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DEPARTMENT OF
EDUCATION

PERSISTENTLY LOWEST ACHIEVING SCHOOL
MEMORANDUM OF UNDERSTANDING

Pursuant to Iowa Code section 256.9, as amended by 2010 Iowa Acts (SF 2033), this Memorandum of Understanding (MOU) is entered into by and between the South Tama County Schools (name of school district) and the South Tama County Education Association (name employee organization representing school district teacher). The purpose of this agreement is to establish a framework of collaboration as well as articulate specific roles and responsibilities in support of implementing one of the intervention models for the persistently lowest achieving school for Middle School (name of school).

The terms of this MOU were reached (circle one) mutually as a result of negotiation OR as a result of mediation. (Optional language) The terms of this MOU take effect when South Tama County school district is awarded a School Improvement Grant.

I. AGREED TO INTERVENTION MODEL

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

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

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

 X D. **Transformation model.** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness*; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.

II. RESPONSIBILITIES

1. The school district and the employee organization representing school district teachers will collaborate in good faith to ensure alignment and coordination of all planning and implementation activities in order to effectively and efficiently achieve the implementation of the selected intervention model.

2. The school district and the employee organization representing school district teachers will each appoint a key contact person for this school improvement effort.

3. The school district contact and employee organization contact will maintain frequent communication to facilitate cooperation and coordination under this MOU.

4. The school district contact and employee organization contact will work together to assure that implementation of the agreed upon intervention model is occurring.

5. The school district and employee organization will negotiate in good faith to continue to achieve the overall goals actions of the school district's approved School Improvement Grant application.

III. ASSURANCES The signees hereby certify and represent that they have all requisite power and authority to execute this MOU and will collaborate in good faith to support and advance the implementation of the selected intervention model.

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved and in consultation with the Iowa Department of Education.

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This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved and in consultation with the Iowa Department of Education.

V. DURATION AND TERMINATION

This Memorandum of Understanding shall remain in effect beginning start of the grant period and ending upon the expiration of the grant period.

Nothing in this Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies and procedures afforded school or school district employees under Federal, State, or local laws or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers. By way of the signatures below, the school district and the employee organization representing school district teachers agree to confer in good faith over matters within the scope of the MOU and agree further that those portions of the MOU subject to collective bargaining shall be implemented only upon the agreement of the school district and the employee organization representing school district teachers.

VI.

The school district and teachers' association agree that the following modifications to the collective bargaining agreement will be made:

VII.

SIGNATURES

Terri L Nelson
Superintendent (required)

3-7-11
Date

Michelle Chester
President of Local School Board (required)

3-7-11
Date

Edith Kell
Local Teachers Union Leader (required)

3-29-11
Date

Authorized Department of Education Official (required)

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

DUE: March 30, 2011, by 4:30 pm

Application for School Improvement Grant

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

Applying LEA South Tama County Community Schools

Contact person

Name Kerri Nelson
Title Superintendent
Address 1702 Harding Street
Tama, IA 52339
Telephone 641.484.4811
Fax 641.484.4861
E-Mail kerrinelson@s-tama.k12.ia.us

School building name for this application Middle School

Designation for this building: Tier I Tier II Tier III

Statement of Assurances

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

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

Certification by Authorized or Institutional Official:

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

Kerri Nelson Superintendent
Typed or Printed Name of Authorized Official Title
Kerri Nelson 3-29-11
Signature of Authorized Official Date

Please submit to Paul Cahill, Iowa Department of Education, Grimes State Office Building,
400 E 14th Street, Des Moines, IA 50319-0146 by March 30, 2011, 4:30 p.m.

Consultation with Relevant Stakeholders
(Required – No points awarded)

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

Board of Education

Teacher's Association

SIAC Committee

Needs Assessment & Analysis

1. Curriculum & Resources

The STC Board of Education prioritized the implementation of the *Iowa Core essential concepts* and skills when they developed their Board Goals in the Fall of 2008 and revalidated them in the Summer of 2009. The district has had a district wide team participating in the Iowa Core training for the past three years and submitted the K-12 implementation plan to the Iowa Department of Education on June 1, 2010. The Middle School has had active representation on this team.

