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 Saydel CSD (name of school district) and the Saydel Ed. Assoc. (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 Woodside MS (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 Saydel CSD school district is awarded a School Improvement Grant.

I. AGREED TO INTERVENTION MODEL

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

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

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

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

II. RESPONSIBILITIES

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

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

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

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

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

III. ASSURANCES

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

IV. MODIFICATIONS

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

V. DURATION AND TERMINATION

This Memorandum of Understanding shall remain in effect beginning August 2010 (list start date) and ending upon the expiration of the grant period.

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

VI.

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

VII.

SIGNATURES

Della Van Gorp — 05-19-10
Superintendent (required) — **Date**

Kirk M. Harbaugh — 5-19-10
President of Local School Board (required) — **Date**

Richard H. Wilson — 5-20-10
Local Teachers Union Leader (required) — **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: May 21, 2010 by 4:30 pm

Application for School Improvement Grant

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

Applying LEA Saydel Community Schools

Contact person

Name Steve Seid
Title Principal
Address 5810 NE 14th St. Des Moines, Ia. 50313

Telephone 515-265-3451
Fax 515-265-0950
E-Mail seids@saydel.k12.ia.us

School building name for this application Woodside Middle School

Designation for this building: Tier I ____ Tier II X Tier III ____

Statement of Assurances

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

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

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

KIRK M. HARTUNG	PRES.
Typed or Printed Name of Authorized Official	Title
Kirk M. Hartung	5/19/10
Signature of Authorized Official	Date

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

Abstract:

Woodside Middle School has been identified as a Persistently Lowest Achieving School (PLAS) by the Iowa Department of Education. Measures used to identify PLAS were based on ITBS subtest data for 2006-2007, 2007-2008 and 2008-2009. Woodside is identified as a Tier II school, based on receipt of no Title funding at the Middle School level.
All PLAS were charged with selection of one of four intervention models to address the student achievement scores. A needs analysis was completed of Woodside Middle School by Building and District Administrators, Woodside staff, Saydel Board of Education members, Saydel Education Association Leadership, Woodside parents and Heartland AEA Consultants and Partnership Director, looking at multiple data sources and artifacts. The recommendation based on that needs analysis was to select the Transformation Intervention Model. This model involves a highly specific and focused plan of action, timeline, persons responsible and data driven artifacts to increase student achievement. Attainment of School Improvement Grant funding provides a budget to make the plan of action achievable.
Woodside Transformation Intervention began in 2007, with the selection of a new Middle School Principal. Actions within this Intervention Model include Instructional Decision Making, Positive Behavior Supports, Iowa Core Curriculum, School Administrator Manager, and Professional Learning Communities. Student achievement data has already been positively impacted by the Transformation Intervention model. The most recent ITBS results (2009-2010) show an improvement of 11 percentile points from the prior year, and the highest achievement in the past four years of data review.
The specific plan of action for Woodside's implementation of Transformation from 2007-2013 is listed with timelines, indicators of progress and persons responsible. A budget for each year of School Improvement Grant funding is provided, along with a plan for sustainability of actions to ensure that student achievement continues to increase over time.

1. LEA

Grant Application

Needs Assessment and Analysis: The LEA has analyzed the needs of each school as to whether it is a Tier I, II or III school. The LEA has selected an intervention for each Tier I and II school. (Attached form must be completed)

Woodside Middle School's student achievement scores on Iowa Tests of Basic Skills for the school years of 2006-2007, 2007-2008, and 2008-2009 were determining factors for the identification of Woodside as a persistently lowest achieving school. Examination of standardized test scores over time, other student assessment information, curriculum content and alignment all indicated a need for change. Professional development was not sustained over time, lacked a clear focus and direction, was inconsistently implemented and was not monitored for integrity. Behavioral data, truancy and attendance information, parent-teacher conference attendance and other parent involvement information indicated a need for building level intervention. Enrollment and teacher-to-student ratios were studied. Anecdotal notations about the building climate from staff, students and parents demonstrated a strong sense of urgency for transformational change. Saydel Community School District Superintendent, Board of Education President, Saydel Education Association President, Woodside Middle School Principal, Woodside Leadership Team members with input from parents and community, have chosen the Transformational model of intervention, as defined by the U.S. Department of Education, as the vehicle to bring about significant change and improvement in student achievement.

Needs Analysis (5 points maximum possible)

The following framework will be used by the SEA to evaluate the LEA application with respect to the needs assessment and analysis as well as the selection of the intervention model			
Rubric value	Descriptor	X Weighting	Points
1	Little or no relevant data has been provided and/or the analysis of needs is minimal. The fit between the need of the school and the model chosen is minimal.	1	
3	Needs identified and some analysis conducted. A general fit between the needs of the school and the model chosen has been conducted.	1	
5	Analysis is evident and needs are clearly and explicitly written. The fit between the needs of the school and the model chosen is specifically and conclusively demonstrated.	1	

Review Comments:

Name of School: Woodside Middle School Tier: II	
Areas to consider for analysis as part of a comprehensive needs assessment	LEA's summary and conclusion of its analysis of each of the areas considered in the needs assessment
1. Curriculum and Resources · Iowa Core essential concepts and skills · Alignment between assessments and curricula · Assessment data from other district-wide assessments	Prior to 2007 Transformation Model Implementation: • Curricular areas and assessments not in alignment with Iowa Core essential concepts and skills, • EXPLORE tests administered but no analysis, little analysis of ITBS building-wide (one isolated event annually) • PLAS formula indicated:

· Iowa Test of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED) for the past 3 years, including subgroup breakdown	2006-07 ITBS 67.31% 2007-08 ITBS 68.01% 2008-09 ITBS 61.70% 2009-10 ITBS 68.50% ITBS Subgroups: Rdg Comp, Proficiency Simple Cohort, SES 06/07 79.2%, 07/08 59.5%, 08/09 56.4% IEP 06/07 38.5%, 07/08 23.1%, 08/09 11.8% ITBS Subgroups: Math Proficiency Simple Cohort, SES 06/07 59.2%, 07/08 54.6%, 08/09 52.4% IEP 06/07 31%, 07/08 45.5%, 08/09 38.9%
2. Schedule and Classroom · School vision and mission · School Safety · Summary data for attendance, truancy and school mobility rate · Climate surveys, if available	Prior to 2007 Transformation Model Implementation: • Data for 2006-2007 indicated 95% daily attendance at Woodside • Data for 2006-2007 indicated 14% mobility at Woodside • Suspension and Discipline Infraction Data on SASI 04/05 101 Suspensions, 05/06 574 Suspensions, 06/07 384 Suspensions • School vision and mission displayed(Appendix A) • Anecdotal notations of student, family and staff regarding climate, safety and discipline
3. Administration and staffing · Teacher-student ratios · Supplemental Support · Use of Iowa Professional Development Model · Implementation data from professional development activities	Prior to 2007 Transformation Model Implementation: • 29 Teachers: 315 Students • 37 Teachers: 315 Students with Supplemental Certified Supports, At Risk, Special Education, Extended Learning Program • Use of Iowa Professional Development Model unknown • Implementation data from Professional Development unknown • New Principal hired 2007

4. Student and parent involvement · Iowa Youth Survey data · Evidence of parent/community involvement in school	Prior to 2007 Transformation Model Implementation: • 60% attendance at parent-teacher conferences • Conferences inconsistently scheduled • No established parent group (forum, PTA, etc), little communication with families-building newsletter quarterly • Music Booster meetings

Capacity: The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools. The LEA will describe the support it will provide each school in its implementation of the intervention model chosen. Not required for Tier III applicants. Specific criteria includes detail describing monitoring of identified professional development, teacher collaboration, use of formative data, alignment of resources, implementation timeline, ability to recruit new staff or principals in required intervention models.

There has been significant transformational change at Woodside since 2007. The newly hired principal participated in professional development opportunities with the Iowa Principal Leadership Academy, Balanced Leadership and School Administrator Manager (SAM) project. Revisions were made to discipline protocols and a discipline matrix was shared with all families.(Appendix B) Consistent implementation of discipline policies reduced suspensions for fighting by 81% over the past three years. There were 100 suspensions in the 2006-2007 school year, compared to 49 in 2007-2008, 32 suspensions in 2008-2009 and 19 suspensions in 2009-2010.

Implementation of a middle school philosophy has allowed grade level teams to collaborate daily on curriculum and instructional delivery, interdisciplinary units and provides opportunities to meet with families to design effective interventions for student success. This daily time is also used to work with Area Education Agency team members (School Psychologist, Social Worker,

and Special Needs Consultant) to share, problem solve and design instructional and management strategies. (Appendix I)

Staff members received professional development on A Framework for Understanding Poverty by Ruby Payne and participated in a poverty simulation in order to gain insight on the issues and needs of families in poverty. Woodside staff have received Instructional Decision Making training and begun implementation in reading. IDM labs, an additional reading instructor, and curriculum changes have made a positive impact on reading achievement. Student school days have been modified; for example, lunch schedules were modified to give each student an additional 15 minutes of instructional time a day.(Appendix H) Assessment tools are being identified for screening, diagnostic and formative purposes. (Appendix D)

Positive Behavior Supports implementation has occurred during the 2009-10 school year. Consistent and positive expectations are taught to the students and shared with families.(Appendix C)

Recently initiated monthly parent forums provide instructional information to families. All conferences are scheduled with families, increasing attendance from 60% four years ago to 90% in the 2009-2010 school year. Communication with families and community is provided in multiple formats based on the preferred method of the constituent, for example technology is integrated into classrooms as a tool for communication.

In 2009-2010, to facilitate greater consistency for students with special needs and maintain effective communication with families, the Special Needs teachers keep the same students on their roster list throughout the grades for their education at Woodside. Special Needs and Extended Learning Program teachers are co-teaching with general education teachers to better

meet the needs of all students. The schedule has been designed to ensure that students identified as discrepant in math and/or reading are placed in those courses with the general education teacher and special needs co-teacher in grades 6, 7, and 8. The teacher to student ratio is 1:13 in these co-taught courses.

The entire staff has received instruction on and given opportunities to develop as Professional Learning Communities.(Appendix J) There are monthly meetings with content area teams and the building administrators. At-risk programs have been reviewed and revised (there has been a decreased need for an In School Suspension Supervisor, so that was a staff reduction) based on the needs of students. Specific staff members have shared training information with the whole staff on the Iowa Core Curriculum. (Appendix E)

There will be continued focus on implementation of Professional Learning Communities, as measured by teacher surveys, rating scales and (in) formal observations by administrators. SAM implementation will continue to be used to monitor the building administrator's professional goals using the Time Track software as a method to collect data on the time the Principal spends on instructional tasks. There has already been a change in the instructional leadership time from 23.2% of time on instruction to 56.7% of the Principal's time spent monthly on instructional and learning issues.(Appendix F) Implementation of Instructional Decision Making(Appendix D) and Positive Behavior Supports will be continued, with student achievement and reduced office referrals (out of classroom time) as formative measures of success. Integration of technology, co-teaching and implementation of the Iowa Core Curriculum will take on an even greater focus in the next two to three years.

The work detailed above demonstrates the commitment of the staff and community of Woodside to ensure that effective change occurs and is sustainable. Resources are needed and vital to

ensure that training and materials are provided for increased student proficiency. These resources will be integrated into the building achievement plans and actions and sustained to maintain high quality educational programs for each student at Woodside.(Appendix G)

Capacity (10 points maximum possible)

Rubric value	Descriptor	X Weighting	Points
1	The LEA has not described the support it will provide each Tier I and II school in its implementation of the chosen intervention model. The LEA has not addressed capacity criteria.	2	
3	The LEA has described the support it will provide each Tier I and II school in its implementation of the chosen intervention model, but is inconsistent or weak and does not address all capacity criteria.	2	
5	The LEA has demonstrated in a strong and convincing manner that it has the capacity to fully and effectively implement the intervention model it has chosen and addresses all capacity criteria.	2	

Review Comments:

3. **Design and implement Intervention Models:** Based on the review of the information gathered from the needs assessment and analysis of each Tier I and Tier II school in Part I, the LEA will identify which of the four intervention models it will implement in each school. The LEA will provide an 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 chart of models.)

The intervention model chosen as most appropriate for Woodside Middle School by the District Superintendent, the School Board of Education, District Curriculum and Student Services Director, District Administrative Team, Saydel Education Association Board Members, and Woodside Middle School Staff is the Transformational Intervention Model. This transformation began in 2007, with the hiring of a new Principal, and a District Curriculum and Student Services Director. Work began right away to ensure that the Woodside Middle School environment was conducive to safe learning. Instructional Decision Making training has been provided and implemented with a Professional Learning Community structure added in 2009. Staff members continue to examine creative means to ensure student success using time as an educational variable and student learning a constant.

The teacher evaluation system continues to be revised district-wide. Teachers have opportunities to provide written reflections and identify specific artifacts used to demonstrate mastery of the Iowa Teaching Standards. The most recent Principal Leadership Performance Review included data on the percent of instructional time noted and student achievement results as measures of effective leadership. Teachers are held to high standards of instructional quality through the district evaluation system using the Iowa Teaching Standards. Professional development has been and is planned to enable educators to apply the new learning in their classrooms with their students. Book studies and courses have been designed with credit options available for interested staff. There is continued examination of grade level course essential learnings and assessments vertically and horizontally for core, supplemental and intensive cycles of instruction

as part of Instructional Decision Making implementation. Student learning data from screening assessment results and professional development implementation data on Instructional Decision Making (PESA assessment) is being used to drive instructional decisions for each student at Woodside. Continued study of effective intervention strategies will benefit teachers as they implement even more efficient and effective interventions for student success. Efforts are coordinated with district and Heartland Area Education Agency Staff. Families and community involvement opportunities have increased since 2007 and continue to expand each year. The actions and indicators of progress below are designed to ensure the transformation of Woodside continues now and in the future.

