensuring access to the core curriculum.

Source: Iowa Core Curriculum and Prairie Lakes AEA

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

(f) Response to Intervention (g) Additional supports to address students with disabilities and English language learners (j) Summer transition or freshman academies (middle to high school) (k) Graduation rate improvement reforms (l) Early warning systems for at-risk youth

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

Data Team Process

Step 1. Collect and chart data
Step 2. Analyze strengths and obstacles
Step 3. Establish goals: set, review, revise
Step 4. Select instructional strategies
Step 5. Determine results indicators

Making instruction precise and personalized occurs through a process of using data, based on actual student work, to make decisions about content and instruction. Teachers will use common assessments based on the Iowa Core Curriculum and DMPS Ends. Analysis of student work focuses on what students can do, where they need help, and the variables teachers can control within the classroom and school environment. The data teams set achievement goals, select instructional strategies, determine what students will be able to do as a result of the strategies, implement the strategies, monitor students, and finally, administer the next set of common assessments. Then the cycle begins again, ideally resulting in increased teaching and learning success (source: District Management Council). Additional data that will be included in the work of data teams includes: credits earned, IEPs, ITED results, 6 week grades, APEX, and the Early

Indicator results, along with data from the College Work Assessment which measures overall rigor of the curriculum and instruction.

Lincoln has implemented the **9th Grade Academy** which is housed in its own facility. The teacher teams in these academy teams regularly examine student data to ensure needs are being met. Both the Academy and grade level teams will be implementing the Response to Intervention Model to support special education, ELL, and other struggling learners. The special education department has been realigned to provide more focused instruction. ELL students receive science, math, and social studies courses that are tailored to their language and learning needs. All grades will be involved in the Academic Support Lab which offers flexible, personalized instruction during the day, after school, on Saturdays and during the summer. The Academic Support Lab offers a variety of instructional techniques to get students caught up in class, facilitate credit recovery, and address the unique needs of our highly mobile student population. The grant will support the addition of two Academic Interventionists to provide additional student support.

Lincoln High offers 8.5, which is a summer program for high need 8th graders. Students earn high school credit during the summer through participation in an intensive skill-development program designed to bring them up to speed with the skills needed in high school. We also offer a variety of transition activities to orient in-coming freshmen and connect them with the high school experience. Lincoln is focusing on increasing graduation by implementing an Early Warning System that uses data to identify students most at risk of dropping out and in need of additional academic assistance or family support.

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

(n) Extend or restructure school day: Lincoln operates with a block schedule that reduces

passing time and increases instructional time. We currently offer limited after school programs and will expand these extended learning times from 3:00 to 5:00 with grant funds to increase the alignment with the instructional day. GEAR UP will use after school time and Wednesday early dismissals to meet with students for advisement and tutoring instead of pulling students out of class. We will also expand the four hour Saturday school and increase Summer School.

8. Ongoing family and community engagement *(m) Partner with organizations, clinics, agencies, etc to meet students' social, emotional, health needs:*

Lincoln has established parent organizations that are aligned with grade levels to increase engagement and personalize the connection between school and home. This structure is utilized to coach parents on how to deal with their teenager and provide academic, as well as social/emotional support in the home. Parents will be involved in the design of the Parent/Family web portal to provide easy access to information and resources (published in multiple languages). Teachers utilize the career exploration and college planning services offered by the Iowa College Student Aid Commission and the APlanIowa.gov web portal. Lincoln is expanding the concept of "community" by engaging with partners from around the world and engaging with a diverse global student population.

11. Ongoing Intensive Technical Assistance: External Partners: Doug Reeves and his consultants from the **Leading Learning Center** have committed to providing technical assistance during the three years of this grant in the areas of 1) High-Performing, High-Poverty Schools; 2) Common Formative Assessments; 3) Decision Making for Results and Data Teams; and 3) Intensive Leadership Development. This aligns with DMPS' goal of focused improvement through building capacity in leadership, teaching, and learning. The renewed emphasis on instructional leadership and support, including the use of School Improvement

Leaders (SILs), and essential concepts and skills, will help to create a strong layer of support for highly effective teaching. The Center focuses on deep implementation of research-based best practices to build educators' capacity and skill to impact student performance. Through initial seminars and work sessions, customized and job-embedded Implementation Visits, Certification Trainings, and intensive leadership support, DMPS will have the sustainable processes and expertise to dramatically improve student achievement. The goal is to put the structures in place so that educators can dramatically impact student learning for years to come.

Solution Tree will continue their relationship with DMPS in supporting the implementation of Professional Learning Communities. Future technical assistance will be determined based on the needs of teachers and schools in the areas such as Response to Interventions and 21st century skills. See Section IV: External Providers and Appendix A for additional details regarding the partnership with Leading Learning Center and Solution Tree.

If Lincoln moves forward with the IB program, technical assistance and training will be provided by the International Baccalaureate consultants through on-site visits and professional development training sessions.

DMPS Central Administration **Regional Leadership** will provide ongoing coaching and leadership development for the Lincoln High principal and the principals network. **School Improvement Leaders** are newly created positions designed to deliver on-site technical assistance to teachers. Primary functions include: 1) curriculum leadership to ensure alignment of curriculum, instruction, and assessment; 2) facilitation of professional development; 3) coordination of Professional Learning Communities; 4) coach data teams; 5) provide support for the integration of instructional technology; and 6) coach teachers in the implementation of the Iowa Core Curriculum and Characteristics of Effective Instruction (See Job Description in

Appendix B).

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

Timelines

Date	Action/Activity	Person(s) Responsible
	Year 1: Building Capacity	
June	New Principal Hired	T. Woods
June	Professional Learning Communities Training	Amos
August	Reeves 90/90/90 Schools Training	Amos
August	Data Teams Training/Certification	SIL
August	Hire staff for Learning Support Lab Inteventionists	Principal
August	9th Grade Academy Curriculum and Program Planning Career Academies Curriculum and Program Planning	Principal and SIL
August	All Staff Planning Session with New Principal: Revisit School Improvement Plan and activities for Transformation Model Implementation	Principal
August	8.5 and other summer transition activities	Staff
August ongoing	School opens with extended learning opportunities, Academic Interventionists, Learning Support Labs, Career Academies	Principal
September ongoing	Professional Learning Communities Implemented	SIL
September ongoing	District Professional Development Identify conferences and site visits to support Transformation	Principal, SIL, Staff
September ongoing	Common formative assessments developed Data teams implemented	SIL
September ongoing	School Advisory Council develops family literacy and parent involvement program for the year. Identifies community resources	Principal

October ongoing	School based professional development	Principal, SIL
October ongoing	Parental webportal under development with implementation in January	Central Administration
October	Students identified for academic assistance & extended learning	Teachers
January	Mid-year check point; assess progress with Transformation Plan Implementation. Make adjustments as necessary. Validate with Regional Leadership	Principal, SIL, Staff
May	School Improvement Teams and staff review data; develop plans for 2011-2012. Celebrate success with students, staff, and families.	Principals Regional Leadership
June	Extended summer learning	Principals
August	Transition programs, 8.5, freshmen academies	School Staff
Year 2: Strengthening Collaboration and Alignment		
August ongoing	Flexible staff hours and service year implemented Central programs integrated to school program	Principal
August ongoing	Continue pd, PLC, SIL, and other Transformation Model activities as described in year 1	Principal
January	Mid-year check point; Review data and indicators of success regarding Transition Model implementation and student achievement; Make modifications as needed. Validate with Regional Leadership	Principal School Leadership Teams
May	School Improvement Teams and staff review data; develop plans for 2012-2013. Celebrate successes with students, staff, and families.	Principal Regional Leadership
Year 3: Deepening Implementation		
August	Full implementation of HR Committee recommendations re: principal and teacher evaluation; staff selection and assignment; flexible work day/year; incentives for staff; etc.	Principal
Ongoing	Full implementation of the Transformation Model; continue program as described in years 1 and 2	Principal Staff
May	All goals and objective met. Dramatic increase in student learning and achievement. Celebration with students, staff, and families.	All

Indicators of Progress

Goal Area I: Reading Achievement		
Objectives	**Metrics**	**Time Frame**
A. Vocabulary and comprehension	- Common formative assessment - Instructional rounds - Analysis of student work - Analysis of Reading Inventory (ARI) - Curriculum-based assessments - ITED	- monthly - monthly - weekly - fall/spring - monthly - annually
B. Time students spend writing	- Common formative assessment - Instructional rounds - Analysis of student work - ARI - ITED	- monthly - monthly - weekly - fall/spring - annually
C. Early intervention; Academic assistance	- Professional Learning Communities logs - Common formative assessments - Enrollment and grades Power English - Number of students served Academic Support Lab - Course grades - ITBS/ITED	- monthly - monthly - semester - semester - monthly - annually
D. Time students spend reading	- Daily schedules - Student reading logs - Library check out records - Teacher observation - ITBS/ITED	- semester - weekly - monthly - weekly - annually
E. Instructional technology	- Analysis of student work - Formative assessment for tech literacy skills - Teacher observation	- monthly - monthly - weekly
F. Reading growth for subgroups	- Formative assessments - Language assessment (ELL) - IEP progress indicators - ITBS/ITED	- weekly - fall/spring - monthly - annually

Goal Area II: Math Achievement		
Objectives	**Metrics**	**Time Frame**
A. Student mathematical skills	- Formative assessments - Analysis of student work - Curriculum-based assessments - Reflective writing - ITBS/ITED	- monthly - weekly - monthly - weekly - annually
B. Problem-solving	- Formative assessments - Analysis of student work - Curriculum-based assessments - ITBS/ITED	- monthly - weekly - monthly - annually
C. Technology and problem solving	- Formative assessments - Analysis of student work - Teacher observation	- monthly - weekly - monthly
D. Math achievement increase in all subgroups	- Formative assessments - Language assessment (ELL) - IEP progress indicators - ITBS/ITED	- weekly - fall/spring - monthly - annually

Goal Area III: Implementation of the Transformation Model		
Objectives	**Metrics**	**Time Frame**
A. Principal as the Instructional Leader	- student data - staff survey - principal evaluation	- weekly - annually - annually
B. Quality Staff	- HR processes and procedures - Staff evaluation - Instructional Rounds	- annually - annually - weekly
C. Personalization and School Culture	- Student attendance data - Office referrals; suspension - Six year graduation plans - Student survey - Staff survey	- monthly - monthly - semester - annually - annually
D. Iowa Core and Effective Instruction	- Study of implementation - Formative assessments - Instructional rounds - PLC logs	- weekly - monthly - weekly - monthly

	- Teacher evaluation	- annually
E. Academic Support	- Formative assessments - Referrals to extended learning, Academic Support Labs, Saturday School, Summer School - Course grades - ITBS/ITED	- weekly - monthly - monthly - annually
F. PLC and Professional Development	- PLC logs - Staff survey - Instructional Rounds - Formative assessments - Course grades - ITBS/ITED	- monthly - annually - weekly - weekly - monthly - annually
G. Parent and Community Engagement	- Advisory Council - Hits on parent webportal - Number and attendance family involvement events - Parent survey - Number of community partnerships - Number of students/families served	- monthly - monthly - bi-monthly - fall/spring - fall/spring - annually

Part 2

V. External Providers (10 points)

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

1. Current status of transformation efforts at the district and school levels:
   - Adoption of the High-Poverty, High-Performing Readiness Model developed by Mass Insight
   - Creating a cluster of schools in a Turnaround Zone for technical assistance
   - Implementation of the Iowa Core Curriculum and DMPS Ends
   - Needs of PLA schools and goals for transformation
2. Individuals and/or organizations dedicated to district/school reform with nationally recognized credentials based on research, publications, demonstrated success, and ability to replicate results in other schools similar to the PLA schools in Des Moines
3. Alignment of skills, expertise, and resources with the needs of PLA schools and components of the Transformation Model
4. Capacity of the individual/organization to provide the intensity of on-site training and consultation services tailored to the needs of the PLAS staff over the three year period
5. Availability of additional resources to build school and district capacity: research studies, books, on-line resources, certification training, coaching, etc.
6. Previous positive experiences of DMPS leaders through conferences and/or in-district services with the individual/organization

Based upon these criteria, DMPS has selected **Doug Reeves and his Leading Learning Center** and **Solution Tree** as external providers for the PLA schools over the next three years.