Alignment Between Assessments and Curricula The academic performance issues at the Middle School are symptomatic of a system wide problem. The K-12 curriculum has not been aligned for many years and the instructional practices and resources have been inconsistent. The district has made significant progress in this area by: 1. writing a district wide professional development plan; 2. working with an ASCD Consultant, Allison Zmuda & Kagan Cooperative Learning; 3. participating in the Iowa Core Curriculum training through AEA 267, 4. hiring a full time Director of Curriculum & Assessment in the fall of 2009, and 5. joining MISIC (fall 2009) as a support for improving the quality of curriculum, instruction, & assessments used at STC.

Teachers have been trained in the use of curriculum manager. MAP testing was implemented in the fall of 2010 and used 3 times a year as a common assessment. The district has also rewritten the 6th through 12th curriculum for literacy and math and invested in extensive instructional materials. K-12 literacy and K-12 math curriculum, instructional resources, and assessments were aligned in August of 2010. Further work in the area of formative

assessment is needed and is facilitated by implementing the Instructional Decision Making (IDM) model.

MISIC MAP testing replaced the *former district wide assessment* as they do not align with the Iowa Core essential concepts and skills.

ITBS- ITEDS Last Three Years

To what extent is the transition from elementary to middle school and middle school to high school effecting student achievement.

Looking at cohort over time

Reading 5-6

Using National Standard Scores from the Iowa Test of Basic Skills Reading Comprehension subtest and looking at Full Academic Year students, a review of the progression of three class groups from 4th to 7th grade indicates that there is a consistent decline in growth between their 5th and 6th year. The range of growth from 5th to 6th was 63% to 99%. The range of growth from 6th to 7th is 109% to 126%. The range of growth from 4th to 5th has a less consistent pattern with a range of 79% to 108%.

Math 5-6

Using National Standard Scores from the Iowa Test of Basic Skills Math Total subtest and looking at Full Academic Year students, a review of the progression of three class groups from 4th to 7th grade indicates that there is an inconsistent growth between their 5th and 6th year. The range of growth from 5th to 6th was 55% to 145%. The range of growth from 6th to 7th is 68% to 117%. The range of growth from 4th to 5th has a less consistent pattern with a range of 83% to 104%.

Reading 8-9

Using National Standard Scores from the Iowa Test of Basic Skills and the Iowa Test of Educational Development Reading Comprehension subtest and looking at Full Academic Year students, a review of the progression of three class groups from 7th to 10th grade indicates that there is a consistent decline in growth between their 8th and 10th year. The range of growth from 8th to 9th was 3% to 84%. The range of growth from 9th to 10th is -8% to 91%. (Two years only) The range of growth from 7th to 8th shows consistent growth with a range of 75% to 148%.

Math 8-9

Using National Standard Scores from the Iowa Test of Basic Skills and the Iowa Test of Educational Development Math Total subtest and looking at Full Academic Year students, a review of the progression of three class groups from 7th to 10th grade indicates that there is a consistent decline in growth between their 8th and 10th year. The range of growth from 8th to 9th was -8% to 70%. The range of growth from 9th to 10th is -8% to 63%. (Two years only) The range of growth from 7th to 8th shows consistent growth with a range of 118% to 153%.

Looking at same grade over time

Reading 8-9

Using National Standard Scores from the Iowa Test of Basic Skills and the Iowa Test of Educational Development Reading Comprehension subtest and looking at Full Academic Year students, a review of the same grade level over time of the average achieved growth for three years from 4th to 10th grade indicates that all grade levels failed to meet the 100% achieved growth except for 6th to 7th and 7th to 8th. The average growth in 4th to 5th is 90%. The average growth from 5th to 6th is 76%. The average growth from 6th to 7th is 118%. The average growth from 7th to 8th is 116%. The average growth from 8th to 9th is 40%. The average growth from 9th to 10th (two years only) is 41%.

Math 8-9

Using National Standard Scores from the Iowa Test of Basic Skills and the Iowa Test of Educational Development Math Total subtest and looking at Full Academic Year students, a review of the same grade level over time of the average achieved growth for three years from 4th to 10th grade indicates that all grade levels failed to meet the 100% achieved growth except for 7th to 8th. The average growth in 4th to 5th is 95%. The average growth from 5th to 6th is 93%. The average growth from 6th to 7th is 88%. The average growth from 7th to 8th is 140%. The average growth from 8th to 9th is 22%. The average growth from 9th to 10th (two years only) is 27%.