The Saydel Community School District Learning Goal approved by the Board of Education states: Saydel student scores on ITBS will be at or above the state trajectory in reading and mathematics. Woodside Middle School's student achievement goals are in alignment with the Board of Education goal. The goals are:

- Woodside students will meet the reading and mathematics trajectories for No Child Left Behind as measured by Iowa Tests of Basic Skills subtests and/or district assessments.
- The number of students demonstrating proficiency in reading and mathematics will increase by at least seven percent from the prior year each year through the school year 2012-2013, as measured by Iowa Tests of Basic Skills subtests and/or district assessments.

The primary strategies listed within the Transformational Intervention Model to meet the student achievement goals for Woodside Middle School are:

· Examine cycles of instruction (from Instructional Decision Making training) to identify essential learnings, assessments used to measure that learning, and development of tiers of intervention supports in a timely manner.

· Regularly examine student learning, behavioral and educational data to ensure student achievement, maximizing appropriate and efficient resources.

· Provide staff job-embedded professional development and ensure implementation of professional development in classrooms to facilitate greater student achievement, utilizing research and evidence-based strategies.

Specific actions and indicators of progress are noted annually. Asterisks are indicative of actions that will be implemented in that year, and maintained in following years.

2007-2008 Year	
Actions	Indicators of Progress
Hire Principal at Woodside Middle School	Principal hired with charge of improving climate and student achievement
*Implement Middle School Schedule including daily meeting time for grade level teams	Final Building Schedule with daily times for collaboration, meeting with families, interdisciplinary unit planning and problem solving, team notes regarding student learning and educational programming
Attend IDM training	Training attendance, Building team disseminate information to entire staff, PESA results
Principal attend SAM conference	Conference materials shared with Superintendent, with request for implementation
SAM Data Collection baseline	Time Task Analysis-23.2% of administrator time on instructional issues
*Scheduled Parent Conferences	80% 2007-2008, 83% 2008-2009, 90% 2009-2010 attendance
Administrators Attend Balanced Leadership training	Balanced Leadership credit obtained for Administrators

Ruby Payne A Framework for Understanding Poverty study group offered	Study Group attendance, Participant Reflections, Discussion
Poverty simulation offered	Simulation Reflection of Participants
*Principal Leadership Academy	Iowa Administrator Professional Development Plan written
*Co-teaching with Special Needs/General Education	Student Achievement in Co-Teaching classes, IEP Goal Attainment, Teacher Lesson Plans
*Analysis of ITBS results	Noted trends, implications from teachers
*Discipline Matrix developed and shared	Discipline Matrix document, fewer suspensions and office referrals
*Eligibility lists developed and maintained	Number of students eligible for extra-curricular activities increases
2008-2009 Year	
*Actions in prior year maintained	Continued examination of progress indicators
*SUCCESS program realigned	Individual student plans developed with SUCCESS staff, teachers and AEA team-as intervention supports for students
Special Education suspensions examined with District and AEA staff	Strategies to address Special Needs suspensions were created to reduce the number of Special Needs student suspensions
*Schedule/lunch modification	15 minutes added to instruction from lunch times
*IDM training for additional staff	New staff orientation and training attendance, Disseminate information with whole staff, IDM building action plan
*Implement IDM for reading	IDM Action plan noting the development and utilization of screening tools with students, identification of students for supplemental cycles of instruction in reading, Review core cycle of instruction for reading, PESA results
*IDM reading labs for supplemental support	Reading proficiency of students receiving IDM reading lab
Reading curriculum adoption (6th)	Teacher lesson plans indicating implementation of curriculum adoption materials, Student Reading achievement
*PLC conference attendance	Materials and information disseminated by Principal
*Principal Implements SAM	Time Track software, graphs and reports show increase in instructional time of Principal
*Monthly content area meetings with administrator	Notes from meetings regarding student progress and educational programming
*PBS training	PBS training materials, building team notes, PBS Matrix developed
Balanced Leadership 3 Critical Reforms attended by District Administrators	Attendance at professional development, District goals identified
*Transition to/from middle school revised	Visits scheduled, teacher/administrator

	meeting notes, Open House scheduled
*ITBS analysis	Grade level team meeting notes, IDM lab groups, Instructional changes/emphases noted in lesson plans
*Reading/Math screening probes aligned with curriculum	Probes developed and administered (scheduled on building calendar), Interventions specifically tied to student needs, Proficiency increase in reading and math
*6th gr reading teacher added with reading endorsement	FTE in staff noted (1.0), Reading Proficiency in 6th grade increase
*Related arts weekly meeting	Notes from meetings regarding student progress and educational programming
*Iowa Core Curriculum training for building team	Information provided and disseminated to staff by ICC building team
*English as a Second Language expansion to Middle School	ELL FTE added (.2), Proficiency of ELL students increase
8th gr technology standards developed	Standards developed noting employability in future
*Restructure problem solving process	Changes in problem solving forms-noting goals, interventions and data collection methods
*8th gr plans implemented (portfolios)	Portfolios developed for each 8th grader, tied to ICC employability skills.
2009-2010 Year	
*Actions in previous years maintained	Continued examination of progress indicators
*Special Needs Teachers "Loop" to provide consistency for students	Special Needs Teacher rosters, Grade Level Team Members Listed (reflecting changing Special Needs teachers as students progress through grade levels)
*PLC implementation	Professional Development for staff, Book Study participants, Team meeting notes indicating data, educational planning/curriculum/assessment collaboration
PLC conference attendance for Vice Principal	Registration and conference information disseminated by Vice Principal
*PBS implementation	Common expectations, PBS matrix, PBS camp lesson plans, HEART data base of office referrals and suspensions showing decrease over time
*Homework lunch	Increased homework completion
*Homework club after school	Increased homework completion
Math Curriculum Adoption for grades 6-8	Teacher lesson plans indicating implementation of curriculum adoption materials, Student Mathematics achievement

Iowa Core Curriculum Implementation Plan written	ICC Implementation Plan document
*Parent forums on instructional topics	Forum agendas, email invitation to parents on listserv, newsletter invitation and information
Whatever It Takes book study facilitated by building Principal	Re-licensure/Graduate credit options, Syllabus
*Counseling Academy	Action Plan document
*Power School implementation	Use of Parent Portal for grade review, increase opportunities for parent involvement
*Alignment of math curriculum and diagnostic assessments	Assessments developed and utilized with students for supplemental and intensive intervention supports
-	
2010-2011 year	
*Actions in previous years maintained	Continued examination of progress indicators
*Professional Development on technology integration into content areas	Teacher lesson plans utilizing technology as teaching tool and vehicles for student learning tools, assessment measures and artifacts using technology, staff survey of technology use
Second Chance Reading training	Teacher attendance at training, disseminate information to building staff
PLC conference attendance for teacher teams	Conference registration and attendance, disseminate information to building staff showing application of learning in Woodside classrooms
*Technology conference attendance for teacher team	Incorporate learning from conference into lesson planning, percentage of 8th graders meeting technology standards
Restructure reading core curriculum with common assessments	Reading curriculum maps noting core essential learnings, assessments of those learnings, strategies and lesson plans, Student Reading Proficiency
Professional Development on Iowa Core Curriculum Implementation Plan	Agendas, Implementation Plan document
Alignment of reading curriculum to Iowa Core Curriculum	Teacher lesson plans, Reading teacher work sessions with Curriculum Director and content experts, alignment surveys completed by teachers
*Build community support for educational programming at Woodside	Administrators deliver materials to each family for registration
Explore research regarding expansion of technology standards to 6th and 7th grades	Content area team meeting notes
*Explore research and/or evidence-based reading and mathematics intervention strategies	Content area team notes, Student Reading and Math proficiency percentages
*Explore continued professional development opportunities for staff	Book studies offered, Professional Development opportunities related to IDM, PLC, Instructional Strategies and 21st Century

	Learning Skills, Leadership in Education
*Analyze effectiveness of current educational programming for planned abandonment/maintenance of programs offered	Revisions of educational programming and support programs noted in Administrative meeting notes, Student Proficiency percentages
*Provide transportation for students needing extended school day	Late Bus Student List, Student Proficiency Percentage Increase
*Provide Summer School for non-proficient students	Increased Student Proficiency Percentages
Explore credits for course completion, mandatory credit attainment for promotion to next grade level	Research benefits and drawbacks for implementation at Woodside, Determine feasibility and future action
- 2011-2012 year	
*Actions in previous years maintained	Continued examination of progress indicators
*Implement Iowa Core Curriculum	Teacher lesson plans, Student proficiency percentages
*Pre/post assessment measures	Student growth/acceleration noted, Student Proficiency percentages
Second Chance Reading implementation	Increase in student reading proficiency percentage, Student Schedules
*Implement course credits, with mandatory credit attainment for each grade level promotion	Course credits attained by students at each grade level, Increase in student proficiency percentage
- 2012-2013 year	
*Actions in previous years maintained	Continued examination of progress indicators

Intervention Model Implementation Plan (15 points maximum possible)

Rubric value	Descriptor	X Weighting	Points
1	No Intervention Model is identified.	3	
3	An Intervention Model is identified, but implementation is not addressed.	3	
5	An Intervention Model is identified and includes an implementation plan describing specific goals, actions or activities, timeline, and indicators of progress according to requirements.	3	

Review Comments:

Part II – Review Criteria

The actions in Part II are those that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant.

4 **Recruit, screen, and select external providers, for Tier I and II schools only, and ensure their quality:** The LEA will address the number of external providers necessary to assist with the implementation of the intervention model chosen. In addition, the qualifications, experience and documented evidence of success of the external provider in the focus area must be addressed. The LEA will describe how the external providers will develop equitable, transparent, and rigorous assistance with the implementation plan. The LEA will describe the role of the external provider. ***For example***, the external providers may provide technical assistance in implementing a variety of components of the school intervention models such as helping a school 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.

External Provider	Transformation Intervention Supports/Qualifications
Carol Lensing	SAM Time Change Coach-monthly coaching on instructional leadership data and strategies for Principal/SAM teams
Shannon Harken-IDM	Heartland AEA expert on IDM implementation, ongoing consultation and training for building staff and administrators, share information about professional development opportunities related to IDM and specific curriculum areas
Dr. Wendy Robinson	AEA IDM Consultant, Provide Professional Development for Staff, Resources: Expertise in Content area Reading/Speech Language, IDM processes, essential Reading instruction, Supplemental and Intensive Reading strategies
Barb Schutt	Heartland AEA Reading Consultant, provide professional development for staff on "Reading in the Content Areas", QAR strategy, other strategies for core and supplemental cycles of reading instruction associated with IDM practices
PBS-Angelisa Braaksma-Fynaardt	AEA, Provide research, materials, training, data tools to implement Positive Behavior Supports effectively
Dr. Troyce Fisher	Director of Wallace Foundation Leadership Grant for School Administrators of Iowa, Principal Leadership Academy Planning Committee member, leads ongoing professional development for Principal, works to ensure SAM funding continues in future, provides research, information, ideas, and insights on intervention implementation to Principal.
Dr. Dan Smith	School Administrators of Iowa Executive Director, ensure that Iowa Principal Leadership Academy and Administrative Professional Development is maintained for building administrators through annual

	conferences, website, newsletters, ILA, electronic and literature resources and networking with Iowa educational administrators and professionals, support of SAM implementation.
Becky Teut	School Improvement Consultant with Heartland AEA, Consultant regarding School Improvement Grant process
Technology Grant with E2T2-AEA	Technology for student use, technology as instructional tools-SMART boards, clickers
Castle 1:1-ISU	Technology grant for students to use laptops
Rachelle Dawson	AEA Partnership Director for Saydel District, Resource for Content and Initiative Expertise, Dvd/videotapes, professional literature, Speakers, Websites
Dr. Mariann Culver	AEA Data Expert to provide technical support to building administration and staff to review, analyze and use data to drive instructional programming
Toy Waterman	AEA Technology Consultant, Resource for Technology Innovations in Education, Supports for Technology Implementation for Student/Teacher/Administrative use
Mark Shellinger	National School Administrator Manager Director, Provide research, resources, feedback and professional development for Principal/SAM team at Woodside.
School Administrators of Iowa	Iowa Principal Leadership Academy, Provides opportunities for Principal to gain knowledge, networking, strategies and tools from National and Regional speakers on deep learning, use of data, dvd/video resources, professional literature, building planning, electronic resources and technological tools
Trainers for 2nd chance Reading	AEA, Provide training to teachers on evidence based supplemental intervention in reading
ChildFind	AEA team members assigned to Woodside to provide assistance, resources, strategies, formal evaluation and information to Special Needs teachers, staff and families.
ISU	Boys Club sponsor
Chrysalis Foundation	Girls Club sponsor
National Guard	Team Building activities for students at each grade level
Sheriff's Dept	Provide Deputy to school district, officed at Woodside Middle School, assists in maintaining a positive climate and safe learning environment
Principals, Teachers & Superintendents in Midwest Region and Nation	Educational Leaders—Networking resources to gain information on current initiatives and effectiveness with students, challenges noted and creative methods to solve educational issues
Ed Net	District Employed Technology Support Company, provides technology information, support for existing hardware and software troubleshooting, recommendations for technology plans and purchases
Employee and Family Resources	Provides support system to employees, students and families-referral agency, screening for a multitude of social/emotional/behavioral issues
Pace Program, SUCCESS	Provides additional support for students and families considered at-risk, respite, academic, social, emotional and behavioral issues are addressed

Child Guidance	Agency providing intensive counseling to at-risk students to meet the social, emotional and mental health needs of students

External Providers (10 points maximum possible)

Rubric value	Descriptor	X Weighting	Points
1	There is no documented evidence of the qualifications, level of experience, or success of the external provider(s) selected.	2	
3	There is limited documented evidence of the qualifications, level of experience, or success of the external provider(s) selected.	2	
5	There is documented evidence regarding the qualifications, level of experience, and a history of successful past experience of the external provider(s) selected.	2	

Review Comments:

5. Align other resources with the interventions – for Tier I and II schools only: LEA applications will need to describe how other federal, state and local fiscal resources will be used to promote and support the implementation of each school's plan described in the LEA application. Specifically, an LEA will need to identify the specific funding source, the amount of resource being committed to assure full and effective implementation of the interventions, and how each of the other funding sources supports the implementation and follow through of specific actions.