Doug Reeves, founder of the **Leading Learning Center,** is recognized for his research on 90/90/90 Schools: 90 percent of the students eligible for free/reduced priced meals; 90 percent minority enrollment; and 90 percent of students meeting or exceeding district standards. His research is consistent with the elements of the HPHP Readiness Model already in place in the district. Dr. Reeves' research demonstrates that schools can mitigate the effects of poverty through effective teaching strategies and student support.

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

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

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

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

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

Solution Tree was established by Richard DuFour, Rebecca DuFour, and Robert Eaker; three well-known educators, leaders, researchers, and authors. For the past year, Solution Tree consultants have been providing on-going training for the Des Moines Public Schools to support the implementation of Professional Learning Communities (PLC). In support of the Transformation Model, Solution Tree will provide follow-up support and technical assistance for

Professional Learning Communities and may be a source for additional training, on-line professional learning, professional books, and other resources to support Response to Intervention, 21st Century Skills, and strategies for English Language Learners.

Additional External Providers will be identified as the implementation of the Transformation Model progresses. Potential providers include:

- International Baccalaureate Programme staff
- Buck Institute for Problem Based Learning professional development
- College Board for support in developing vertically aligned Pre-AP courses
- Others to be identified at a later date based on selection criteria

VI. Resource Alignment (5 points)

The Transformation and HPHP Readiness Model both call for increased alignment of financial, human, programmatic, and material resources to support student achievement.

This gives school leaders the flexibility to quickly adapt to student and staff needs. The implementation of the Transformation Model will require the integration of a variety of fragmented programs and initiatives, as well as local/state/federal funding sources at the school and district level.

FEDERAL		
Resource	**Amount**	**Alignment with Transformation Model**
Smaller Learning Communities	250,000	Increase focus on personalization strategies, academic support for struggling learners, Career Academies, 9th Grade Academies, 10th Grade Academies.
GEAR UP	169,466	Frequently monitor cohort student progress and facilitate early intervention. Increase academic assistance for students below grade level in reading, math and other core subjects. Increase parent outreach activities. Realign the GEAR UP work day and calendar to be more flexible in accommodating student needs: Work day 9:00 to 4:45. Reallocate calendar days to support Saturday School and summer activities with students
GEAR UP Iowa	37,200	Focus funding on academic assistance for freshman cohort who are below grade level in reading and math.
IDEA	2,02,703	Support expansion of the Response to Intervention model. Strengthen expectations for special education students and align instruction/support with Transformation Model.
STATE		
Math Science Partnership Grant	5,640	Target teachers in PLA high schools and middle schools for participation. Integrate use of inquiry, problem-based learning, and collaborative learning into work of cross-grade level teams. Expand networks of support for science teachers.

Teaching American History Grant	14,550	Target teachers in PLA middle and high schools for participation. Integrate use of inquiry, problem-based learning, and collaborative learning into work of cross-grade level teams. Expand networks of support.
Beginning Teacher Induction	TBD	Integrate HPHP and Transformation Model components into Induction and Mentoring for new teachers.
Professional Development	TBD	Align all professional development activities with the Transformation Model and school goals. Include a Lincoln High teacher in the Technology Cadre being implemented in 2010-11
Microsoft Settlement	116,112	Coordinate Microsoft Literacy, Library, and Mathematics activities with Transformation Model literacy and math instructional and professional development programs. Utilize Infinite Campus and Tableau for access to data and support in data analysis.
English Language Learners (ELL)	114,294	Increase flexibility in the role and deployment of ELL staff. Increase parent/family connections through home visits and networking with community agencies.
Drop Out Prevention	TBD	Integrate Drop Out Prevention programs with the Transformation Model. Give principal the authority to manage program components and staff to accommodate student and family needs.
LOCAL		
DMPS General Fund	TBD	Give Lincoln High principal greater autonomy and flexibility in the use of allocated building funds to support implementation of the Transformation Model.

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

Analysis of district, school, students, staff, programs, services: Analysis of the "current state" is guided by the HPHP Readiness Model, as well as research from The Center of Comprehensive School Reform and Improvement. Evidence suggests those districts that are successful in turning around low-performing schools use comprehensive, strategic planning to

implement coherent and cohesive systems of support for schools, their staff, and their students. As Doug Reeves states: "*It is practices, not programs; ownership, not charisma; and networks, not hierarchies.*" Creating learning communities that are focused on improving student learning and examining professional practice is key. The Center for Comprehensive School Reform and Improvement (2009) has identified these strategies:

District Strategies to Transform Low-Performing Schools

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

Like many urban centers across the country, the demographics of Des Moines' 198,682 residents reflect a growing number of **low-income and minority families**. The African-American and Latino population (many of them new to this country and in need of ELL services) has steadily increased to the current minority enrollment of 49% in the district. **Poverty** is a growing issue as can be seen by the demographic data of Lincoln High. Struggling to make ends meet takes its toll on families, children, and youth and contributes to high mobility rates. On the **Iowa Youth**

Survey, 69% of DMPS 11th graders responded favorably to positive family relationships and 52% responded favorably to family involvement and support. Only 25% of 11th graders felt they live in a supportive neighborhood. 41% of 11th graders spend 6 or more hours a week in a paid job. 81% of 11th graders; 85% of 8th graders, and 80% of 6th graders report reading for fun only for an average of 0 to 2 hours per week. Many students report a lack of engagement with school and feel that teachers, administrators and other adults are not responsive to their needs. As indicated in the student achievement data for reading and math in Section I, all of this has a negative effect on student learning and performance.

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

Teachers often feel frustrated with the growing demands of an increasingly diverse student population and their sense of not being equipped with the skills to address high need students. Many teachers have generalist teaching credentials and/or have not kept current with the emerging content and pedagogy in their subject area. This is compounded by budget cuts, lack of classroom materials and instructional technology, and mixed messages from school and district administration. Teachers want to use data for making instructional decisions, but encounter a system that is cumbersome and time consuming to access which makes personalized instruction even more difficult. Teachers often feel that parents are uninterested in their child's

education, when in reality parents are working two jobs, lack appropriate parenting skills, feel unwelcomed at school, or are inhibited by their lack of English skills.

Principals are working hard to establish a shared vision, but are often frustrated with teachers and other staff who demonstrate low expectations for students and are not fully committed to ensuring all students learn at high levels. Principals spend valuable time supervising teachers and staff who do not have the right skill set to work with a diverse urban population. Principals and School Leadership Teams struggle with the "programitis" and bureaucracy of a large, urban district and the slow turnaround time in the decision-making process.

Current status of policies/procedures and barriers presented to implementation

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

Central Administration: There are a number of practices that do not support the direct alignment of programs and services with student learning. Programs and services are often disconnected and not focused on student achievement. There is a need to improve communication/information systems and establish networks of support for Principals, Vice-Principals, School Improvement Leaders, and other teacher leaders.

Principals are hampered in their implementation of the Transformation Model by the limited authority they have over personnel matters, budgets, and access to resources.

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

Students: The current homework policy and grading system at the middle and high school level is not aligned with the Iowa Core and DMPS Ends and does not always accurately report student learning in a fair and consistent manner. There is a need to increase the use of data and system flexibility in the delivery of instruction to provide earlier identification of students who are below grade level in reading and math; differentiate instruction; provide multiple opportunities for success; more intensive academic support; frequent monitoring of progress; frequent feedback to students and parents; and opportunities to celebrate success. Currently, students cannot be required to take advantage of extended learning opportunities after school, on Saturday, or during the summer.

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

Achieving can be stressful and contributes to teacher burnout. There is a need to identify strategies to reduce teacher and administrator stress and create a more nurturing environment for all staff.

Parents: Many parents feel intimidated by the jargon and bureaucracy of the school and district. There is a need to rethink the definition of "parent involvement" to reflect the circumstances of today's families, but also realistically increase the level of expectation for parent support. There is a need to provide multiple avenues for parent involvement and family literacy for the benefit of students. There is a need to increase the involvement in parents in making decisions regarding school programs and providing feedback for continuous improvement.

Modifications Needed to Support Implementation of the Transformation Model

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

The outcome will be the processes and procedures needed to recruit, hire, and assign staff with clearly identified qualifications and characteristics: excited about teaching; demonstrated ability to raise student achievement; strong content knowledge; good fit with school culture; instruction aligned with Iowa Core; skill in use of formative assessments and use of student data to guide instruction.

The Human Resources Department and Central Administration will collaborate with principals in PLA schools to develop strategies to build more flexibility into staff work days and the use of 195 days. The goal is to accommodate the extended school day through modified start and end times. This process will begin in year 1 with non-contract staff, such as specialists and paraprofessionals, and selected teaching staff. An example would be GEAR UP Advisors and Academic Interventionists who would begin their day at 9:00 (instead of 7:30) and work through the extended learning time until 4:45 (instead of 3:15) to create a "second shift". The same approach would be used with non-classroom staff on 195 day contracts whereby staff would not work during "low-contact" days/weeks during the academic year in exchange for time during Saturdays and the summer.

Central Administration will develop a common core of expectations and procedures to guide the realignment of programs and services to focus on student learning. Research from Mass Insight, the Wallace Foundation, Leading Learning, and Solution Tree will provide the basis for reculturing and realigning Central Administration departments, programs, services, and procedures. The system will be designed to increase communication and access to information throughout the district and between schools and Central Administration. After a program audit, programs, support services, and grant-funded projects will be reframed as "practices" and

integrated into the overall instructional program at each school. There will be increased accountability, tied to student results and school transformation, for centralized programs.

The Iowa Core Curriculum and DMPS Ends will be used to develop pacing guides in core curricular areas to accommodate student mobility. Central Administration will facilitate the creation of networks to support groups such as, principals, content area teachers, School Improvement Leaders, counselors, etc.

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

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

The Advisory Council at Lincoln High will be reformed to include parents and community representatives and broaden their inclusion in making decisions and providing feedback. Parents and community representatives will coordinate recruiting parents/families for school involvement, identifying family literacy activities to be implemented, and leadership development. Lincoln will open the library and computer lab to parents in the evening, Saturdays, and during the summer.

Timeline for District Policy and Practice Modifications

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

Spring	Develop plans for 2011-2012 School Year
Year 2	
Fall	Field test modified evaluation process
Fall	Implement modifications in Central Administration
Fall	Personnel issue waivers in place
Fall	Personnel issue items for field testing established with metrics for assessment
Fall	Implement integration of all programs and services at the school level
Ongoing	Study implementation of new practices and procedures; refine as needed
Spring	Assess effectiveness of modifications. Expand as appropriate
Spring	Evaluate items for field testing; implement long-term waivers and/or bargain
Spring	Develop plans for 2012-2013 school year
Year 3	
Fall	All modifications in place as needed to fully implement Transformation Model
Spring	Identify policies and procedures to take to scale across the district

VII. Sustainability (5 points)

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

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

b. Mentoring and training actions for staff new to the school: Many of the elements of the High-Performing High-Poverty and Transformation Models will be integrated into schools across the district. The Characteristics of Effective Instruction and Teaching in an Urban Setting will

become included in the mandatory professional development and mentoring supported by the Beginning Teacher Induction Program for first and second year teachers.

