

Abstract

The Davenport Community Schools has selected the Transformation Model for school reform for Smart Intermediate, the district's newly identified Persistently Low Achieving School. The selection and resulting implementation plan was based on a thorough needs analysis, goal setting and action planning process. The development of the proposed model was collaborative, engaging district and school leadership, staff, union representation, community partners, parents and the students themselves. The planning process established the following goals and objectives:

Smart Intermediate Annual Goals for Student Achievement:

- 1) 80% of grade level cohort groups are at or above expected annual National Scale Score growth in reading on the Iowa Tests of Basic Skills
- 2) 80% of grade level cohort groups are at or above expected annual National Scale Score growth in mathematics on the Iowa Tests of Basic Skills

Program Objectives:

- Increased level of professionalism, collegiality and collaboration among staff
- Enhanced teacher skills set, quality and consistency of instruction and fidelity of implementation of building initiatives
- Increased student achievement for all participating students with decreased gap in African American and Special Education subgroup achievement
- Increased student engagement and attendance
- Increased parent and community involvement and relationship building with parents and students
- Increased consistency in staff response to behavior and decreased behavior disruptions and the number of referrals and suspensions

In order to accomplish these goals and objectives over the three years of the grant period, Smart Intermediate will engage in a comprehensive action plan and budgeting process that will transform the current system of curriculum and interventions in reading and math and will redefine the expectations and skill sets of the classroom teacher to meet the needs of at least 80% of Smart Intermediate students through core instruction and building-wide behavior expectations. The current 35-50% of students receiving interventions and behavior supports will become better supported in the classroom with the goal of decreasing the need for interventions to the research-based ratios of 15% for targeted students

and 5% for the school's most at-risk students. The implementation plan is based on an integrated framework that meets all of the required elements of the Transformation Model through its core elements and support systems. The framework aligns the essential elements of the Data Teams process with Response to Intervention (RTI) and Positive Behavior Intervention and Supports (PBIS) to create a process for all teachers to focus their efforts on the needs of each and every student. The framework will be assisted through a support system of six key elements of the action plan:

- Structure and Schedule
- Assessment System
- Quality Curriculum
- Aligned Interventions
- Classroom and Teacher Support
- Professional Development Content

The implementation plan will be supported through six critical external providers and bodies of research for training, coaching and technical assistance to the Smart Intermediate school leadership and staff.

- Implementation of data teams through the work of Doug Reeves and his Leading and Learning Center
- Implementation of Response to Intervention through the work of Doug Reeves and his Leading and Learning Center
- Implementation of a School-Wide Positive Behavior Support system through the work of Dr. Laura Riffel and the Mississippi Bend Area Education Agency
- Implementation of Instructional Practices Inventory through the work of Dr. Jerry Valentine
- Implementation of the Iowa Core Curriculum including the Characteristics of Effective Instruction through the work of the Iowa Department of Education
- Implementation of a continuum of literacy and math including Tier I quality classroom instruction, Tier II targeted interventions and Tier III intensive interventions supported by research-based curriculum and strategies

The planning process engaged the Davenport Education Association, our local teacher's union, and district leadership in an unprecedented level of dialogue and negotiation. The resulting Memorandum of Understanding describes not only required modifications to the current teacher's contract, but an agreed upon system for financial incentives for certified staff in the school and a consensus-built document that maintains "essential expectations" for current and future staff in the building.

PART I – Review Criteria

1. Needs Assessment and Analysis: In the proposed reform effort, Smart Intermediate in Davenport, Iowa will implement the Transformation Model of school reform to address the needs of its 520+ students as determined through a comprehensive needs analysis. Smart intermediate serves the west end of Davenport, Iowa, formerly the Rockingham community. The working class, blue-collar families of this community still maintain the culture of many generations of proud “west enders.” Changes in the manufacturing economy, however, have transformed this neighborhood into an isolated enclave of Davenport’s working poor. Data indicates that the student population at Smart is becoming more transient and has an increasingly high percentage of students that are low socioeconomic status, with a nearly 8% increase in low-socioeconomic students in the past three years. The school is changing in ethnicity as well with a nearly 5% increase in Hispanic students and a doubling of English Language Learners in the past three years. The Special Education population has also increased 5% over a similar time frame. The school also has a high percentage of students with emotional and behavioral needs that are not successful in a regular education setting without additional supports. This leads to high numbers of referrals and suspensions and disruptions to the learning environment. Additionally, the model was selected based on the need for an educational program that will focus on quality curriculum and teacher quality to bring success for all students and close the achievement gaps in our minority, special education and Low SES Populations.

Smart Intermediate School Demographics				
Enrollment	Low SES	Minority	Special ED	Mobility Rate
521	74%	37%	17%	46%

Smart Intermediate Leadership Team has conducted a comprehensive Needs Analysis considering four areas:

- Curriculum and Resources
- Schedule and Classroom

- Administration and Staffing
- Student and Parent Involvement

The following is a summary of the data and consideration of the needs analysis and the conclusions drawn in each of these areas:

I. Curriculum and Resources

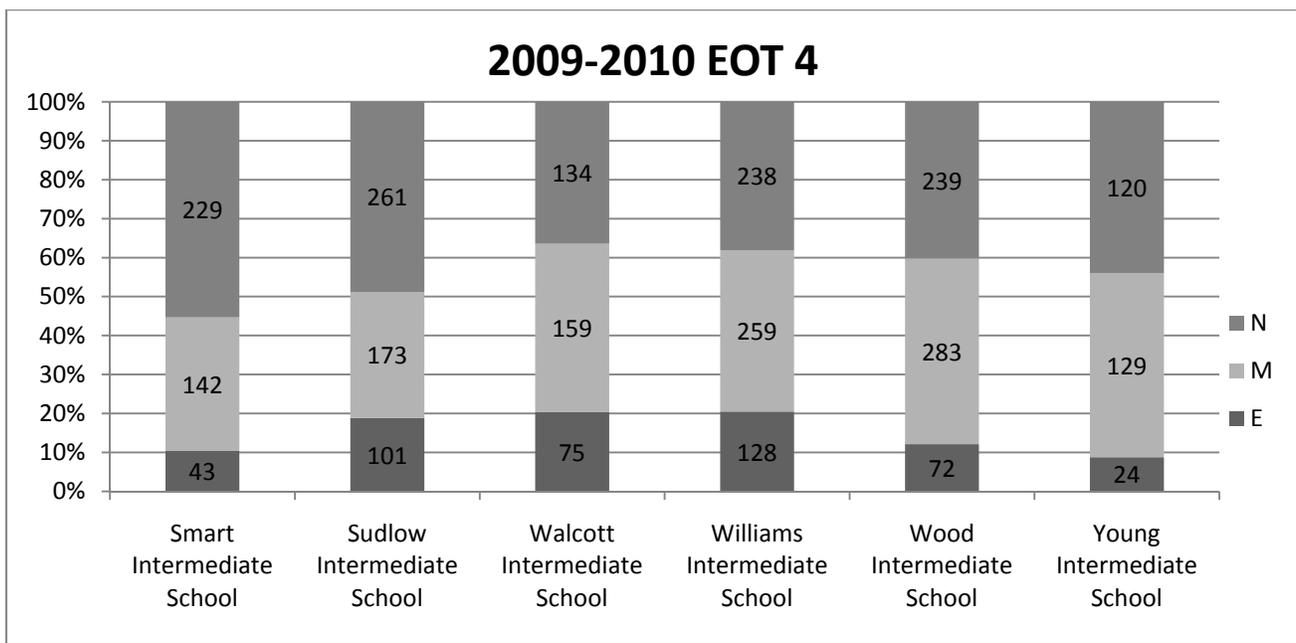
Smart Intermediate students continue to perform below expectation and below the district wide average on the Iowa Tests of Basic Skills.

Grade 6	% Proficient						Analysis
	2007 – 2008		2008 – 2009		2009 - 2010		
	School	District	School	District	School	District	
ITBS Reading	43.4	60.8	42.6	56.3	48.7	61.1	6 th grade scores improved in all content areas of reading, math and science from the previous school year.
ITBS Math	61.3	67.2	48.9	59.5	52.5	64.8	
Grade 7	% Proficient						Analysis
	2007 – 2008		2008 - 2009		2009 - 2010		
	School	District	School	District	School	District	
ITBS Reading	45.2	59.2	51.2	63.3	48.3	59.0	The cohort group scores increased in reading 42.6 to 48.3 as well as in science 43.8 to 59.7. Math scores declined slightly 48.9 to 47.2.
ITBS Math	64.1	67.7	60.8	67.3	47.2	64.0	
Grade 8	% Proficient						Analysis
	2007 – 2008		2008 – 2009		2009 – 2010		
	School	District	School	District	School	District	
ITBS Reading	53.3	61.8	55.0	65.2	54.6	63.4	The cohort group scores increased in reading 51.2 to 54.6 as well as in science 63.9 to 69.1. Math scores decreased slightly 60.8 to 59.9.
ITBS Math	64.1	64.1	65.1	64.7	59.9	60.8	

Subgroup data shows that proficiency percentages by subgroup are also below expectations and district average:

	Reading Percent Proficient Grades 6-8				Math Percent Proficient Grades 6-8			
	2008-2009		2009-2010		2008-2009		2009-2010	
	School	District	School	District	School	District	School	District
All Students	49.3	69.10	50.4	61.1	63.0	72.54	52.9	63.2
Low SES	45.5	59.12	48.2	50.2	58.1	63.73	51.0	52.8
IEP	5.8	31.36	8.9	11.7	16.3	40.22	12.7	15.9
African American	38.5	52.84	35.2	40.7	40.0	54.33	29.6	39.1
Hispanic	41.7	67.71	45.2	59.6	58.7	72.30	52.7	61.2
White	52.8	74.69	53.5	67.9	68.0	78.06	56.1	71.3

Cohort data indicates that some strategies are having an effect, a conclusion further supported by End-of-Term exam results. Though End-of-Term exams show growth between years for Smart Intermediate students, the school continues to score well below other Davenport intermediate schools:



The needs analysis also included other district assessments of student achievement, including the newly implemented Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI). Though the data is only available for the first year, pre and post testing indicates that the current interventions are consistently effective in moving students forward during the school year between fall and winter testing periods. Though multiple measures demonstrate cohort growth over the school year and between years, for too many students that growth does not meet expectation for full year’s growth, with students steadily falling behind their peers. Growth data and analysis on the school’s National Scale Scores on ITBS show that nearly half of Smart’s students do not meet annual expected growth according to National Scale Scores on ITBS:

Smart ITBS NSS Growth 2009-2010, Reading			
Grade	N	Number of students who did NOT meet Growth Expectations	Number of students who did meet Growth Expectations
5 to 6	158	77 (48%)	81
6 to 7	176	79 (45%)	97
7 to 8	152	68 (45%)	84
TOTAL	486	224 (46.1%)	262 (53.9%)

Smart ITBS NSS Growth 2009-2010, Math			
Grade	N	Number of students who did NOT meet Growth Expectations	Number of students who did meet Growth Expectations
5 to 6	158	67 (42%)	91
6 to 7	176	70 (40%)	106
7 to 8	152	80 (53%)	72
TOTAL	486	217 (44.7%)	269 (55.3%)

Greater and greater numbers of Smart students are not achieving in the classroom and are being served only through expensive intervention strategies, undermining the core tenet of the Response to

Intervention/PBIS process that 80% of students should be reached through core instruction. Turning this ratio around requires a two-fold approach: 1) developing a ladder of interventions designed to deliver students back to core instruction and 2) redesigning curriculum, instruction and the culture of low expectations of the traditional classroom setting.

The Davenport Community Schools and Smart Intermediate are embracing the Iowa Core Curriculum. There are many elements of the Iowa Core's "Characteristics of Effective Instruction" that the school leadership has been assessing in its classrooms. Since beginning the current reform effort in the 2008-09 school year ongoing coaching has brought change, but also continues to identify needs. In a December 2010 coaching visit and walkthrough the majority of the school's classrooms were noted as posting daily learning objectives. However, the following observations were made:

Objectives were not written in a way that clearly and succinctly communicated to students precisely what they would be learning. Moreover, the team felt that many students did not seem to know why they were learning what they were learning---why it was important, how it related to past and/or future learning, how it connected to a "bigger picture" (e.g. a unit of study).

Smart Intermediate classrooms received a Learning Focus Score from the Walkthroughs, with the school average only 3.81 out of 5, indicating low rigor and relevance. Smart Intermediate has worked with Central Office Curriculum and Instruction experts to examine student data and draw conclusions about realigning and reforming classroom curriculum and resources. There is a need for a deepening of and more alignment between academic interventions and the core curriculum. Currently the school has no formal core instruction in reading beyond the 6th grade.

Realignment of the curriculum will require more time of teachers and for students. Extra time in the day is also needed for collaboration, staff development and Data Teams to examine student work and progress. Though the staff was initially trained on Data Teams, time during the contract day is scarce to implement the strategy, with Data Teams at Smart Intermediate averaging only two meetings last school year. The teams also identified the need for more student centered data that provide teams the ability to analyze individual students' data with a more centralized process for developing Personalized Learning

Plans and an early warning for students experiencing changes in behavior and achievement throughout the school year. Professional development has also been identified as a need by staff with a focus on curriculum, interventions, effective instruction, formative assessment, educational technology and classroom management techniques

II. Schedule and Classroom

Vision: To be recognized as the best middle school in The Davenport Community School District.

Mission: The faculty and staff at Smart Intermediate School promote a learning community for students, staff and family who share in the responsibility of providing rigorous standards for educational and social development in preparation for the challenges of high school and beyond.

The Needs Analysis indicates that there is a gap in meeting this mission to create a learning community, with need for a longer day to advance learning for students and for staff. Currently students receive only the minimum instruction required by state law. Supplemental services and some tutoring are offered beyond the school day but they do not offer transportation. Extra time is needed in the day for collaboration, staff development and data teams to examine student work, but extra time is needed for student learning as well.

Recent walkthrough observations conducted by district and external provider leadership showed gaps in student engagement in the classroom. Climate surveys and focus group conversations indicate a similar gap for some students in relationship-building and school attachment school-wide. Though the general impressions of the school and the course work was positive, some deficits were noted with students citing lack of responsiveness of teachers to struggling learners, bullying and disruption in classrooms and the poor reputation of the school with one student referring to the school as “ghetto.”

Lack of student engagement and relationships manifest themselves in school climate and disruptive behavior. Deficits in meeting school’s “social development” mission, engagement and school connection, can be seen in truancy, behavior referrals and suspensions

Smart Intermediate School Engagement Data		
Attendance Referrals	Behavior Referrals	Suspensions
491	2,513	367

The staff also identifies a large percentage of students that could benefit from behavior intervention and mental health services with few resources available in the building. This is affirmed by data on counselors responsive services delivered in 2010-11 school year through third term:

- Of 183 6th grade students, there were **129** student referrals for the year; **59** of these, or 32% of the 6th grade class were seen for mental health reasons.
- Of 158 7th grade students, there were **64** student referrals for the year; **51** of these, or 32% of the 7th grade class were seen for mental health reasons.
- Of 180 8th grade students, there were **193** student referrals for the year; **61** of these, or 34% of the 8th grade class were seen for mental health reasons.

These referrals indicate that 171 of 521 students, or 33% of the student population, are being referred to the school counselors for mental health issues. RTI and PBIS suggest this figure should range from 5-20% maximum.