The Transformational Intervention Plan at Woodside incorporates initiatives that have funding supports by other organizations.

Heartland Area Education Agency provides funding for training, substitutes, and materials for implementing Instructional Decision Making. The AEA also provides support for Positive

Behavior Supports for four days of training and material preparation and planning. Heartland AEA has provided resources for training with "Reading in the Content Area", as well as professional resources and research.

The Wallace Foundation and School Administrators of Iowa have provided funding and support for the implementation of School Administrator Managers, Model 3. Data collection, software applications and support, State and National conferences, professional development and monthly coaching are funded ($9,800 annually) by these organizations.

The Wallace Foundation is also instrumental in funding the Iowa Principal Leadership Academy. Speakers, resources, materials and networking opportunities are funded through Wallace Foundation for the furthering of Iowa educational leaders.

Iowa State University is the organization that provides funding for the Woodside Boy's Club activities. This club focuses on opportunities to cooperate and give back to the community. It builds leadership skills in young men, to better prepare them to be productive members and leaders in the community. The Chrysalis Foundation provides funding for the Girl's Club activities at Woodside, with similar purpose as the Boy's Club noted in this paragraph.

Iowa State University is seeking grant funding for CASTLE 1:1 attainment. Woodside has been identified as a school that would receive $1.1 million for training in addition to a laptop for each student and teacher with the grant award.

Woodside has a team of mathematics teachers who have participated in E2T2 training with the AEA and have requested the purchase of 3 I-Touches with associated professional development ($1,300 total) from funding associated with the AEA-provided E2T2 training.

The Polk County Sheriff's Department is responsible for 40% of the salary (approximately $26,000) of the Deputy School Resource Officer, housed at Woodside. This officer serves as a liaison between home and school and contributes to a safe and orderly learning environment at Woodside.

Resource Alignment (5 points maximum possible)

Rubric value	Descriptor	X Weighting	Points
1	Other federal, state, and local fiscal resources are not described	1	
3	A partial description and identification of other federal, state, and local resources is provided, but does not fully describe the use of those resources in the implementation of each school's plan.	1	
5	Other federal, state and local fiscal resources are identified and their use to promote and support the implementation of each school's plan is described. Amounts are identified for specific implementation activities or actions.	1	

Review Comments:

6. Practice and Policy Modification: If necessary, modify practices or policies, to enable the full and effective implementation of intervention (For Tier I and II schools only). An LEA will need to reflect in its analysis of the current status of the school, its students, staff, programs and services, the process it used to review 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. If practices and policies are identified that conflict with or compromise the implementation of any required elements of the selected Intervention Model, then the LEA and school will need to specify the actions to be taken and the timeline for the actions to correct such practices and policies.

Analysis of the learning environment at Woodside Middle School in 2007 documented the need for a consistent, safe learning environment for students. The building administration and district leadership collaborated to revise the discipline matrix and building protocol for safe and orderly climate.

A specific process for identification and elimination of obstacles to the transformation intervention is noted below. This process will be reviewed and revised at least annually, to ensure efficiency. The Woodside Staff will list strategies to provide support for identified students. If a strategy or action is deemed to be appropriate for a (group of) student(s), a specific request for strategy/action will be made to the Woodside Leadership Team. If the Leadership team comes to a consensus on the need for the action/strategy, it will be recommended to the Building Principal for approval. If the action/strategy involves change in district practice, policy, funding or procedure, the Principal-approved request is forwarded to the appropriate decision-making source(s), with recommendation of the action to be taken provided to the School Superintendent, Board of Education and/or Saydel Education Association.

Continued analysis of the current situation at Woodside shows that there are students who are not eligible for IDM lab support because they are enrolled in Band or Choir. There is currently no option for extending the school day due to limited transportation after the end of the regular

school day. There are no assessments of growth within the curriculum, measured by criterion referenced tests. Students do not have alternate options for course credit attainment if they did not pass courses in the academic school year. With the School Improvement Grant award, these obstacles will be eliminated.

Practice and Policy Modification (15 points maximum possible)

Rubric value	Descriptor	X Weighting	Points
1	Analysis and review of current practices and policies are not addressed.	3	
3	Analysis is referenced, but need for modification is not addressed.	3	
5	Analysis is clearly discussed relative to current status and the need to reduce or eliminate conflict in order to effectively and fully implement the selected Intervention Model is addressed.	3	

Review Comments:

7. **Sustainability: sustain the reforms after the funding period ends**-Each LEA will be required to delineate a plan for sustaining the reform undertaken in each school. This plan will need to address the following:

   a. Commitment of other federal, state and local resources to maintain the intervention model and its required elements

   b. Mentoring and training actions for staff new to the school

   c. Specific actions to assure that the hiring process for affected schools support the continuation of focus and action consistent with the intervention model and the associated actions

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

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

f. Evaluation strategy that is aligned to desired outcomes and goals (both student and system), data rich with designated time and process for analyzing data, and includes a specific process for decision making and determining actions

The effective and efficient use of resources available is essential for implementation of the transformation intervention with integrity. Funding from a variety of sources has been, and continues to be explored to supplement existing budgets for educational programming.

The Leadership Team at Woodside feels it is important to ensure that the transformation intervention is able to be sustained using a "Train the Trainer" model to ensure that new staff receive adequate information and knowledge about the nature of the interventions implemented at Woodside. Teachers receiving training are expected to disseminate information with staff new to the building on a regular basis, in addition to existing orientation and mentoring programs in the building and district. All staff will review initiative implementation to date at least annually to ensure consistency and integrity of intervention implementation.

All activities for professional development, collaboration and instructional planning, curriculum study and assessment will be evaluated using specific criteria aligned with intervention implementation—the first question to answer is "How will this benefit the implementation of the transformation intervention?"

Families and community will receive information and opportunities to support the learning programs at Woodside throughout the implementation of the intervention. Parent forums, meetings, email messages, phone calls, newsletters, website information, fliers, articles and professional literature will be methods to share intervention information with families and

community. The Principal, SAM and Leadership Team will explore options to market the intervention strategies to the community.

The Woodside implementation of Instructional Decision Making Action Plan continues to refine the evaluation strategy for students. Screening tools have been identified and specific dates of administration are shared with staff. Those students whose data indicates a need for supplemental or intensive cycles of instruction are given diagnostic assessments to determine instructional points of need in order to tailor individual instructional supports with a timeline provided. Data is monitored individually to ensure that progress is made for attainment of instructional goals. Teachers will regularly examine the cycles of instruction to ensure a viable and rigorous curriculum is provided with clear learning outcomes, aligned assessments and continued reflection on the most efficient methods of instructional delivery.

Transportation to and from summer school, the summer school program, and transportation at the end of the extended learning day for students will be sustained with At-Risk funding at the conclusion of the three year School Improvement Grant.

Continued study of student learning in programs at Woodside will provide evidence of effective programming. This close study will support decisions to maintain, expand, reduce or eliminate programs, based on the attainment of student learning goals and educational system goals detailed in the transformation intervention model.

Sustainability (5 points maximum possible)

Rubric value	Descriptor	X Weighting	Points
1	Sustainability was not addressed by the applicant.	1	
3	Some of the requirements for sustainability were addressed.	1	
5	All requirements for sustaining the reforms after the funding period ends were clearly addressed by the applicant.	1	

Review Comments:

8. **Budget Narrative**: The LEA's budget narrative describes the use of sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application over the 3-year funding period. The narrative will clarify expenditures listed on the budget by describing the activities to be conducted at the LEA and school levels throughout the 3-year period of availability of those funds. Narrative must include details supporting each budget category and line item listed.

   Tier III applicants also must describe activities to support school improvement and must include details supporting each budget category and line item listed.

In order to ensure sustainability, the majority of funds associated with the attainment of this grant will be distributed during year 1 of this award (2010-2011 school year). The following are expenditures scheduled for implementation during year 1 of the Transformation Intervention 2010/2011 school year.

Funds will be used to pay six teachers to development specific reading and math assessments to be given within the core cycle of instruction, associated with Instructional Decision Making

implementation. The teachers receiving the salary and benefits described in the itemized budget are core reading and math instructors at each grade level; 6, 7, and 8. These assessments will be given to all students receiving core instruction in reading and mathematics.

Beginning in 2010/2011, funding for summer school would be provided for students identified as non-proficient in math and reading in grades 6, 7 and 8, and candidates for retention. Student grades, ITBS subtest scores and district assessments will be used to identify these students as non-proficient in academic areas of reading and mathematics. Summer school would be assigned for six weeks of ½ day instruction in these core areas of need. Two certified teachers would provide the direct instruction of summer school intervention in year 1. The two teachers will develop specific individual SMART goals for these students in the core areas of need. Information will be provided to the student, family and next year's instructors on the progress made in summer school.

In coordination with the initiation of summer school for at-risk students at Woodside, there will be funding for 6 staff members to explore course credit implementation. Research, site visits, conversations, and professional dialog about implementing course credit attainment for grade promotion. These six staff members will regularly meet with Building and District Administrators on the findings. Upon implementation, each course provided to students would have associated credit value. Credit value is contingent upon successful class completion. A number of credits may be required for students to progress to the following grade level. The outcomes of this committee will be communicated to all stakeholders through staff meetings, emails, newsletters, student and family handbook, and student registration material.

Benefits for teacher compensation is calculated at 28% for all salary expenditures.

Three teachers will receiving Second Chance Reading training through our State AEAs. That training will not occur within AEA 11, so there is estimated mileage for staff to travel to this training. The training is a total of eight days, five during the school year. The Second Chance Reading training is designed to offer additional strategies for our students needing supplemental or intensive cycles of instruction.

To continue the cultural shift at Woodside Middle School focusing on the collection and analysis of student achievement data to create highly effective educational programming, it is important that staff receive professional development. Professional Learning Communities conferences have been identified for attendance within driving distance from Des Moines. These three day conferences expenditures include travel expense, meals and lodging. The total cost is shared over Year 1 and Year 2 so that all 33 staff are provided this essential opportunity to learn and disseminate with colleagues. Travel and lodging expenses are computed incorporating car pooling of eight vehicles, and seventeen rooms for three nights. The meals were figured for the three days of the conference.

Instructional materials requested in Year 1 of the grant will provide an incorporation of technology using E-books for implementation of Second Chance Reading in three classrooms at Woodside Middle School with students who struggle. Students will be identified for this intervention using ITBS and district assessment measures. This action acknowledges the differences in learning and the motivation of students who use technology. These e-books will be high interest, lower readability for intervention purposes, and will result in little or no additional cost to replenish. There are no associated costs with downloading text materials onto the e-books.

Each year of the grant award contains a request for supplies and materials. This allows professional development materials, books, dvd/videotapes, research articles, website findings and study materials to be provided as necessary. The focus of this material will be continued Professional Learning Communities implementation and examination, current technology information for classroom teachers, as well as Instructional Decision Making information, strategies and documentation.

The professional development fees are noted for three teachers to participate in Second Chance Reading training in Year 1 of the grant award, Professional Learning Communities conference registration fees (shared over Year 1 and Year 2 of the grant award), Technology conference registration fees for teacher teams, and specific money set aside for each staff member to utilize our Heartland AEA Professional Development course offering with stipulations on the alignment with Woodside Middle School building goals for student achievement. Teachers would request and require approval to receive the AEA course reimbursement from the Building Principal.

Substitutes will be needed for five days of Second Chance Training for the three teacher participants. The remaining substitute request in this total grant award is for teacher teams to attend professional development opportunities. Once again, approval from the Building Principal is a prerequisite for using grant funding for substitutes.

A focus for the Woodside staff has been to create opportunities to make time a variable as needed, and learning the constant. A study of Whatever It Takes, DuFour made this shift obvious to the staff. Extending the school day for students at Woodside requires that a late bus is provided for students needing transportation and additional time to be successful. The late bus would transport students home 3 days a week for a total of 100 days (or 100 trips). This request is for all three years of the grant award.

Summer School transportation is also deemed necessary for students to have additional opportunities to be successful with school coursework. Summer School is scheduled for 30 days, with transportation to and from school for a total of 60 trips. This request is also for all three years of the grant award.

Integrating technology is an ongoing need to remain current and able to address learning and motivation needs of students. Purchasing 90 iTouches and cases/cords for three classrooms at Woodside Middle School give the students opportunities through teacher directive to download supplemental and intensive math instruction, especially for those identified as non-proficient in mathematics. Students will be identified as non-proficient by using district and ITBS assessment scores. There is associated training through Heartland AEA for mathematics instructors (E2T2).

Course credit will be implemented in Year 2 of the grant award. There will be a written plan of implementation that all staff, students and families are provided. A team of six teachers will ensure the viability and equitability of this plan for all students at Woodside. Mandatory summer school success may be a requirement in this plan for grade advancement.

Year 2 of the grant award provides funding for a teacher team (eight staff members) to write pre/post measures of assessment in core academic areas (Reading, Mathematics, Language Arts, Science and Social Studies) designed to show growth in the core curriculum associated with Instructional Decision Making implementation.