To what extent are the students achieving proficiency through the current core curriculum? (Expected is 80% to 85%)

Using the Iowa Test of Basic Skills and the Iowa Test of Educational Development Reading Comprehension subtests and using the percent of students in grades 3-11 achieving at or above the 41st NPR, a review shows that less than 80% of the students in each grade level in the last four years met proficiency indicating that the core curriculum is not sufficient.

Additionally, the percent proficient declines between the 5th and 6th transition year and the 8th and 9th transition year.

Using the Iowa Test of Basic Skills and the Iowa Test of Educational Development Math Total subtests and using the percent of students in grades 3-11 achieving at or above the 41st NPR, a review shows that less than 80% of the students in each grade level in the last four years met proficiency indicating that the core curriculum is not sufficient. Additionally, the percent proficient declines between the 8th and 9th transition year.

To what extent are students graduating from STC?

Using data from the Department of Education website, the graduation rate for South Tama from 2005 to 2008 is as follows: 89.7%, 73%, 87.5%, 87.5%.

To what extent are students identified as English Language Learners discrepant from non- ELL?

Using the Iowa Test of Basic Skills and the Iowa Test of Educational Development Reading Comprehension subtests and considering the percent proficient as performing at or above the 41st percentile, the following patterns were observed. When using the median score from grade 3 – 11, the performance for the past four years was

05-06: ELL 0%	Non 72%
06-07: ELL 17%	Non 72%
07-08: ELL 35%	Non 67%
08-09 ELL 25%	Non 69%

Using the Iowa Test of Basic Skills and the Iowa Test of Educational Development Math Total subtests and considering the percent proficient as performing at or above the 41st percentile, the following patterns were observed. When using the median score from grade 3 – 11, the performance for the past four years was

05-06: ELL 22%	Non 69%
06-07: ELL 26%	Non 67%
07-08: ELL 43%	Non 69%
08-09 ELL 25%	Non 68%

To what extent are students identified as having an IEP discrepant from students without an IEP?

Using the Iowa Test of Basic Skills and the Iowa Test of Educational Development Reading Comprehension subtests and considering the percent proficient as performing at or above

the 41st percentile, the following patterns were observed. When using the median score from grade 3 – 11, the performance for the past four years was

05-06: IEP 26%	Non 77%
06-07: IEP 21%	Non 75%
07-08: IEP 25%	Non 72%
08-09 IEP 19%	Non 75%

Using the Iowa Test of Basic Skills and the Iowa Test of Educational Development Math Total subtests and considering the percent proficient as performing at or above the 41st percentile, the following patterns were observed. When using the median score from grade 3 – 11, the performance for the past four years was

05-06: IEP 16%	Non 74%
06-07: IEP 22%	Non 72%
07-08: IEP 15%	Non 75%
08-09 IEP 21%	Non 76%

To what extent are students identified as LSES discrepant from students not identified as LSES?

Using the Iowa Test of Basic Skills and the Iowa Test of Educational Development Reading Comprehension subtests and considering the percent proficient as performing at or above the 41st percentile, the following patterns were observed. When using the median score from grade 3 – 11, the performance for the past four years was

05-06: LSES 56%	SES 78%
06-07: LSES 56%	SES 78%
07-08: LSES 53%	SES 73%
08-09 LSES 58%	SES 74%

Using the Iowa Test of Basic Skills and the Iowa Test of Educational Development Math Total subtests and considering the percent proficient as performing at or above the 41st percentile, the following patterns were observed. When using the median score from grade 3 – 11, the performance for the past four years was

05-06: LSES 54%	SES 75%
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06-07: LSES 55% SES 71%
07-08: LSES 58% SES 72%
08-09 LSES 50% SES 77%

2. Schedule & Classroom

STC spent last school year revising the current *mission and vision statement* using Failure is Not an Option and ASCD's Schooling By Design tool kit. In addition, the district developed learning principles that further define our vision. The process included a wide representation of stakeholders including teachers, community, parents, administrators, and school board members. The Board approved the revised *Mission, Vision of Learning, and Learning Principles as policy on May 17th, 2010*.

The middle school schedule will be revised to increase the amount of instructional time available for literacy and math. Additionally, study halls were redesigned to provide a daily academic intervention time based on the IDM model.