With the high prevalence of behavior disruption and, in some cases, severe mental health issues in the school, Smart Intermediate leaders and staff have prioritized the need to focus on behavior tracking and to develop and maintain consistent behavior expectations across the school. They have researched the model of a school-wide Positive Behavior Intervention and Support system. To support implementation they have further identified the need for better data resources for a school-wide information system on student behavior in real time and the need for a consistent, longer daily advisory period for the PBIS curriculum.

III. Administration and staffing

The school is administered by a Principal and Associate Principal and benefits from a Title I funded position called a School Administrative Manager, whose role is to conduct day to day operations in the school to relieve the administrators to serve as instructional leaders for the building. Title I also funds three Instructional Coaches who conduct professional development and assist in data analysis and instructional reform efforts. Certified staff include:

- 35 Regular Ed Teachers
- 4 Special Ed Teachers
- 2 Counselors

Considering all certified staff, the school has a Teacher/Student Ratio of 1:21. Though the staffing formula supports a traditional class size, the teacher student ratio varies in classrooms reaching as high as 30 students to one teacher at times because of the focus on the smaller class sizes of intensive intervention for so many students. The proposed project will shift the paradigm in the school's approach to intervention and supplemental services. The initiative will focus on core instruction rather than the past practice of layering in more interventions. Currently the school offers but has low attendance for Supplemental Education Services, provided in the mornings and on Saturdays in reading and math. A 21st Century Learning Center grant offers before and after school services; and several teachers offer math tutorials Thursdays after school for group instruction. The programs struggle to keep attendance beyond the core day. The SES program serves 30-40 students for weekday sessions and fewer than 10 on Saturdays, with less than 10% of eligible students participating. Thursday tutorials average 15 students per week. The 21st Century program serves approximately 20 students afterschool and 30-35 in the morning. The highest participation in SES is in the morning with a culture of students as early arrivers "hanging out" in neighborhood, suggesting an ideal opportunity for an earlier start to the school

day for all students. In addition to an earlier start time for students, school leaders have determined the need for intervention time during school day to require participation and for alignment to create a continuum for struggling learners back into core instruction. Ultimately, the initiative will empower all teachers with the skill to differentiate instruction, what Characteristics of Effective Instruction calls “teaching for learner differences,” to meet the needs of greater and greater numbers of students in the traditional classroom. The needs analysis determined that the focus of time outside of the school day should be for all teachers to respond to Personalized Learning Plans for individual students based on Data Teams and RTI process.

The Iowa Professional Development Model is used as the foundation for continuous improvement but staff need new resources for student data analysis and more time for professional development, coaching and collaborative time to align their efforts. The initial needs analysis with staff focused on deficits in students’ behavior and parents’ decision-making. Through the PLAS planning process and district, union and school leadership, staff is now embracing an instructional approach focused on quality of classroom instruction to address academic and behavior needs. Their analysis and planning process resulted in the conclusion that all teachers need to be held accountable to high quality lessons to ensure engagement at high levels for each and every student. The process for holding teachers accountable generated the greatest amount of dialogue in the school and district and has revealed a demographic divide within the school culture. In the past seven years the school has experienced a 17% decline in enrollment. Combined with budget cuts, the declining enrollment has resulted in a reduction in staff by 11.5 since the 2007-2008 school year. There has also been high turnover in the school with the change in leadership and increase in reform efforts of the past two years. Over half of the school’s current certified staff members are new to the building in the past three years, with considerably less teaching experience than those whose tenure in the school is three years or longer. Of new staff:

- 80% have less than 10 years of experience teaching
- 68% less than 5 years of experience teaching
- 24% are newly licensed with no teaching experience

The other “half” of the staff members are longer term to the school and to the teaching profession:

- 56% with over 10 years of experience teaching
- 30% with over 15 years of experience teaching
- 22% with over 20 years of experience teaching

Teacher focus group conversations and surveying during the planning process revealed several additional needs:

- To address a culture of low expectations in the classrooms
- To bridge a generational and professional divide between old and new teachers
- To create a shared vision and common language between new and established staff members
- To create a structure where longer term staff serve as professional mentors and peer coaches for new teachers and new teachers share new practices and approaches
- And, ultimately, for a stronger evaluation system and more rigorous, incented hiring practices

IV. Student and Parent Involvement

Smart intermediate offers a variety of student activities, including student council, student ambassadors and advisory groups. Students and parents participate in awards ceremonies and performances, sporting events, concerts, afterschool clubs and musicals. Though the school offers many activities for students, the Iowa Youth Survey results and climate surveying indicates the need for increased relationship-building with students, with students continuing to cite lack of support and connection at school and at home as a concern. With a 74% low socio-economic population and a 46% mobility rate, Smart Intermediate has a unique need for and challenges in maintaining student engagement and building

relationships with students and parents. Disengagement also has an incrementally higher impact on and challenges for incoming 6th graders, whose achievement data dips during this critical transition. Nearly half of incoming 6th graders do not make expected growth during their transition year at Smart, with 48% not making expected growth in Reading and 42% in Math. For some students, school attachment barriers are further aggravated by socio-emotional challenges and, for some, mental health issues, indicating a need for student counseling services and advisory process. The role of individual classroom teachers must also expand to better understand the needs of students and instill a stronger approach to relationship building and student engagement as part of core classroom delivery.

The school has historically struggled to engage and involve parents in school activities and in establishing education as a priority for youth, in particular in school governance and volunteerism. Though a handful of parents are interested in beginning a Parent/Teacher association, they have been unable to build membership and interest beyond a handful of parents. No formal parent volunteerism occurs in the school and there is no parent surveying or process for getting feedback from parents. The school reached out to their business partners and parents as part of the PLAS planning process. All parents received a letter to notify them of the status and invite them to one of two planning sessions for stakeholders. Of the over 400 families of the school, not even a dozen participated in the process. Karen Mapp's work on parent engagement, *Beyond the Bake Sale*, advises that more meaningful, coordinated approach is needed for parent and community engagement in the school and in the education of students. The PLAS parent focus group and follow up parent surveys recently conducted by the school indicate that parents would support this approach, with several strategies suggested by parents, including expanded use of social media, parent education opportunities, business partnerships and more activities and services in the school building, expanding the role of the school as a community center for the neighborhood. This interest is verified in parent involvement surveying with parents indicating the want for parent education and family activities, but outside of the traditional work day. In addition to a more

coordinated approach to parent and community engagement, the role of individual teachers should be clarified and standardized. Teacher feedback indicated that staff doesn't have a common expectation or even definition of what parent engagement should be for their classroom. A common expectation should be established but should be explored further and based on stronger feedback from parents. Similarly, a Spring 2010 Welcoming Walkthrough audit demonstrated the need for common expectations for community engagement in the school. A team comprised of community partners and school administrators visits schools throughout the district using a Welcoming Walkthrough Audit tool by Karen Mapp, a parent and community engagement expert. They noted that the school had challenges with signage, confusing wayfinding and that the exterior physical environment "did not create an impression of a caring community of students, parents and educators who consider the school an asset to the neighborhood." Though they noted that the interior environment was more welcoming and that staff was "friendly and helpful," they suggested the need for more of a community focus in school signage and procedures and that parents and community have more of a presence in the school environment.

The required summary of Needs Analysis and conclusions follows:

Smart Intermediate School	PLAS Tier 1
Areas considered in comprehensive needs assessment	Summary and conclusion of analysis of each of the areas considered in needs assessment
<p>I. Curriculum and Resources</p> <ul style="list-style-type: none"> • Iowa Tests of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED) for past three years, including subgroup breakdown • Assessment data from other district-wide assessments • Iowa Core essential concepts 	<ul style="list-style-type: none"> • Significant gaps in achievement in all subgroups • Need for quality learning objectives set for each class period aligned with the Iowa Core • Quality curriculum and interventions needed in math and reading with realignment of interventions to create continuum to deliver students back to core instruction • More time needed for collaboration within content and grade level areas and to implement RTI within the classroom • Collaboration, peer coaching and IPI reflection needed to guide instructional practice • Additional assessment, data and staff resources needed to support

<p>and skills</p> <ul style="list-style-type: none"> • Alignment between assessments and curricula/interventions 	<p>Data Teams and RTI process</p> <ul style="list-style-type: none"> • Professional development in curriculum, interventions, effective instruction, formative assessment, educational technology and classroom management techniques
<p>II. Schedule and Classroom</p> <ul style="list-style-type: none"> • School vision and mission • School day schedule • Walkthrough data on student engagement • Climate surveys and focus group discussion • Summary data for attendance, truancy and school mobility rate • Mental health referrals and school safety 	<p>Vision: To be recognized as the best middle school in The Davenport Community School District.</p> <p>Mission: The faculty and staff at Smart Intermediate School promote a learning community for students, staff and family who share in the responsibility of providing rigorous standards for educational and social development in preparation for the challenges of high school and beyond.</p> <ul style="list-style-type: none"> • Gap in meeting mission in creating a learning community with need for longer day to advance learning for students and staff • Extra time in the day for collaboration, staff development and data teams to examine student work • Walkthrough data shows gap in student engagement in the classroom • Climate surveys indicate gap in relationship-building and school attachment school-wide • Deficits in meeting school’s “social development” mission, engagement and school connection emerges in truancy, behavior referrals and suspensions • Large percentage of students who could benefit from a behavior intervention and mental health services with few resources • No building-wide consistency in behavior expectations • Need for school-wide Positive Behavior Intervention and Support system, including better data resources on students in real time and daily advisory period
<p>III. Administration and staffing</p>	<p>Regular Ed Teachers: 35 Special Ed Teachers: 4 Counselors: 2 Teacher/Student Ratio: 1/21</p>

<ul style="list-style-type: none"> • Teacher-student ratios • Supplemental support • Use of Iowa Professional Development Model • Implementation data from professional development activities • Teacher Focus Group and Surveying • Staffing Audit 	<ul style="list-style-type: none"> • Teacher student ratio varies in classrooms reaching as high as 30 students to one teacher at times because of the focus on intensive intervention for so many students. • Need to shift paradigm in approach to intervention and supplemental services and the relationship to core instruction • Low attendance for current Supplemental Services in reading and math outside of the school day • Need for time outside of the class day for individual students based on Data Teams and RTI process • Need for time during school day to require participation and for alignment to create continuum back into core instruction • IPDM present but need new resources for student data and more time for PD • All teachers need to be held accountable to high quality lessons to ensure engagement at high levels of students • Staffing patterns reveal a generational and professional divide between old and new teachers • Need for a shared vision and common language between new and established staff members • Need for a stronger evaluation system and more rigorous, incented hiring practices
<p>IV. Student and Parent Involvement</p> <ul style="list-style-type: none"> • Iowa Youth Survey data • Evidence of parent/community involvement in school • Welcoming Walkthrough audit • Parent Focus Group and Surveying 	<ul style="list-style-type: none"> • School experiences student engagement challenges • Need for increased transition services, counseling and mental health supports • Need for better data to assist staff in knowing the needs of students • Need for common expectations of every staff to build relationships with students • Need for coordinated parent and community engagement approach • Need heightened expectation of every staff of building relationships with parents and community.

The overriding conclusion of the needs analysis of both academic and behavioral data is that the intervention pyramid at Smart Intermediate is essentially “flipped,” with the majority of students in or in need of academic and/or behavioral interventions. This trend has resulted in increasingly high referrals to a growing array of interventions, undermining the role of core instruction and the sustainability of resource allocation in the school. The school needs to shift the paradigm to assure that the needs of 80% of students are being met by core instruction and building-wide behavior expectations. Based on these needs, the Smart Intermediate staff and new leadership have worked with the DCS central office administration and Davenport Education Association to begin implementation of school reform under Title I and, under the recent PLAS designation, have selected the Transformation model for school reform efforts with an even more aggressive implementation plan and timeline. The Transformation model was selected because will allow the school to deepen current school reform efforts while adding a stronger approach to teacher quality and commitment, investing in the teaching staff through incentives, professional development and stronger evaluation and hiring practices not available under the current negotiated contract. The proposed initiative and funding will create a vision and resources to shift the culture and academic philosophy of the school while transitioning and reallocating resources to sustain the approach.

Capacity: Smart Intermediate and the Davenport Community Schools have the capacity fully and effectively implement the selected Transformation model and the proposed reform program. This capacity is based on several factors:

- Title I resources and reform efforts as foundation
- Central office administration support
- Project design and resource alignment

Title I Resources and Efforts - The school has begun whole school reform with a new permanent Principal two years ago and a new Title I designation and investment beginning just last year. The Title I investment, which began in the 2009-2010 academic year, has upgraded the school's instructional technology and expanded assessment and data analysis, including the addition of the Scholastic Reading Inventory and Scholastic Math Inventory to the school's assessment system. The new funding has also allowed the expansion of staff and administrative capacity, with new instructional coaches in reading and math and a School Administrative Manager, a Wallace Foundation model whose purpose is to oversee the day to day Principal to serve as instructional leader for the school. Smart Intermediate's Principal will work closely with the school's Title I-funded School Administrative Manager, with additional clerical support throughout the year provided through SIG funds, to oversee program implementation, external provider participation, professional development, evaluation and overall administration. The school has begun whole school reform with the new principal who has worked with staff to analyze data and select the best approaches for whole school reform at Smart Intermediate. The proposed initiative is the culmination of this work by implementing a framework for school reform efforts that transforms the current system of curriculum and interventions in reading and math and redefines the expectations and skill sets of the classroom teacher to meet the needs of 80% of Smart Intermediate students through core instruction and building-wide behavior expectations. The current 35-50% of students receiving interventions and behavior supports will become better supported in the classroom with the goal of decreasing the need for interventions to 15% for targeted students and 5% for the school's most at-risk students.

Support from Central Office Administration - The district's central office administration will provide support for the school in its implementation:

Finance Department - The proposed project is based on a solid plan for fiscal management developed in collaboration with central office administration. The plan includes an action plan, timeline and budget, which will be administered by the DCS Finance Department. The district's Chief Financial Officer developed staffing formulas, salary projections and projected increases in operating costs for the school under the proposed reforms. She has reviewed the resulting project budget to assure accuracy of salary and other budget projections under bargaining contract and projected increases in payroll taxes, insurance and benefits packages according to trend analysis. The Finance Department will continue to take the lead to assure the affective alignment of resources for the school and the fulfillment of intended teacher and vendor contracts. **Human Resources** – The Human Resources Department has been and will continue to be invaluable in negotiating and administering the contractual issues and labor management process inherent in this level of school reform. The Director of Human Resources worked collaboratively with the leadership of the Davenport Education Association and Iowa State Education Association in the development of the required MOU which outlines modifications to the current contract under the PLAS School Improvement Grant. She will lead the enforcement of the contract and resulting addendum, troubleshooting and representing the school's interests in any labor disputes. She will also support the Principal in administering the proposed financial incentives program, enforcing the new teacher evaluation criteria, voluntary transfer process and the recruitment of new staff to the school. **Office of Assessment, Equity and Record Services** - The AERS Office was instrumental in the development of the proposed goals, objectives and evaluation plan for the reform initiative. They will continue to support the school in the fulfillment of the evaluation and ongoing support for the Data Teams process in the school, including the implementation of new formative assessments in classrooms. AERS learning Supports Specialist will also provide training for the instructional staff in the new Early Warning System developed for the project and developing the school-wide information system for tracking behavior to support the PBIS efforts in the school. **Learning Information Services** - Leaders

of the district's LIS Department have worked and will continue to work with the school on the development of the new Early Warning System in the Infinite Campus student management system and developing the behavior tracking system within it to serve as a school-wide information system that supports the implementation of Data Teams and PBIS in the school. LIS will support the efforts of the curriculum implementation with tech support and installation of new classroom pods and software.