Budget (10 points maximum possible)

Rubric value	Descriptor	X Weighting	Points
1	The applicant does not adequately describe how funds will be distributed or support school improvement activities.	2	
3	The description of funding distribution and the funding of some activities is included. Equitable distribution and utilization is not clear.	2	

5	The applicant has clearly described how funds will be equitably distributed, will support school improvement activities, and will be utilized for implementation of the intervention model.	2	

Review Comments:

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 1-2010/2011	Year 2-2011/2012	Year 3-2012/2013	Total
Personnel				
Salary	$6,000 for 6 tchrs to dev rdg math assessments with core $10,000 summer school 2 tchrs Explore course credits 6 tchrs-$3,000	$20,000 summer school Write course credit plan 6 tchrs-$3,000 Write pre/post measures 8 teachers $4,000	$20,000 summer school	$66,000
Benefits	$1,680 $2,800 $ 840	$ 5,600 $ 840 $ 1,120	$5,600	$18,480

Expenses (Mileage, Meals, Lodging)	$280-mileage 2nd Chance reading PLC conference $980 mileage, $2,475 meals, $5,100 lodging =$8,835	PLC conf $980 mileage, $2,475 meals, $5,100 lodging=8,555		$17,390
Professional Services				
Honorarium				
Expenses (Mileage, Meals, Lodging)				
Instructional Materials	$18,000 2nd Chance ebooks			$18,000
Supplies and Materials	$5,000	$5,000	$5,000	$15,000
Other – specify: Professional Development	$675-2nd chance fee 225x3 $9,405 PLC reg $5,000 tech conf/pd $275-11x25 AEApd	$5,000 tech $275=11x25 AEApd $9405 PLC reg	$5,000 tech $275=11x25 AEApd	$35,310
Other – specify: Substitute	$1,650 2nd chance $6,050 Tech conf	$6,050 Tech conf	$6,050 Tech conf	$19,800
Administrative Costs (allowable indirect cost rate) Late Bus Summer School	13.80 mil +27mi =40.80 X 100 days= $4,080.00	13.80 mil +27mi =40.80 X 100 days= $4,080.00 late bus $2,448	13.80 mil +27mi =40.80 X 100 days= $4,080.00	$19,584

	late bus 13.80 mil+27mi x60days =$2,448		late bus $2,448	
ITouches, Cases/Cords	90- for total of $19,000			$19,000
Total	$104,738	$75,373	$48,453	$228,564

Implementation Timeline
(Required – No points awarded)

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

Below is the implementation timeline for specific aspects of the Transformation Intervention for Woodside Middle School. The asterisk indicates that work completed and strategies initiated in previous years will continue and be sustained throughout the grant award, and in years following. Persons responsible are noted in bold following the indicators of progress.

2010-2011 year	Indicator of Progress and **Persons Responsible**
*Professional Development on technology integration into content areas	Teacher lesson plans utilizing technology as teaching tool and vehicles for student learning tools, assessment measures and artifacts using technology, staff survey of technology use-**Principal, AEA/Building Technology Consultant, Vice Principal, Staff**
Second Chance Reading training	Teacher attendance at training, disseminate information to building staff-**Principal, Curriculum Director, AEA trainers, Staff Participants**
PLC conference attendance for teacher teams	Conference registration and attendance, disseminate information to building staff showing application of learning in Woodside classrooms-**Principal, Vice Principal, Building Leadership Team, Staff Participants**
*Technology conference attendance for teacher team	Incorporate learning from conference into lesson planning, percentage of 8th graders meeting technology standards-**Building Technology Coordinator, Curriculum Director, Staff Participants**
Restructure reading core curriculum with common assessments	Reading curriculum maps noting core essential learnings, assessments of those learnings, strategies and lesson plans, Student Reading Proficiency-**Curriculum Director, Reading teachers, Principal**
Professional Development on Iowa Core Curriculum Implementation Plan	Agendas, Implementation Plan document-**Curriculum Director, Vice Principal, Principal, Building ICC Team**

Alignment of reading curriculum to Iowa Core Curriculum	Teacher lesson plans, Reading teacher work sessions with Curriculum Director and content experts, alignment surveys completed by teachers-**Principals, Curriculum Director, Reading teachers, AEA Content Consultants, AEA IDM Consultant**
*Build community support for educational programming at Woodside	Administrators deliver materials to each family for registration-**Woodside Building Administrators**
Explore research regarding expansion of technology standards to 6th and 7th grades	Content area team meeting notes-**Curriculum Director, Building Technology Coordinator, Principal**
*Explore research and/or evidence-based reading and mathematics intervention strategies	Content area team notes, Student Reading and Math proficiency percentages-**Curriculum Director, Principal, Mathematics Instructors, Reading Instructors, Building Support Teachers (SPED, ELP, ELL), IDM Team members, AEA/IDM Content Experts**
*Explore continued professional development opportunities for staff	Book studies offered, Professional Development opportunities related to IDM, PLC, Instructional Strategies and 21st Century Learning Skills, Leadership in Education-**Principal, Building Leadership Team, AEA Consultants, Curriculum Director**
*Analyze effectiveness of current educational programming for planned abandonment/maintenance of programs offered	Revisions of educational programming and support programs noted in Administrative meeting notes, Student Proficiency percentages-**Curriculum Director, Principal, Building Leadership Team, District Administrative Team, possibly School Board of Education**
*Provide transportation for students needing extended school day	Late Bus Student List, Student Proficiency Percentage Increase-**Principal, Transportation Department, Vice Principal**
*Provide Summer School for non-proficient students	Increased Student Proficiency Percentages-**Principal, Curriculum Director, Participating Staff, All Core Academic Teachers, Transportation Department, Building Leadership Team**
Explore credits for course completion, mandatory credit attainment for promotion to next grade level	Research benefits and drawbacks for implementation at Woodside, Determine feasibility and future action-**Principal, Superintendent, Curriculum Director, Woodside Building Team, Saydel Board of Education**

2011-2012 year	
*Actions in previous years maintained	Continued examination of progress indicators-**mentioned above**
*Implement Iowa Core Curriculum	Teacher lesson plans, Student proficiency percentages-**Curriculum Director, Principal, ICC Building Team, All Teaching Staff**
*Pre/post assessment measures	Student growth/acceleration noted, Student Proficiency percentages-**Curriculum Director, Principal, Woodside Teacher Team, Building Leadership Team**
Second Chance Reading implementation	Increase in student reading proficiency percentage, Student Schedules-**Curriculum Director, Principal, Reading Instructors, AEA Trainers, AEA Reading Consultants**
*Implement course credits, with mandatory credit attainment for each grade level promotion	Course credits attained by students at each grade level, Increase in student proficiency percentage-**Principal, Curriculum Director, All Woodside Instructors**
2012-2013 year	
*Actions in previous years maintained	Continued examination of progress indicators-**mentioned above**

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

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

The Saydel Community School District Learning Goal approved by the Board of Education states: Saydel student scores on ITBS will be at or above the state trajectory in reading and mathematics.

Woodside Middle School's student achievement goals are in alignment with the Board of Education goal. The goals are:

- Woodside students will meet the reading and mathematics trajectories for No Child Left Behind as measured by Iowa Tests of Basic Skills subtests and/or district assessments.
- The number of students demonstrating proficiency in reading and mathematics will increase by at least seven percent from the prior year each year through the school year 2012-2013, as measured by Iowa Tests of Basic Skills subtests and/or district assessments.

*Woodside Middle School in Saydel Community School District is not eligible for a waiver request. Woodside is a Tier II school—we receive no Title funding at Woodside.

Waiver Request
(Optional- No points awarded)

_____ _____ requests a waiver of the requirements listed below. These waivers would allow the _____that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants.

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

Check all that apply:

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

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

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

List the eligible school(s):

_____
_____
_____
_____
_____
_____

The _____ will implement the waiver(s) only if the _____ receives a School Improvement Grant.

Consultation with Relevant Stakeholders
(Required – No points awarded)

Before submitting this application for a School Improvement Grant, the Woodside Middle School Principal has consulted with relevant stakeholders, including:

- Woodside Middle School Building Leadership Team
- Saydel District Administrative Team
- Saydel District Superintendent
- Woodside Middle School Staff
- Saydel Board of Education
- Saydel Education Association Leadership
- Heartland AEA School Improvement Consultant
- Woodside Middle School Parent Forum Attendees
- Saydel District Curriculum Director

Appendices
(Optional- No points awarded)

Appendix A District/Woodside Vision and Mission

Appendix B Woodside Behavior Matrix

Appendix C Woodside Positive Behavior Supports Matrix

Appendix D Instructional Decision Making Action Plan

Appendix E Iowa Core Curriculum Draft Implementation Plan

Appendix F School Administrator Manager Data Collection Results 2010

Appendix G Comprehensive School Improvement Plan 2009-2010

Appendix H Woodside Building Master Schedule

Appendix I Woodside Problem Solving Forms

Appendix J Course Approval, Whatever It Takes

Saydel Community School District 2009-2010

Appendix A

Mission

The mission of the Saydel Community School District is to serve the unique learning needs of each and every student.

Vision

The Saydel Community School District will be a district having an uncompromising commitment to quality education and having high expectations for student achievement. It will be a district:

- *Providing the courses of study, environment and resources for students to acquire the knowledge and skills to become responsible and productive citizens in the 21st century.*
- *Preparing students to graduate, pursue further education or successfully enter the work force.*
- *Enabling students to take ownership of their future.*

Beliefs

- Each student is an important and worthwhile individual possessing a sense of curiosity, creativity and a natural desire to learn.
- Educating children is a complex process that requires the support and involvement of the student, parents, school personnel, and community. All students are capable of mastering the skills and essential competencies identified by the district when provided sufficient time and instruction that is authentic, relevant, engaging and challenging.
- All students have a right to a safe, comfortable and positive learning environment.
- The guaranteed curriculum and instructional program provide all students with the opportunity to continue their education at the post-secondary level and/or successfully enter the work force.

Long Term Non-Negotiable District Goals 2008-2013

- Improve Student Achievement
- Enhance Culture-Image-Relationships
- Maximize the Use of Resources

Essential Learnings

* Demonstrate responsible problem-solving and accountable decision-making
* Demonstrate proficiency in the basic skills and application of reading, technology, communications (written and verbal), math, social studies, fine arts, sciences, and life skills
* Develop leadership skills
* Understand and implement 21st century skills including financial literacy, employability, health and technology
* Demonstrate responsible citizenship in our home, community, state, and nation
* Complete the preparation necessary to enter a selected vocation and/or to pursue a post-secondary education
* Develop self-esteem and demonstrate respect for others regardless of race, color, national origin, religion, sex, disability, sexual orientation, gender identity or marital status

Student Learning Goals

Each school year, through 2014, students in grade spans 3-5, 6-8 and 9-12 will demonstrate growth as they reach the state trajectory for reading.

Each school year, through 2014, students in grade spans 3-5, 6-8 and 9-12 will demonstrate growth as they reach the state trajectory for math.

Each school year, through 2014, students in grade spans 3-5, 6-8 and 9-12 will demonstrate growth in science, as measured by ITBS and ITED.

Each school year, through 2014, Saydel Community School District's graduation rate will be at or above the state average.

Employee Goals/Individual Career Development Plans

Collective efficacy – what we believe we can do for children because we are all working together

Appendix B

Student Conduct Information

The Conduct Matrix serves as a guide for discipline actions. Discipline infractions vary in their degree of seriousness. Therefore:

- A corresponding degree of latitude will be given to school personnel in disciplining those involved.
- The administration shall make the final determination of action(s) for any inappropriate student conduct.
- Parents will be contacted whenever consequences are given to students.

Alternative Consequences are frequently used *before* using suspension/expulsion. These may include, but are not limited to:

*Verbal Redirection	*Being withheld from class	*Student writes an Adjustment Plan (Behavior Contract)
*Apology	*Parent Conference	*Morning, Lunch, Afternoon Detention
*Referral to school counselor	*Community Service	*Restitution (natural consequences)
*Alt. Classroom	*Alt. Placements	*Referral to Outside Agency
*Extra Assignment	*Call to Parent/Guardian	*Removal from activities/loss of privilege
*Student to Student Reconciliation	*Probation (warning system)	*Referral to Internal Resources (ex. Prob. Solving Team, P.A.C.E.).

The school administration is authorized to suspend and/or recommend expulsion in cases of gross disobedience or misconduct that occurs on or off campus, including such conduct that occurs on school buses, at bus stops, and while students are traveling to or from school or school bus stops; at school sponsored events and activities connected with the school program; any event having an affiliation with the school; and at any other time such action is necessary for the safety and supervision of students.