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

c. Specific actions to assure that the hiring process for affected schools support the continuation of focus and action consistent with the intervention model and the associated actions: Currently, the Human Resources Department has asked teachers interested in teaching at a middle school that is being reconstituted to answer the following questions in writing and submit their answers with their application:

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

This is the first step in screening for teachers who have a passion for working with high poverty and high-need students. It also communicates the high expectations that are held for the adults in this school. During the three years of this grant, the Human Resources Department will guide the process that involves teachers, administrators, parents, and the teachers' union in

developing processes for selecting staff that share the vision of Lincoln High, demonstrate strong instructional skills and professional efficacy, believe in the power of collaboration, and have a deep commitment to high levels of learning for all students.

d. Specific strategic training aimed at refreshing, renewing and updating staff knowledge about the foundations of the intervention model and its required elements, and the specific actions and expectations that promote and support the intervention model: During the three years of this School Improvement Grant, Lincoln High will institutionalize a culture that encompasses a shared vision and clear focus on student learning. The successes experienced with student learning (as evidenced by a variety of qualitative and quantitative data) and the flexible, collegial, professional work environment will build momentum for continuous improvement of the Transformation Model. Inquiry and collaborative learning will be infused into all aspects of student and adult work within the school. Professional Learning Communities and individual Career Plans will provide the structure for ongoing analysis of data, review of current research, study of implementation, and reflection on professional practice. This structure, combined with the principal's and School Improvement Team's leadership, will provide a continuous feedback loop that will identify areas for improvement and future professional development.

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

e. Strategic actions that will be taken to maintain high levels of community and parent understanding and engagement with the school include the on-going outreach to parents and family literacy programs put in place during the initial three years of the Transformation Model, as well as strengthened partnerships with community agencies. Mater School will have developed an active Parent Advisory Council that will continue to meet regularly to monitor progress towards school improvement goals, provide feedback on current school programs and policies, provide input on future planning, and strengthen the parent/family network. Through parent and staff collaboration, the Title I Parent Compact will be revised to reflect the needs of parent/families and include concrete strategies for supporting student academic and social/emotional learning, as well as increasing opportunities for home-school-community connections. The concept of "parent involvement" will have been redefined to encompass "parent/family outreach and engagement" and "family literacy." Strategic actions will include: home visits; family nights and family celebrations; increased communication via the district's parent portal and school websites, emails, phone calls, and newsletters; increased involvement in decision-making; and parent networking and leadership development. The Lincoln High principal and staff will increase the frequency and level of recognition of student accomplishments (an issue noted on the Iowa Youth Survey) at the school, with parents/families, and within the community. As Lincoln High continues to improve, there will be much to celebrate.

Lincoln High will continue connecting students and families with community resources via the SUCCESS, Communities in Schools, and other community agency programs. DMPS will continue its partnership with United Way which funds the Communities in School staff members at Lincoln, Lincoln and Hoyt, as well as other strategies to achieve the common goals of early readiness for school, student achievement, and high school graduation.

f. Evaluation strategy that is aligned to desired outcomes and goals (both student and system), data rich with designated time and process for analyzing data, and includes a specific process for decision making and determining actions. The Transformation Model calls for increased capacity building and accountability at all levels of the DMPS system. As Richard Elmore notes: "*Accountability is a reciprocal process. For every increment of performance that I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation.*" Both the Central Administration and Lincoln High will collaborate more closely to establish clearly-defined and measurable goals for student, staff, and school performance; use common formative assessments of student learning to frequently measure progress and inform instruction; analyze metrics to monitor school and system progress; implement data systems for accurate and timely information; and utilize structures, such as PLCs, Regional Leadership, and technical assistance to facilitate continuous improvement.

As outlined in Section III: Intervention Model and Implementation, program evaluation is aligned to the project goals and design for implementing the Transformation Model. Professional Learning Communities will review student assessment data on a weekly and monthly basis. Regional Leadership will review progress towards school improvement goals with the principal each month and identify areas in need of additional district support or technical assistance. The School Improvement Team will review quantitative and qualitative student data each quarter, with a more comprehensive analysis each spring to identify accomplishments of students and staff and develop plans for the following school year. Quantitative and qualitative data will be gathered from students, staff, and parents to monitor school culture/climate; identify areas for professional development needs; and provide additional information for school improvement efforts. The final outcome will be Lincoln High dramatically increasing student achievement for all students.

Lincoln High School
Itemized Budget

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

	Year 1	Year 2	Year 3	Total
Personnel				
Salary	566,625	486,349	283,312	1,336,286
Benefits	139,570	108,639	69,785	317,994
Expenses (Mileage, Meals, Lodging)				
Professional Services	62,448	56,475	51,224	171,147
Honorarium				
Expenses (Mileage, Meals, Lodging)				
Instructional Materials	481,012	295,950	225,506	1,002,468
Supplies and Materials	119,694	89,796	52,347	262,837
Other – specify: Staff incentives to be negotiated with teachers' union	57,750	136,500	51,375	245,625
Other – specify:				
Administrative Costs (allowable indirect cost rate)	32,864	24,100	18,623	75,587
Total	$1,500,000	$1,200,000	$750,000	$3,450,000

Lincoln High School Improvement Grant

Budget Narrative

Personnel

Salaried Positions

1 Academic Interventionist $76,000 per year

1 Technology Specialist: $59,000 per year

Hourly Pay at rate established through the collective bargaining process: $26 per hour
Curriculum Development and Planning = $29,250
Extended Learning: After School, Saturday school and Summer School = $234,000
Professional development beyond the contract day and during the summer: = $42,250
Substitute costs for site visits, professional development, etc 100 days X $120 per day = $12,000
(Increase of 4% each year for salary)

Year 1	Year 2	Year 3	Total
566,625	486,349	283,312	1,336,286

Benefits
38% for salaried positions which includes FICA, IPERS, health care coverage, etc.
14.6% for hourly wages and substitute costs which includes FICA and IPERS.

Year 1	Year 2	Year 3	Total
139,570	108,639	69,785	317,994

Professional Services (Contracted)

Doug Reeves Leading Learning Center: 13 Days of Professional Development, Leadership Network, and Certification Training = $62,397 (prorated among 8 schools)
Solution Tree Professional Learning Communities and other topics to be determined: $26,800 (prorated among 8 schools)
Response to Intervention Consultant = $17,000 Pearson $48,300
Technology Consultant = $10,400 Flip Flippen = $68,500

Year 1	Year 2	Year 3	Total
62,448	56,475	51,224	171,147

Instructional Materials

Instructional Technology purchases will be coordinated with other district funds. Final expenditures will be determined this summer. The goal is at least 5 desktops per classroom and accompanying white boards, printers, document cameras, projectors, etc, The following is an example of the costs for instructional technology. Actual number of each item will calculated this summer:

- Interactive RF Wireless Tablets $350
- Laptop labs $25,000
- Interactive whiteboard $55,000

- Graphing calculators for math programs $150
- Digital presenters for classrooms - $475
- Speakers for classrooms - $45
- In focus projectors $550
- Printers $950
- Laptop batteries to maintain current laptop carts $115
- Spark Hand-held integrated science data collection & analysis systems $13,500
- Desktop computers and core load software for the classrooms $1000
- Wireless systems $85,000
- Science Lab equipment and supplies $65,000

Year 1	Year 2	Year 3	Total
481,012	295,950	225,506	1,002,468

Supplies and Materials
Professional Books, printing, markers, charts, etc for professional development = $5,000 per year
Student supplies, instructional materials, and instructional software: $20,000
Software license for Academic Support: $26,592
Parent Portal (prorated among 8 schools): $13,000 each year
Fiction and Non-fiction books and magazine subscriptions to upgrade Library, classroom libraries, take home books and increase access to print: $95,000 per year.

Year 1	Year 2	Year 3	Total
119,694	89,796	52,347	262,837

Other (specify): Staff incentives to be negotiated with teachers' union
Tuition reimbursement for teachers pursing endorsements: $32,000 per year
Conference Travel for site visits and professional conferences: $45,000 per year
Staff incentives to be determined for years 2 and 3: $75,000 each year

Year 1	Year 2	Year 3	Total
57,750	136,500	51,375	245,625

Total Direct Cost

Year 1	Year 2	Year 3	Total
$1,467137	$1,173,709	$733,568	$3,374,414

Indirect Costs

Year 1	Year 2	Year 3	Total
$32,863	$26,254	$16,432	$75,549

Total Request

Year 1	Year 2	Year 3	Total
$1,500,000	$1,200,000	$750,000	$3,450,000

Implementation Timeline
(Required – No points awarded)

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

Year 1: Building Capacity		
June ongoing	Solution Tree PLC Training	Amos
July ongoing	New Principals begin: Orientation and Intensive Training. Principals' network established	Regional Leaders
July	School Improvement Leaders Intensive Training	Regional Leaders
August ongoing	Doug Reeves and Leading Learning 90/90/90 Training, Certification Training	Amos
August	HR Committee established to review Comprehensive Agreement and other personnel issues	T. Woods
August	Transition activities for 6th graders, 8.5, and freshman academies	Principals
August	School Improvement Team Planning: Update action plans	Principals and Regional Leadership
August ongoing	School opens with extended learning opportunities, Academic Interventionists, Academic Support Labs, 10th Grade Academy, and Career Academies	Principals
September ongoing	Professional Learning Communities Implemented	SIL
September ongoing	District Professional Development	Curriculum Coordinators
September ongoing	Common formative assessments developed Data teams implemented	SIL
September ongoing	School Advisory Council develops family literacy and parent involvement program for the year. Identifies community resources	Principal
October ongoing	School based professional development	Principal, SIL
October ongoing	Parental webportal under development with implementation in January	Central Administration
October ongoing	Central Administration alignment with student learning; begin program audit and alignment	
October	Students identified for academic assistance	Teachers
January	Mid-year check point; assess progress with Transformation Plan Implementation. Make adjustments as necessary. Validate with Regional Leadership	Principal, SIL, Staff
May	HR Committee reports recommendations and action plan for implementation	T. Woods

May	School Improvement Teams and staff review data; develop plans for 2011-2012	Principals Regional Leadership
May	Central Administration policies, procedures, functions aligned with student learning	N. Sebring
June	Central programs and services aligned with student learning and integrated into the school programs	N. Sebring
June	Extended summer learning	Principals
June to August	Summer Institutes for professional learning and long term planning	Central Administration
August	Transition programs for 6th grade, 8.5, freshmen academies	School Staff
Year 2: Strengthening Collaboration and Alignment		
August ongoing	Field test HR policies and procedures; waivers implemented	T. Woods
August ongoing	Flexible staff hours and service year implemented	Principals
August ongoing	Central programs and services integrated into school program	Principals
August ongoing	Continue pd, PLC, SIL, and other Transformation Model activities as described in year 1	Central Administration Principals
January	Mid-year check point; Review data and indicators of success regarding Transition Model implementation and student achievement; Make modifications as needed. Validate with Regional Leadership	Principals School Leadership Teams
May	School Improvement Teams and staff review data; develop plans for 2012-2013	Principals Regional Leadership
June to August	Same as year 1	
Year 3: Deepening Implementation		
August	Full implementation of HR Committee recommendations re: principal and teacher evaluation; staff selection and assignment; flexible work day/year; incentives for staff; etc.	T. Woods
Ongoing	Review of Central Administration and central programs/services to focus on student learning; review of data	N. Sebring
Ongoing	Full implementation of the Transformation Model	Principals Staff
May	All goals and objective met. Dramatic increase in student learning and achievement	All
May	Plans for taking Transformation Model to scale in the district	N. Sebring