Special Education/English Language Learning Exceptional Education staff have worked with project planners to project impact on the schools 80+ special needs students and any related financial considerations. They will continue to support the school including working with Special Education staff on and budgeting for the expanded school year and school day and resulting changes in transportation. They will also actively collaborate in efforts having an incrementally higher impact on special needs students, including PBIS and the new LETRS approach to literacy for special needs students.

Curriculum and Instruction - The Director of Curriculum and Professional Development was integrally involved in the PLAS planning process and lead curriculum reform and professional development planning efforts. (See attached PD Plan.) She will continue to support the school in the alignment of and expertise in new curriculum and intervention services, implementing and monitoring of the identified professional development, teacher collaboration, implementation timeline and take the lead on interactions with the external providers of professional development and technical assistance. The C&I staff will also support the school with Curriculum and Instruction Specialists in Reading and Math providing professional development, coaching and working closely with the school-based instructional coaches in overseeing the effective classroom implementation of the proposed instructional reforms, including IPI Walkthroughs and PBIS.

Capacity through Project Design and Resource Alignment The project has the capacity to fulfill the intent of the Transformation model for school reform primarily because of the comprehensive and consensus-built project design and implementation plan that was developed. The implementation plan is

based on an integrated framework that meets all of the required elements of the Transformation Model through its core elements and support systems. The framework aligns the core elements of the Data Teams process with Response to Intervention (RTI) and Positive Behavior Intervention and Supports (PBIS) to create a process for all teachers to focus their efforts on the needs of each and every student. The framework will be assisted through a support system of six key elements of the action plan designed to build capacity in the school:

- Structure and Schedule
- Assessment System
- Quality Curriculum
- Aligned Interventions
- Classroom and Teacher Support
- Professional Development Content

The implementation plan will be guided by six critical external providers and bodies of research that will provide a basis and contracted services for training, coaching and technical assistance to the Smart Intermediate school leadership and staff.

- Implementation of data teams through the work of Doug Reeves and his Leading and Learning Center
- Implementation of Response to Intervention through the work of Doug Reeves and his Leading and Learning Center
- Implementation of a School-Wide Positive Behavior Support system through the work of Dr. Laura Riffel and the Mississippi Bend Area Education Agency
- Implementation of Instructional Practices Inventory through the work of Dr. Jerry Valentine
- Implementation of the Iowa Core Curriculum including the Characteristics of Effective Instruction through the work of the Iowa Department of Education

- Implementation of a continuum of literacy and math including Tier I quality classroom instruction, Tier II targeted interventions and Tier III intensive interventions supported by research-based curriculum and strategies

The project design engages leading experts in the field of education reform to train and coach a staff that are supported and held accountable by their school, district and union leadership and, most importantly, by their peers. The framework of initiatives is aggressive but is strategic and integrated, the result of a collaborative planning process and shared visioning among staff that provides a context, structure and support system for their work in the classroom. Management is guided by an extensive Accountability Plan that includes staff expectations and that addresses programming outcomes and operational and financial commitments. This document also includes job descriptions with roles and responsibilities; Professional Development Plan with explicit external provider expectations; and regularly scheduled reporting requirements to parents, community partners, school district administration and the school board. The design is also strategic in its resource alignment and sustainability in that it is designed as an infusion of funds to build the capacity of the school to affect lasting change in its instructional focus, classroom delivery, teacher quality and family and community engagement approach.

Design and Implementation of Intervention Model: Based on the thorough needs analysis, DCS has identified the Transformation Model for its Tier I PLAS school, Smart Intermediate. The school and community has developed the following implementation plan which describes the specific goals, actions or activities, timelines and indicators of progress that address the requirements outlined below for the intervention model chosen. (See attached logic model)

Smart Intermediate Annual Goals for Student Achievement:

- 1) 80% of grade level cohort groups are at or above expected annual National Scale Score growth in reading on the Iowa Tests of Basic Skills

- 2) 80% of grade level cohort groups are at or above expected annual National Scale Score growth in mathematics on the Iowa Tests of Basic Skills

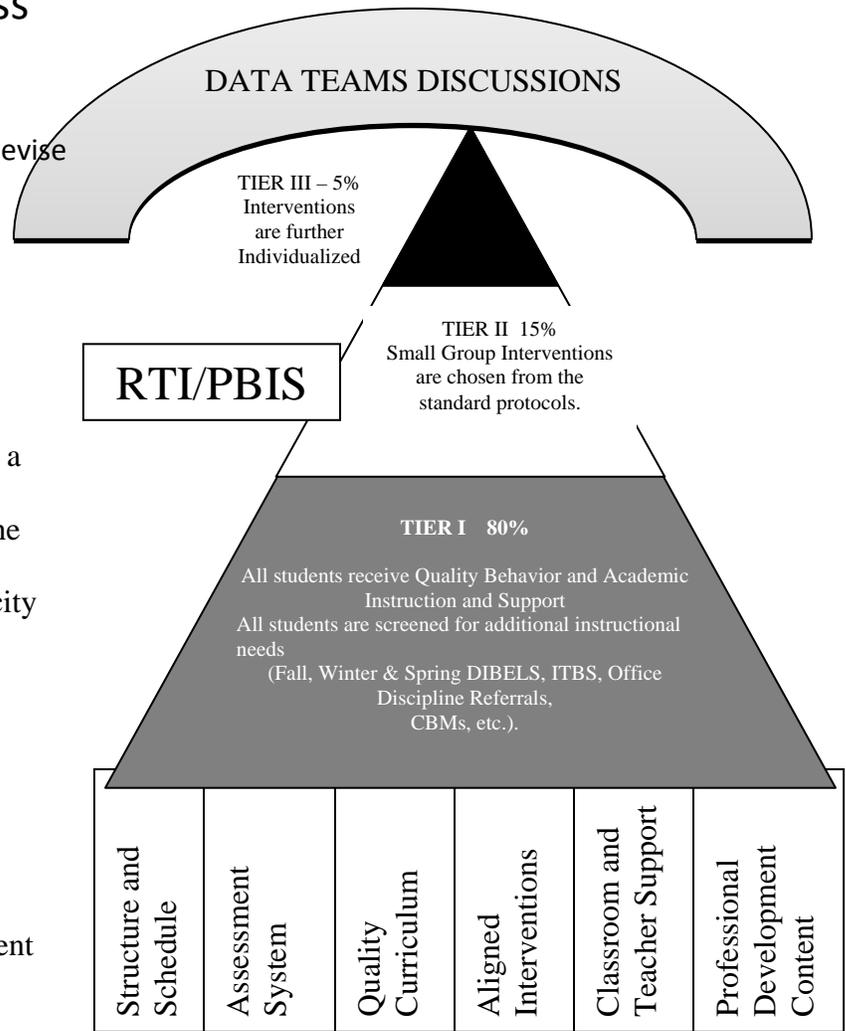
Program Objectives:

- Increased level of professionalism, collegiality and collaboration among staff
- Enhanced teacher skills set, quality and consistency of instruction and fidelity of implementation of building initiatives
- Increased student achievement for all participating students with decreased gap in African American and Special Education subgroup achievement
- Increased student engagement and attendance
- Increased parent and community involvement and relationship building with parents and students
- Increased consistency in staff response to behavior and decreased behavior disruptions and the number of referrals and suspensions

In order to accomplish these goals and objectives over the three years of the grant period, Smart Intermediate will engage in a comprehensive action plan and budgeting process that will transform the current system of curriculum and interventions in reading and math and will redefine the expectations and skill sets of the classroom teacher to meet the needs of 80% of Smart Intermediate students through core instruction and building-wide behavior expectations. The current 35-50% of students receiving interventions and behavior supports will become better supported in the classroom with the goal of decreasing the need for interventions to 15% for targeted students and 5% for the school's most at-risk students. The implementation plan is based on an integrated framework that meets all of the required elements of the Transformation Model through its core elements and support systems. The framework aligns the core elements of the Data Teams process with Response to Intervention (RTI) and Positive Behavior Intervention and Supports (PBIS) to create a process for all teachers to focus their efforts on the needs of each and every student.

Data Teams Process

1. Collect & Chart data
2. Analyze Strengths/Obstacles
3. Establish Goals Set/Review/Revise
4. Select Strategies
5. Determine Results



The framework will be assisted through a support system of six key elements of the action plan that build the school’s capacity for implementation:

- Structure and Schedule
- Assessment System
- Quality Curriculum
- Aligned Interventions
- Classroom and Teacher Support
- Professional Development Content

Structure and Schedule - The implementation

planning process engaged the Davenport Education Association (DEA), our local teacher’s union, and district leadership in a new approach to management and accountability at the school with the development of “essential expectations” for all certified staff that define explicit measures for the profession and non-negotiables for employment in the school. These standards are the basis for annual recommitment by staff and any new hiring and are used in addition to student growth in a new incentives program for staff. DEA negotiations also included the redesign of the contract year and school day schedule to create nearly 300 hours of increased learning time for students and teachers. See Memorandum of Understanding.

Assessment System – A strong assessment system allows staff informed decision-making on student needs and appropriate instruction and intervention through tools for Universal Screening, Diagnostic Assessment and Progress Monitoring, including new formative assessments. The district is investing in a new Early Warning System aligned with the student management system to support the PLAS Implementation Plan. Teachers will have access to data and sophisticated reporting templates to develop Personalized Learning Plans for struggling learners.

Quality Curriculum – The proposed program includes the addition of a core reading curriculum, Scholastic’s Expert 21, for Smart Intermediate 7th and 8th graders in addition to the current 6th grade Treasures curriculum that transitions incoming 6th graders from the program in 5th grade. The Math curriculum will be enriched with strategies for higher rigor and relevance, including more practical application and interactivity. Non-Fiction Writing will be embraced across the content areas as a core 90-90-90 strategy. An expansion and new curriculum will create a half hour Academic Advisory period daily for each student.

Aligned Interventions – The current intervention system will expand and realign READ 180 and System 44 to create a continuum back into core instruction. This new continuum cycles high need students through the intervention to regain skills needed to reintegrate into core instruction. Intervention support includes two new teacher positions to create Academic Student Lab approach, allowing transition over 3 years to re-assimilate 80% of students into core instruction. The positions are temporary supports for the school to redesign interventions and invest in core instruction in the classroom. The school will also offer teachers extra hours to be paid to provide Extra Help/Extra Time for students after school and on Saturdays to reinforce learning and keep students on track for learning through core instruction.

Classroom and Teacher Support includes a strong coaching model of both Peer Coaching and external providers on the key elements of the framework including Data Teams, RTI and IPI Reflection.

Coaching and training on “Characteristics of Effective Instruction” will give teachers new tools for creating common formative assessments, “unpacking” standards and hitting learning targets, including posting daily learning objectives to engage students in their learning. In addition, staff will benefit from 40 hours of professional development beyond the contract day and daily Collaborative Time to work in content area and grade level teams, implement Data Teams every other week and share effective classroom strategies. The school will utilize Instructional Practices Inventory (IPI) to focus on student engagement in learning. IPI will provide a detailed profile of school-wide student engagement across six categories, including two categories of higher-order, deeper learning and four categories that are lower-order and more passive or non-engaging. The profile will serve as the basis for critical conversations about instructional practice during Collaborative Time. Parent and community engagement will support teachers with a dedicated staff position from the parent community to create a coordinated approach to parent and community engagement in the school and the lives of students.

Professional Development Content - The implementation plan will be supported through six area of professional development:

- Implementation of data teams through the work of Doug Reeves and his Leading and Learning Center
- Implementation of Response to Intervention through the work of Doug Reeves and his Leading and Learning Center
- Implementation of a School-Wide Positive Behavior Support system through the work of Dr. Laura Riffel and the Mississippi Bend Area Education Agency
- Implementation of Instructional Practices Inventory through the work of Dr. Jerry Valentine
- Implementation of the Iowa Core Curriculum including the Characteristics of Effective Instruction through the work of the Iowa Department of Education
- Implementation of a continuum of literacy and math including Tier I quality classroom instruction, Tier II targeted interventions and Tier III intensive interventions supported by research-based curriculum and strategies

A comprehensive Professional Development Plan was developed by the Davenport Community Schools Director of Curriculum and Professional Development to support the implementation plan developed by school and district leaders. (See attachments) The PD Plan establishes a timeline aligned to support implementation and specifies content, timeline, location and a series of contracted services for training, coaching and technical assistance for the professional development of the Smart Intermediate school leadership and staff.

Required and Permissible Activities of the Transformation Model:

1) Replace Principal

DCS requests a waiver to this requirement under the except for Principals “hired previously as part of turn-around or transformation effort.” See attachments. Principal Linda Heiden began her leadership at Smart Intermediate mid-year during the 2007-2008 school year, with her first full year as Principal of the school in the 2008-2009 school year. During this time Principal Heiden has lead reform efforts in the school including introducing and administering Title I funds and expectations beginning in the 2009-2010 academic year, including many of the required reform elements of the Transformation Model. These reforms have included initial training on Data Teams and RTI, extended learning opportunities, teacher evaluation and a focus on school culture and climate. Initial analysis of student growth data indicates that this work is effective and support is needed to take these reforms to the next level and introduce new strategies to the school.

2) Operational flexibility

A comprehensive approach to planning and collaboration with teacher and union leaders has resulted in a detailed MOU that defines areas of flexibility for the school, including: Collaboration will be built into the school day with an extended teacher contract day to provide an extra 45 minutes daily of collaborative time for all staff. The Building Leadership Team (including grade level team leaders, instructional coaches and administration) will determine content and flexible groupings of staff that will

include Data Teams, RTI groups, co-planning for both grade level and by content area. In addition to DCS New Teacher Induction program, Smart Intermediate will require a 6 hour school orientation for all new staff to set expectations, train on building specific initiatives, etc. The school will require an annual Recommitment Conference for all staff during the school day for annual signing of commitment to school practice. At that time the staff and Principal will revisit the teacher expectations checklist of Essential Expectations and discuss their impact and fit with the school's approach and their eligibility for the SIG financial incentives. The MOU also describes a hiring process for filling vacancies that allows factors other than seniority to select staff. Any open positions at Smart Intermediate School will be open for the bidding process and will require the top three senior candidates be interviewed. However, the modification allows any eligible certified employee to apply and describes a collaborative interview team with school and teacher leader participation, including union representatives, who are given discretion to consider factors other than seniority in their recommendation to hire. The essential expectations for a teacher to work at Smart will be shared with all of the candidates and the interview team will use the essential expectations checklist to determine candidate qualifications during the interview. The interview team may decide that the most senior candidates are not qualified and make a recommendation for hire of one of the other candidates or, in the case that none of the candidates meet the qualifications, open the position up to "outside" candidates.