STUDENT CONDUCT MATRIX

PROHIBITED BEHAVIORS	CLARIFICATION	ACTION
I. Disrespect for the Rights of Others	Any violation in this category could result in free EFR counseling services before returning to school.	Any violation can be subject to more intense consequences (jumping offense levels or expulsion) depending on the incident.
A. Insubordination	A. Insubordination is the refusal to comply with reasonable requests or directions of school personnel. It may also include repetitious infractions (ex. repeated digital/electronic device issues).	Consequences are not limited to any one of the following: Reprimand Apology with Restitution Parents Contacted Detention Suspension
B. Loud and boisterous conduct; Written or verbal profanity and obscenity: name calling: horse play	B. Loud or boisterous conduct which disturbs the orderly and disciplined atmosphere of the school is prohibited; this includes temper tantrums, overt display, of affection, disturbing classes or meetings, verbal or physical behavior which results in inappropriately exuberant, disorderly or rowdy actions and/or reactions and horseplay.	
i. Loud and boisterous conduct directed at an adult	i. Loud or boisterous conduct, which disturbs the orderly and disciplined atmosphere of the school, is prohibited; this includes profanity or any other inappropriate gestures towards any adult.	Consequences include: 3 day out of school suspension Parent conference

C. Harassment (sexual, bullying, bigotry, hazing and all others). Harassment has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating, offensive or hostile learning environment.	C. Harassment- may include unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Sexual harassment includes, but is not limited to: verbal, use of digital/electronic methods, physical or written harassment or abuse; pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications; and suggesting or demanding sexual involvement, accompanied by implied or explicit threats. Intolerance or Bigotry- Racial, ethnic, religious, cultural slurs, sexual harassment, and derogatory or disrespectful statements, images or acts are prohibited.	Consequences include: First Offense: 2 days in school suspension Second Offense: 5 days in school suspension Third offense: 3 days out of school suspension with parent conference. Student must attend a minimum of 1 EFR counseling session (no cost) before returning to school. (EFR – Employee and Family Resources)
D. Threats to another student Samples: verbal, nonverbal, notes, text messaging, notebooks, journal.	D. Intimidating, using extortion or threatening to harm another student, school staff member or visitor is prohibited (whether you were joking or note). Use of any object in a threatening or intimidating manner is prohibited.	Consequences include: First Offense: 2 days in school suspension Second Offense: 5 days in school suspension Third offense: 3 days out of school suspension with parent conference. Student must attend a minimum of 1 EFR counseling session (no cost) before returning to school.
i. Threats directed at an adult	i. Intimidating, using extortion or threatening to harm another student, school staff member or visitor is prohibited (whether you were joking or note). Use of any object in a threatening or intimidating manner is prohibited.	Consequences include: First Offense: 3 days out of school suspension with parent conference Second Offense: 5 days out of school suspension with parent conference. Student must attend a minimum of 1 EFR counseling session (no cost) before returning to school.

E. Physical attack upon another student	F. Attempting to apply or applying force to another student, staff member or visitor is prohibited. Fighting and assault are prohibited.	Consequences include: First Offense: 3 days out of school suspension Second Offense: 5 days out of school suspension Third Offense: 10 days out of school suspension In all suspensions for physical attack, parents must meet with administration and students must attend a minimum of 1 EFR counseling session (no cost) before returning to school.
i. Physical attack upon an adult	i. Intimidating, using extortion or threatening to harm a school staff member or visitor is prohibited (whether you were joking or not). Use of any object in a threatening or intimidating manner is prohibited.	Consequences include: 10 days out of school suspension with parent conference. Student must attend a minimum of 1 EFR counseling session (no cost) before returning to school.
G. Possession or use of dangerous objects. Such as-- but not limited to: firearms, pellet guns, knives, fireworks, explosives or dangerous weapons. H. Engaging in activities that interfere with school purposes. Such as-- but not limited to: malicious use of telephones (ex. false fire alarms, bomb threat, arson, false report to police, 911 calls etc…)	F. Students are not to have knives, chemical substances or other dangerous instruments or objects that resemble dangerous instruments. Students are not to have guns, pellet guns, knives, fire works, explosive or dangerous weapons; including look-a-likes. G. Students are not to make a false fire alarm, or are any students to convey threats or give false information concerning the placement of a bomb or other incendiary device. Students are not to set fire to any building, fixture or other items.	Items will be confiscated. Emphasis will be placed on ensuring the continued safety of all students and staff. Consequences include: 10 days out of school suspension with parent conference. Student must attend a minimum of 1 EFR counseling session (no cost) before returning to school. Law enforcement may be notified in any incident.

II. Interfering with Teaching and Learning	Any action that impedes or obstructs school purposes.	Consequences could include: Warning/Reprimand Restitution Detention/Parent contact 1-10 day Suspension Severe and/or repetitious acts may be grounds for recommendation for expulsion. Possible referral to Law Enforcement.
III. Disrespect for the Property of Others	Any violation in this category could result in free EFR counseling services before returning to school.	Restitution is required in all cases of disrespect for the property of others. Any violation can be subject to more intense consequences (jumping offense levels or expulsion) depending on the incident.
A. Damage and/or vandalism to the property of others. B. Theft C. Trespassing	A. Damaging the property of the school or of other individuals is prohibited; this includes writing, making marks or drawings on walls, furniture, fixtures, etc. It also includes not cooperating with or assisting those who clean and maintain the schools. Damage to vehicles in the school parking lot. B. The involvement in or the taking of school or another persons property is prohibited. This includes falsifying signatures of anyone. C. Students are not to be in school buildings or on school property without proper authorization. Students who attend an alternative program will need to have administrative permission to be on Saydel school grounds.	Consequences include: First Offense: 2 days in school suspension Second Offense: 5 days in school suspension Third offense: 3 days out of school suspension with parent conference. Student must attend a minimum of 1 EFR counseling session (no cost) before returning to school. Law enforcement may be notified.

D. Misuse and/or abuse of technology: i.e., sharing passwords, using other's ID's, using disks, getting into "start" menu, unauthorized printing, using equipment software for personal use, physical abuse, wiring alterations, chat rooms, digital/electronic voice mail, e-mail, "non-curriculum related use"	D. Unauthorized use or misuse of district software, hardware and/or network.	Consequences could include: Warning Parent contact Restitution Loss of privileges-duration determined by administration. Suspension and/or possible recommendation for expulsion. Law enforcement may be notified.
IV. Possession or Use of Tobacco: Smoking, Chewing, Herbal or Look-A-Like	The possession or use (including sale or distribution) of tobacco by students is prohibited.	Items will be confiscated. Emphasis will be placed on ensuring the continued safety of all students and staff. Consequences include: First Offense: 3 days out of school suspension Second Offense: 5 days out of school suspension Third offense: 10 days out of school suspension In all suspensions for use or misuse of tobacco, parents must meet with administration and students must attend a minimum of 1 EFR counseling session (no cost) before returning to school. Law enforcement may be notified in any incident.

V. Alcohol, Drugs, Controlled Substances and Look Alike Substances	Any violation in this category could result in free EFR counseling services before returning to school.	
A. Possession of alcohol, tobacco, drugs, controlled substances or look-alike substances B. Use of alcohol, tobacco, drugs, controlled substances or look-alike substances. (ex. smoking, chewing, herbal or look-alike) C. Sale, distribution or transmittal of alcohol, drugs, controlled substances or look-a-like substances.	A. Possession of beer, alcohol, controlled substances, or look-alike substances is prohibited (drug paraphernalia is included in this too). B. Consuming/using alcohol, drugs, controlled substances or look-alike substances and attending school or school sponsored events under the influence of alcohol, drugs, controlled substances or look-alike substances is prohibited. Over-the-counter medications and drugs prescribed by a licensed physician are an exception to this statement when used in accordance with building policy. C. Sale, distribution, or transmittal of alcohol, drugs, controlled substances or look-a-like substances is illegal.	Items will be confiscated. Emphasis will be placed on ensuring the continued safety of all students and staff. Consequences include: 10 days out of school suspension In all suspensions for possession, use, or sale of controlled substances, parents must meet with administration and students must attend a minimum of 1 EFR counseling session (no cost) before returning to school. Law enforcement may be notified in any incident.
VI. Gambling on School Property or at any School Sponsored Event	Any illegal gaming activity that is in violation of Iowa Code. (Examples: money, dice, chips, contest pools, internet gambling).	Consequences could include: Warning/Reprimand Restitution Detention/Parent contact 1-5 day in school suspension Possible referral to Law Enforcement.

Suspensions and Extra Curricular Activities

While a student is in out-of–school suspension, in-school suspension s/he cannot participate/attend in extracurricular activities during the duration of the suspension. This means having an in-school suspension or an out-of-school suspension on a Friday covers all school sponsored weekend activities of any nature either at home or away. Administrative discretion will be used to ensure the consequences are appropriate in this regard.

Alternative Learning Center In-School Suspension

Students assigned to the Alternative Learning Center (ALC) within the school will need to complete curriculum on study skills and social skills before leaving the ALC room. Students will also get the opportunity to complete make-up class work. Students need to comply with the rules and direction of the ALC supervisor.

Appendix C

"The Eagle Way" Teaching Matrix — Woodside Middle School

Everyday

Expect-ations	Classroom	Hallway	Lunchroom	Bathroom	Office
Safe	• Body and objects to self • Follow directions • Body basics	• Walk • Body and objects to self	• Walk • Body and objects to self • Remain at table until dismissed	• Walk • Body and objects to self	• Use main door • Stay in designated area unless invited elsewhere • Body and objects to self
Accountable	• Be on time • Be prepared • Be ready to learn • Put forth your best effort	• Stay on the right side of the hallway • Walk with a purpose	• Be on time • Keep area clean • Dispose of all trash in the trash cans • Carefully return trays	• Flush the toilet • Wash hands • Quick visit – back to class ASAP	• Sign-in when entering • Sign-out when leaving • Have pass
Respectful	• Listen • Body basics • Speak appropriately • Appropriate interactions with adults	• Voice volume = Level 2 • Respect the belongings of school and others • Appropriate interactions with others	• Be courteous to all staff and students • Voice volume = Level 2	• Keep area clean • Respect the belongings of the school	• Wait patiently and quietly until helped • Appropriate interactions with adults and others

Levels of Voice Volume:

Level 0 = Silent Level 1 = Whisper Level 2 = Conversation Level 3 = Presentation Level 4 = Outside

"The Eagle Way" Teaching Matrix — Woodside Middle School

Specialties

Expect-ations	Library	Activities	Guest Teachers	Assemblies	Field Trips & Activity Trips
Safe	• Body and objects to self • Walk • Sit properly on furniture	• Stay in designated area • Body and objects to self • Walk • Appropriate interactions with peers	• Stay in designated seat • Body and objects to self	• Body and objects to self • Use bleacher stairs when entering or leaving the stands • Remain seated until dismissed	• Sit on bus: Body basics • Body and objects to self • Sit and/or stay in designated area • Listen for instructions
Accountable	• Bring back books on time • Handle books with care • Appropriate use of technology	• Stay in designated area • Appropriate interactions with peers • Appropriate interactions with adults • Dress appropriately	• Follow directions/routine • Follow classroom expectations • Appropriate interactions with adults	• Sit in designated area • Stop talking and listen when it's time to start	• Stay with assigned adult • Sit and/or stay in designated area • Participate in activity • Represent Saydel positively
Respectful	• Voice volume = Level 1 • Appropriate interactions with adults and others • Respect the belongings of school and others	• Body basics • Show support in a positive way • Appropriate interactions with adults • During National Anthem: Face flag, be quiet, & remove hats	• Help guest teacher when asked • Appropriate interactions with adult	• Body basics • Eyes on speaker • Respond or applaud when appropriate	• Listen for appropriate voice volume directions • Respect the belongings of the site and others • Talk at appropriate times

Levels of Voice Volume:

Level 0 = Silent Level 1 = Whisper Level 2 = Conversation Level 3 = Presentation Level 4 = Outside

SET Summary Report
Woodside Middle School – Saydel

SET Date: April 13, 2010
SET Completed by: Carol Price

The SET produces a summary score and a subscale score for each of the seven feature areas of school-wide positive behavior support. The summary SET score is a general index of school-wide implementation. The seven subscale scores provide a specific index of the implementation level for that feature area. Schools scoring 80% on the general index (Mean Score) and 80% on the specific index for teaching behavioral expectations are implementing school-wide positive behavior support at a universal level (Todd, et al, 2003).

Summary of SET Scores

SET Category	Category Score	
	2009	2010
Expectations Defined	0%	100%
Behavioral Expectations Taught	20%	80%
On-going System for Rewarding Behavioral Expectations	83.33%	100%
Systems for Responding to Behavioral Violations	75%	100%
Monitoring and Decision-Making	62.5%	100%
Management	75%	100%
District Level Support	50%	100%
Summary Mean Score	**52.26%**	**97%**

Strengths:

1. PBS Camp was held for the first two days of school. Teachers taught and practiced school-wide expectations during this intensive training boot camp.
2. Data are collected and routinely shared among grade-level teams. All teachers have access to data and use it to reinforce school-wide expectations.
3. The acknowledgement system consists of four levels and includes non-verbal reinforcements, verbal recognition, WE cards, and prizes. Designed to be grade appropriate, reinforcements are distributed daily WE cards, weekly, monthly, and at major acknowledgement activities or assemblies. A highlight of the acknowledgement system and evidence of community support for PBS is a monthly *Limousine Ride & Lunch with the Principal;* all services related to this event are donated by community members.
4. The action plan is current and frequently referenced to inform implementation of PBS, to determine need for reteaching expectations.
5. One positive outcome of the PBS program is the Problem Solving/Anger Management Support Group that was initiated by the students with the school counselor. Impetus for this group began when data from office referrals were analyzed, and administration talked to the students. This discussion led to students' requesting the support group.
6. Overall Woodside Middle School has increased all SET category scores. Congratulations on your success!