Annual Goals for Student Achievement
(Required – No points awarded)

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

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

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

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

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

Waiver Request
(Optional- No points awarded)

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

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

Check all that apply:

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

___Waive section 1116(b)(12) of the ESEA to permit _____to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

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

List the eligible school(s):

_____
_____
_____
_____
_____
_____

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

Consultation with Relevant Stakeholders
(Required – No points awarded)

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

1. **Lincoln High School** Principal and Leadership Team
2. **Lincoln High School** Staff
3. **Lincoln High School** Des Moines Education Association Building Representative
4. DMPS School Board
5. **Lincoln High School** Parents
6. United Way
7. DMPS Central Office and Regional Leadership Administrators
8. DMPS Curriculum Coordinators and Assessment Staff
9. Heartland AEA Professional Learning and Leadership Consultants
10. Des Moines Education Association (teachers' union) Representatives

PERSISTENTLY LOWEST ACHIEVING SCHOOL
MEMORANDUM OF UNDERSTANDING

Pursuant to Iowa Code section 256.9, as amended by 2010 Iowa Acts (SF 2033), this Memorandum of Understanding (MOU) is entered into by and between the Des Moines Independent Community School District and the Des Moines Education Association. 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 Lincoln High 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 the Des Moines Independent Community School District is awarded a School Improvement Grant.

I. AGREED TO INTERVENTION MODEL

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

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

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

_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 May 21, 2010, (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:

All modifications required by the transformation model

VII.

SIGNATURES

Superintendent (required)	May 21, 2010 **Date**
President of Local School Board (required)	May 21, 2010 **Date**
Local Teachers Union Leader (required)	May 21, 2010 **Date**
Authorized Department of Education Official (required)	**Date**

Lincoln High School Improvement Grant

Appendices Index

Appendix A: External Providers

- Leading Learning
- Solution Tree

Appendix B: Job Descriptions

- High School Principal
- School Improvement Leader
- Literacy Leader
- Math Coach

Appendix C: DMPS Ends

Appendix D: Bibliography

The Leadership and Learning Center™

May 13, 2010

To Whom It May Concern:

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

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

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

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

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

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

- Common Formative Assessments (based on our Power and "Unwrapped" Standards processes)
- Decision Making for Results and Data Teams (Collaboration based on data to inform instruction and leadership)
- Intensive Leadership Professional Development, through keynotes and senior leadership guidance by Dr. Douglas Reeves and others, monthly leadership meeting support, one-on-one leadership coaching, and more.

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

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

The Leadership and Learning Center™

after the funding is gone.

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

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

Sincerely,

Liz Monsma

Liz Monsma

Director of Client Relations

317 Inverness Way South, Suite 150 • Englewood, Colorado 80112

Toll-Free: 1.866.399.6019 • International: +1.303.504.9312 • Fax: 303.504.9417 • www.LeadandLearn.com

Douglas B. Reeves, Ph.D.

225 Derby Street, Suite 503
Salem, MA 01970
(978) 740-3001 Fax: (978) 740-3002
Email: dreeves@leadandlearn.com

Positions:

Founder, The Leadership and Learning Center

Presentations (partial list):

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

Books (partial list):

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

Accountability for Learning: How Teachers and Leaders Can Take Charge. Association for Supervision and Curriculum Development, 2004

Assessing educational leaders: Evaluating Performance for Improved Individual and Organizational results. Corwin Press, 2004.

101 More Questions and Answers about Standards, Assessment, and Accountability, Advanced Learning Press, 2004.

The daily disciplines of leadership: How to improve student achievement, staff morale, and personal organization, Jossey Bass, 2002.

The leader's guide to standards: A blueprint for educational excellence and equity, Jossey-Bass, 2002.

Reason to write: Help your child succeed in school and in life through Better reasoning and clear communication, Simon & Schuster, 2002.

Reason to write student handbook, Kaplan, 2002.

Holistic accountability: Serving students, schools, and community, Corwin Press, 2001.

20-Minute learning connection: A practical guide for parents who want to help their children succeed in school, Simon & Schuster, 2001.

Crusade in the classroom: How George W. Bush's education reforms will affect your children, our schools, Simon & Schuster, 2001.

101 questions and answers about standards, assessment, and accountability, Advanced Learning Press, 2000.

Accountability in action: A blueprint for learning organizations, Advanced Learning Press, 1999.

Making standards work: How to implement standards-based performance assessments in the classroom, school, and district (2nd ed.), Advanced Learning Press, 1996.

Articles (partial list):

"Improving Student Attendance," *Educational Leadership*, May, 2008.

"The Leadership Challenge in Literacy," *Educational Leadership*, April, 2008.

"Waiting for NCLB," *Educational Leadership*, March, 2008.

"Effective Grading Practices," *Educational Leadership*, February, 2008.

"Making Strategic Planning Work," *Educational Leadership*, December, 2007-January, 2008.

"How Do You Sustain Excellence," *Educational Leadership*, November, 2007

"Coaching Myths and Realities," *Educational Leadership*, October 2007.

"Teachers Step Up," *Educational Leadership,* September, 2007.

"New Ways to Hire Educators," *Educational Leadership,* May, 2007.

"Lessons from Shamombo," *Educational Leadership,* April 2007.

"Closing the Implementation Gap," *Educational Leadership*, March, 2007.

"How Do You Change School Culture," *Educational Leadership*, December, 2006/January, 2007.

"Preventing 1,000 Failures," *Educational Leadership,* November, 2006.

"Leadership Leverage," *Educational Leadership*, October, 2006.

"Pull the Weeds Before You Plant the Flowers," *Educational Leadership*, September, 2006.

"Education, Not Litigation," *Education Week*, October 12, 2005

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

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

Education:

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

Teaching Experience:

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

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

Awards and Commendations:

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

Personal:

Married to Shelley Sackett. Four children.

BARB PITCHFORD
Post Office Box 8812
Aspen, CO 81612
970.948.0966

Profile

A visionary leader experienced in teaching, counseling, and administration with over 35 years in effectively serving the needs of children through a balanced blend of exceptional policy design and implementation, curricular revamping, effective staff development, and an unwavering commitment to excellence. Dynamic and results-driven quality education advocate with a proactive "can do" attitude.

Core Competencies

Strategic & Tactical Planning
Systemic Change
Professional Development
Standards-Based Design
Continuous Process Improvement
Facility Design & Management
Parent Involvement Strategies
Evidence-based strategies

Education

M.A., Counseling Psychology – University of Oregon, 1973
B.A., Elementary Education – Oregon State University, 1971

Experience

- Present....President, Pitchford & Associates
- 2006 – Present.... Professional Development Associate, The Leadership & Learning Center
- 2004 – 2005 .... Executive Director, The Children's Health Foundation
- 1975 – 2003 ....Aspen School District, Aspen, Colorado
    - Middle School Counselor
    - High School Counselor
    - High School Assistant Principal
    - High School Principal
    - Elementary School Counselor
    - Elementary School Principal
- 1972 – 1974....Springfield School District, Oregon (teaching & counseling)
- 1971 – 1972....Ketchikan School District, AK (teaching & counseling)

Highlighted Achievements

- Recognized for leadership skills and increased staff and student performances by receiving the John Irwin Award - school rated "Excellent" by the State of Colorado.

- Collaborated with Dr. Robert Marzano (McREL) in writing the District Standards (1995)

- Developed high-caliber instruction through the implementation of job-embedded professional development programs (coaching, mentoring, accountability) to realize 90%+ student achievement

- Led the development, design and relocation of the Elementary School

- ASCD 3 Year Consortium on Early Childhood Education

Professional Affiliations

- National Association of Elementary School Principals
- Association for Supervision and Curriculum Development
- National Staff Development Council
- National Association of Gifted and Talented Education

References

- Peg Portscheller – President of Portscheller & Associates
- Joanne Ihrig – McREL Leadership specialist
- Robert Marzano – Marzano & Associates

DAVID T. NAGEL

3610 Mossy Rock Drive
Zionsville, Indiana
317.670-0270 (Cell)
Dnagel@leadandlearn.com

PROFESSIONAL PROFILE

- Consistently seeking experiences and opportunities to increase leadership qualities
- Strong/Proven ability to facilitate diverse groups of educators to adjust practice to improve all levels of achievement
- Able to lead and guide adult learners in a manner that helps them achieve high levels of understanding and development.
- Continuously looking for opportunities to improve student achievement through curriculum enhancement, data-analysis, professional development, and teacher-leader empowerment
- Skilled writer in communicating to others methods of best practice for replication
- Adheres to middle school philosophy as an important period of transition for students
- Constantly improving skills in management and group facilitation to work together for students' benefit; demonstrated ability to work as a staff developer; outstanding motivator
- Proven ability to move large middle school to higher levels of student achievement; able to spark teacher creativity by providing leadership and focus for staff development
- Developed proficiency in utilizing community resources within the school environment
- Demonstrated ability as excellent communicator related to improving professional practice; national keynote speaker and presenter
- Skilled in utilizing and analyzing data for decision making to promote student achievement
- Established skills in school-based technology—Master Scheduling and data-analysis

EDUCATION

BUTLER UNIVERSITY, Indianapolis, Indiana
Master of Science in School Leadership 2000
Experiential Program for Preparing School Principals **(EPPSP Group 17)**

BALL STATE UNIVERSITY, Muncie, Indiana
Bachelor of Science in Secondary Education - Biology (5th - 12th Grades); Minor: Earth/Space Science 1995

PROFESSIONAL DEVELOPMENT

- **Certified Professional Development Associate,** Leadership and Learning Center, Denver, CO, Jan. 2003--Present
  - **National Key-Note Speaker and Presenter;** Work as leadership coach and facilitator in area of standards, data-analysis, assessment, and accountability in various districts across the county
  - Certified in areas of ***Making Standards Work, Data-Driven Decision Making, Effective Teaching Strategies,*** **as well as in area of school and district specific needs**
  - **Present/Lead teacher-leaders, principals, superintendents K-12**
  - **Personal coaching and consultation to districts nationwide in the areas of standards, data analysis, assessment, and accountability**
  - **Continuous work/research in all above mentioned areas as part of professional practice with organization**
- Certification for becoming Professional Development Associate, Center for Performance Assessment (*Making Standards Work, Data-Driven Decision Making),* January, 2003.
- Leadership Alliance in the Biological Sciences, Miami (OH) University, June 2001-May 2002

ARTICLES PUBLISHED

- ***Giving High School Students More Time,*** Principal Leadership, National Association of Secondary School Principals. March, 2008
- ***Special Ed Practices Good for All Students,*** Focus on Achievement, Newsletter of Leadership and Learning Center (Formerly The Center for Performance Assessment), February, 2005.