School Safety

The district-wide professional development plan includes a goal to increase the capacity of all staff to provide a *safe and orderly learning environment using preventative instruction and appropriate intervention*. The Middle School staff is committed to implementing *Positive Behavior Intervention Supports (PBIS)* and is entering year 3 of the process. *AEA 267* is providing the training and *technical assistance* for implementation. The district has also provided *Crisis Prevention Intervention (CPI)* training for staff to increase their ability to respond in volatile situations in using safe and appropriate strategies.

The district-wide *school safety committee* is representative of district staff, principals, and community members. The committee meets on a monthly basis and has made

recommendations to the STC Board of Education to increase the number of cameras installed in the Middle School and other locations in the district. *The cameras have been purchased and installed.*

During the 2008 -2009 school year the *harassment and discrimination policies* were rewritten and new procedures were developed. The staff training as been provided for staff and refresher training is scheduled for June 2, 2011.

The District has an ongoing contract with Tama County Mental Health for mental health services for our students. A student may be referred by the District for up to three sessions at no cost to the student's family.

Starting with the 2010-2011 school year the district will be expanded its contract with EduCare out of Cedar Rapids, IA to serve Level III Behavior Disorder students to include students in 7th through 12th grade. Previously, EduCare served students in 3rd through 6th grade.

Attendance data has been fairly consistent at the Middle School for the past three years. Each of the grade levels has a 95% or better rate of attendance.

Climate:

STC middle school did complete the AEA 267 Building Tomorrow: Culture and Climate Survey for the Middle School. While formal analysis is not yet complete, first review of the data suggests that students have concerns about bus safety and is being addressed at the district level.

Middle School staff completed a survey about the strengths and challenges of the Middle School. Prevailing themes included the need for stronger building leadership, a shift in mindset to increase the likelihood of success, and a need for increased teacher collaboration and communication. The building principal was replaced, some staff members have retired or have been reassigned to different roles within the district, and the district has invested in training for professional learning communities and time for implementation has been arranged.

3. Administration & Staffing

Teacher/Student Ratios An average grade level at the middle school is 105. Due to the team size and elective course offerings class size rarely exceed 1 teacher per 20 students. Co teaching is a common practice that also contributes to lowering class sizes.

Limited *supplemental support services* are available at the middle school due to budget constraints. There are appropriate levels of support services for ELL, Special Education and TAG students. The District is requesting **3 additional full time teachers**, academic interventionists, to provide supplemental instruction for students.

The District has made a substantial effort to increase the use of *Iowa Professional Development Model* during the 2009-2010 school year. Each school was required to develop a building level school improvement plan based on this model. Implementation at the middle school has been slow. The staff needs further guidance to reinforce their planning efforts. The Director of Curriculum & Assessment has been working directly with the building's team. The Middle School will also be working with the AEA 267's SINA team consultants to further refine their school improvement plan.

The district has made an extensive effort to increase the quality of professional development for all staff over the past 3 years. The district has developed application process for individual teachers, teams of teachers, or departments to request funding for professional development through the state teacher quality funds. This process is aligned with the district goals, building goals and individual teacher professional development plans. The district has also collaborated with the AEA 267, ASCD, and Kagan Cooperative Learning to provide professional development for the staff that is directly tied to the district professional development plan and individual school needs. The district has a formal partnership with AEA 267 to provide 2 instructional coaches for our district in the areas of math and literacy. The use of coaches has increased the districts ability to focus on *implementation of professional development* efforts. Increasing the level of student engagement and interaction in classes has been a major professional development goal. Staff complete logs weekly logs that are reviewed by principals. However, student surveys have been conducted on the level of implementation of specific strategies and the AEA 267 is conducting an engagement survey at each of the schools. The results of the staff and student survey would suggest that the level of accountability for implementation at the middle school may need to be increased. In a confidential staff survey 57 % of the staff reported using the strategies taught only 1 to 2 times a week. The required implementation and reflective logs would suggest a much higher rate of use. In a confidential student survey 30 % of the students in 7th grade and 27% of the students in 8th grade indicate they mostly sit and listen in class. Research would suggest a much higher level of implementation is necessary.

Parent involvement in the middle school is quite limited and is a concern; however, a new parent group, *Friends of STC Middle School*, has formed in the past year and has been quite successful increasing the involvement of parents participating in school.

Capacity

Reforming the Middle School appears to be a rather daunting task, but there are several key supports that are in place to ensure that STC is successful in restructuring our middle school for success.