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

The proposed project introduces a teacher and leader evaluation system that uses student growth and other measures, the Smart Intermediate "Essential Expectations," designed by a team of teacher leaders and school and district administration. The "Essential Expectations" checklist had broad teacher input and consensus at weekly all-staff PLAS planning sessions. The checklist aligns Iowa Teaching Standards and Criteria and establishes "non-negotiables" for all Smart Intermediate teachers. The

expanded criteria of the “Essential Expectations” document will be used for Teacher Evaluation following the process currently designated by the Teacher’s Union Contract with Year 1 serving as a planning year. **See DEA MOU and Essential Expectations**

Year 1 Planning Year and first Evaluation period

Year 2-3 Implementation Years

4) Identify and reward effective personnel and remove ineffective personnel; Financial incentives, career opportunities and flexible work conditions; additional compensation to attract and maintain staff

Financial and career incentives will be provided to all teachers meeting building expectations, including for student academic growth. Smart Intermediate teachers have adopted a series of “Essential Expectations” that provide explicit measures aligned with the Teaching Standards outlined in the Iowa State Education Association’s *“A Framework for Understanding the Iowa Teaching Standards and Criteria.”* In addition to the state-wide teacher evaluation system, these Essential Expectations will be discussed at an annual recommitment conference with every staff member. Teachers meeting the expectations will be awarded points under the Smart SIG Incentive program. Up to 30 points will be allowed per teacher with 5 points for each of the six expectations. A building average will be calculated and added to a weighted point value awarded based on the building-wide progress toward meeting the annual student achievement goals. In Year 1 this building-wide average will determine the amount of the financial incentive for all certified staff. **See DEA MOU and Smart SIG Incentive** for agreed upon formula for awarding the building-wide incentive the first year. Year 2 will progress from building-wide to department level and Year 3 will be at the classroom level for individual teachers. The process for the second and third years is yet to be developed with the process informed by an evaluation of the first year’s process and outcomes. Many Professional Development opportunities will also bring career

opportunity and financial incentive. Several offer graduate or relicensure credit for participants. Graduate credit also allows teachers to move up on the district salary schedule.

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

All staff receive 40 hours of PD in the proposed program, 34 new hours SIG funded and 6 provided annually under the teacher’s contract. The Curriculum and Instruction Office will support the plan by realigning DCS PD offerings to meet the needs of the expanded schedule. An additional 45 minute period for collaboration daily will support the PD Plan and use Data Teams to drive Response to Intervention /PBIS approach as overarching building priority. **See DEA MOU.**

Data Teams training will teach staff continuous improvement cycles, how to examine patterns and trends, and establish specific timelines, roles, and responsibilities to address student needs. Teams will learn the strategies of the critical steps in the process 1) Collect & Chart Data, 2) Analyze Strengths/Obstacles; 3) Establish Goals Set/Review/Revise, 4) Select Strategies and 5) Determine Results. Teams will receive refresher training and meet every other week, with teams submitting artifacts for review. The teams will be supported with follow up coaching by Leading and Learning. The school’s data leadership team will meet monthly to examine building data, set goals, and select strategies.

Response to Intervention – Doug Reeves’ Leading and Learning (Lead and Learn) organization will provide professional development, including two days of training for the Leadership Team who will train the entire instructional staff over the course of four sessions throughout the first school year. Teachers will hear Douglas Fisher, author of “*Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention,*” in a district-wide training and will benefit from follow up coaching from experts with Leading and Learning; training by DCS curriculum experts on continuum of

assessment to include universal screening, diagnostic assessment, progress monitoring; and from the Building Leadership team on forms and procedures for Tier II and III of RTI and PBIS.

PBIS and Building-wide Policies/Procedures Each year teachers will start their year with a workshop with Dr. Laura Riffel to introduce the PBIS initiative and focus for the year with a phased approach introducing primary, secondary and tertiary tiers of the PBIS system. Ongoing quarterly coaching will be provided by the Mississippi Bend Area Education Agency and the Iowa Department of Education. Teachers will also receive training from the district's Learning Supports Specialist on the special needs of at-risk students and technical assistance from the district's Learning Information Services (LIS) on the use of the Infinite Campus Tableau for supporting behavior tracking.

Curriculum: Teacher professional development and peer coaching in curriculum and interventions will build the capacity of instructional staff to implement a continuum of learning that supports the RTI/PBIS tiered structure. Staff will learn strategies in Reading and Math to support learner differences along the continuum through solid core curriculum and instruction for Tier I and research-based strategies and proven interventions to serve the needs of students on Tiers II and III. Teachers will be trained on new curriculum, such as Expert 21 and Non-Fiction Writing, by consultants from Scholastic and Lead and Learn.

Characteristics of Effective Instruction A tiered system of professional development on the Iowa Core's "Characteristics of Effective Instruction" will begin with training of the Building Leadership Team who will train and coach the entire instructional staff during collaborative time sessions. Training on "Characteristics of Effective Instruction" will support the RTI initiative and include in Year 1 Teaching for Learner Differences and Assessment for Learning; in Year 2, Teaching for Learner Differences and Rigorous and Relevant Curriculum; and in Year 3, Rigorous and Relevant Curriculum and Teaching for Understanding

IPI/Peer Coaching: All instructional staff will receive professional development and ongoing coaching on the Instructional Practices Inventory to develop strategies for student engagement and as basis for peer coaching. Annual training will feature Jerry Valentine, founder of IPI, and be supported through the Building Leadership Team in conducting regular walkthroughs in small teams that will include all instructional staff.

6) Use data to identify and implement instructional program; Promote use of data to differentiate instruction; Response to Intervention; Early Warning System

Data Teams will meet regularly to determine student needs’ assess Response to Interventions, adjust instruction and services. RTI is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. Additional clerical hours will support teams and assist in grant reporting. Leading and Learning consultant, Barbara Pitchford, will provide support to teams including additional on-site coaching. The district’s Learning Information Services is working closely with the district’s office of Assessment, Equity and Record Services and the Office of Curriculum and Instruction to develop an Early Warning System and Personalized Learning Plan for Targeted and Intensive students in the new student management system, Infinite Campus.

7) High Quality Curriculum; Using and integrating educational technology

The proposed program includes the addition of a core reading curriculum, Scholastic’s Expert 21, for three classrooms serving Smart Intermediate 7th and 8th graders in addition to the current 6th grade Treasures curriculum that transitions incoming 6th graders from the program in 5th grade. Expert 21 is a comprehensive, research-based English language arts transition program that teaches the reading, writing and thinking necessary for college, career and life in the 21st century. Expert 21 is designed to accelerate students from Basic to Proficient and beyond. English Language Arts program, Expert 21 is in full alignment with the Common Core Standards for Grades 6-9. The program also addresses the

needs of students at varying levels of proficiencies, embedding multiple scaffolds to help all students progress towards these standards. The program was developed by a team of expert researchers and practitioners including Dr. Jeffrey Wilhelm, an expert on inquiry, motivation, and engagement in reading instruction , and Dr. Bill Daggett, an expert on 21st Century skills instruction and creator of the Rigor, Relevance, Relationships and Reflection framework. The Math curriculum will also be enriched with strategies for higher rigor and relevance, including more practical application and interactivity. Non-Fiction Writing will be embraced across the content areas as a core 90-90-90 strategy. An expansion and new curriculum will create a half hour Academic Advisory period daily for each student.

Finally, the current intervention system will be realigned to create a continuum back into core instruction. This new continuum cycles high need students through the intervention to regain skills needed to reintegrate into core instruction. Intervention support includes two new teacher positions to allow a transition as the school redesigns interventions and invests in core instruction in the classroom for primary learning.

Struggling students will also receive READ 180/System 44 as supplements delivered through classroom pods in addition to core instruction of Expert 21. System 44 will serve students who have not yet mastered phonics. When students master System 44 they will transition to an expanded READ 180 approach, a proven intervention in DCS. READ 180 effectively integrates technology to raise student achievement by delivering a systematic program of reading intervention that directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills. READ 180 is supported by a comprehensive in-service and professional development plan Students in READ 180 will transition back to core instruction through Expert 21 when they meet the 41% proficiency. The Math curriculum will take a similar approach utilizing the current V-Math intervention to supplement instruction. In this new approach core instruction is no longer covered during intervention periods, and the school is moving away from interventions as a “pull

out” of the traditional classroom. The focus is on building the skills and relationship-building of the core classroom teacher. Two new teacher positions, Academic Student Lab Teachers, will support the transition from the old model to the new over the course of the three years of the grant as teachers are able to serve more a more students in the traditional classroom. The school will also pay classroom teachers to provide Extra Help/Extra Time for students after school and on Saturdays to reinforce learning and keep students on track for learning through core instruction.

Teachers will implement “Characteristics of Effective Instruction” in classrooms, including aligning daily lessons to standards and posting Daily Learning Objectives in classrooms AND student engagement bell to bell. Consultant Jerry Valentine will work with staff on the IPI process and teachers will use peer coaching to share student engagement data and discuss research-based strategies. **See DEA MOU and Essential Expectations.** The proposed plan will also allow the school to offer a daily 30 minute student academic advisory with time for interventions, PBIS curriculum and other functions. Academic advisory content will be determined in coordination with the Office of Curriculum and Instruction and guided through student needs identified through the Data Teams/RTI process and the PBIS Year 1 planning process.

8) Increase learning time; Extend or restructure school day; Summer transition and Jumpstart

The proposed project extends the school year at Smart Intermediate by 5 days for all students and an additional full day Jumpstart for all incoming 6th graders. It will also extend the school day by increasing class periods from 48 minutes to 54 minutes and expanding the advisory period to a full 30 minutes. **See DEA MOU.** The proposed schedule will give teachers time for collaboration every morning and will include an academic advisory for every student. The addition of 5 days adds 36.8 hours, and the

Proposed 7 Period Day with 54 Minute Periods

7:30-8:15	Collaboration Time	
8:00-8:15	Breakfast/Morning Duty/Teacher Time	
8:15	Doors Open	
8:20-9:14	Period 1	
9:17-10:11	Period 2	
10:14-11:08	Period 3	
11:11-1:11	Period 4/Academic Advisory	
	6th Lunch	11:11-11:41
	6th 4th Period	11:44-12:38
	Advisory	12:41-1:11
	7th Advisory	11:11-11:41
	7th Lunch	11:44-12:14
	7th 4h Period	12:17-1:11
	8th 4th Period	11:11-12:05
	8th Advisory	12:08-12:38
	8th Lunch	12:41-1:11
1:14-2:08	Period 5	
2:11-3:05	Period 6	
3:08-4:02	Period 7	
4:02-4:10	Duty/Teacher Contract Time	

extended day adds 160.2 hours for an increase of **197 hours** of learning time for all students at Smart Intermediate. The addition of the Jumpstart Day for all 6th graders will increase learning time for incoming 6th graders by **204.22 hours**. Intensive assistance students will receive even more time over the course of the grant. Students identified for targeted and intensive assistance through Data Team process attend afterschool and Saturday tutorials with their

classroom teacher for Reading and Math aligned with school day curriculum with the intent of moving a full 80% of students back into core instruction for primary learning. Many will also receive additional support through a 21st Century afterschool program and through SES Title I services on Saturdays. The adult learners of the school, the instructional staff, will increase their learning time as well, with an additional 270 hours provided through the grant for the extended school day and school year, collaborative time and professional development annually.

9) Socio-emotional and community supports; Parent engagement

In the proposed program counselors will meet with students individually and in small groups weekly to address social/emotional needs until the new RTI/PBIS system is in place to address more formal intervention and community referrals. A new staff position, and Parent Liaison, will be funded through SIG resources to coordinate community and parent engagement strategies to advance sustainability of

project activities. The community engagement approach will follow the Robert Marzano framework of Communication, Involvement and Governance. Regular communication tools will be utilized based on parent survey results on preferred methods of communication and will include, newsletters, web updates, home/business mailers, and most importantly, through the students themselves. Regular updates will keep families, neighbors and business partners informed of school activities and PLAS project efforts and progress. Parents and community will also have multiple opportunities to become more involved in the school through volunteerism and as presenters and guests in classrooms. Finally, parents, neighbors and business partners will be asked to become more involved in the governance of the school by serving on the revitalized Parent-Teacher-Community (PTC) organization in the school. Meetings will be held monthly in school and community sites outside of work hours to accommodate the needs of Smart Intermediate's large population of working families.

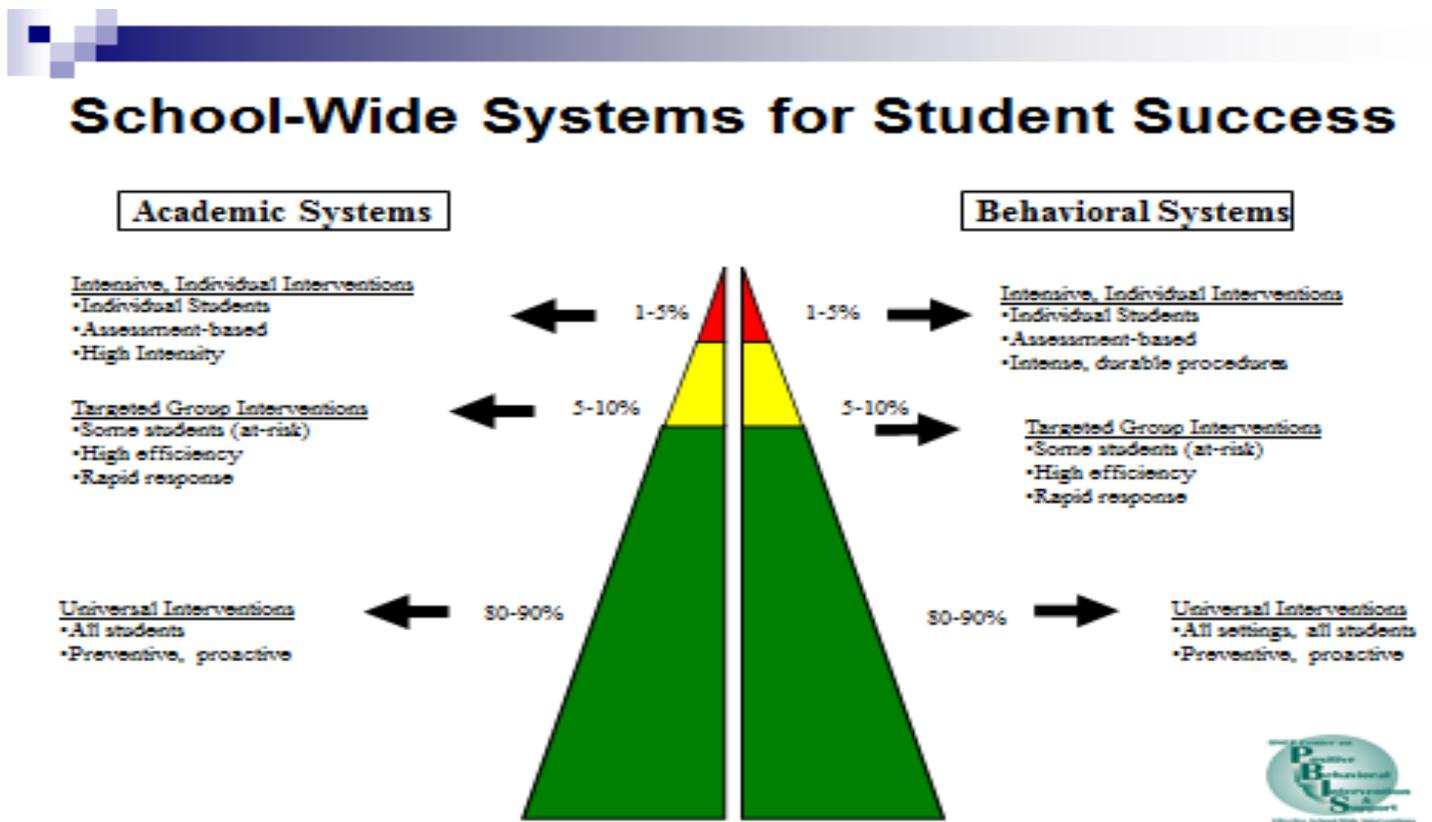
The DEA MOU and Essential Expectations also address parent engagement requiring that teachers conduct at least 35 parent contacts quarterly and engage students and parents in surveying to assess level of relationship-building.