TEACHING / ADMINISTRATIVE EXPERIENCE

GRAND CANYON UNIVERSITY **January—May 2006**
ADJUNCT PROFESSOR

- **Designed and taught final two courses in On-line Masters in School Leadership Program**
  - Advanced Seminar in Issues of High-Achieving Schools
  - Faith Based Leadership
- **Developed strong rapport with students by making course very personable through electronic as well as voice to voice interaction**

MSD OF WAYNE TOWNSHIP, Indianapolis, IN
BEN DAVIS HIGH SCHOOL July 2006—June 2008
ASSISTANT PRINCIPAL: Student Life

- **Management/Supervision of Social Studies, Communication, Music Departments**
- **Graduation Coach/Credit Recovery**
- **Data-Analysis**
- **School Improvement Team Co-Leader**
- **All student activities**
- **Public Relations**
- **Facility Management/ Leasing**

COORDINATOR: Extended Day Program

- **Administrator in charge of extended day and evening program**
- **Responsible for supervision of staff related to program**
- **Fully responsible for all aspects of credit recovery**
- **Support student in role of Graduation Coach**
- **Directly responsible for recovery of 1, 300+ credits**
- **Increase 4-year completion (Graduation Rate) from 65.4-71% in one school year**

BEN DAVIS JUNIOR HIGH/CHAPEL HILL 7th and 8th GRADE CENTER July 2003—2006
ASSISTANT PRINCIPAL

- **Abundant Opportunities in areas of school leadership:**
  - **Master Scheduler of building of over 1300 students (Now 1100)**
  - **Data Analysis of student achievement information such as looking at gaps by specific standard and cell group**
  - **Implementation of school based leadership team**
  - **Testing coordinator for ISTEP+, Terra-Nova, NAEP, etc.**
  - **Assessment, coaching, and evaluation of staff including augmenting skills in exemplary teachers and their practices, as well as placement of teachers on *professional improvement plans***
  - **Coordinated School Based Reward/Incentives to promote positive behavioral choices for students**
  - **Student discipline including all aspects of suspension, expulsion, student due-process**
  - **Supervision of classified staff including custodial and cafeteria personnel (Buildings and Grounds)**
  - **Feeder school/Science Articulation meetings to promote best possible practices in Science teaching at the elementary school setting**
  - **Facilitated ISTEP+ Awareness Workshop for Parents and Students**

SOUTH WAYNE JUNIOR HIGH SCHOOL, Indianapolis, IN 1996 to 2003
Science Department Chairperson [2000-2003]

- Managed and supervised overall functions of science department of 5 teachers (4 were new in last 2 years), budget, observations, etc.
- Facilitating department goal of moving towards Standards (Performance Based) Assessments wherever possible with current curriculum

Biology Teacher [1996-2003]

- Taught 4 sections of regular Biology, 2 sections of modified Biology; 2 section of Excel Biology
- Incorporated teaming approach and full inclusion; emphasize a hands-on philosophy

Teacher INDIANA On-Line Academy

- Created and taught On-Line Biology I (Web/Standards based course)

. . . continued

Summer School Administrative Intern [Summer 1998]
- **Acted as principal for 4-week program, directly responsible for 7 teachers and 90 students; administratively competent in managing all functions including discipline**

Committee Membership
- Alternative School/Education Committee, Fall 2003-Present
- District Based Technology Committee, Fall 2003-Present
- Administrative Appraisal Committee, Fall 2004
- Science Curriculum Facilitator/Administrator for all district articulation meetings. Fall 2003-Present
- Teacher Evaluation Revision Task Force, Spring 2002-current
- New Principal Hiring Committee, Spring 2000
- Teacher Advisory Counsel, Spring 2000, Spring 1999
- MSD of Wayne Township Accountability Task Force, 1999-00
- Ben Davis High School: Graduation Requirement Task Force, Spring 2000

ADMINISTRATIVE EXPERIENCE

Use of Student Data
- Increase of 4-year completion percentage at largest comprehensive High School in Indiana 7% in one school year
- Implementation of department, team, and school data-analysis for identifying gaps in student achievement as well as best classroom instructional practices
- Facilitated creation of 'mini-common' assessments aligned to specific Indiana Content Standards to help specific skill strength and weakness student by student
- Certified Professional Development Associate, Center for Performance Assessment (Data-Driven Decision Making), January 2003—Present (Numerous Presentations within district as well as nationally)
- Focused School Improvement plan on specific areas in need based on student data from formative assessments
- South Wayne Junior High School Improvement Committee, Data-Analysis 2003
- Teaching Goal of 2001-2002; utilized data from peer teaching to assess strengths and weaknesses of students in 7th & 9th grade science classes. (Saw improvement of 63—94% achievement from pre-post test on district Biology Common Assessment)
- Data-Driven Decision Making, Larry Ainsworth, Center for Performance Assessment, Spring 1998, Fall 1999, Spring 2000

Curriculum / Staff Development Experience
- Numerous staff development presentations linked to ***The Leadership and Learning Center's*** core work
- MSD of Wayne Township Secondary Curriculum Leadership Team, Fall 2000-present (Science Facilitator)
- MSD of Wayne Township Science Curriculum/common assessment) writing and revision committee, Spring 1999-present
- Ben Davis Junior High School/Chapel Hill 7th and 8th Grade Center; frequent and abundant opportunities to coach and lead staff in areas of effective teaching strategies, data-driven decision making, performance assessment

Student Discipline / Due Process
- Directly responsible for promoting and maintaining a positive school climate by providing discipline including student suspension and expulsion, when necessary, as well as offering incentives to help students make the right choice

Standards and Assessment
- Focused all classroom observations/evaluations/team/department meeting discussions around essential "power standards" teaching in all classes
- *Unwrapping the Standards*, Larry Ainsworth, Center for Performance Assessment, Certified January 2003—Present
- *Making Standards Work*, Dr. Doug Reeves, Center for Performance Assessment, Denver, CO, Certified January 2003-Present

Scheduling
- Fully responsible for creating and maintaining master schedule of over 1100 students and 80+ certified and classified staff members

Teacher Evaluation / Supervision
- Responsible for all aspects of teacher evaluation (Neophyte—Tenured staff)

. . . continued

- Pathwise Teacher Evaluation Training, Charlotte Danielson, Fall 2002

Student /Community Service
- Put into action Chapel Hill, "***Student Ambassador***" program to help create ring of student leadership
  - Overnight student leadership retreat, monthly meetings—leadership development
- Implemented full aspects of student incentive programs to promote positive student behavior
- Co-leader South Wayne Junior High Mentoring Program; facilitated funds from grants for programs to assist in helping at-risk population

AWARDS / GRANTS RECEIVED

Awards
- CIESC (Central Indiana Educational Service Center) Middle School Distance Learning **Teacher of the Year**, Spring 2001
- **5-Time** MSD of Wayne Township "Senior Choice Award,"

Grants
- Several grants awarded from the ***Wayne Township Education Foundation*** including most recently ($10,000) to fund "***Student Ambassador***" program for the two Wayne Township 7th and 8th Grade Centers.
- CIESC $1500 grant awarded for "Bringing Viruses to Life" project, 1999-2000
- Indiana DOE $3500 awarded for "Students as Environmental Scientists" project, 1999-2000

COACHING EXPERIENCE

South Wayne Junior High, Indianapolis, IN — 1996-2000
Football, Basketball, Track, Softball (7th / 8th / 9th)

Decatur Central High School, Indianapolis, IN — 1999-2000
Freshman Basketball

Anderson Madison Heights, Anderson, IN — 1995-97
Girls Varsity Track, Freshman/Assistant Varsity Basketball

Southside High School, Muncie, IN — 1994-95
Assistant Varsity Football, Assistant Varsity Track, Freshman/Assistant Varsity Basketball

Summer Camps
Dick Baumgartner's Shooting Camp — 1995-97
Ray Meyer's Basketball Camp; Camp Director, 1996-97 — 1995-96

RELATED EXPERIENCE

IHSAA Official – Basketball [Regional official], Softball, Track, Football — 1993-present
Intramural Supervisor, Ball State University — 1992-94

PROFESSIONAL ORGANIZATIONS

National Association of Secondary School Principals — 2000-present
Association of Supervision and Curriculum Development — 2000-present
Ben Davis Lions Club — 2006-present

REFERENCES

Mr. Larry Ainsworth, National Key Note Speaker and Author; — (866) 299-6019 (509)
Executive Director of Professional Development, Leadership and Learning Center

Dr. Wilma Bonner, Former Assistant Superintendent, District of Columbia Public Schools	(202)-442-5599
Dr. Jeffery Butts, Assistant Superintendent, MSD of Wayne Township	(317) 243-8251
Dr. Craig Drennon, Principal Specialist, South Carolina	(843) 658-7331
Mr. Scot Gratens, Superintendent, Saline School District, Saline Michigan	(734) 429-8000
Mr. Al Holok, Principal, Bishop Chatard High School	(317) 251-1451
Mrs. Denita Harris, Assistant Principal, Chapel Hill 7th and 8th Grade Center	(317) 227-2108
Mr. Jeffery Hubble, Principal, Brownsburg East Middle School	(317) 852-5726
Mr. Joel McKinney, Principal, Ben Davis High School	(317) 244-7691
Dr. James Mervilde, Superintendent, MSD Washington Township, Indianapolis	(317) 845-9500
Dr. Douglas Reeves, Founder, Chairman and CEO, Leadership and Learning Center, Denver, Colorado	(866) 309-6019 (512)
Dr. Kay Royster, Superintendent, School District of Jennings, Missouri	(314) 653-8000
Dr. Jennifer Schneider, Assistant Superintendent, Pattonville School District, Missouri	(314) 213-8500
Karen Spencer, Supervisor of Assessment, Greater Clark County Schools, **Jeffersonville, Indiana**	(812) 283-0701
Dr. Terry Thompson, Superintendent, MSD of Wayne Township, Indianapolis	(317) 243-8251
Dr. John White, Principal, Mulholland Middle School, LAUSD	(818) 609-2500
Mr. Dan Wilson, Principal, Lynhurst 7th and 8th Grade Center	(317) 247-6265

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Resume

Cathy J. Lassiter, Ed.D.
1100 Kingsbury Drive
Chesapeake, VA 23322

Phone: (757) 482-9242 H
(757) 628-3989 W

Education

Doctorate: Educational Administration and Policy Studies
The George Washington University, May 2002

Education Specialist: Administration and Supervision
The George Washington University, 1992.

Master of Science: Curriculum and Instruction
Old Dominion University, 1988.

Bachelor of Science: Secondary Education- Social Studies
Old Dominion University, 1982.

Professional Experience

Executive Director of Middle Schools
July 2005 to Present. Responsible for the supporting and leading the nine middle schools and four community resource centers for the district. Duties include serving on the superintendent's leadership council, evaluating principals, working with the community, meeting state and federal performance standards, managing budgets, and all other aspects of school leadership.

Senior Director, Leadership & Capacity Development, Norfolk Public Schools
October 2002 to July 2005. Responsible for instruction, curriculum and staff development for Kindergarten to 12th grade. Served on the Superintendent's cabinet contributing to decisions related to policy, procedures, and change implementation as they relate to quality curriculum and instruction.

Adjunct Professor, The George Washington University
September 2003 to Present. Teach masters level courses in Education Leadership.

Principal, Rosemont Middle School, Norfolk Public Schools
1997-2002. Responsible for all aspects of school operations, including instruction, finances, discipline, evaluations and staff development.

Assistant Principal, William H. Ruffner Middle School, Norfolk Public Schools
1995-1997. Primary responsibilities included discipline, scheduling, instruction, and staff development.

Dean of Students, Norview High School, Norfolk Public Schools
1994-1995. Responsible for handling discipline referrals.