The STC Board of Education, Administration, and Teachers Association have mutually agreed to apply for the School Improvement Grant and implement the transformation model. Our board goals and indicators of success reflect the need to increase student achievement, strengthen staff evaluation practices & processes, provide high quality professional development, and increase communication with stakeholders.

Monitoring of Professional Development

STC has a board approved district wide professional development goals and a plan that is widely distributed and published. All staff is responsible for knowing the plan, participating in the professional development sessions, and for implementing the strategies. The middle school has a plan that is aligned with the district's professional develop goals and plan. The curriculum Director and Math Coach were relocated to the middle school in an effort to increase the level of monitoring of implementation of professional development. Staff surveys are routinely used to evaluate the effectiveness of professional development sessions. Staff is required to keep implementation logs on the use of strategies and submit them to

their principal on a weekly basis. Administrators complete walk through and informal observations with oral and or written feedback. Administrators are required to track the number of walkthroughs and informal observations they complete and submit them to the superintendent on a weekly basis.

The district administrators are reading the book Instructional Rounds and have participated in training. This model focuses on defining a problem of practices and developing a theory of action. This is being widely used in with Iowa Superintendents in through the AEA's but is also being used at the building level in Waukee Community Schools with great success. The Middle School principal will be the first to work with the team to identify a problem and develop a theory of action in response the middle school.

Teacher Collaboration

Middle School teachers currently have time built into their schedule for common planning. Additionally, the district has increased the number of early dismissals on the district calendar (twice a month) in order to increase the amount of time teachers have for collaboration. The district has provided formal training in Professional Learning Communities to use as a framework for structuring the use of time.

Use of Formative Data

STC has accepted the challenge of meeting the needs of all students in our district. To begin to accomplish this task, the district leadership team that represents each building attended the Instructional Decision Making (IDM) Training provided by AEA 267 this two years ago. This past year the staff was provided more training, and teachers were asked to volunteer to

serve on the IDM committee. Approximately one third of the Middle School staff signed up to be part of this important work.

The Instructional Decision Making structure will guide our IDM Committee through this process in the areas of reading and math. The Middle School staff realizes there is hard work ahead. Core instruction is not meeting the needs of 80% of our students.

Supplemental and intensive instruction time needs to be planned for structurally in the schedule. At the same time, the staff will continue to improve the curriculum, instruction, and assessment in the classroom. Quality professional development and collaboration is vital and has been addressed in our district wide professional development plans. Staff will continue to work with AEA 267 trainers, study, and talk to other schools about their experiences to help in the success of the IDM process at STC Middle School.

To analyze student data and use formative assessment daily to help teachers differentiate their instruction will require a great deal of trust among staff members. Training in Professional Learning Communities is part of our professional development plan. To help in this learning the IDM Committee members attended the “Professional Learning Communities at Work Institute” in Minneapolis last August.

Professional Learning Communities are an important piece of our whole district improvement plan. We need to ensure that all students are learning by asking the four big questions: What do we want students to learn?, How will we know they have learned it?, What will we do if they didn't?, What will we do if they already know it? To answer these questions, it is vital to have a culture of collaboration among the staff focused on setting clear goals, effective instruction in the classroom, and maximum learning time.

Alignment of Resources

The district has joined MISIC and started using MAP testing during the 2010-2011 school year. In addition, the district has rewritten the 6th through 12th curriculum for literacy and math and invested in extensive instructional materials at the middle school to support implementation.

Literacy Instructional Resources: Write Source and CSI Resources During the process of restructuring the literacy classes from language arts and reading to an integrated literacy class, new curriculum needed to be developed. With the help of the district's literacy instructional coach and ASCD consultant, Allison Zmuda, the teachers rewrote the 6th-8th grade literacy curriculum to support the Iowa Core and best instructional practices and include a strong vertical alignment across grade levels. To support the curriculum, the team selected Write Source and CSI (Comprehension Strategy Instruction) for instructional resources.

Write Source, published by Great Source and a division of the Houghton Mifflin Company, is a researched-based and effective resource to help students become better writers, thinkers, and learners. It is a comprehensive approach to writing that includes six traits of effective writing instruction and the writing process, key writing forms included in the Iowa Core, differentiated instruction to meet all student needs, and integrated mechanics, grammar and usage instruction.