Approaches to improve school climate and discipline Smart Intermediate staff will implement the School –wide Positive Behavior Intervention and Support System (PBIS) for continuous development and implementation of consistent building-wide behavior expectations and response.

PBIS provides *structure* and support for developing *systems* of positive and proactive school-wide and individualized interventions *strategies*. These PBIS strategies promote a positive learning environment and culture, teach and reinforce appropriate behaviors and prevent problem behaviors. PBIS is a tiered approach that starts with Tier I by investing in a positive social culture for all students. In Tier II staff learns to provide support for at-risk students and in Tier III intensive individual behavioral supports. The tiers will be phased into the school over the three years of the grant:

- Year One: School Wide and Classroom
- Year Two: Classroom and Targeted Interventions
- Year Three: Intensive Individual Interventions

The tiers create a “behavioral pyramid” that is an ideal parallel to the work of academic systems being addressed as part of Response to Intervention in classroom. Both will be explored in tandem through the Data Teams process.



The staff has already agreed to the key components that create a foundation for the process: the Administrator agrees to be an active member of the PBIS team; the Staff/Faculty supports the need for behavioral change; Behavioral change is a top priority of the school and they have agreed to a three-year commitment and effort to sustain beyond three years. The work of the first year begins with imbedding the Supportive Practices of PBIS in school culture and processes. These practices include:

- Define behavioral expectations
- Teach behavioral expectations
- Monitor and acknowledge appropriate behavior
- Provide corrective consequences for problem behaviors
- Use collected data to solve problems and make decisions

The school will develop a PBIS Team, including the Administrator as an active participant, teachers and non-teaching staff, cross-grade representation, Special Education teacher, a parent, PBIS Coach (internal coach and external coach), community member and a student as appropriate. The PBIS Team attends initial training and meets regularly to design and guide implementation at school, including presenting information to whole staff for implementation. As the system is established community partners will be engaged and provided resources to address the needs of youth beyond the skill set of classroom teachers and school counselors.

Progress Indicators: School and district leaders worked closely with the office of Assessment, Equity and Record Services to align Smart Intermediate performance data with PLAS goal setting. Annually the Building Leadership Team and central office administration will evaluate the success of the project in meeting their annual student improvement goals:

- 1) 80% of grade level cohort groups are at or above expected annual National Scale Score growth in reading on the Iowa Tests of Basic Skills
- 2) 80% of grade level cohort groups are at or above expected annual National Scale Score growth in mathematics on the Iowa Tests of Basic Skills

In addition, school and district leaders will be monitoring a series of progress indicators aligned with intended program objectives throughout the year to determine the impact of project activities and refocus or modify efforts as needed. A comprehensive Evaluation Plan was developed as part of project design that is aligned with project activities and timeline. See attached Logic Model. The following data will be collected and reviewed quarterly by the Building Leadership Team. Analysis and resulting

recommendations for modification or response will be shared with district administration with annual reporting to the Davenport School Board. Progress reporting on project activities and student outcomes will be shared quarterly with Smart Intermediate staff and twice a year with parents and partners at a public forum at the school and in the community. Program objectives and progress indicators include:

Program Objectives	Progress Indicator
Increased level of professionalism, collegiality and collaboration among staff	Data Team Eval Tool Attendance at activities required under Essential Expectations Process artifacts from new staff orientation and hiring process % Meeting revised expectations /Evaluation Criteria % Qualifying for incentives % acquiring credit/advancing on salary schedule
Enhanced teacher skills set, quality and consistency of instruction and fidelity of implementation of building initiatives	Classroom observation and IPI Walkthroughs Achievement data Implementation logs Data Team Eval Tool and Data Walls Lesson Plans
Increased student achievement for all participating students with decreased gap in African American and Special Education subgroup achievement	Formative Assessment Achievement data
Increased student engagement and attendance	IPI Walkthroughs Attendance
Increased parent and community involvement and relationship building with parents and students	Parent participation Teacher contact logs 360 Degree Surveys
Increased consistency in staff response to behavior and decreased behavior disruptions and the number of referrals and suspensions	PBIS artifacts Data team case review Behavior tracking in new Infinite Campus Tableau Referrals and Suspensions

Part II – Review Criteria

Plan for recruiting, screening, and selecting external providers and ensuring their quality:

External providers will provide technical assistance in implementing a variety of components of the school intervention models, including helping Smart Intermediate evaluate its data and determine what changes are needed based on those data; providing job-embedded professional development; designing

an equitable teacher and principal evaluation system that relies on student achievement; and creating safe school environments that meet students' social, emotional and health needs.

Selection Criteria: In selecting external providers to support the Davenport Community School District in the implementation of the Transformation Model the following criteria were used:

1. Previous experience and current participation in technical assistance and transformation efforts at the district and building level:
 - a. Implementation of data teams
 - b. Implementation of Response to Intervention
 - c. Implementation of a School-Wide Positive Behavior Support system
 - d. Implementation of Instructional Practices Inventory and walkthroughs to monitor student engagement
 - e. Implementation of the Iowa Core Curriculum including the Characteristics of Effective Instruction
 - f. Implementation of a continuum of literacy and math including Tier I, II and III curriculum and strategies
 - g. The needs of Smart Intermediate and the goals for transformation
2. Professional reputation in the national and international arena of school reform, including demonstrated success in schools similar to Smart Intermediate
3. Ability and resources to address the unique needs of Smart Intermediate and the required components of the Transformation Model
4. Availability and capacity to provide the identified services, including on-site training, coaching and consultation, consistently over the three year period of the grant

Based upon these criteria, Davenport Community Schools has selected the following as external providers for Smart Intermediate over the next three years:

- a. Implementation of data teams through the work of Doug Reeves and his Leading and Learning Center
- b. Implementation of Response to Intervention through the work of Doug Reeves and his Leading and Learning Center
- c. Implementation of a School-Wide Positive Behavior Support system through the work of Dr. Laura Riffel and the Mississippi Bend Area Education Agency
- d. Implementation of Instructional Practices Inventory through the work of Dr. Jerry Valentine
- e. Implementation of the Iowa Core Curriculum including the Characteristics of Effective Instruction through the work of the Iowa Department of Education
- f. Implementation of a continuum of literacy and math including Tier I quality classroom instruction, Tier II targeted interventions and Tier III intensive interventions supported by research-based curriculum and strategies

Qualifications, level of experience, and a history of successful past experience of the external provider(s) selected:

External Provider: Leading and Learning, Doug Reeves, Barbara Pitchford and Linda Gregg.

Qualifications: The trainers of the Leading and Learning organization each bring unique qualifications: Dr Douglas Reeves - Dr. Douglas Reeves is the founder of The Leadership and Learning Center. He has worked with education, business, nonprofit, and government organizations throughout the world. The author of more than 20 books and many articles on leadership and organizational effectiveness, he has twice been named to the Harvard University Distinguished Authors Series. Dr. Reeves was named the Brock International Laureate for his contributions to education. He also received the Distinguished

Service Award from the National Association of Secondary School Principals and the Parents Choice Award for his writing for children and parents.

Linda Gregg - Linda Gregg is a Professional Development Associate with The Leadership and Learning Center and an Assistant Professor at the College of Santa Fe in Albuquerque, New Mexico. Linda is guest speaker in several school districts throughout New Mexico on Collaboration and Effective Instructional Strategies. She has taught curriculum design courses as well as educational methodology and special education policies and procedures and won awards as an Outstanding School Administrator and Education Leader. Linda supervises classroom teachers throughout New Mexico as a Team Leader for the New Mexico State Department's Focused Monitoring Program. Linda holds professional credentials in regular education, special education, and a master's degree and credential in school administration and has an earned doctorate in Educational Leadership and Administration.

Barbara Pitchford – Barbara Pitchford has over 30 years in K-12 public education, having worked as a teacher, counselor, and administrator in elementary, middle, and secondary schools. Barb worked with Bob Marzano in the early 90's on the Standards Movement, designing, identifying, and implementing standards. She is recognized by the John Irwin School of Excellence Award as well as receiving the Excellent rating on the Colorado School Performance Report.

Experience and documented evidence of success in the focus area: The Leadership and Learning Center provides world-class professional development services, cutting-edge research, and innovative solutions for educators and school leaders who serve students from pre-kindergarten through college. The Center has worked in all fifty states and every Canadian province, as well as Europe, Africa, Asia, South America, and the Middle East with public school systems, as well as religious and secular independent schools, charter schools, community colleges, technical schools, universities, state departments of education, national ministries of education, and international education associations. Center Professional Development Associates are experienced superintendents, principals,

administrators, and educators who provide comprehensive practices for clients in the area of standards, assessment, instruction, accountability, data analysis, and leadership. The Leadership and Learning Center is a part of Houghton Mifflin Harcourt, a leading global educational organization.

Role with the implementation plan: Consultants from Lead and Learn will provide on-site training and ongoing coaching for the school’s instructional staff. Content will include:

- Overview of 90-90-90 strategies with Doug Reeves
- 4 days of follow-up coaching for Data Teams annually
- 2 days of RTI training in first year with 4 days follow up coaching annually

External Provider: Mississippi Bend Area Education Agency, Jill Yates for PBIS

Qualifications: The Mission of the Mississippi Bend Area Education Agency (MBAEA) is to improve teaching and learning for all students through active partnerships and assertive leadership in a climate of mutual respect. Though multiple AEA resources will support implementation of the proposed PLAS Implementation Plan, primary support will come from Jill Yates, MBAEA PBIS Consultant. Jill has been a primary trainer and consultant for the MBAEA for over a decade with expertise ranging from counseling services and student supports to emergency response and trauma debriefing. She is a certified PBIS trainer on behalf of the Iowa Department of Education.

Experience and documented evidence of success in the focus area: MBAEA is one of nine area education agencies in the state created by the 1974 Iowa Legislature to ensure all children have equal educational opportunities. MBAEA serve as an intermediate unit on behalf of the Iowa Department of education to provide educational services to local schools. More than 50,000 students in public and approved non-public schools in 153 buildings are served by the MBAEA. This area includes all of Clinton, Scott and Muscatine counties, as well as parts of Cedar, Jackson and Louisa counties. MBAEA

provides programs and services designed to support quality education for all students by improving teaching and learning.

Role with the implementation plan: The Mississippi Bend Area Education Agency will provide ongoing training and coaching support for the PBIS Leadership Team over the course of the three years of the grant. Content will include:

- 4 days of training annually
- Four days of follow up coaching

AEA staff will align their training and vocabulary around national trainer Dr. Laura Riffel who will launch the PBIS initiative each year at Smart Intermediate.

External Provider: Instructional Practices Inventory, Jerry Valentine

Qualifications: Jerry Valentine is a past Professor at the University of Missouri-Columbia, serving now as the Director of their Middle Level Leadership Center. He received his Bachelor of Arts in Social Science and Speech Education from Louisiana Tech University, his Masters of Education in Educational Administration from University of Southwestern Louisiana, and his Doctor of Philosophy in Educational Administration from University of Nebraska-Lincoln. He has 42 years of teaching and administration in k-12 and is a national and international presenter on classroom observation and student engagement.

Experience and documented evidence of success in the focus area: The Middle Level Leadership Center (MLLC) was established in the Department of Educational Leadership and Policy Analysis at the University of Missouri in the fall of 1997 to positively impact the quality of school leadership and thus the quality of schooling for middle level students. MLLC works both formally and informally with national organizations who have a mission of improving leadership and educational practices at the middle level. The Center produces publications, makes presentations at national conferences, and consults with these organizations' leaders in collaborative efforts to influence and improve the

knowledge and practices of middle level leaders, and thus middle level education. Since 2001, more than 10,000 educators from across the nation have successfully completed the IPI Level I Workshop to become certified as IPI data collectors and prepared to facilitate faculty study of the IPI profiles.

Role with the implementation plan: Jerry Valentine will provide training each year of the project for the entire instructional staff on the Instructional Practice Inventory.

Align other resources with the interventions: Other federal, state and local fiscal resources will be used to promote and support the implementation of the proposed plan for Smart Intermediate. Project will combine and coordinate an array of community partners and services to make the best use of public resources, including blended existing federal, state and local programs. Funding streams being blended in the program includes:

Source of Funds	Amount
Site Budget and Curriculum Resources	\$157, 500
Title I Budget	\$135,000
Allowable Growth Drop Out Prevention	\$135,000
Special Education/ELL	\$365,000
Teacher Quality	\$36,030
New Teacher Induction and Mentoring	\$18,000
Infinite Campus	\$115,000
MicroSoft Settlement	\$55,000
21 st CCLC	\$65,000

Practice and Policy Modification: District, school and community leadership have conducted a comprehensive analysis of the current status of the school, its students, staff, programs and services. The process used included the review of current practices and policies and the extent to which a practice or

policy conflicts with or compromises effective and full engagement and implementation of the required elements and actions of the selected intervention model. The following practices and policies were identified that conflict with or compromise the implementation plan with the following actions and timeline to correct such practices and policies. The Davenport Community Schools will modify the following practices and policies to enable the full and effective implementation of the proposed intervention for Smart Intermediate. The planning process engaged the Davenport Education Association, our local teacher's union, and district leadership in an unprecedented level of dialogue and negotiation. The resulting Memorandum of Understanding describes not only required modifications to the current teacher's contract, but an agreed upon system for financial incentives for certified staff in the school and a consensus-built document that maintains "essential expectations" for current and future staff in the building. The teacher positions at Smart Intermediate are bargaining unit positions and as are entitled to all rights and benefits prescribed by the Master Contract that is enforce between the Association and the District. The basic work year for the teachers shall be a 185 day employee contract year as prescribed in Article III of the Master Contract. In addition, there are limits to additional time for specific student instructional and non-instruction activities specifying Employee Contract Year; Length of Day and Non-Instructional Time; and Employee Hours Beyond the Regular Workday of the Master Contract. The implementation planning process engaged the Davenport Education Association, our local teacher's union, to develop a Memorandum of Understanding that details required modifications to the current teacher's contract and a system for financial incentives for certified staff in the school and a consensus-built document that maintains "essential expectations" for current and future staff in the building. This MOU will be effective for three (3) years starting with the 2011-2012 academic school year providing the District receives and continues to receive the SIG grant assistance and funding. The proposed project also introduces a modification to the contract with a teacher and leader evaluation system that uses student growth and other measures, the Smart Intermediate "Essential Expectations,"

designed by a team of teacher leaders and school and district administration. The “Essential Expectations” checklist had broad teacher input and consensus at weekly all-staff PLAS planning sessions. The checklist aligns Iowa Teaching Standards and Criteria and establishes “non-negotiables” for all Smart Intermediate teachers. The expanded criteria of the Essential Expectations document will be used for Teacher Evaluation following the process currently designated by the Teacher’s Union Contract. The agreed upon “Essential Expectations” include:

Standard/Element	Element Descriptor	Essential Expectation
<p>Standard 1 Demonstrates Ability to Enhance Academic Performance and Support for Implementation of the School District Student Achievement Goals</p> <p>Criterion A: The teacher provides multiple forms of evidence of student learning and growth to students, families, and staff.</p> <p>Element: Communication with Families Information About Individual Students</p>	<p>Teacher provides info to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.</p>	<p>Teachers will:</p> <p>Keep a communication log documenting at least 35 parent contacts per quarter</p> <p>Disseminate a yearly survey to 10 parents of his/her choice assessing communication efforts.</p>
<p>Criterion E: The teacher creates an environment of mutual respect, rapport and fairness.</p> <p>Element: Creating an Environment of Respect and Rapport: Teacher interaction with students</p>	<p>Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.</p>	<p>Disseminate a yearly survey to 10 students of his/her choice assessing relationship building.</p>
<p>Standard 3 Demonstrates Competence in Planning and Preparing for Instruction</p> <p>Criterion B: The Teacher Sets and Communicates High Expectations for Social, Behavioral and Academic Success of All Students.</p> <p>Element: Establishing a Culture For Learning: Expectations of Learning and Achievement</p>	<p>Both students and teacher establish and maintain through planning of learning activities, interactions and the classroom environment, high expectations, for the learning of all students.</p>	<p>Have an 8 hour 40 minute day where collaborative time is required before the student day begins. Data team process (including formative assessment) will be used during this time to assess student work and design new teaching strategies.</p>
<p>Standard 4 Uses Strategies to Deliver Instruction that Meet the Multiple Learning Needs of Students</p>	<p>All students are cognitively engaged</p>	<p>Be accountable for keeping all students actively</p>

Standard/Element	Element Descriptor	Essential Expectation
<p>Criterion D: The Teacher Engages Students in Varied Experiences that Meet Diverse Needs and Promote Social, Emotional and Academic Growth.</p> <p>Element: Engaging Students in Learning: Activities and Assignment. All students are Cognitively Engaged in the Activities and Assignments in their Exploration of Content</p>	<p>in the activities and assignment in their exploration of content.</p>	<p>engaged in learning from bell to bell as assessed by administrator walk thru.</p> <p>Committed to self reflection after building IPI walk thru data is shared.</p>
<p>Standard 5 Uses a Variety of Methods to Monitor Student Learning</p> <p>Criterion D The Teacher Guides Students in Goal Setting and Assessing Their Own Learning.</p> <p>Element: Assessing Student Learning: Criteria and Standards</p>	<p>Assessment criteria and standards are clear and have been clearly communicated to students.</p>	<p>Our Learning Objective will be posted daily</p>
<p>Standard 7 Engages In Professional Growth</p> <p>Criterion C: The teacher applies research, knowledge and skills from professional development opportunities to improve practice.</p> <p>Element: Growing and Developing Professionally: Enhancement of Content Knowledge and Pedagogical Skill</p>	<p>Teacher seeks out opportunities for professional development and makes a systemic attempt to conduct action research in the classroom.</p>	<p>Attend 34 new professional development hours outside the 6 extended hours the negotiated agreement currently allows. A calendar outlining when these hours will fall will be developed before staff leave for summer break.</p> <p>Implement strategies learned as documented by logs or observations</p>
<p>Standard 8 Fulfills Professional Responsibilities Established by the School District</p> <p>Criterion D: The teacher demonstrates an understanding of and respect for all learners and staff</p> <p>Element: Showing Professionalism: Advocacy</p>	<p>Teacher makes a particular effort to challenge negative attitudes and helps ensure all students particularly those traditionally undeserved, are honored at the school.</p>	<p>Teachers will work an extended contract year (6 days) to provide extended learning time for all students as well as a transitional experience for in-coming 6th graders.</p>

Sustainability: DCS and Smart Intermediate developed the following plan for sustaining the reform undertaken in the school. The heart of sustainability efforts is the belief philosophy that grant funds will

be utilized to transition current building resources to invest in core instruction and building-wide behavior expectations that can be sustained through current funding sources. This plan addresses the following:

Commitment of other federal, state and local resources to maintain the intervention model and its required elements. DCS is committing ongoing support of the school through:

Source of Funds	Amount
Site Budget and Curriculum Resources	\$157, 500
Title I Budget	\$135,000
Allowable Growth Drop Out Prevention	\$135,000
Special Education/ELL	\$365,000
Teacher Quality	\$36,030
New Teacher Induction and Mentoring	\$18,000
Infinite Campus	\$115,000
MicroSoft Settlement	\$55,000
21 st CCLC	\$65,000

Discussions are currently underway to establish a process and budget to “super allocate” Title I resources for any school in the district designated as “Persistently Low Achieving.” Smart Intermediate would benefit from this strategy to sustain efforts begun under the SIG funding. The DCS, Smart Intermediate and DCS are dedicated to sustaining the proposed program beyond the grant cycle. Many community partners have made also made commitments for contributions to support the program, including cash and in-kind for staff, professional development, transportation, facilities, and other operating expenses.

Mentoring and training actions for staff new to the school DCS offers a comprehensive New Teacher Induction program, and Smart Intermediate will require a 6 hour school orientation for all new staff to set expectations, train on building specific initiatives, etc. New teachers will also be supported through a comprehensive Professional Development Plan. The PD Plan establishes a timeline aligned to support implementation for new teachers and specifies content, timeline, location and a series of contracted services for training, coaching and technical assistance for the professional development of the Smart Intermediate school leadership and all staff.

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

The planning process engaged the Davenport Education Association, our local teacher’s union, and district leadership in an unprecedented level of dialogue and negotiation. The resulting Memorandum of Understanding describes a hiring process for filling vacancies that allows factors other than seniority to select staff and includes teacher and union representatives on selection committee. Any open positions at Frank L. Smart Intermediate School will be open for the bidding process and will require the top three senior candidates be interviewed. However, the modification allows any eligible certified employee to apply and describes a collaborative interview team with school and teacher leader participation who are given discretion to consider factors other than seniority in their recommendation to hire. The essential expectations for a teacher to work at Smart will be shared with all of the candidates and the interview team will use the essential expectations checklist to determine candidate qualifications during the interview. The interview team may decide that the most senior candidates are not qualified and make a recommendation for hire of one of the other candidates or, in the case that none of the candidates meet the qualifications, open the position up to “outside” candidates.

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

expectations that promote and support the intervention model The foundation of the sustainability plan is that the infusion of funding from SIG will allow a shift of staff and curriculum resources to assure that at least 80% of students succeed in core instruction. Project planners consider SIG funding a temporary infusion of funds to refresh, renew and update all staff on their role and skills in meeting the needs of all students in core instruction and the traditional classroom. All staff will be trained in the various elements of the intervention model with a focus on curriculum and instruction to meet the needs of each and every learner through core instruction. The Iowa Core’s “Characteristics of Effective Instruction” will empower staff to understand and teach for learner differences. With 80% of students served through core instruction and the decrease of targeted and intensive assistance students (and related expense) from the current 45-55% to the research-based 15-20%, current funding should sustain project efforts with the support of the Title I “super-allocation” process as needed to maintain efforts.

Strategic actions that will be taken to maintain high levels of community and parent

understanding and engagement with the school A new staff position, and Parent Liaison, will be funded through SIG resources to coordinate community and parent engagement strategies to advance sustainability of project activities. The community engagement approach will follow the Robert Marzano framework of Communication, Involvement and Governance. Regular communication tools will be utilized based on parent survey results on preferred methods of communication and will include, newsletters, web updates, home/business mailers, and most importantly, through the students themselves. Regular updates will keep families, neighbors and business partners informed of school activities and PLAS project efforts and progress. Parents and community will also have multiple opportunities to become more involved in the school through volunteerism and as presenters and guests in classrooms. Finally, parents, neighbors and business partners will be asked to become more involved in the governance of the school by serving on the revitalized Parent-Teacher-Community (PTC)

organization in the school. Meetings will be held monthly in school and community sites outside of work hours to accommodate the needs of Smart Intermediate's large population of working families. The PTC will provide input to guide project activities and will discuss resource development opportunities for the school such as business sponsorships, in-kind donations, and local, regional and national foundation support through charitable giving. The PTC will also assist the school in communication challenges and more aggressive marketing and recruitment to families. Increased quality, impact and, ultimately, enrollment is critical to stabilize per pupil funding to the school and to sustain the impact of grant funding.

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 School and district leaders worked closely with the office of Assessment, Equity and Record Services to align Smart Intermediate performance data with PLAS goal setting. Annually the Building Leadership Team and central office administration will evaluate the success of the project in meeting their annual student improvement goals:

- 3) 80% of grade level cohort groups are at or above expected annual National Scale Score growth in reading on the Iowa Tests of Basic Skills
- 4) 80% of grade level cohort groups are at or above expected annual National Scale Score growth in mathematics on the Iowa Tests of Basic Skills

In addition, school and district leaders will be monitoring a series of progress indicators aligned with intended program objectives throughout the year to determine the impact of project activities and refocus or modify efforts as needed. A comprehensive Evaluation Plan was developed as part of project design that is aligned with project activities and timeline. See attached Logic Model. The following data will be collected and reviewed quarterly by the Building Leadership Team. Analysis and resulting recommendations for modification or response will be shared with district administration with annual reporting to the Davenport School Board. Progress reporting on project activities and student outcomes

will be shared quarterly with Smart Intermediate staff and twice a year with parents and partners at a public forum at the school and in the community. Program objectives and progress indicators include:

Program Objectives	Progress Indicator
Increased level of professionalism, collegiality and collaboration among staff	Data Team Evaluation Tool Attendance at activities required under Essential Expectations Process artifacts from new staff orientation and hiring process % Meeting revised expectations /Evaluation Criteria % Qualifying for incentives % acquiring credit/advancing on salary schedule
Enhanced teacher skills set, quality and consistency of instruction and fidelity of implementation of building initiatives	Classroom observation and IPI Walkthroughs Achievement data Implementation logs Data Team Evaluation Tool and Data Walls Lesson Plans
Increased student achievement for all participating students with decreased gap in African American and Special Education subgroup achievement	Formative Assessments Achievement data
Increased student engagement and attendance	IPI Walkthroughs Attendance
Increased parent and community involvement and relationship building with parents and students	Parent participation Teacher contact logs 360 Degree Surveys
Increased consistency in staff response to behavior and decreased behavior disruptions and the number of referrals and suspensions	PBIS artifacts Data team case review Behavior tracking in new Infinite Campus Tableau Referrals and Suspensions

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 Budget		Year 2 Budget	Year 3 Budget	3- Year Total
Personnel	Pre-implementation	Year 1 – Full Implementation			
Salary					
Extended Day	\$1,680	\$231,975	\$232,443	\$232,924	\$697,342
Orientation/Recommitment		\$750	\$2,094	\$1,590	\$6,114
Financial Incentives		\$63,000	\$75,600	\$84,000	\$222,600
Professional Development		\$43,584	\$43,584	\$43,584	\$130,752
Clerical Support		\$2,028	\$2,089	\$2,152	\$6,269
Intervention Teachers		\$76,820	\$79,125	\$81,498	\$237,443
Increased Learning Time		\$100,694	\$102,454	\$104,269	\$307,417
Parent Involvement Liaison		\$16,000	\$16,480	\$16,975	\$49,455
Subtotal	\$1,680	\$534,851	\$553,869	\$566,992	\$1,657,392
Benefits					
Extended Day		\$39,910	\$41,320	\$442,745	\$123,975
Orientation/Recommitment	\$264	\$118	\$340	\$265	\$987
Financial Incentives		\$9,891	\$12,247	\$14,028	\$36,166
Professional Development		\$6,842	\$7,060	\$7,278	\$21,182
Clerical Support		\$318	\$338	\$359	\$1,016
Intervention Teachers		\$41,506	\$45,031	\$48,868	\$135,405
Increased Learning Time		\$22,303	\$23,416	\$24,562	\$70,270
Parent Involvement Liaison		\$10,208	\$11,084	\$12,039	\$33,331
Subtotal	\$264	\$131,096	\$140,836	\$150,146	\$422,341
Expenses (Mil., Meals, Lodg)					
Student Transportation		\$100,000	\$105,000	\$110,250	\$315,250
Subtotal		\$100,000	\$105,000	\$110,250	\$315,250
Professional Services					
Honorarium/Expenses					
Instructional Materials					
Software		\$105,451			\$105,451
Computer pods		\$15,750			\$15,750
Subtotal		\$121,201			\$121,201
Supplies and Materials					
Teacher Support		\$2,040	\$2,000	\$1,940	\$5,980
Parent/Community Activities		\$2,500	\$5,000	\$7,500	\$15,000
Subtotal		\$4,540	\$7,000	\$9,440	\$20,980
Other – specify:					
Printing		\$2,100	\$2,100	\$2,100	\$6,300
Contracted Service		\$79,973	\$56,590	\$86,590	\$85,700
Subtotal		\$82,073	\$58,690	\$88,690	\$229,453
Admin Cost (allowable rate)	\$39	\$19,767	\$17,568	\$18,788	\$56,162
Subtotal	\$39	\$19,767	\$17,568	\$18,788	\$56,162
Total	\$1,983	\$993,528	\$882,962	\$944,306	\$2,807,779

Budget Narrative: Smart Intermediate Leadership Team worked closely with Central office administration, school staff and community stakeholders to develop the proposed action plan and timeline. The budget was the final step in that process, aligning current resources and identifying outstanding needs to include in the PLAS SIG budget request in order to fully and effectively implement the proposed school improvement activities. Categories of funding align with the SIG Itemized Budget and the attached Logic model that specifies project activities within the framework of the Transformation Model.

	Year 1	Year 2	Year 3	Total
SALARY				
Extended School Day for Teachers - Add full hour to contract day at \$28 per hour contracted rate	\$216,384	\$216,384	\$216,384	\$649,152
Extended School Day for Para Educators - additional para support of one hour per day for the school year: 7 paras x 1 hr a day x 178 school days x \$9.19 pr hr with a 3% annual increase	\$11,451	\$11,795	\$12,148	\$35,394
Extended School Day for Custodial Staff - additional cost for additional 2 hours a day added to the custodial contracts with an annual 3% increase	\$4,140	\$4,264	\$4,392	\$12,796
New Teacher Orientation - Yr. 1 10 staff x 6 hrs x \$28 per hr, Yr. 2 8 staff x 6 hrs x \$28 per hr, Yr. 3 5 staff x 6 hrs x \$28 per hr	\$1,680	\$1,344	\$840	\$3,864
Annual Recommitment Conference - Floating guest teacher to cover all classrooms: \$150 a day x 5 days	\$750	\$750	\$750	\$2,250
Teacher Incentives - Average incentive estimated for 42 staff members (\$1,500 average Year 1; \$1,800 Year 2 and \$2,000 Year 3)	\$63,000	\$75,600	\$84,000	\$222,600
Additional Professional Development - 42 staff x 34 hrs x \$28 per hr annually	\$39,984	\$39,984	\$39,984	\$119,952
I.P.I./Peer Coaching - Floating guest teacher to cover all classrooms quarterly: 6 days x \$150 a day x 4 times a year	\$3,600	\$3,600	\$3,600	\$10,800
Clerical Support Data Collection and Grant Reporting - additional hours to support grant needs: 100 hours x time and half rate with a 3% annual increase	\$2,028	\$2,089	\$2,152	\$6,269
Academic Student Lab Teachers 2 FTE - contracted teachers salary and total comp package with a 3% annual increase on annual base salary only	\$76,820	\$79,125	\$81,498	\$237,443