Department Head & Teacher of Social Studies, Norfolk Public Schools
1983-1994. Responsible for supervising and supporting a 14 member department in history and the social sciences and for teaching various courses in the social sciences.

Awards & Honors

2001: Virginia Middle School Principal of the Year

1999: Fordham University & Chase Manhattan National School Change Award

1994: National Association of Secondary School Principals' John Herklotz Award Recipient

1994: Black Entertainment Television National Teacher Grant Competition Winner

1994: Norview High School Teacher of the Year

Presentations

2006: The Gallup Organization Conference on Best Practices in Action: *School Culture and Norfolk's Journey to World-Class*

2005: The National Center for Accountability and the Broad Foundation Broad Prize Symposium: *Goals + Team = Success: Aligning Academic Objectives*

The National Conference of the Council of Great City Schools: *Using Powerful Literacy to Close Achievement Gaps*

2005: West Virginia Department of Education: West Virginia Achieves: Learning for All-Whatever It Takes Winter and Spring Institutes. *"Living the Philosophy of All Means ALL"* and *"Transforming the System to Learning for All Through Leadership Development"*

2004: National Conference of the Council of Great City Schools: *Transforming the Ivory Tower to the School Support Center*

Virginia School Boards Association Statewide Conference: *Keeping Them Once You Recruit Them: Retaining Highly Qualified Teachers*

2003: National Education Trust Conference: *Zap the Gap: Learning from the Frontier*

National Conference of the Council of Great City Schools: *Building Leadership Capacity in Urban Schools*

The Commonwealth Education Policy Institute & Virginia Department of Education Statewide Conference on Leadership: *The Norfolk Public Schools and Greater Norfolk Corporation Leadership Academy*

2002: Virginia Association of Secondary School Principals: *"Looking Into the Crystal Ball: The Long Term Effects of the Virginia SOA on the Principalship."*

2001: Virginia Association of Secondary School Principals: *"High Stakes Testing and Good Teaching: Can You Have Both?"*

The George Washington University Assistant Principal Academy: *"School Leadership and the SOL."*

2000: Virginia Congress of Parents and Teachers: *"Accountability, High Stakes Testing, and Good Teaching."*

Resume'

Mary Jane O'Connell
3744 Christy Ridge Road
Sedalia, Colorado 80135
303-688-8029 home
303-489-8945 cell
mjo4kids@msn.com

Education

1987 University of Colorado at Denver
Doctoral Candidate

1985 University of Denver
Doctoral Candidate

1979 University of Colorado at Boulder
Master of Arts and License in Educational Administration

1972 University of California at Northridge
Bachelor of Arts in Sociology

Experience

2008- present	Professional Development Associate, Leadership and Learning Center
1989-2004	Douglas County School District, Colorado Principal at Cherokee Trail Elementary and Iron Horse Elementary
1979-1986	Douglas County School District, Colorado Principal at Pine Lane Intermediate School
1972-1979	Clear Creek County School District, Colorado Elementary Teacher, Grades 2-5

Knowledge and Skills

- Strong interpersonal and communication skills
- Recognized leadership abilities
- Ability to use cognitive coaching strategies
- Effective hiring practices, supervision and evaluation of staff
- Knowledge of Baldrige Criteria for Performance Excellence
- Use of Quality Improvement Processes and Tools
- Knowledge of literacy
- Knowledge of special education
- Expertise in facilitation of groups

- Effective use of strategies unique to adult learners
- Knowledge of best practices
- Ability to facilitate groups

Presentations

Leadership and Learning seminar presentations, on-site implementation support, and performance coaching. 2008-present

Teaching Learning Model Instructor for Douglas County School District,1980-1989
This 15 hour course incorporated strategies from Madeline Hunter's work on effective lesson planning and instruction. All teachers and administrators were required to take the course as part of their contract.

Effective Spelling Strategies Presentation at Colorado International Reading Association Conference, 1990
Participants learned about the components of an effective spelling program based upon research and best practices.

Read to Succeed Presentation at Wyoming Reading Association Conference, 1996
Presentation on a reading tutorial program I developed with another principal for grades 1-3. The program can increase a student's reading level by two levels in 13 weeks of one-to-one instruction for 30 minutes a day.

Continuous Quality Improvement Instructor for Douglas County School District, 2001-03
Content of this course was based upon National Baldrige Criteria for Performance Excellence and quality improvement tools. The course helped administrators develop their own action plans for school improvement using quality tools.

Continuous Quality Demonstration Schools Trainer, Douglas County School District, 2002
Two other administrators and I created and taught a course designed to train teachers in the principles of the Baldrige Criteria, quality tools, improvement planning process, and use of data to improve student performance in their classrooms. The course was designed to take the improvement process to the student level using authentic assessments. Teachers and students set improvement goals, wrote action plans, collected data, and monitored progress in a continuous cycle of improvement.

Mile High American Red Cross Facilitator/Presenter, 2006
I made presentations to the steering committee for the Disaster Relief Unit on how to create an organizational chart and develop job descriptions for volunteer leaders and workers. I facilitated a task force that created the organizational chart and job descriptions and met biweekly over a five-month period.

References

Dr. Raymond Smith, Leadership and Learning Consultant
Retired Director of Secondary School, Douglas County School District
9506 Silver Spruce Lane
Highlands Ranch, Colorado 80130
303-662-1265 home

Dr. Patrick Grippe, Retired Learning Services Assistant Superintendent
9850 South Eliza Court
Highlands Ranch, Colorado 80126
303-683-1826 home
303-981-8544 cell

Ms. Sheila Beving, Principal
Legacy Point Elementary School
12736 Red Rosa Circle
Parker, Colorado 80134
303-387-8725 school

Mr. Tim Krabacher, Principal
Pioneer Elementary School
10881 Riva Ridge Street
Parker, Colorado 80138
303-387-8400 school

Mrs. Diana Roybal, Principal
Dry Creek Elementary School
7686 East Hinsdale Avenue
Centennial, Colorado 80112
720-554-3303 school
303-916-6754 cell

Juan Córdova

Juan Córdova is a Professional Development Associate for The Leadership and Learning Center.

With over sixteen years of experience from elementary to high school through college and as an acting Principal of a 4 – 8 school, Juan uses his background to offer specific and proven strategies and suggestions to his audience. Juan incorporates his own experiences implementing standards based practices in his work with classroom teachers, curriculum specialists, accountability task force groups, and administrative leadership teams. Juan has presented workshops at regional and national conferences including Reading First and the National Conference on the Principles and Practices of Effective Schools. Juan has worked with school districts in Florida, Connecticut, Colorado, Utah, Louisiana, South Carolina, Indiana, and Missouri.

Juan holds a B.A. and a Specialist Degree from the University of Florida and a Masters from Florida International University. He is presently working on his PhD and is expecting completion in December of '08 in Educational Leadership.

Juan lives with his wife Beth, a fellow principal, his son Trevor, and his daughter Alexis, in Ocala, Florida. He sings in his Church's Praise Band and plays a variety of sports. He and his wife enjoy discussing and debating education, spending time with their children, traveling and relaxing. His personal motto for success is "Good is not enough when better is possible." He uses this as his personal vision and driving force in all he does.

Juan may be contacted by email at jcordova@leadandlearn.com.

Solution Tree

May 17, 2010

Dr. Nancy Sebring, Superintendent
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50309

Dear Dr. Sebring,

Solution Tree welcomes the opportunity to work with the Des Moines Public Schools toward comprehensive school reform. We stand ready to assist you in implementing whole-school reform should you receive School Improvement Grant (SIG) funding.

Further, we hereby verify and assure that our company meets the following conditions as recommended by the Comprehensive School Reform Quality Center:

1. We have a successful track record in working with schools similar to those in Des Moines Public Schools.
2. Our company is in sound financial condition, is not currently under bankruptcy proceedings, and plans to be in business for at least the next three years.
3. We have the capacity to deliver high-quality materials, professional development, and on-site implementation support. We have adequate and qualified staff available to provide services in a timely manner.
4. We understand that if any of the above assurances are found to be incorrect or constitute a misrepresentation that we will be ineligible for future consideration in serving as a technical assistance provider or partner.

We look forward to working with the persistently low achieving schools within the Des Moines Public School System, providing training on establishing and maintaining collaborative Professional Learning Communities and implementing Response to Intervention strategies. The specific professional development opportunities for each school will be determined based on the needs of the students and staff at each site. These needs will be determined through an initial audit. Solution Tree embraces the concept of providing learning opportunities for all children through the foundational work that will be done to create lasting improvements at Des Moines Public Schools.

Sincerely,

James Watson
Chief Financial Officer
Solution Tree, Inc.

Paul C. Farmer
9232 Chapel Hill Terrace
Fairfax, Virginia 22031
Home 703-385-6947 - Cell 703-509-5999 – Work 703-246-2730

EDUCATION:
1997 George Mason University, Fairfax VA, M. A. Secondary Education Leadership
1992 National Louis University, Chicago, IL, B. A. Business Management

CERTIFICATION:
Secondary & Middle School Principal

WORK HISTORY:

Fairfax County Public Schools (FCPS), Virginia		
2005 – 2007	Project Director Instructional Technology Integration	Deputy Superintendent Office
2002 – 2005	Principal	Joyce Kilmer Middle School
2000 – 2002	Assistant Principal II	Falls Church High School
2001 Summer	Principal, Summer School	Langley High School
Montgomery County Public Schools (MCPS), Maryland		
1999 Summer	Principal, Summer School	Montgomery Blair High School
1997 – 1999	Assistant Principal II	Montgomery Blair High School
1994 – 1997	Teacher Specialist	Division of Career & Tech Ed
1992 – 1994	Department Chair	Thomas Edison High School
1986 – 1992	Support Team Leader	Gaithersburg High School
1985 – 1986	Teacher, Career & Technology	Thomas Edison High School
1982 – 1985	Teacher, Career & Technology	Northwood High School

PROFESSIONAL EXPERIENCES:

Leadership
- Serves as mentor to middle school principals
- Supervises the alignment, coordination, and delivery of instruction and assessments
- Communicates a clear vision of excellence and continuous improvement measured by data
- Provides professional development opportunities for administrators and other school-based staff
- Coordinates with central office personnel to obtain data, funds, staffing, and additional programs
- Devised a student picture identification system to maintain a safe school

Project Development
- Facilitates multi-stakeholder county level meetings to identify project timelines and requirements
- Coordinates Instructional Technology and Instructional Service resources to build district assessments
- Communicates with Curriculum Directors to identify curricular benchmarks and assessment windows
- Negotiates contracts to enhance the assessment project development with nationwide vendors
- Represents FCPS in a six district coalition to develop formative assessments

Program/Curriculum Development
- Utilizes EDSL, SASI, and SOL data for program decision making and developing the school plan
- Employs the use of technology in school safety, communication, data, and assessments
- Served on the High School Assessment Team, Committee on Assessment Design and Implementation
- Developed MCPS instructional materials to integrate technology into instruction
- Designed new instructional programs: Computer Repair, Networking, and Engineering Technology

Technology Initiatives:
- Developing an online formative and predictor assessment tool for division-wide use

- Member of the EDSL Data Work Group
- Implemented a picture ID and driver's license scanning system for visitor management
- Adapted a wireless communication system to identify school bus locations through closed circuit television
- Initiated the concept of automated emergency care cards for FCPS