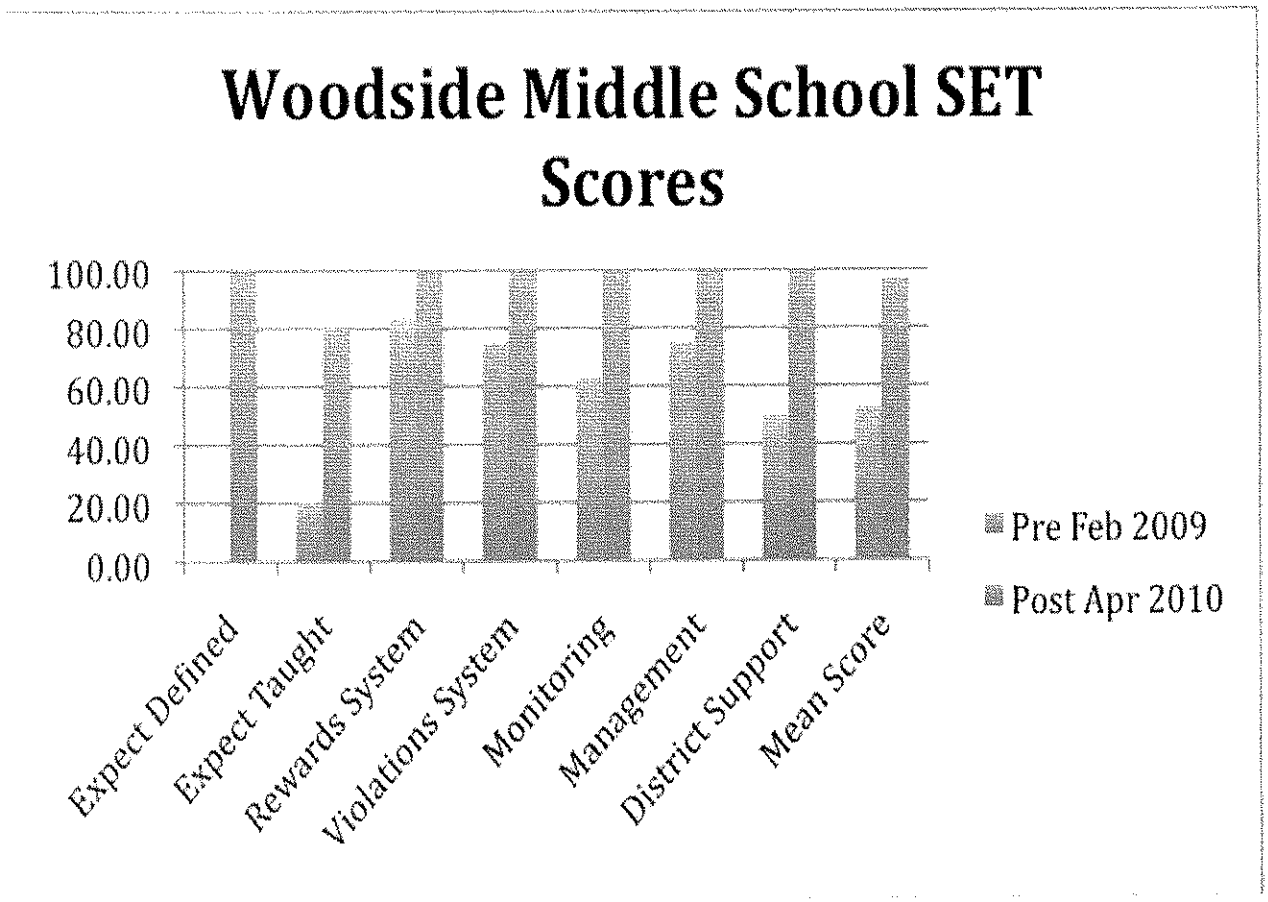
Recommendations:

1. Although 100% of the staff report teaching and reteaching school-wide expectations, and 90% of the locations observed had expectations clearly displayed, only 33.33% of the students interviewed could state the school-wide expectations when asked. Consider ways to reinforce retention of the school-wide expectations.
2. When asked what types of behaviors they have to exhibit to earn a WE card, over 50% of the students responded by saying "…show Character Counts." This coupled with the fact that Character Counts and PBS posters are displayed in many of the classrooms, it is suggested that students may be confusing the two programs. Consider extinguishing Character Counts while expanding and reinforcing PBS.
3.

If you have questions or would like to discuss this report, please contact Carol Price at 515-270-0405 ext. 14410 or via email at cprice@aea11.k12.ia.us.

Reference List:

Todd, A. W., Lewis-Palmer, T., Horner, R. H., Sugai, G., Sampson, N. K., & Phillips, D. (2003). School-wide Evaluation Tool Manual. University of Oregon. Eugene, OR.



Appendix D

Woodside Middle School 2009-2010 IDM Action Plan

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Key Feature: A. Consensus & Commitment				
Item 2	Incorporate schoolwide communication planning into regular IDM team meeting agendas. IDM level reps then follow up at regular grade level meetings. Further follow up by IDM team during planned PD sessions.			
Item 6	Series of PD on IDM has been scheduled for 2009 for all staff – more intense training is planned for the first quarter (refer to school PD schedule for 2009-10 which will include progress monitoring and reading strategies).			
Item 6	Include IDM into bi-weekly meeting agendas between special education staff and special education director.			
Key Feature: B. Leadership				
Item 1	Continue IDM team membership.			
Item 3	Monthly IDM team meetings will continue on second Monday at 3:00pm.			
Item 5	Communication to parents and external stakeholders will take place through the newsletter, Thursday articles, Communicator, and letters to individual students in IDM groups.			
Key Feature: C. Data Management & Decision-Making				
Item 1	AEA will provide training to Cindy Fell (data coordinator) on data management and analyses of screening/ benchmarking data.			
Item 3	See Gantt chart for literacy benchmarking schedule for 2009.			
Item 3	Twice yearly, identify ELP students for supplemental and intensive supports.			
Item 4	Barb Shutt will deliver			

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
	PD to support the Core reading program. Focus on QAR, test taking strategies, Allen's Reading strategies, and concept ladders.			
Item 7	Training on progress monitoring for supplemental and intensive groups.			
Item 8				IDM team to review of IDM goals for the year.
Other				Meet with high school staff for transitioning of students requiring supplemental support in reading.
Key Feature: D. Core Cycle				
	Revisit in 2008 as per district wide curriculum changes.			
Key Feature: E. Supplemental & Intensive Cycles				
Item 1	Continue IDM labs using 42 minutes block periods. Three supplemental reading groups to be included in IDM labs: Fluency. Decoding. Comprehension. Each group will take place three times per week, for 20-30 minutes per session.			
Item 2	See Gantt chart for literacy benchmarking schedule for 2009.			
Item 3	Each grade level team will designate staff to teach reading fluency, comprehension or decoding skills.			

Appendix E

4/12/20104/12/2010Outcomes	Targets/actions	Activities/resources	Evidence	Timelines
Leadership	1a7	Administrative job descriptions will be amended to include ICC skills and knowledge	Job descriptions.	Fall, 2011
Leadership	1a7	The ICC Leadership Team will begin to identify tools that assess student growth of the essential concepts and skills of the ICC.	District Assessment matrix	Begin Fall 2010. Complete Fall of 2012.
Leadership	1a8	ICC Leadership Team will present progress toward ICC implementation and student achievement data at the annual board workshop.	Board workshop agenda.	Annually beginning Spring 2011.
Community	2a1	The expanded ICC Lead Team will annually present progress on implementation to SIAC and to the School Board and provide them with Talking Points to share in the community.	SIAC & Board Agenda items	Spring of 2011
Community	2a2	Actively problem-solve how to establish community involvement in relation to 21st Century Skills (with the hopes of establishing some type of community business alliance).	ICC Leadership Team meeting agenda and meeting minutes.	Spring 2012
Community	2a3	The ICC Leadership Team and the SAT Team review the Continuum Mapping Tool.	Initial SAT review ICC review to follow	Spring 2010
Continuous Improvement	3a1	Conduct and analyze results from the following reviews: Learning Supports, Curriculum Alignment, Instruction& Assessment	Completed review documents	Following tool completion
Continuous Improvement	3a1	Conduct and analyze the District	Completed	Spring 2010

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		Professional Development Profile	review documents	
Continuous Improvement	3b1	Conduct and analyze results from the following reviews: Learning Supports, Curriculum Alignment, Instruction& Assessment and Professional Development District Profile.	Completed review documents	Annually
Continuous Improvement	3c1	The ICC Implementation Plan will become the core of the CSIP. Align current CSIP document with current ICC Implementation Plan.	Completed alignment document.	Fall 2011
Alignment	4a1	We will begin the alignment process for all content areas 6-12 and for S-SS K-5 Summer. 2010	Completed curriculum maps that include all essential concepts and skills	Summer 2010
Alignment	4a1	Building representation will be determined when the training is available. Team will attend training and then share information with all teachers.	Registration for trainings and all teacher participation sign-in sheets.	Fall 2010
Alignment	4b1, 4b2	Upon completion of state alignment training and in-district summer workshops, the district will gather and use information to determine appropriate alignment tools.	ICC Leadership Team meeting notes.	Fall 2010
Alignment	4c1	Summer in-district workshops will begin dialogue experiences within selected content areas followed by summative reports and future observations and conversations.	Completed content alignment documents. A list of teachers	6-12 Spring 2011, K-5 Spring 2014

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			who have completed the documents.	
Alignment	4c2	Grade level and content teams K-12 will meet in the summer of 2011 to determine degree of alignment of essential concepts and skills to enacted curriculum for all subject areas and determine future action steps.	ICC Leadership Team meeting notes. Completed action plan.	Summer 2011
Professional Development	5a1	Building level leadership teams/professional development teams will analyze student achievement data (to include curriculum formative and summative assessments, district summative and formative assessments, attendance data and PBS data). This data will be shared with the ICC Leadership team to determine district level professional development needs.	Completed Professional Development Plan.	Winter 2011
Professional Development	5b1	The ICC Leadership Team will review the IPDM Building Profiles and will follow all parts of the model to design, deliver and evaluate district level professional development in relation to the ICC.	Completed Professional Development Plan.	Spring 2011
CEI	6a1	Each building will form collaboration/PLC teams that use facilitative structures and classroom observations to implement the ICC.	Completed collaborative team meeting logs.	Fall 2010

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CEI	6a2	All educators will study the Characteristics of Effective Instruction.	Meeting agenda, handouts, and participation data.	Fall 2010
CEI	6a3	All staff will engage in discussions about the link between current professional development and the Characteristics of Effective Instruction.	Meeting agenda and handouts to include reflection.	Fall 2010
CEI	6a4	The ICC Leadership Team will select and utilize tools to collect baseline data on the level of implementation of the characteristics of effective instruction in place in classrooms. (To be used in determining 2011 PD)	Survey data.	Spring 2011
CEI	6b1	The ICC Leadership Team will develop an implementation plan that follows all components of the IPDM.	Revised PD Plan	Spring 2011
CEI	6b2	The ICC Leadership Team will develop an implementation plan that follows all components of the IPDM as they relate to Effective Instructional Practices.	Revised PD Plan	Spring 2012
CEI	6b3	District-wide collaborative teams will routinely use multiple sources of data to reflect upon the quality of instruction in all classrooms in the school.	Collaborative team meeting logs, data analysis summaries.	Fall 2010
CEI				
CEI				

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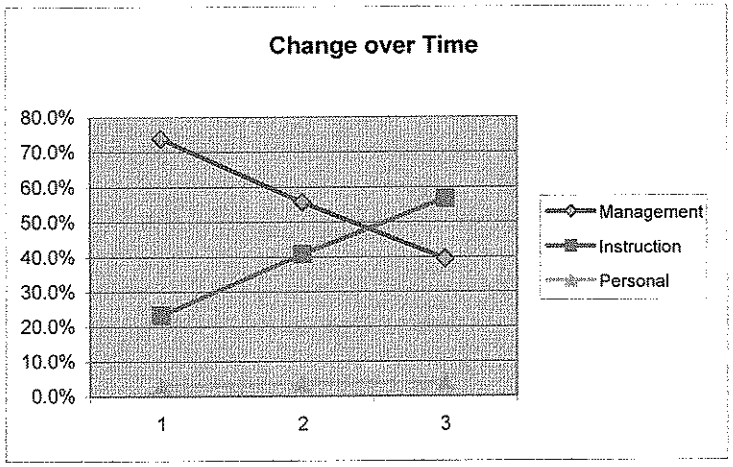
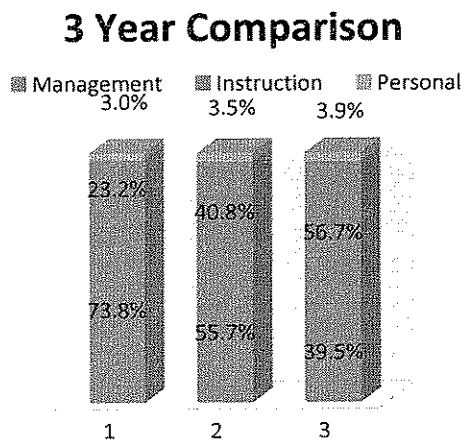
Appendix F

Alternative School Administration Study (ASAS) Time Task Analysis

Woodside MS - Prin. S Seid - 09-10

Management/Instruction	Code	2007	2008	2009
Student Supervision	1A	8.1%	3.5%	2.1%
Student Discipline	1B	0.0%	1.0%	4.7%
Employee Supervision	1C	17.9%	12.1%	5.6%
Employee Discipline	1D	0.2%	0.0%	2.4%
Office Work Prep	1E	30.2%	18.2%	15.5%
Building management	1F	3.8%	0.8%	0.2%
Parents / Guardians	1G	2.8%	1.8%	2.1%
Decision making groups, meetings	1H	5.7%	6.6%	6.0%
District: meetings, Supervisors	1I	3.0%	6.1%	0.0%
External: Officials, others	1J	2.1%	5.3%	0.4%
Celebration	1K	0.0%	0.2%	0.4%
Student Supervision	2A	1.5%	0.4%	1.1%
Work with students	2B	0.4%	1.4%	6.2%
Employee Supervision	2C	0.2%	1.2%	7.3%
Office Work/ Prep	2D	0.6%	11.1%	15.2%
Observation, walk through	2E	4.5%	4.3%	4.5%
Feedback to teacher	2F	0.6%	7.2%	7.9%
Parents / guardians	2G	1.1%	0.2%	0.9%
Decision making groups, meetings	2H	3.0%	4.9%	7.1%
District: Meetings, supervision	2I	1.9%	0.2%	0.0%
External: Officials, others	2J	0.0%	2.9%	1.3%
Teaching / Modeling	2K	0.0%	0.0%	0.2%
Professional Development	2L	3.2%	3.7%	3.2%
Planning, Curriculum, assessment	2M	5.7%	3.1%	0.2%
Celebration	2N	0.4%	0.2%	1.5%
Personal	3	3.0%	3.5%	3.9%
Average Time in school per day		7.8	8.1	9.7
Management		73.8%	55.7%	39.5%
Instruction		23.2%	40.8%	56.7%
Personal		3.0%	3.5%	3.9%
Non Instruction		76.8%	59.2%	43.3%
Instruction		23.2%	40.8%	56.7%