Extended Teacher Contract for Extended School year - add 6 days to all teacher contracts	\$49,272	\$50,750	\$52,273	\$152,295
Extended School Year for Paras - additional week at the beginning of the school year: 7 paras x 7.5 hrs per day x 5 days x \$9.19 per hr with a 3% annual increase	\$2,412	\$2,484	\$2,559	\$7,455
Extended School Year for Food Service - additional 6 days for regular staff and additional 7 days for the manager and includes 3% annual increase	\$7,010	\$7,220	\$7,437	\$21,667
Afterschool/Saturday Tutorials for Reading and Math – Bank of 50 hrs per week x \$28 pr hr x 30 weeks for all teachers for extra-help/extra-time for students identified through formative assessments and Data Team process	\$42,000	\$42,000	\$42,000	\$126,000
Parent Involvement Liaison - average salary for .75 FTE 185 day contract with a 3% annual increase	\$16,000	\$16,480	\$16,975	\$49,455
Personnel Total	\$536,531	\$553,869	\$566,992	\$1,657,392
BENEFITS				
<i>Calculated at a rate of 15.7%, 16.2% and 16.7% of base annual salary, the state approved rate for the next three years</i>				
Extended School Day for Teachers - Payroll Taxes include FICA, Mdcr & IPERS	\$33,972	\$35,054	\$36,136	\$105,163
Extended School Day for Para Educators - Payroll Taxes include FICA, Mdcr & IPERS	\$1,798	\$1,911	\$2,029	\$5,737
Extended School Day for Custodial Staff - Payroll Taxes include FICA, Mdcr & IPERS	\$650	\$691	\$733	\$2,074
New Teacher Orientation- Payroll Taxes include FICA, Mdcr & IPERS	\$264	\$218	\$140	\$622
Annual Recommitment Conference - Payroll Taxes include FICA, Mdcr & IPERS	\$118	\$122	\$125	\$365
Teacher Incentives - Payroll Taxes include FICA, Mdcr & IPERS	\$9,891	\$12,247	\$14,028	\$36,166
Additional Staff Professional Development - Payroll Taxes include FICA, Mdcr & IPERS	\$6,277	\$6,477	\$6,677	\$19,432
I.P.I./Peer Coaching - Payroll Taxes include FICA, Mdcr & IPERS	\$565	\$583	\$601	\$1,750
Clerical Support Data Collection and Grant Reporting- Payroll Taxes include FICA, Mdcr & IPERS	\$318	\$338	\$359	\$1,016
Academic Student Lab Teachers 2 FTE- Payroll Taxes include FICA, Mdcr & IPERS	\$12,061	\$12,818	\$13,610	\$38,489
Extended Teacher Contract for Extended School year - Payroll Taxes include FICA, Mdcr & IPERS	\$7,736	\$8,222	\$8,730	\$24,687
Extended School Year for Paras - Payroll Taxes include FICA, Mdcr & IPERS	\$379	\$402	\$427	\$1,208

Extended School Year for Food Service - Payroll Taxes include FICA, Mdcr & IPERS	\$1,101	\$1,170	\$1,242	\$3,512
Afterschool/Saturday Tutorials for Reading and Math - Payroll Taxes include FICA, Mdcr & IPERS	\$6,594	\$6,804	\$7,014	\$20,412
Parent Involvement Liaison - Payroll Taxes include FICA, Mdcr & IPERS	\$2,512	\$2,670	\$2,835	\$8,017
<i>Insurance - medical insurance increase of 10% annually</i>				
Extended School Day for Custodial Staff - contribution to medical, dental, vision. Life and LTD	\$3,490	\$3,664	\$3,847	\$11,001
Academic Student Lab Teachers 2 FTE - family medical, family dental, single vision, life and LTD	\$29,445	\$32,213	\$35,258	\$96,916
Extended School Year for Food Service - contribution to medical, dental, vision, life and LTD	\$6,493	\$6,818	\$7,149	\$20,460
Parent Involvement Liaison - family medical, family dental, single vision, life and LTD	\$7,696	\$8,414	\$9,204	\$25,314
Benefits Totals	\$131,359	\$140,836	\$150,146	\$422,341
TRAVEL				
Student Transportation For Extended School Day and Extra 6 Days to School Year - Estimated using 5% annual increase	\$100,000	\$105,000	\$110,250	\$315,250
Travel Totals	\$100,000	\$105,000	\$110,250	\$315,250
INSTRUCTIONAL MATERIALS				
Supplemental and Intervention Software - Expert 21 and READ 180	\$105,451			\$105,451
Computer Pods for Expert 21 (3 classrooms x 5 computers x \$750 per) and Read 180 classroom implementation (1 classroom x 6 computers x \$750 per)	\$15,750			\$15,750
Instructional Materials Totals	\$121,201	\$0	\$0	\$121,201
SUPPLIES AND MATERIALS				
New Teacher Orientation - yr 1 \$20 each x 10 attendees, yr 2 \$20 each x 8 attendees, yr 3 \$20 each x 5 attendees	\$200	\$160	\$100	\$460
High Quality Job Imbedded PD Staff supplies - \$20 per person x 42 Staff Members	\$840	\$840	\$840	\$2,520
Teacher Support for New Curriculum and Interventions	\$1,000	\$1,000	\$1,000	\$3,000
Parent and Community Involvement Materials/Postage	\$2,500	\$5,000	\$7,500	\$15,000
Supplies & Materials Totals	\$4,540	\$7,000	\$9,440	\$20,980
OTHER - Contracted Service				
High Quality Job Imbedded PD Staff printing - \$50 per person x 42 Staff Members	\$2,100	\$2,100	\$2,100	\$6,300

Lead & Learn Contract- Consultant Travel & Per Diem: daily per diem 6 days x \$3400 a day, meals 6 days x \$240 a day, hotel 6 nights x \$125 a night	\$22,590	\$22,590	\$22,590	\$67,770
PBIS - Dr. Laura Riffel 1 visit annually x \$3,000	\$3,000	\$3,000	\$3,000	\$9,000
Scholastic Consultant - Start up implementation training, webinars and 15 on-site coaching visits for Expert 21 and Read 180	\$36,383	\$0	\$0	\$36,383
Jerry Valentine - 2 days x \$3000 a days annually	\$6,000	\$6,000	\$6,000	\$18,000
Community Partners - Vera French Mental Health, Family Resources and other community providers to assist in development and implementation of PBIS system, increased annually with PBIS phase-in	\$15,000	\$25,000	\$55,000	\$92,000
Other Totals	\$85,073	\$58,690	\$88,690	\$229,453
 ADMINISTRATIVE COSTS - Indirect				
Indirect - 2011-2012 School Yr 2.03%	\$19,846	\$17,568	\$18,788	\$56,202
Administrative Costs Totals	\$19,868	\$17,568	\$18,788	\$56,202
Subtotals prior to Indirect	\$978,704	\$865,395	\$925,518	\$2,766,617
Total Request Amount	\$998,572	\$882,962	\$944,306	\$2,822,818

Smart Intermediate Essential Expectations

Although we understand all teacher standards are important and we must continue to demonstrate proficiency in all standards, we used “A Framework for Understanding and Criteria” as a basis to guide our work in developing the essential expectations for Smart teachers as we work toward increased student achievement and elimination of PLAS status. The essential expectations will become part of a MOU between the district and DEA; the other elements will provide clarity for teachers bidding into Smart as well as teachers already on staff.

Standard/Element	Element Descriptor	Essential Expectation
<p>Standard 1 Demonstrates Ability to Enhance Academic Performance and Support for Implementation of the School District Student Achievement Goals</p> <p>Criterion A: The teacher provides multiple forms of evidence of student learning and growth to students, families, and staff.</p> <p>Element: Communication with Families Information About Individual Students</p>	<p>Teacher provides info to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> • Keep a communication log documenting at least 35 parent contacts per quarter • Disseminate a yearly survey to 10 parents of his/her choice assessing communication efforts.
<p>Criterion E: The teacher creates an environment of mutual respect, rapport and fairness.</p> <p>Element: Creating an Environment of Respect and Rapport: Teacher interaction with students</p>	<p>Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.</p>	<ul style="list-style-type: none"> • Disseminate a yearly survey to 10 students of his/her choice assessing relationship building.
<p>Standard 2 Demonstrates competence in content knowledge appropriate to the teaching position</p> <p>Criterion D: The teacher understands and uses instructional strategies that are appropriate too the content area</p> <p>Element 1: Designing Coherent Instruction: learning activities</p>	<p>Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research</p>	

Standard/Element	Element Descriptor	Essential Expectation
<p>Element 2: Demonstrating Knowledge of Content Pedagogy: Knowledge of Prerequisite Relationships</p>	<p>Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.</p>	
<p>Standard 3 Demonstrates Competence in Planning and Preparing for Instruction</p> <p>Criterion B: The Teacher Sets and Communicates High Expectations for Social, Behavioral and Academic Success of All Students.</p> <p>Element: Establishing a Culture For Learning: Expectations of Learning and Achievement</p>	<p>Both students and teacher establish and maintain through planning of learning activities, interactions and the classroom environment, high expectations, for the learning of all students.</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> • Have an 8 hour 40 minute day where collaborative time is required before the student day begins. Data team process (including formative assessment) will be used during this time to assess student work and design new teaching strategies.
<p>Standard 4 Uses Strategies to Deliver Instruction that Meet the Multiple Learning Needs of Students</p> <p>Criterion D: The Teacher Engages Students in Varied Experiences that Meet Diverse Needs and Promote Social, Emotional and Academic Growth.</p> <p>Element: Engaging Students in Learning: Activities and Assignment. All students are Cognitively Engaged in the Activities and Assignments in their Exploration of Content</p>	<p>All students are cognitively engaged in the activities and assignment in their exploration of content.</p>	<ul style="list-style-type: none"> • Be accountable for keeping all students actively engaged in learning from bell to bell as assessed by administrator walk thru. • Committed to self reflection after building IPI walk thru data is shared.
<p>Standard 5 Uses a Variety of Methods to Monitor Student Learning</p> <p>Criterion D The Teacher Guides Students in</p>		<p>Our Learning Objective will be posted daily</p>

Standard/Element	Element Descriptor	Essential Expectation
<p>Goal Setting and Assessing Their Own Learning.</p> <p>Element: Assessing Student Learning: Criteria and Standards</p>	<p>Assessment criteria and standards are clear and have been clearly communicated to students.</p>	
<p>Standard 6 Demonstrates Competence in Classroom Management</p> <p>Criterion C: The Teacher Develops and Implements Classroom Procedures and Routines that Support High Expectations for Learning</p> <p>Element: Managing Classroom Procedures: Management of Materials and Supplies</p> <p>Criterion B: The Teacher Establishes, Communicates., Models, and Maintains Standards of Responsible Student Behavior</p> <p>Element: Managing Student Behavior: Response to Student Misbehavior</p>	<p>Routines for handling materials and supplies are seamless, with students assuming some responsibility for effective operation.</p> <p>Teacher responses to misbehavior are highly, effective and sensitive to students' individual needs, or student is entirely appropriate.</p>	
<p>Standard 7 Engages In Professional Growth</p> <p>Criterion C: The teacher applies research, knowledge and skills from professional development opportunities to improve practice.</p> <p>Element: Growing and Developing Professionally: Enhancement of Content Knowledge and Pedagogical Skill</p>	<p>Teacher seeks out opportunities for professional development and makes a systemic attempt to conduct action research in the classroom.</p>	<p>Attend 34 new professional development hours outside the 6 extended hours the negotiated agreement currently allows. A calendar outlining when these hours will fall will be developed before staff leave for summer break.</p> <p>Implement strategies learned as documented by logs or observations</p>

<p>Standard 8 Fulfills Professional Responsibilities Established by the School District</p> <p>Criterion D: The teacher demonstrates an understanding of and respect for all learners and staff</p> <p>Element: Showing Professionalism: Advocacy</p>	<p>Teacher makes a particular effort to challenge negative attitudes and helps ensure all students particularly those traditionally undeserved, are honored at the school.</p>	<p>Teachers will work an extended contract year (6 days) to provide extended learning time for all students as well as a transitional experience for in-coming 6th graders.</p>

**Smart Intermediate
School Improvement Grant
Year One**

Action	Intended Audience	Dates	Location	Training Provider
Data Team Training				
Instructional staff refresher training for data teams during building inservice PD time	Entire instructional staff	2 hours in August 2011	Smart	Building Leadership Team
Data team meetings to analyze data, establish goals, and select strategies during collaborative time	Entire instructional staff	Every two weeks for 45 minutes August 2011 – May 2012	Smart	Building Leadership Team
Building data leadership team meetings to examine building data, set goals, and select strategies	Building data leadership team meetings	Monthly from August 2011 – May 2012	Smart	Building Principal
Follow-up coaching	Building leadership team and teacher data teams	4 days – September 2011, November 2011, January 2012, March 2012	Smart	Coach from Lead and Learn
Data analysis training using Infinite Campus Tableau software	Entire instructional staff	2 hours in November 2011	Smart	Director of Learning Information Services
Response to Intervention				
RTI Training Day 1	Leadership team to include principal, math coach, reading coach, grade-level teachers and counselor	September 26, 2011	AEA	Dr. Linda Gregg from Lead and Learn
RTI Training Day 1 for building staff during collaborative time	Entire instructional staff	2 hours in October and 2 hours in November 2011	Smart	Building Leadership Team
RTI Training Day 2	Leadership team to include principal, math coach, reading coach, grade-level teachers and counselor	November 10, 2011	AEA	Dr. Linda Gregg from Lead and Learn

Action	Intended Audience	Dates	Location	Training Provider
RTI Training Day 2 for building staff during collaborative time	Entire instructional staff	2 hours in December 2011 and 2 hours in January 2012	Smart	Building Leadership Team
Follow-up training and support for RTI during collaborative time	Entire instructional staff	2 hours, once a month in February, March, April and May	Smart	Building Leadership Team
Doug Fisher RTI during district inservice	AM all teachers and administrators	October 31, 2011	Waterfront Convention	Douglas Fisher
Follow-up coaching	Entire instructional staff	October 2011, December 2011, February 2012, April 2012	Smart	Coach from Lead and Learn
Training on continuum of assessment to include universal screening, diagnostic assessment, progress monitoring during inservice time	Entire instructional staff with more focused PD for reading and math teachers	January and April 2012	Smart	Instructional Specialists for Reading and Math
Training on forms and procedures for Tier II and III of RTI and PBIS during collaborative time	Entire instructional staff	February 2012	Smart	Building Leadership Team
Behavior Training				
Training: Building Behavioral Expertise in the School with School-wide Positive Behavior Supports Overview with Dr. Laura Riffel during district PD inservice	Entire instructional staff	August 2011	Smart	Dr. Laura Riffel
Training: Building Behavioral Expertise in the School with School-wide Positive Behavior Supports	Leadership team to include principal, math coach, reading coach, grade-level teachers and counselor	4 days, one per quarter for two years	AEA	Area Education Agency PBIS Trainers
Training: Building Behavioral Expertise in the School with School-wide Positive Behavior Supports Building Leadership Team trains staff during collaborative time	Entire instructional staff	2 hours, once a month for two years	Smart	Building Leadership Team