CSI is published by Pacific Learning and is a cutting-edge literacy resource for teaching comprehension, vocabulary, fluency, and oral language, using the latest research on

teaching and learning. The use of Gradual Release of Responsibility is a large component of the instructional research based instructional practices used. The teachers also received a two-day training on how to integrate these strategies using quality literature and texts in a balanced literacy program. The district's literacy coach participated in the training alongside the teachers and provides ongoing job embedded professional development for the teachers.

Math Instructional Resources: Connected Math 2 ITBS data indicated the need to alignment at the middle school and high school level math curriculum. The elementary math teachers had completed the rewriting and alignment of the K-5 curriculum and chose to use the resource of EveryDay Math. At the middle school level, a more traditional math series was being used and we saw the need to continue the alignment process. To support the Characteristics of Effective Instruction and to better align with the elementary and high school, the secondary math instructors and the district's instructional coach aligned the curriculum with the Iowa Core and researched appropriate instructional resources. This resulted in the adoption of Connected Math 2 from Pearson for their instructional resources. Connected Math provides students with an investigative approach in learning mathematics, supporting the ICC Characteristics of Effective Instruction. Students learn mathematics through appealing and engaging problems. The three-step Launch, Explore, and Summarize approach helps students develop mathematical thinking and reasoning abilities while practicing and maintaining skills. To ensure the success of this program, professional development opportunities are being provided for the teachers. A middle school math teacher and our instructional coach went to AEA 267 training during the 2009-2010 school year to learn more about problem

based instruction in math. Several of our teachers and our district math coach attended a 5 day workshop at Michigan State University to learn more on how to teach using these materials and instructional practices. A Connected Math representative provided in-service to our middle school math teachers this during the 2010-2011 school year.

Connected Math 2 provides easy-to-use, detailed lesson plans that help teachers actively engage students in learning mathematics and provide supplemental math background and guiding questions to ensure that teachers are supported in their teaching.

K-12 Discipline Philosophy: PBIS At the end of the beginning of the 2008-2009 school year, STC made a district-wide commitment to PBIS (Positive Behavior Intervention Supports) to provide a safe and orderly learning environment that is conducive to learning. A core team from the middle school consisting of the Dean of Students, the school counselor, the curriculum director and a classroom teacher, is attending a three-year training through AEA 267. A building level team consisting of additional staff from each grade level has been formed to develop a set of systemic and individualized strategies for achieving social and learning outcomes while preventing problem behavior.

The core elements for the success of this program focus around clearly defined expectations, research-validated practices, supportive administrative systems, and the use of information (data) for problem solving. When developing the PBIS plan, the areas of focus will be on prevention, teaching, and a strong system with a strong base of universal supports and data gathering to use for decision-making. The PBIS team meets monthly

to discuss the needs of the building, gather and analyze data, and makes plans to share with the rest of the staff.

The District has aligned staff to meet the needs of the Middle School. One of the two instructional coaches will be designated to middle school and the Director of Curriculum & Assessment will be relocated to the Middle School to work collaboratively with the Middle School principal on implementation of professional development.

The Board approved adding 15 minutes of additional instructional time to the school day and added 4 days of instruction to student calendar. This means students will be receiving 184 days of instruction and 2760 additional minutes of instruction.

Goal 1: Develop the capacity of teachers implement Instructional Decision Making and provide the necessary system structure to do so.			
Action	Person Responsible	Resource	Timeline
District team participated in IDM training	Curriculum Director	AEA 267	Complete
Identify building level team to participate in the IDM training	District IDM Team	AEA 267	Complete
Recruit and hire 3 academic interventionists (one per grade level) to work with student, model for classroom teachers, and train paraprofessionals	Principal	Iowa REAP Des Moines Register	August 1, 2011
Ensure building master schedule has time to implement supplemental and intensive interventions	Principal IDM Team	JMC	August 1, 2011
Identify student needs and prioritize area of service	Curriculum Director	I Growth (IASB) Technology Coordinator	August 1, 2011
Expand the pyramid of interventions (supplemental & intensive supports) specific to the middle school & set up system structure to	Building IDM Team	District IDM Team AEA 267	October 1, 2011

implement.			
Implement and progress monitor by: 1. Collect & chart data on formative assessment 2. Monitor fidelity of interventions 3. MS IDM team will meet monthly to review data	Academic Interventionists	Instructional Coaches & Building IDM Team	October 15, 2011 & Ongoing
Continually evaluate implementation	Principal & Curriculum Director	I Growth MAP testing	Ongoing

Goal 2: Increase the capacity of administration to effectively monitor implementation of professional development