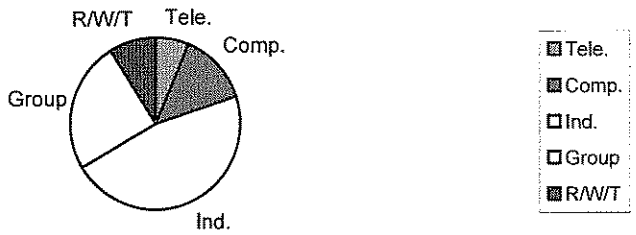
Alternative School Administration Study (ASAS) Time Task Analysis

Woodside MS - Prin. S Seid - 09-10

Management Black/Instruction Blue	Code	Count	% of Time	Day 1	102	Day 2	105	Day 3	101	Day 4	59	Day 5	99
Student Supervision	1A	10	**2.1%**	1	1%	7	7%	1	1%	0	0%	1	1%
Student Discipline	1B	22	**4.7%**	5	5%	10	10%	4	4%	3	5%	0	0%
Employee Supervision	1C	26	**5.6%**	6	6%	6	6%	12	12%	1	2%	1	1%
Employee Discipline	1D	11	**2.4%**	0	0%	0	0%	3	3%	1	2%	7	7%
Office Work Prep	1E	72	**15.5%**	11	11%	14	13%	14	14%	8	14%	25	25%
Building management	1F	1	**0.2%**	0	0%	0	0%	0	0%	0	0%	1	1%
Parents / Guardians	1G	10	**2.1%**	0	0%	0	0%	7	7%	2	3%	1	1%
Decision making groups, meetings	1H	28	**6.0%**	12	12%	10	10%	4	4%	1	2%	1	1%
District: meetings, Supervisors	1I	0	**0.0%**	0	0%	0	0%	0	0%	0	0%	0	0%
External: Officials, others	1J	2	**0.4%**	2	2%	0	0%	0	0%	0	0%	0	0%
Celebration	1K	2	**0.4%**	0	0%	0	0%	0	0%	1	2%	1	1%
Student Supervision	2A	5	**1.1%**	4	4%	1	1%	0	0%	0	0%	0	0%
Work with students	2B	29	**6.2%**	2	2%	8	8%	7	7%	8	14%	4	4%
Employee Supervision	2C	34	**7.3%**	1	1%	7	7%	0	0%	15	25%	11	11%
Office Work/ Prep	2D	71	**15.2%**	28	27%	10	10%	21	21%	5	8%	7	7%
Observation, walk through	2E	21	**4.5%**	9	9%	3	3%	1	1%	1	2%	7	7%
Feedback to teacher	2F	37	**7.9%**	8	8%	1	1%	1	1%	4	7%	23	23%
Parents / guardians	2G	4	**0.9%**	0	0%	0	0%	2	2%	1	2%	1	1%
Decision making groups, meetings	2H	33	**7.1%**	9	9%	12	11%	7	7%	5	8%	0	0%
District: Meetings, supervision	2I	0	**0.0%**	0	0%	0	0%	0	0%	0	0%	0	0%
External: Officials, others	2J	6	**1.3%**	0	0%	6	6%	0	0%	0	0%	0	0%
Teaching / Modeling	2K	1	**0.2%**	0	0%	0	0%	1	1%	0	0%	0	0%
Professional Development	2L	15	**3.2%**	0	0%	0	0%	15	15%	0	0%	0	0%
Planning, Curriculum, assessment	2M	1	**0.2%**	0	0%	0	0%	0	0%	0	0%	1	1%
Celebration	2N	7	**1.5%**	0	0%	6	6%	0	0%	1	2%	0	0%
Personal	3	18	**3.9%**	4	4%	4	4%	1	1%	2	3%	7	7%

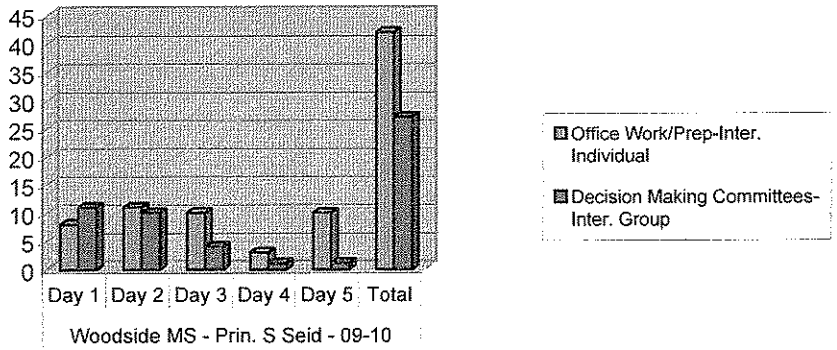
Hours in School	38.83	466	8.50	21.9%	8.75	22.5%	8.42	21.7%	4.92	12.7%	8.25	21.2%
Management	15.33	39.5%	3.08	36.3%	3.92	44.8%	3.75	44.6%	1.42	28.8%	3.17	38.4%
Instruction	22.00	56.7%	5.08	59.8%	4.50	51.4%	4.58	54.5%	3.33	67.8%	4.50	54.5%
Personal	1.50	3.9%	0.33	3.9%	0.33	3.8%	0.08	1.0%	0.17	3.4%	0.58	7.1%
Non Instruction	16.83	43.3%	3.42	40.2%	4.25	48.6%	3.83	45.5%	1.58	32.2%	3.75	45.5%
Instruction	22.00	56.7%	5.08	59.8%	4.50	51.4%	4.58	54.5%	3.33	67.8%	4.50	54.5%

Principal Interaction by Type



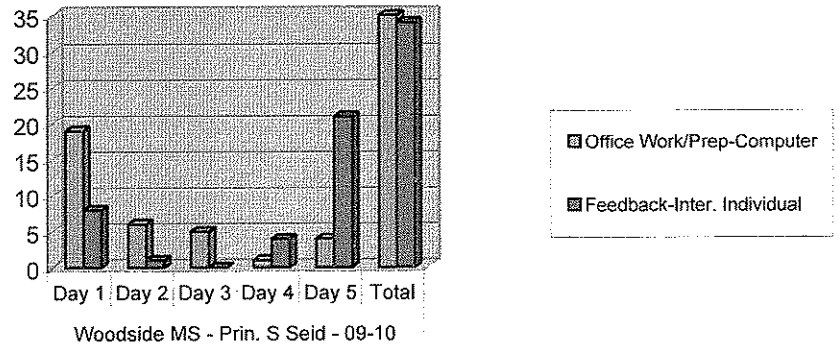
School	Tele.	Comp.	Ind.	Group	R/W/T
Woodside MS - Prin. S Seid - 09-10	6.42%	13.49%	46.47%	24.63%	8.99%

Principal Interaction - Top 2 Management Descriptors



	Woodside MS - Prin. S Seid - 09-10					
	Day 1	Day 2	Day 3	Day 4	Day 5	Total
Office Work/Prep-Inter. Individual	8	11	10	3	10	42
Decision Making Committees-Inter. Group	11	10	4	1	1	27

Principal Interaction - Top 2 Instructional Descriptors



	Woodside MS - Prin. S Seid - 09-10					
	Day 1	Day 2	Day 3	Day 4	Day 5	Total
Office Work/Prep-Computer	19	6	5	1	4	35
Feedback-Inter. Individual	8	1	0	4	21	34

Appendix 6 Fall '09

School Improvement Plan 2009-2010
District and Building Goals/School Improvement Plan
Saydel Community School District

Building Woodside

District Mission

The mission of the Saydel Community School District is to serve the unique learning needs of each and every student.

Vision

The Saydel Community School District will be a district having an uncompromising commitment to quality education and having high expectations for student achievement. It will be a district:

- *Providing the courses of study, environment and resources for students to acquire the knowledge and skills to become responsible and productive citizens in the 21st century.*
- *Preparing students to graduate, pursue further education or successfully enter the work force.*
- *Enabling students to take ownership of their future.*

Beliefs

♦ Each student is an important and worthwhile individual possessing a sense of curiosity, creativity and a natural desire to learn.
♦ Educating children is a complex process that requires the support and involvement of the student, parents, school personnel and community. All students are capable of mastering the skills and essential competencies identified by the district when provided sufficient time and instruction that is authentic, relevant, engaging and challenging.
♦ All students have a right to a safe, comfortable and positive learning environment.
♦ The guaranteed curriculum and instructional program provide all students with the opportunity to continue their education at the postsecondary level and/or successfully enter the work force.

Long Term Non-Negotiable District Goals 2008-2013

♦ Improve Student Achievement

♦ Enhance Culture-Image-Relationships

♦ Maximize the Use of Resources

Essential Learnings

- Demonstrate responsible problem-solving and accountable decision-making
- Demonstrate proficiency in the basic skills and application of reading, technology, communications (written and verbal), math, social studies, fine arts, sciences, and life skills
- Develop leadership skills
- Understand and implement the 21st century skills including financial literacy, employability, health and technology
- Demonstrate responsible citizenship in our home, community, state, and nation
- Complete the preparation necessary to enter a selected vocation and/or to pursue a post-secondary education
- Develop self-esteem and demonstrate respect for others regardless of race, color, national origin, religion, sex, disability, sexual orientation, gender identity or marital status

Long Range Student Learning Goals

Each school year, through 2014, students in grade spans 3-5, 6-8 and 9-12 will demonstrate growth as they reach the state trajectory for reading.
Each school year, through 2014, students in grade spans 3-5, 6-8 and 9-12 will demonstrate growth as they reach the state trajectory for math.
Each school year, through 2014, students in grade spans 3-5, 6-8 and 9-12 will demonstrate growth in science, as measured by ITBS and ITED.
Each school year, through 2014, Saydel Community School District's graduation rate will be at or above the state average.

Building Annual Improvement Goals *(choose 2 to focus work on for 2009-2010)*

Elementary

Each grade level (grades 3-5) will have 76% or more off full academic year students at or above proficiency in Reading Comprehension on ITBS

Each grade level (grades3-5) will have 75% or more of all full academic year students at or above proficiency in Math Concepts and Problem Solving on ITBS

Each grade level (grades 3-5) will show an increased percentage of full academic year students at or above proficiency in Science on ITBS

Each grade level (k-5) will provide all students with the identified 21st century skills necessary to enter a selected vocation and/or to pursue a post-secondary education

Middle School

Each grade level (grades 6-8) will have 73% or more of full academic year students at or above proficiency in Reading Comprehension on ITBS

Each grade level (grades 6-8) will have 72% or more ofl full academic year students at or above proficiency in Math Concepts and Problem Solving on ITBS

Each grade level (grades 6-8) will show an increased percentage of full academic year students at or above proficiency in Science on ITBS

Each grade level (grades 6-8) will provide all students with the identified 21st century skills necessary to enter a selected vocation and/or to pursue a post-secondary education

High School

Each grade level (grades 9-11) will have 74% or more on full academic year students at or above proficiency in Reading Comprehension on ITED

Each grade level (grades 9-11) will have 80% or more of full academic year students at or above proficiency in Math Concepts and Problem Solving on ITED

Each grade level (grades 9-11) will show increased percentage of full academic year students at or above proficiency in Science on ITED

Each grade level (grades 9-12) will provide all students with the identified 21st century skills necessary to enter a selected vocation and/or to pursue a post-secondary education

Strategies: What strategies will be implemented to achieve the Building Goals?

Goal	Name or Description of Strategy(ies)	Grade or Curricular Area Implemented
73% of students will be at or above proficiency in Reading Comprehension on ITBS.	QAR, Reading in the Content, IDM, Advisor/student goal setting, monthly curriculum meeting with principal.	6-8 all content
72% of students will be at or above proficiency Math Concepts and Problem Solving on ITBS.	IDM, Pre-Post testing, Advisor/student goal setting, monthly curriculum meeting with principal	6-8 Math
The percent of students with IEP's will demonstrate improvement of at least 10% and/or score at least at the 40th percentile on relevant ITBS subtests.	Goal setting with SPED teacher/student, IDM, monthly meeting with assistant principal	6-8 Special Educaiton

Implementation: To what extent will all teachers implement the strategy(ies)?

Goal	Method Used to Monitor Implementation	Who will Monitor?	How Frequently?
Reading	IDM Labs, monthly curriculum meetings with principal, monthly QAR,	BLT, principal, grade level teams	Daily, monthly, 9 QAR lessons per semester
Math	Pre-Post tests, IDM Labs, monthly meetings with principal	BLT, principal, grade level teams	Per chapter, daily, monthly
Special Ed	IDM Labs, monthly meetings with assistant principal, progress monitoring by-monthly utilizing a 2 consecutive data point rule.	BLT, assist principal, Sped teachers	Daily, monthly, by-monthly

Impact: How will you assess the impact of the strategy(ies) on the Building Goal.