Staff Development

- Presented "Assessments for Learning Not Assessments of Learning" at the FAESP Conference
- Presented "Maximizing Technology Use in Your Building" for the FCPS Principal Cohort
- Presented "The Power of Information" at the FCPS Leadership Conference
- Presented "Dialog with Data" at VASSP conference on the uses of grade and SOL data
- Presented "EDSL at the School Level" with DIT in Roanoke on the uses of EDSL grade and SOL data
- Presented "If Only I Knew...for Newly Appointed Assistant Principals" at the FCPS Leadership Conference
- Trained Kilmer Middle School leadership on EDSL, Data Disaggregator, and data analysis
- Lead Kilmer teachers in developing common formative and summative assessments
- Planned and administered in-service activities for middle and high school teachers countywide
- Generated an assessment to identify training needs for teachers countywide
- Served on the Evaluation and Selection Committee for Community-Based Programs
- Co-facilitated the fall 2004 Supporting the Mission program

Community Involvement

- Presented academic data to the PTSA and parent subcommittees
- Presented "Strategies for Student Success," a program geared toward minority parent groups
- Facilitated boundary meetings for South County Secondary
- Negotiated articulation agreements with community colleges, high schools, and middle schools
- Served as liaison and evaluator for Middle States Evaluation Committee
- Created and managed the Computers for Classrooms recycling project for MCPS
- Served on the Maryland High Technology Council

Technology Literacy

- Microsoft Office Suite 2003 (Word, Excel, PowerPoint, Outlook)
- Microsoft Project
- Education Decision Support Library (EDSL)
- Blackboard
- SASI, Queries, administrative and scheduling functions
- Edu-Test, Assessment Software
- Princeton Review, Benchmark Assessment Reporting Tool (BART II)

Professional Affiliations

- Executive Board Member of Fairfax County Council of PTAs (FCCPTA)
- Middle School Principals Association (MSPA)
- Northern Virginia Secondary School Administrators Association (NVSSAA)
- Unified Professionals Association (UPA)
- Virginia Association of Secondary School Principals (VASSP)
- National Association of Secondary School Principals (NASSP)
- Association for Supervision and Curriculum Development (ASCD)
- Phi Delta Kappa (PDK)

References

- References provided upon request

SHARON V. KRAMER, Ph.D.
1203 ASHBURY LANE · LIBERTYVILLE, ILLINOIS 60048
Home: (847) 367-7230 Cellular: (847) 436-8282

EDUCATION:

Ph.D. Educational Leadership and Policy Studies. Loyola University-Chicago, Illinois. January 1994
C.A.S. Educational Administration. National Louis University-Evanston, Illinois. 1984
M.Ed. Elementary Education; Major Reading. National Louis University-Evanston, 1980
B.S. Elementary Education. Northern Illinois University-DeKalb, Illinois. 1971

CERTIFICATION:

Superintendent Certificate, 1992
Gifted Education Verification, 1988
75 Administrative/Supervisory Certificate, 1984
10 Specialist Certificate, Language Arts, 1980
03 Elementary Teaching Certificate, 1971

ADMINISTRATIVE EXPERIENCE:

2000 – 2005
Assistant Superintendent for Curriculum & Instruction - **Kildeer Countryside Community Consolidated School District 96.** Responsible for development, refinement and coordination of seven school programs with a total enrollment of over 3,600. Responsibilities include but are not limited to, leadership in the design, implementation, and evaluation of the curriculum; implementation, and direction of staff development and new teacher induction/mentoring program; the preparation of the budget including formula and competitive grants; and maintenance of accurate and continuous inventory of equipment, supplies, texts, and supplemental materials.

1994 - 2000
Assistant Superintendent for Curriculum & Instruction - **Lake Zurich Unit School District 95.**
Responsible for the direct supervision and evaluation of eight building principals, the gifted program, staff development, and technology directors. Responsible for development, refinement and coordination of eight school programs with a total enrollment of over 6,000. Responsibilities included but were not limited to, leadership in the design, implementation, and evaluation of the curriculum; implementation, and direction of staff development and the new teacher induction/mentoring program; the preparation of the budget including formula and competitive grants; and maintenance of accurate and continuous inventory of equipment, supplies, texts, and supplemental materials.

1987 - 1994
Director of Elementary Education - **Waukegan Unit School District 60.**
Responsible for the direct supervision and evaluation of fifteen building principals and six curriculum coordinators. Responsible for development, refinement, and coordination of fifteen elementary school programs, with a total enrollment of approximately 6,800 students. Responsibilities included but were not limited to, leadership in the design, implementation, and evaluation of the curriculum; implementation and direction of in-service training and new teacher orientation; the preparation of the budget and maintenance of accurate and continuous inventory of equipment, supplies, texts, and supplemental materials.

1987 - 1992
Director of Programs for the Gifted - **Waukegan Unit School District 60.**
Responsible for the development, coordination, and direction of programs for gifted students in kindergarten through grade 12. The reimbursement director for District 60, responsible for the implementation of the Illinois Plan for Program Development for Gifted Students, Illinois Office of Education.

Principal Whittier Early Childhood Center - **Waukegan Unit School District 60.**
Responsible for the initiation, development, and implementation of a preschool program for over 320 four and five-year-old students, which was fully funded by a competitive grant.

1984 - 1987
Middle School Curriculum Planner/Department Chair - **Waukegan Unit School District 60.**
Responsibilities included accountability for reading materials, student reading records, supplementary materials, and reading department budget. Responsible for inventory control and assisting all other teachers in the reading department as a resource liaison.

1982 - 1985
Principal/Director - Summer School - **Waukegan Unit School District 60.**
Responsibilities included but were not limited to, the accountability for registration procedures, schedules, proper use and inventory of materials, class assignments, as well as the assignment and supervision of teachers and their aides. Developed grading procedures/policies, discipline guidelines, and established budget procedures for the program.

TEACHING EXPERIENCE:

1987 - 1990
College Professor - **Trinity College, Deerfield, Illinois.**
Responsible for teaching upper division reading methods courses to college students pursuing education degrees. Responsibilities included course and syllabus development and implementation, student evaluation, and textbook selection.

1984 - 1987
Middle School Teacher - **Waukegan Unit School District 60.**
Responsible for teaching Communications (Reading), to seventh and eighth grade students. Responsible for developing, designing, and modifying the curriculum to remediate students in the Competency Based Education Program.

1971 - 1984
Elementary Teacher - **Waukegan Unit School District 60.**
Thirteen years of experience as an elementary teacher, developing curriculum and facilitating student progress.

CAREER HIGHLIGHTS: *Based on the Illinois School Leader Standards for Superintendents*

Facilitates a Vision of Educational Excellence: The competent school superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.

- Experienced in urban, suburban, unit, and elementary school districts with diverse populations
- Planned and assisted in the development, implementation and evaluation of long term strategic plans
- Developed rigorous academic standards for students by creating and implementing a district wide curriculum framework
- Developed systems of educational assessment and evaluation collaboratively with teachers, administrators and community members
- Developed goals collaboratively among teachers, support staff, students, administrators, board members, parents and community members
- Developed results driven goals and a monitoring system utilized to ensure a continuous program improvement model
- Enhanced district financial resources by successfully writing and implementing competitive grants
- Provided a vision for an early childhood center and wrote a competitive grant ($500,000) which fully funded the design, development and implementation of an early childhood center that housed 320 four and five year old children at risk of academic failure
- Created a guidance career resource center for high school students, parents and community members

Learning Environment and Instructional Program: The competent school superintendent is an educational leader who promotes the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development, learning and teaching theory, and professional development.

- Designed and implemented procedures and instruments for evaluating the instructional program through a district assessment framework
- Developed and implemented an inservice program to support the integration of engaged learning in the curriculum
- Facilitated the appropriate use of technology to enhance student learning through an engaged learning model
- Created a staff development program to enhance the learning environment and instructional program
- Used current research and best practices to inform changes in instructional practices and curricular materials through a regular curriculum review cycle
- Created and facilitated an environment that encouraged responsible risk taking by teachers through a mini-grant program
- Promoted high expectations for staff and students through an articulated curriculum framework
- Evaluated the instructional program and annually reported the results to the Board of Education, Parent Review Committee, School Improvement Teams, PTO president forums and general PTO membership
- Analyzed student academic performance and annually reported the results to the Board of Education, Parent Review Committee, School Improvement Teams, PTO president forums, general PTO membership and the greater community through the district website
- Developed and implemented a comprehensive 4 million dollar technology plan utilizing a committee process which included a cross section of the community
- Instituted grade level looping, multi-age groupings, and team teaching as alternative educational approaches to learning
- Instituted a district wide program of differentiation of curriculum and instruction to meet the various educational needs of students
- Improved student achievement at all levels as measured by the ISAT, SAT, and standardized achievement tests
- Designed a continuum of services to meet the needs of gifted learners

Management: The competent school superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- Facilitated professional development activities for all constituents of the school district focusing on the improvement of teaching and learning outcomes
- Implemented a process and procedures for recruitment, induction, and the mentoring of staff to support an effective learning environment
- Identified financial and material assets and resources and acquired them for subsequent allocation according to school district priorities
- Maximized fiscal resources through the planning, budgeting, accounting and monitoring process
- Provided ongoing training and review to ensure the productive and efficient use of technology in school district management
- Supervised and evaluated principals and other district staff

Collaboration with Families: The competent school superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Provided effective communication with individuals and community organizations through Ela Communities For Success, Ela Festival of Arts, Ela Public Library, Chamber of Commerce, Rotary, Parent University
- Developed a formalized Business Partnership Program
- Gathered a variety of information, formally and informally, from multiple stakeholders and organized it to inform district decision making: gifted program review, focus groups, graduate surveys, senior exit interviews
- Provided communications from the district via written, spoken, internet and community presentations
- Demonstrated group leadership skills by organizing, facilitating and building consensus in district committees
- Identified and considered various political interests within the community environment in district decision making through program review in the areas of gifted education, guidance services, and technology
- Mediated conflict between the district and various stakeholders while demonstrating the ability to build consensus
- Created educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities by initiating a School Business Partnership Program and Teacher Trek Institute Days
- Assisted with the planning and implementation of two successful referenda
- Designed and implemented a district wide Curriculum Showcase to keep the community informed about the educational program in the district

Knowledge of Laws, Regulations and Professional Ethics: The competent school superintendent is an educational leader who promotes the success of all students by understanding and applying knowledge of laws, regulations, and professional ethics related to schools and children.