Action	Person Responsible	Resource	Timeline
Create awareness of the use of Instructional Rounds: 90 min overview	Superintendent	Sharon Ingebrand, Waukee, IA	Complete
Administrators summer reading assignment: Instructional Rounds	Superintendent	Amazon.Com	Complete
Complete one full day of training on Instructional Rounds	Superintendent	Sharon Ingebrand, Waukee, IA	Complete
Complete two Instructional rounds per year the Middle School	Superintendent, Administrative Team, Instructional Coaches	Consultative: Sharon Ingebrand	April, 2012

Goal 3. Increase the capacity of administrators & instructional coaches to effectively coach and provide feedback to teachers

Administrators summer reading assignment: Mentoring Matters	Superintendent	Miravira.Com	June, 2011
Participate in a 4 day training on Learning Focused Supervision Training by Bruce Wellman & Laura Lipton	Superintendent	Bruce Wellman	June, 2012

Ability to Recruit New Staff or Principal

The Middle School principal voluntarily resigned his position and a new principal was hired for the middle school during the 2010-2011 school year. The new principal has strong background in the areas of secondary mathematics, the use of formative assessment, and the use of technology.

In the past two years the Middle School has replaced two of the three math teachers and all three of the language arts teachers. The response to the district's early retirement plan allowed the district greater flexibility in staff assignments for the 2010-2011 school year. Nearly 50% of the teaching staff members either voluntarily retired or were involuntarily transferred or reassigned. While initially many of the changes were made with budget reductions in mind, the end result has created a new learning environment at the middle school.

Intervention Models Identified

STC Teachers Association, School Board of Education, and Administration mutually agreed to implement the Transformation Model. While some components of the model are more challenging than others, the district is committed to implementing the model with integrity and has demonstrated this in several ways. The administration successfully negotiated with the association and the board to select a model, the association ratified the vote with limited resistance, the principal of the middle school has been replaced, and the district formed a k-12 PLAS Taskforce that completed extensive planning for this application.

The PLAS Taskforce, members of the association leadership team and superintendent have worked collaboratively on developing an incentive pay plan that is currently in draft form.

The master contract currently supports the use of *student achievement as a component of the teacher evaluation process*; however, this plan will need to be significantly bolstered. The association has agreed work collaboratively with the administration to revise the process.

The master contract does not reference the amount of instructional time or number of student days. However, a staff survey was completed and the association was specifically consulted on about these two work conditions. They are willing to support the change in work conditions.

The district has used data & research to make decisions about the direction of the middle school. Providing strong professional development, rewriting the curriculum, changing instructional resources, implementing IDM & PBIS are all research based and in direct alignment with the District’s goals and priorities.

Technical assistance will be provided through the AEA 267 School In Need of Assistance model. Additional support will be sought through consultants from ASCD including but not limited to Allison Zmuda, co author of *Schooling by Design*.

Budget & Budget Narrative

	<u>Year 1 Budget</u>	<u>Year 2 Budget</u>	<u>Year 3 Budget</u>	<u>Total</u>
<u>Personnel</u>				
Salary	150,000	150,000	150,000	450,000
Benefits	45,000	45,000	45,000	135,000
			Total	\$585,000

The district is requesting 3 Academic Interventionists to help facilitate the implementation of IDM and provide direct instruction to students based to address academic deficiencies.

External Providers

Technical assistance will be provided through the the AEA 267 School In Need of Assistance model. Additional support will be sought through consultants from ASCD including but not limited to Allison Zmuda, co author of Schooling by Design.

Modifications to Practices & Policies

Many of our policies on curriculum, assessment, and instruction are quite outdated and need to be revised. Seniority is written into our board policy as a consideration for staff placement but the policy retains the district's right to place staff in the best interest of the district. The district's retention/promotion policy also needs to be revisited and potentially revised. The superintendent will be working with the board over the next 12 months to make any necessary changes in this area.

Sustainability

The three academic interventionist will either be continued through general fund or by repurposing other staff positions.

Annual Goals:

STC Board Goal:

Demonstrate increased academic student achievement in all core areas as measured by the ITBS/ITED, MAP, and other State level criteria.

Specific to the Middle School:

To increase the number of middle school students proficient in math by a 10% annually as measured by the ITBS/ITEDs.

To increase the number of middle school students proficient in reading by a 10% annually as measured by the ITBS/ITEDs.