Goal	Data Used To Assess the Impact on Students.	Who is Responsible for Collecting this Data? *Principal & BLT*	When will it be Collected?
Reading	ITBS Reading Comprehension, fluency assessments	BLT, Principal, grade level teams	*Winter 2010/ 3 times per year*
Math	ITBS Math Concepts and Problem Solving	BLT, Principal, assist principal, grade level	Winter 2010

		teams	
Sped Ed	ITBS Reading Comprehension/Math Concepts and Problem Solving	BLT, Principal, assist principal, SPED teacher	Winter 2010, bi-monthly

Staff Development Plan:

Staff Development Activities-Research Based (Please list all that are directed toward meeting the School Improvement Goal)	**Describe desired implementation**	**Desired outcome of Professional Development on Student Impact and/or Teacher Impact**	**When will it be provided? Who will provide PD**
Reading in the content	*Using Janet Allen Flip Chart IDM workshop/staff development*	*Teachers will demonstrate Reading in the Content strategies during lessons*	*Twice a year/AEA*
IDM implementation for Math	Ongoing IDM workshops/staff development	Math and Reading teachers will use IDM strategies during lessons, and organize IDM Labs	Fall 2009, Spring 2010/ AEA
IDM, Rdg in the content-SPED	Bi-monthly data point collection/IDM staff development	IDM strategies during lessons, data collection/analysis	Fall 2009

School Improvement Communication Plan:

Purpose	**Message**	**Audience**	**Strategies**	**Timeline**	**Person(s)**
Reading in the Content expectations	*QAR strategies, IDM strategies*	*Teachers*	*Sharepoint notice, staff mtgs.*	*Reminders quarterly*	*Principal & BLT*

Appendix H

		Advisory (1st)	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
		7:50 - 8:05	8:08 - 8:50	8:53 - 9:35	9:38 - 10:21	10:24 - 11:11	11:14 - 11:44	11:47 - 12:35	12:38 - 1:20	1:23 - 2:05	2:08 - 2:50
		15 min	42 min	42 min	42 min	47 min	30 min	48 min	42 min	42 min	42 min
6	Brown, J.	8	Reading (ctr)	IDM LAB	Reading (ctr)	Reading	eat	Reading	Plan	TEAM	Science
6	Cline	7	Ancient Civ	IDM LAB	Ancient Civ	Ancient Civ	eat	Science	Plan	TEAM	Ancient Civ
6	Fox	7	Science	IDM LAB	Math	Math (ctr)	eat	Math (ctr)	Plan	TEAM	Math
6	Reid	6	Lang Arts	IDM LAB	Lang Arts	Science	eat	Lang Arts	Plan	TEAM	Lang Arts
		7:50 - 8:05	8:08 - 8:50	8:53 - 9:35	9:38 - 10:21	10:24 - 11:11	11:14 - 12:02	12:05 - 12:35	12:38 - 1:20	1:23 - 2:05	2:08 - 2:50
		15 min	42 min	42 min	42 min	47 min	48 min	30 min	42 min	42 min	42 min
7	Allison	6	IDM LAB	Plan	TEAM	Reading	Reading	eat	Reading (ctr)	Reading (ctr)	Reading (cte)
7	Gannon	6	IDM LAB	Plan	TEAM	Math (ctr)	Math (ctr)	eat	Math	Math	Pre Algebra
7	Meyer	8	IDM LAB	Plan	TEAM	Geography	Geography	eat	Geography	Geography	Geography
7	Parsons	6	IDM LAB	Plan	TEAM	Lang Arts	Lang Arts	eat	Lang Arts	Lang Arts	Lang Arts
7	Wilson	8	IDM LAB	Plan	TEAM	Science	Science	eat	Science	Science	Science
		7:50 - 8:05	8:08 - 8:50	8:53 - 9:35	9:38 - 10:21	10:24 - 10:54	10:57 - 11:44	11:47 - 12:35	12:38 - 1:20	1:23 - 2:05	2:08 - 2:50
		15 min	42 min	42 min	42 min	30 min	47 min	48 min	42 min	42 min	42 min
8	DaLuga	6	IDM LAB	Science	Science	eat	Plan	TEAM	Science	Science	Science
8	Grandstaff	8	IDM LAB	Am History I	Am History I	eat	Plan	TEAM	Am History I	Am History I	Am History I
8	Hartung	7	IDM LAB	Lang Arts	Lang Arts	eat	Plan	TEAM	Lang Arts	Lang Arts	Lang Arts
8	Larsen	6	IDM LAB	Reading (ctr)	Reading (ctr)	eat	Plan	TEAM	Reading	Reading (cte)	Reading
8	Wall	8		Math	Math	eat	Plan	TEAM	Math (ctr)	Math (ctr)	Algebra I
C	Conner	6									
AR	Hoffman	SUCCESS									
A	Watters	ALC									
ELP	Fell	SHS7:50-11:10	M, T, W, Th, F	M, T, W, Th, F	M, T, W, Th, F	M, T, W, Th, F	eat	ELP	ELP	Reading w/Larsen	Reading w/Allison
RA	Brix	8	Plan	7th FCS	7th FCS	eat	8th FCS	8th FCS	6th FCS	6th FCS	TEAM
RA	Dennis	NE 7:30-3:30	M Plan	M 7th Art	M 7th Art	M eat	M 8th Art	M 8th Art	M 6th Art	M 6th Art	M TEAM
RA	Erpelding		Plan	7th Ind Tech	7th Ind Tech	eat	8th Ind Tech	8th Ind Tech	6th Ind Tech	6th Ind Tech	TEAM
RA	Wickham	6	Plan	7th Key Brdg	7th Key Brdg	eat	8th Key Brdg	8th Key Brdg	6th Key Brdg	6th Key Brdg	TEAM
PE	Gebhart	7	Plan	7th Phys Ed	7th Phys Ed	eat	8th Phys Ed	8th Phys Ed	6th Phys Ed	6th Phys Ed	TEAM
PE	Sinnott	8	Plan	7th Phys Ed	7th Phys Ed	eat	8th Phys Ed	8th Phys Ed	6th Phys Ed	6th Phys Ed	TEAM
C	Ashley	NE 12:00-3:30	7/8 Choir	6th Choir	Plan	eat	lessons	lessons T,Th	lessons T,Th	lessons T,Th	TEAM T,Th
B	Jones	NE 7:30-12:00	7/8 Band T,Th	6th Band T,Th	Plan T,Th	eat T,Th	lessons T,Th	lessons	lessons	lessons	TEAM
7	Aeschliman	7	IDM LAB	Plan	TEAM	Math w/Gannon	Math w/Gannon	eat	Reading w/Allison	Reading w/Allison	IEP/ Intervention
A	Hestbech	classroom	Aeschliman			Lunch Duty	Lunch Duty	eat	Science w/Wilson	Geog w/Meyer	Lang w/Parsons
7	Brown, B.	7	IDM LAB	Reading w/Larsen	Reading w/Larsen	eat	Plan	TEAM	Math w/Wall	Math w/Wall	IEP/ Intervention
A	Horrigan	1 on 1	Brown			Lunch Duty	eat	Lunch Duty			
A	Mines	classroom	Brown			eat	Lunch Duty	Lunch Duty			
678	Christian	7	IDM LAB				eat				
A	Gregory, J.	classroom	Christian			Lunch Duty	eat	Lunch Duty			
678	Pederson	8	IDM LAB				eat				Life Skills
A	Gregory, A.	classroom	Pederson			eat	Lunch Duty	Lunch Duty			
8	Smith	7	Reading w/Brown	IDM LAB	Reading w/Brown	Math w/Fox	eat	Math w/Fox	Plan	TEAM	IEP/ Intervention

(cte)= CoTeaching ELP (ctr)= CoTeaching Resource

Appendix I

Problem Solving Team Guide
2009-2010

Level 1 – Classroom Level or Common Area Concern

Form 1A or 1B completed by classroom teacher(s) or advisor

Level 2 – Set Intervention Goal

Form 2A or 2B completed by classroom teacher

(If Behavior: also functional behavior form completed)

*** **Level 2A or 2B Goal Revision** form completed by classroom teacher if needed

Level 3 - Heartland / Teacher Collaboration

Share paperwork and information with Heartland

No forms for classroom teacher to complete

Level 4 – Spec Ed. / Classroom Teacher / Heartland Case Coordinator

Form 4A or 4B completed by special education teacher

***

A = Academic

B = Behavior

LEVEL 1.Academic – Classroom/Common Area Level **2009-2010**

Student: _____ **Grade:** _____

Teacher: _ _____ **Date:** _____
Area of Concern: _____

Describe the concern:

What accommodations or modifications have you made?

Parent Communication regarding Concern **Date:** _____

- ☐ Phone Conference
- ☐ Meeting

Student Awareness **Date:** _____

- ☐ Meeting – Share Plan

Decision Making **Date:** _____

- ☐ Move to Inactive (accommodation successful- action not needed)
- ☐ Maintain (continue at Level 1)
- ☐ Move to Level 2 Intervention (increase intervention)

Follow-up Parent Communication Regarding Decision **Date:** _____

- ☐ Phone Conference
- ☐ Meeting

LEVEL 1.Behavior – Classroom / Common Area Level **2009-2010**

Student: _____ **Grade:** _____

Teacher: __ _____**Date:** _____

Area of Concern: _____

Describe the concern:
1.

What accommodations or modifications have you made?

Are there PBS data forms on file regarding this behavior?

1. What do you believe is the
3. possible function of the behavior?

Student Awareness **Date:** _____

☐ Meeting – Share Plan

Decision Making **Date:** _____

☐ Move to Inactive (accommodation successful- action not needed)
☐ Maintain (continue at Level 1)
☐ Move to Level 2 Intervention (increase intervention)

Follow Up Parent Communication regarding Decision **Date:** _____

☐ Phone Conference
☐ Meeting

LEVEL 2.Academic – Goal Revision **2009-2010**

Student: _____ **Grade:** _____

Teacher: _____ **Date:** _____

Area of Concern: _____

*****See Level 2.Academic-Intervention Form for plan**

Baseline (Must be a number related to goal statement)**:**

Goal (Must be measurable and related to the baseline)**:**

Student Communication regarding Goal Revision **Date:** _____

- ☐ Goal Revision Meeting with student
- ☐ Student Check-In How often?_____
  By Whom?_____

Parent Communication regarding Goal Revision **Date:** _____

- ☐ Phone Conference
- ☐ Meeting

Results (Level of performance after intervention)**:**

Data Decision Making **Date:** _____

☐ **<u>Goal Met</u>**
- ☐ Move to Inactive
- ☐ Move to Level 1
- ☐ Continue Level 2, *revise goal*

☐ **<u>Goal Not Met</u>**
- ☐ Continue Level 2, *revise plan*
- ☐ Move to Level 3, *provide documentation to AEA*

Follow Up Parent Communication regarding Decision **Date:** _____

- ☐ Phone Conference
- ☐ Meeting

LEVEL 2.Behavior – Intervention **2009-2010**

Student: _____ **Grade:** _____

Teacher: _____ **Date:** _____

Area of Concern: _____

Possible Function of Behavior: _____

Strategy: _____

Time: _____ **Frequency:** _____

Group Size: _____

Materials: _____

Person(s) Responsible: _____

Baseline (Must be a number related to goal statement consider using PBS data as one data source):

Goal Statement (Must be measurable and related to the baseline):

Parent Communication regarding Intervention **Date:** _____

- ☐ Phone Conference
- ☐ Meeting
- ☐ Copy of plan given to parent

Student Communication regarding Intervention **Date:** _____

- ☐ Goal Meeting with student
- ☐ Student Check-In How often? _____
  By Whom? _____

Results (Level of performance after intervention):

Data Decision Making **Date:** _____

☐ **Goal Met**
- ☐ Move to Inactive
- ☐ Move to Level 1
- ☐ Continue Level 2, *revise goal*

☐ **Goal Not Met**
- ☐ Continue Level 2, *revise plan*
- ☐ Move to Level 3

Follow Up Parent Communication regarding Decision **Date:** _____

- ☐ Phone Conference
- ☐ Meeting

*FBA completed by AEA. Paperwork attached.

Appendix J

From: Kathy Bringle [mailto:kbringle@aea11.k12.ia.us]
>>To: seid@saydel.k12.ia.us
>>Sent: Fri, 21 Aug 2009 16:28:39 -0500
>>Subject: Approval and New Information - Professional
>>Learning Communities - Whatever it Takes
>>
>>
>>
>>
>>The course proposal that you submitted to Heartland
>>AEA has been approved.
>>
>>Activity Name:Professional Learning Communities -
>>Whatever
>>it Takes Activity #: SG063858051001
>>Activity Dates: September 2, 2009 - November 18, 2009
>>Location: Saydel -Woodside Middle School
>>
>>This course will receive one license renewal credit or
>>one
>>graduate credit.
>>
>>Registration information for forwarding to interested
>>participants will be emailed to you shortly to share
>>with your participants. NOTE: Participants must be
>>registered before the last day of the course. The
>>system will not allow the participants to register once
>>you have entered grades so please bring that to the
>>participants attention.
>>
>>Please see the attached handouts for information on our
>>Instructor Center and closing out your course, etc:
>>
>>â€¢Instructor Center
>>â€¢New registration/grading process
>>â€¢To Change Credit Option With a Higher Fee
>>â€¢Evaluation sample formâ€"after the class is
>completed
>>, participants will receive an email in regards to
>>completing
>>the online evaluation and instructors will receive an
>>email
>>in regards to viewing the summary
>>
>>If the district is interested in doing a group
>>registration
>>(the district registers the entire class for no credit
>>and
>>then if participants want the credit, they would go in
>>and
>>register for the desired credit) for this course or if
>>you
>>have any questions, please call me at 1-515-270-0405 or
>>1-800-255-0405 extension 14354.
>>
>>Kathy
>>
>>
>>Kathy Bringle

>>Professional Development Secretary
>>Heartland AEA 11
>>6500 Corporate Drive
>>Johnston, IA 50131
>>Phone #: 515-270-0405 ext 14354
>>Toll Free #: 800-255-0405 ext 14354
>>Fax: 515-270-5383
>>Email: kbringle@aea11.k12.ia.us
>>
>>
>>