Action	Intended Audience	Dates	Location	Training Provider
Training on early warning system for PBIS to include attendance data, grades, office referrals and risky behavior during inservice time	Entire instructional staff	January and April 2012	Smart	Instructional Specialist for Learning Supports
Instructional Practices Inventory and Peer Coaching				
One day training on Instructional Practices Inventory using substitutes to release teachers from the classroom	Entire instructional staff	September 2011	Smart	Jerry Valentine
Follow-up walkthroughs. Teachers will conduct walkthroughs of classrooms focusing on classroom engagement.	Small teams to include all staff	September 2011 – May 2012	Smart	Building Leadership Team
Characteristics of Effective Instruction				
Day 1 focused on Characteristics of Effective Instruction to include Teaching for Learner Differences and Assessment for Learning to support RTI	Leadership team to include principal, math coach, reading coach, grade-level teachers and counselor	January 12, 2012	AEA	Director of Curriculum and Instruction
Day 1 focused on Characteristics of Effective Instruction to include Teaching for Learner Differences and Assessment for Learning to support RTI for building. PD delivered during collaborative time	Entire instructional staff	Two hours February, March 2012	Smart	Building Leadership Team
Secondary Meeting Day 2 focused on Characteristics of Effective Instruction to include Teaching for Learner Differences and Assessment for Learning to support RTI	Leadership team to include principal, math coach, reading coach, grade-level teachers and counselor	April 26, 2012	AEA	Director of Curriculum and Instruction
Secondary Meeting Day 2 focused on Characteristics of Effective Instruction to include Teaching for Learner Differences and Assessment for Learning to support RTI for building. Pd delivered during collaborative time	Entire instructional staff	Two hours May 2012	Smart	Building Leadership Team

Action	Intended Audience	Dates	Location	Training Provider
Curriculum Specific Professional Development				
*Non-Fiction Writing				
Staff volunteer to attend 90/90/990 conference	Instructional staff	June 2011	Radisson Hotel	Doug Reeves and consultants from Lead and Learn
Leadership team creates implementation plan from conference including non-fiction writing	Building leadership team	July and August 2011	Smart	Principal
Professional development for teachers to incorporate non-fiction writing in their content area. Delivered during collaborative time.	Entire instructional staff	January 2012	Smart	Building Leadership Team
*Curriculum Professional Development				
Beginning of the year curriculum professional development to include work with the Iowa Core. Done during beginning of the year district inservice	Entire instructional staff in content-specific groupings	August 2011	TBD	Instructional Specialists
Training on identifying power standards, unpacking the standards and identifying clear learning targets. Done during beginning of the year district inservice	Entire instructional staff in content-specific groupings	August 2011	TBD	Instructional Specialists
*Reading and Math Professional Development				
Professional development in research-based reading strategies delivered during collaborative time	All reading and language arts teachers	August 2011, October 2011, January 2012, March 2012	Smart	Instructional Specialist for Reading
Reading PD to integrate reading into the content area and to learn research-based reading strategies delivered during collaborative time	Entire instructional staff	September 2011, December 2011, February 2012	Smart	Instructional Specialist for Reading
Professional development in research-based math strategies delivered during collaborative time	All math teachers	August 2011, October 2011, January 2012, March 2012	Smart	Instructional Specialist for Math

Action	Intended Audience	Dates	Location	Training Provider
Math PD to integrate math into the content area and to learn research-based math strategies delivered during collaborative time	Entire instructional staff	September 2011, December 2011, February 2012	Smart	Instructional Specialist for Math
Follow-up coaching for reading and math	Reading and math teachers	Monthly throughout the year	Smart	Instructional Specialists for Reading and Math
Follow-up coaching for reading and math	Entire instructional staff	Monthly throughout the year	Smart	Instructional Specialists
*Reading Instruction LETRS				
LETRS Modules 1 - 3	Special education teachers	Four days in September 2011	Clarion Hotel	Director of Exceptional Education
LETRS Modules 4 – 6	Special education teachers	Four days in October 2011	Clarion Hotel	Director of Exceptional Education
LETRS Modules 7 – 9	Special education teachers	Four days in November 2011	Clarion Hotel	Director of Exceptional Education
LETRS Modules 10 – 12	Special education teachers	Four days in December 2011	Clarion Hotel	Director of Exceptional Education
Follow-up coaching	Special education teachers	Monthly throughout the year	Smart	Special Education Instructional Specialist for Reading
*Reading Instruction System 44, READ 180 and Expert 21				
Two-day training before school begins for System 44	Special education teachers and teachers new to the program	August 2011	Admin. Service Center	Scholastic Trainer
Two-day training before school begins for READ 180	7 th and 8 th grade teachers and teachers new to the program who will be teaching READ 180	August 2011	Admin. Service Center	Scholastic Trainer

Action	Intended Audience	Dates	Location	Training Provider
Two-day training before school begins for Expert 21	7 th and 8 th grade language arts teachers	August 2011	Admin. Service Center	Scholastic Trainer
New Teacher Induction				
District-level new teacher induction to orient teachers to the curriculum, strategies, and procedures of DCSD	Teachers new to the profession and teachers new to the district	August 8 and 9, 2011, with follow-up meetings 4 times during the year.	Area Education Agency	Director of Curriculum and Professional Development
New staff orientation for teachers new to the building to provide them with what it means to be a teacher at Smart	Teachers new to Smart	July 29, 2011	Smart	Building Principal

**Smart Intermediate
School Improvement Grant
Year Two**

Action	Intended Audience	Dates	Location	Training Provider
Data Team Training				
Instructional staff refresher training for data teams during building inservice PD time	Entire instructional staff	2 hours in August 2012	Smart	Building Leadership Team
Data team meetings to analyze data, establish goals, and select strategies during collaborative time	Entire instructional Staff	Every two weeks for 45 minutes August 2012 – May 2013	Smart	Building Leadership Team
Building data leadership team meetings to examine building data, set goals, and select strategies	Building data leadership meetings	Monthly from August 2012 – May 2013	Smart	Building Principal
Follow-up coaching	Building leadership team and teacher data teams	4 days – September 2012 November 2012, January 2013, March 2013	Smart	Coach from Lead and Learn
Data analysis training using Infinite Campus Tableau software	Entire instructional staff	2 hours in November 2011	Smart	Director of Learning Information Services
Response to Intervention				
Refresher training for RTI for building staff during collaborative time	Entire instructional staff	2 hours each in October, November, December and January	Smart	Building Leadership Team
Follow-up coaching	Entire instructional staff	October 2012, December 2012, February 2013, April 2013	Smart	Coach from Lead and Learn
Behavior Training				
Training: Building Behavioral Expertise in Our School with School-wide Positive Behavior Supports during collaborative time	Entire instructional staff	2 hours, once a month	Smart	Building Leadership Team

Action	Intended Audience	Dates	Location	Training Provider
Instructional Practices Inventory and Peer Coaching				
Half-day training on Instructional Practices Inventory Part II during building inservice	Entire instructional staff	August 2012	Smart	Jerry Valentine
Follow-up walkthroughs. Teachers will conduct walkthroughs of classrooms focusing on classroom engagement.	Small teams to include all staff	September 2012 – May 2013	Smart	Building Leadership Team
Characteristics of Effective Instruction				
Day 1 focused on Characteristics of Effective Instruction to include Teaching for Learner Differences and Rigor and Relevance to support RTI	Leadership team to include principal, math coach, reading coach, grade-level teachers and counselor	January 2013	AEA	Director of Curriculum and Instruction
Day 1 focused on Characteristics of Effective Instruction to include Teaching for Learner Differences and Rigor and Relevance to support RTI for building during collaborative time	Entire instructional staff	Two hours February and March 2013	Smart	Building Leadership Team
Day 2 focused on Characteristics of Effective Instruction to include Teaching for Learner Differences and Rigor and Relevance to support RTI	Leadership team to include principal, math coach, reading coach, grade-level teachers and counselor	April 2013	AEA	Director of Curriculum and Instruction
Day 2 focused on Characteristics of Effective Instruction to Teaching for Learner Differences and Rigor and Relevance to support RTI for building during collaborative time	Entire instructional staff	Two hours April and May 2013	Smart	Building Leadership Team
Curriculum Specific Professional Development				
*Non-Fiction Writing				
Professional development for teachers to incorporate non-fiction writing in their content area during collaborative time	Entire instructional staff	January 2013	Smart	Building Leadership Team

Action	Intended Audience	Dates	Location	Training Provider
*Curriculum Professional Development				
Beginning of the year curriculum professional development to include work with the Iowa Core during district inservice time	Entire instructional staff in content-specific groupings	August 2012	TBD	Instructional Specialists
Continue training on identifying power standards, unpacking the standards and identifying clear learning targets during district inservice time	Entire instructional staff in content-specific groupings	August 2012	TBD	Instructional Specialists
*Reading and Math Professional Development				
Continue professional development in research-based reading strategies during collaborative time	All reading and language arts teachers	August 2012, October 2012, January 2013, March 2013	Smart	Instructional Specialist for Reading
Continue reading PD to integrate reading into the content area and to learn research-based reading strategies during collaborative time	Entire instructional staff	September 2012, December 2012, February 2013	Smart	Instructional Specialist for Reading
Continue professional development in research-based math strategies during collaborative time	All math teachers	August 2012, October 2012, January 2013, March 2013	Smart	Instructional Specialist for Math
Continue math PD to integrate math into the content area and to learn research-based math strategies during collaborative time	Entire instructional staff	September and December 2012, February 2013	Smart	Instructional Specialist for Math
Follow-up coaching for reading and math	Reading and math teachers	Monthly throughout the year	Smart	Instructional Specialists for Reading and Math
Follow-up coaching for reading and math	Entire instructional staff	Monthly throughout the year	Smart	Instructional Specialists for Reading and Math

Action	Intended Audience	Dates	Location	Training Provider
*Reading Instruction LETRS				
Follow-up coaching	Special education teachers	Monthly throughout the year	Smart	Special Education Instructional Specialist for Reading
*Reading Instruction System 44, READ 180 and Expert 21				
Two-day training for System 44 for new teachers before school starts	Special education teachers and teachers new to the program	August 2012	Admin. Service Center	Scholastic Trainer
Two-day training for READ 180 for new teachers before school starts	7 th and 8 th grade teachers and teachers new to the program who will be teaching READ 180	August 2012	Admin. Service Center	Scholastic Trainer
Two-day training for Expert 21 for new teachers before school starts	7 th and 8 th grade language arts teachers	August 2012	Admin. Service Center	Scholastic Trainer
New Teacher Induction				
District-level new teacher induction to orient teachers to the curriculum, strategies, and procedures of DCSD before school starts	Teachers new to the profession and teachers new to the district	August 2012 with follow-up meetings 4 times during the year.	Area Education Agency	Director of Curriculum and Professional Development
New staff orientation for teachers new to the building to provide them with what it means to be a teacher at Smart	Teachers new to Smart	July 2012	Smart	Building Principal

**Smart Intermediate
School Improvement Grant
Year Three**

Action	Intended Audience	Dates	Location	Training Provider
Data Team Training				
Instructional staff refresher training for data teams during building inservice PD time	Entire instructional staff	2 hours in August 2013	Smart	Building Leadership Team
Data team meetings to analyze data, establish goals, and select strategies during collaborative time	Entire instructional Staff	Every two weeks for 45 minutes August 2013 – May 2014	Smart	Building Leadership Team
Building data leadership team meetings to examine building data, set goals, and select strategies	Building data leadership meetings	Monthly from August 2013 – May 2014	Smart	Building Principal
Follow-up coaching	Building leadership team and teacher data teams	4 days – September and November 2013, January and March 2014	Smart	Coach from Lead and Learn
Data analysis training using Infinite Campus Tableau software	Entire instructional staff	2 hours in November 2011	Smart	Director of Learning Information Services
Response to Intervention				
Refresher training for RTI for building staff during collaborative time	Entire instructional staff	2 hours each in October, November, December and January	Smart	Building Leadership Team
Follow-up coaching	Entire instructional staff	October and December 2013, February and April 2014	Smart	Coach from Lead and Learn
Behavior Training				
Training: Building Behavioral Expertise in the School with School-wide Positive Behavior Supports during collaborative time	Entire instructional staff	2 hours, once a month	Smart	Building Leadership Team

Action	Intended Audience	Dates	Location	Training Provider
Instructional Practices Inventory and Peer Coaching				
Follow-up walkthroughs. Teachers will conduct walkthroughs of classrooms focusing on classroom engagement.	Small teams to include all staff	September 2013 – May 2014	Smart	Building Leadership Team
Characteristics of Effective Instruction				
Day 1 focused on Characteristics of Effective Instruction to include Teaching for Understanding and Rigor and Relevance to support RTI	Leadership team to include principal, math coach, reading coach, grade-level teachers and counselor	January 2014	AEA	Director of Curriculum and Instruction
Day 1 focused on Characteristics of Effective Instruction to include Teaching for Learner Differences and Rigor and Relevance to support RTI for building during collaborative time	Entire instructional staff	Two hours February, March 2014	Smart	Building Leadership Team
Day 2 focused on Characteristics of Effective Instruction to include Teaching for Understanding and Rigor and Relevance to support RTI	Leadership team to include principal, math coach, reading coach, grade-level teachers and counselor	April 2014	AEA	Director of Curriculum and Instruction
Day 2 focused on Characteristics of Effective Instruction to Teaching for Understanding and Rigor and Relevance to support RTI for building during collaborative time	Entire instructional staff	Two hours May 2014	Smart	Building Leadership Team
Curriculum Specific Professional Development				
*Non-Fiction Writing				
Continue professional development for teachers to incorporate non-fiction writing in their content area during collaborative time	Entire instructional staff	January 2014	Smart	Building Leadership Team

Action	Intended Audience	Dates	Location	Training Provider
*Curriculum Professional Development				
Beginning of the year curriculum professional development to include work with the Iowa Core during district inservice time	Entire instructional staff in content-specific groupings	August 2013	TBD	Instructional Specialists
Continue training on identifying power standards, unpacking the standards and identifying clear learning targets during district inservice time	Entire instructional staff in content-specific groupings	August 2013	TBD	Instructional Specialists
*Reading and Math Professional Development				
Continue professional development in research-based reading strategies during collaborative time	All reading and language arts teachers	August and October 2013, January and March 2014	Smart	Instructional Specialist for Reading
Continue reading PD to integrate reading into the content area and to learn research-based reading strategies during collaborative time	Entire instructional staff	September and December 2013, February 2014	Smart	Instructional Specialist for Reading
Continue professional development in research-based math strategies during collaborative time	All math teachers	August and October 2013, January and March 2014	Smart	Instructional Specialist for Math
Continue math PD to integrate math into the content area and to learn research-based math strategies during collaborative time	Entire instructional staff	September and December 2013, February 2014	Smart	Instructional Specialist for Math
Follow-up coaching for reading and math	Reading and math teachers	Monthly throughout the year	Smart	Instructional Specialists for Reading and Math
Follow-up coaching for reading and math	Entire instructional staff	Monthly throughout the year	Smart	Instructional Specialists for Reading and Math

Action	Intended Audience	Dates	Location	Training Provider
*Reading Instruction LETRS				
Follow-up coaching	Special education teachers	Monthly throughout the year	Smart	Special Education Instructional Specialist for Reading
*Reading Instruction System 44, READ 180 and Expert 21				
Two-day training for System 44 for new teachers before school begins	Special education teachers and teachers new to the program	August 2013	Admin. Service Center	Scholastic Trainer
Two-day training for READ 180 for new teachers before school begins	7 th and 8 th grade teachers and teachers new to the program who will be teaching READ 180	August 2013	Admin. Service Center	Scholastic Trainer
Two-day training for Expert 21 for new teachers before school begins	7 th and 8 th grade language arts teachers	August 2013	Admin. Service Center	Scholastic Trainer
New Teacher Induction				
District-level new teacher induction to orient teachers to the curriculum, strategies, and procedures of DCSD	Teachers new to the profession and teachers new to the district	August 2013 with follow-up meetings 4 times during the year.	Area Education Agency	Director of Curriculum and Professional Development
New staff orientation for teachers new to the building to provide them with what it means to be a teacher at Smart	Teachers new to Smart	July 2013	Smart	Building Principal