- Kept district policies current with the Illinois School Code through a review process involving parent/community groups, teachers, and administrators as input to the Board of Education
- Ensured the legal rights and responsibilities of students, staff and parents/guardians as required by state and federal legislation such as the No Child Left Behind Act
- Assisted in the settlement of harassment charges against a staff member

- Created a crisis management plan in conjunction with the Police Department and other community resources
- Assisted staff and students through the emotional process of dealing with the accidental death of a teacher
- Assisted in the settlement of charges against students concerning legal and ethical issues relating to technology

AWARDS AND RECOGNITION

AWARDS

- Phi Delta Kappa 1992 Educator of the Year Award
- Lake Zurich Chamber of Commerce 1998 Outstanding Educator Award

EXPERIENCES AS A CONSULTANT AND/OR PRESENTER:

PRESENTATIONS

- Data Mining Retreat, Kildeer Countryside School District 96 – 2004
- Partnering to Help Students Become Strategic, Independent Readers and Writers of Expository Text, National Geographic – 2003
- Literacy in the New Millennium, DeKalb School District – 2000
- Educating Students for Their Future, Not Our Past, Parent University – 2000
- Not Just Gifted on Tuesday, NAGC – 1999
- Evaluation of the Comprehensive Gifted Plan, Illinois Administrators Academy – 1999
- A Model for Gifted Program Evaluation, IAGC – 1999
- Design, Development, Implementation of Learning Standards K-12, Lake County Curriculum Resource Council – 1999
- Design, Development, Implementation of Learning Standards K-12, IASCD – 1998
- Gifted Teacher Resource Model, NAGC – 1998
- Building a Framework of Curriculum, IAGC – 1998
- Using Standards to Report Student Progress, IASCD – 1998
- Reporting Student Progress: A Standards Approach, IASCD – 1997
- Integrating Technology into the Curriculum, Illinois Technology Conference – 1996
- Preparing Students for the Twenty-First Century, Parent University – 1996
- What's Whole in Whole Language?, Illinois Reading Association – 1995
- Preparing Children for Kindergarten, Parent University – 1995
- School/Community Partnership Programs, IASCD – 1994
- Staff Development and Restructuring in Site Based Schools, NSDC – 1993
- Theme Schools through Site-Based Management, American Federation of Teachers Presidents and Treasurers – 1993
- Multicultural Education, California State University - 1992

SEMINAR PRESENTATIONS

- Superintendent/School Board Relationships — Board of Education - DeKalb School District 2002
- Board of Education Retreat — Kildeer Community Consolidated School District 96- 2001
- District Reorganization — Board of Education - DeKalb School District 2001

PROFESSIONAL AFFILIATIONS:

Lake County Curriculum Resource Council - Board of Directors
Governors Commission to revise the Illinois School Code - Board of Directors
Ela Area Chamber of Commerce - Director
Phi Delta Kappa - National Louis University and Loyola University Chapters - Board of Directors
International Reading Association
Association for Supervision and Curriculum Development
National Staff Development Council
Delta Kappa Gamma Society International
I.D.E.A. Fellow
American Association of School Administrators
National Association of Secondary School Principals
North Central Accreditation - Chairperson, Barrington School District and Mundelein High School District

REFERENCES

Furnished upon request.

TITLE: High School Principal

DEPARTMENT: School Administration

REPORTS TO: Associate Superintendent

RECEIVES GUIDANCE FROM: Executive Directors and Associate Superintendents

BASIC FUNCTION: Principal has a focus on high student achievement; building a positive school culture that supports the whole student; leveraging research and data to drive initiatives and instruction; and building high-performing staff and leadership team to achieve the school's vision and goals. The principal will collaborate with parents, community members, regional leadership, as well as other internal/external resources and stakeholders to implement new educational programs, capital improvements, systems, tools and other resources to accelerate student achievement.

ESSENTIAL FUNCTIONS:

PRINCIPAL COMPETENCIES: Principals must demonstrate additional competencies that are critical to succeeding in a comprehensive secondary school.

Results Orientation

1. Sets high performance goals for themselves and others despite low expectations and obstacles to success.
2. Creates a sense of urgency and takes immediate actions to ensure early successes.
3. Establishes and monitors high standards for excellence with students, teachers, staff and other stakeholders.
4. Aligns school resources and prioritizes activities to achieve maximum results based on vision and goals.
5. Relentlessly focuses school activities on student achievement.

Action Orientation

1. Effectively plans and takes action to achieve goals and objectives without direction.
2. Consistently identifies potential issues and obstacles and proactively takes action to create and implement solutions.
3. Formulates and executes on action plans despite ambiguity, obstacles or resistance.

Impact and Influence

1. Establishes a culture of learning and achievement.
2. Acts consistently to influence others' thinking and behavior to achieve results.
3. Communicates a clear vision of success and benefits to engage others.
4. Effectively identifies and engages stakeholders (e.g. parents, community) to drive consensus, build trust and facilitate change.
5. Is able to anticipate and respond to stakeholder concerns and identify and engage key influencers and community resources necessary for success.
6. Influences others to take action and demands change.

Develop and Lead High Performing Teams

1. Effectively builds and organizes adult teams to mirror vision and produce maximum results.
2. Understands team strengths and gaps.
3. Selects assignments to build team capacity.
4. Effectively delegates to others and engages team in decision-making.
5. Encourages learning and consistently provides instruction, expectations, feedback and other development activities to encourage leadership and build capacity.
6. Consistently inspires excellence and promotes high morale.

Planning and Problem Solving

1. Quickly recognizes patterns and trends related to school performance.
2. Analyzes complex information to formulate strategic vision and develop action plans.
3. Identifies appropriate metrics and uses qualitative and quantitative data to assess performance and drive goals and decision-making.
4. Recognizes cause and effect between instructional activities and results.
5. Develops right balance of strategic and tactical plans to achieve immediate success while maintaining long-term vision.
6. Develops effective processes to achieve desired results.

Confidence to Lead

1. Consistently takes on challenging situations and believes in ability to effect change.
2. Demonstrates strong commitment to others and presents ideas with confidence.
3. Takes risks to achieve vision and goals, even if they deviate from the norm.
4. Takes personal responsibility for mistakes and learns from them, while consistently following up with analysis and corrective action.

HIRING SPECIFICATIONS:

REQUIRED:

1. *Proven, entrepreneurial school leadership experience with demonstrated success driving high performance, raising student achievement, and improving underperforming student achievement.*
2. *Experience building effective teams along with exceptional coaching skills.*
3. *Strong curriculum knowledge, including implementing literacy and math strategies.*
4. *Ability to secure an Iowa Administrator License and Evaluator Approval.*

HIGHLY PREFERRED:

1. *Knowledge of secondary education.*

PHYSICAL DEMANDS:

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

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

DesMoines PUBLIC SCHOOLS

TITLE: School Improvement Leader (SIL)
DEPARTMENT: School Administration
REPORTS TO: Building Principal

POSITION INVENTORY:
FLSA STATUS: Exempt
FT/PT: FT (10.5 month)

BASIC FUNCTIONS: Lead efforts for improvements in student achievement and staff performance through professional development and instructional leadership. Monitor student success through counseling and discipline management. Supervise general administrative tasks.

ESSENTIAL FUNCTIONS:

1. Provides curriculum leadership and guidance to ensure alignment of curriculum, instruction and assessment.
2. Assist in providing leadership in planning, development and implementation of school improvement and academic plans.
3. Provides leadership in development and facilitation of the school's professional development activities.
4. Monitors student achievement through analysis of school and district data (assessments, grades/credits, absences, discipline reports).
5. Provide leadership in the implementation of the Iowa Core Curriculum.
6. Provide supervision and evaluation of certified staff as determined by principal.
7. Develop and grows programs that meet the individual needs of assigned students in coordination with other school stakeholders.
8. Model the effective use and integration of technology as a tool for learning.
9. Motivate and coaches others to achieve personal, professional, building, and district goals.
10. Support students in social, academic and personal matters.
11. Works effectively with parent and community organizations.
12. Provide and develops school and student interventions to address conduct management.
13. Provide educational and career planning services for students.
14. Maintain satisfactory and collaborative working relationships with the public, students, and other employees.
15. Assist principal in implementing and monitoring a safe learning environment.
16. Maintain confidentiality.
17. Supervision requirements beyond regular school hours on a regular basis.
18. Assist with other duties as may be assigned.

HIRING SPECIFICATIONS:

Required:

Iowa Principals Certificate/Administrative licensure
Evaluator Approval
Experience in a multi-cultural system
Knowledge of curriculum development, budget planning, class scheduling, building management, staff evaluation, district policies, school law, and management of staff and students
Valid driver's license
Strong communication skills, both oral and written

Desired:

5 years teaching experience
Experience in teacher and/or classified personnel evaluation
Experience designing and delivering professional development
Understanding of the Iowa Professional Development Model
Computer skills, including proficiency in Excel, Word, PowerPoint and Infinite Campus
Willingness to work extended hours

TITLE: Literacy Leader

DEPARTMENT: Elementary/Early Childhood and Middle School Programs

REPORTS TO: Building Principal

RECEIVES GUIDANCE FROM: Principal, Literacy Coordinator.

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

ESSENTIAL FUNCTIONS:

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

HIRING SPECIFICATIONS:

Required:

1. Iowa Teaching License
2. Reading endorsement
3. Experience teaching literacy

Desired:

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

TITLE: Math Coach

DEPARTMENT: Curriculum

REPORTS TO: Principal, District Curriculum Coordinator

RECEIVES GUIDANCE FROM:

BASIC FUNCTION: This person serves as a resource to faculty, staff, and students. The math coach provides leadership through the analysis of data, planning and providing professional development, coaching of teachers and modeling best practices in classrooms.

ESSENTIAL FUNCTIONS:

1. Disseminate content and pedagogical information to administrative and teaching staff.
2. Assist in the development of the mathematics curriculum, aligned district assessments, and resource guide teaching points.
3. Provide district professional development classes.
4. Serve as a liaison between buildings and the curriculum department.
5. Assist in collaboration efforts among special education, ELL, and general education mathematics teachers.
6. Represent Des Moines Public Schools at State and National mathematics meetings.
7. Model and assist in technology integration within the mathematics curriculum.
8. Assist in the development of plans to meet school improvement goals.
9. Assist in the planning and implementation of building professional development (grade level meetings, faculty sessions, study groups, etc.).
10. Assist teachers in the development of Individual Career Development Plans.
11. Assist teachers in the use of formative assessments to guide instruction.
12. Assist in data analysis for reporting purposes.
13. Demonstrate effective teaching in mathematics classrooms.
14. Observe and coach teachers in the use of effective teaching strategies.
15. Secure resources for classroom instruction.
16. Assist in the selection of materials from Title V funds.
17. Assist teachers in developing positive student attitudes towards mathematics.
18. Attend work on a prompt and regular basis.
19. Maintain confidentiality.
20. Maintain satisfactory and harmonious working relationships with the public, students, and other employees.
21. Assist with other duties as may be assigned.

HIRING SPECIFICATIONS:

Required:

1. Iowa Teaching License
2. Mathematics Endorsement
3. Experience teaching Mathematics

Desired:

1. Appropriate grade level classroom teaching experience
2. Have effective communication and interpersonal skills

The Des Moines Public Schools Exist So That Graduates Possess the Knowledge, Skills and Abilities to Be Successful at the Next Stage of Their Lives.

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

Graduates demonstrate strategies for lifelong learning

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

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

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

Graduates possess technological and information literacy

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

Graduates have world awareness

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

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

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

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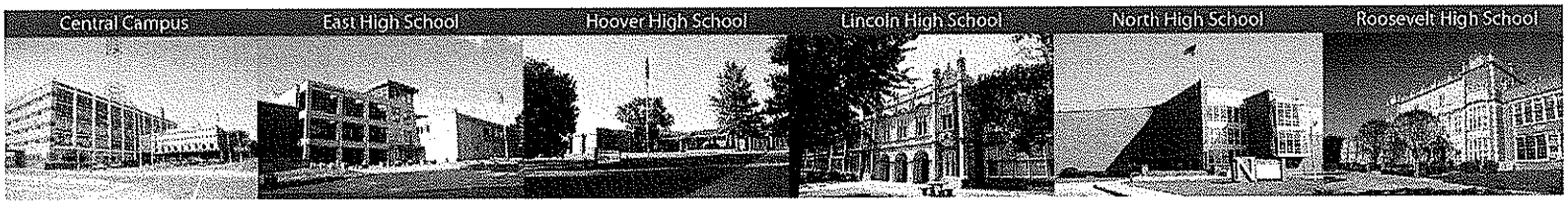

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