

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 Marshalltown Community School District,

Contact person

Name Dr. Marvin Wade
Title Superintendent of Schools
Address 317 Columbus Drive
Marshalltown, IA 50158
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School building name for this application B.R. Miller Middle School

Designation for this building: Tier I Tier II Tier III

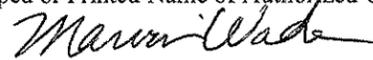
Statement of Assurances

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

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

Certification by Authorized or Institutional Official:

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

Dr. Marvin Wade Superintendent
Typed or Printed Name of Authorized Official Title
 May 21, 2010
Signature of Authorized Official Date

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

**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 Marshalltown Community School District and the Marshalltown Education Association. The purpose of this agreement is to establish a framework of collaboration as well as articulate specific roles and responsibilities in support of implementing one of the intervention models for the persistently lowest achieving school for B.R. Miller Middle School.

The terms of this MOU were reached (circle one) mutually as a result of negotiation OR as a result of mediation. The terms of this MOU take effect when Marshalltown Community School District is awarded a School Improvement Grant.

I. AGREED TO INTERVENTION MODEL

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

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

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

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

II. RESPONSIBILITIES

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

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

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

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

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

III. ASSURANCES

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

IV. MODIFICATIONS

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

V. DURATION AND TERMINATION

This Memorandum of Understanding shall remain in effect beginning May 21, 2010 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:

The signatories agree to work together in good faith to implement those portions of the Marshalltown Community School District grant application for federal school improvement funds by making appropriate modifications to the following articles of the collective bargaining agreement:

Article VI Employee Work Year

Article VII Employee Hours and Load

Article VIII Employment and Assignments

Article XII Employee Evaluation

Article XIII Transfers

Article XV Professional Development and Educational Improvement

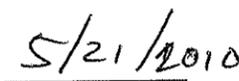
Article XVII Salary and Supplemental Pay Schedule

VII.

SIGNATURES



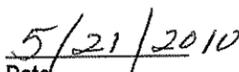
Superintendent (required)



Date



President of Local School Board (required)



Date

Susan L. Gill
Local Teachers Union Leader (required)

5-21-10
Date

Authorized Department of Education Official (required)

Abstract

LEA: B.R. Miller Middle School

Type of Grant Request: Tier II

Brief project description, project activities: This grant application is designed to rapidly improve the success of all students attending B.R. Miller Middle School (Also known as Miller Middle School) through a very coordinated, collaborative, focused effort. The goal of this application is:

B.R. Miller Middle School will reduce the percentage of full academic year students who are non-proficient on the ITBS/ITED reading/language arts and mathematics assessments by 10 percent or more from the prior year by developing a rigorous coherent instructional program that is capable of dynamically supporting the instructional, emotional and behavioral needs of its students.

Critical elements of the application design include:

- Replacing the principal and redesigning the role of the building administrator to focus on instructional improvement
- Establishing and maintaining clarity, consistency and accountability throughout all levels of an evaluation system focused on the relationship between adult learning and student achievement
- Implementing high-impact aligned core instruction, both academically and social/emotionally, that meets the needs of our diverse and high-poverty student population
 - Prentice Hall Mathematics
 - Balanced Literacy Program (To Be Identified)
 - Positive Behavior Interventions and Supports
 - Sheltered Instruction Observation Protocol (Appendix A)
 - Key Reading and Vocabulary Strategies for All Contents
- Providing powerful, sustained professional development to support the successful implementation of these programs and strategies
- Greatly expanding opportunities for students to receive additional targeted intervention as well as enrichment during and beyond the school day and year
- Engaging families and community partners purposefully in the education of our youth

Targeted number of students: Nearly 750 students

Targeted number of certified staff: 62

Technical Assistance Providers: Technical assistance providers include AEA 267, Iowa Learning Support Team, School Administrators of Iowa, Parent Information Resource Center, Pearson Publishing, Project Read and Carol Lansing.

The Marshalltown Community School District has recognized and continues to recognize the interdependency for student success amongst our various levels of instruction. The success of B.R. Miller Middle School is very dependent upon the instruction students receive in elementary school, just as the student success at Marshalltown Community High School is very dependent upon the learning of students while attending B.R. Miller Middle School.

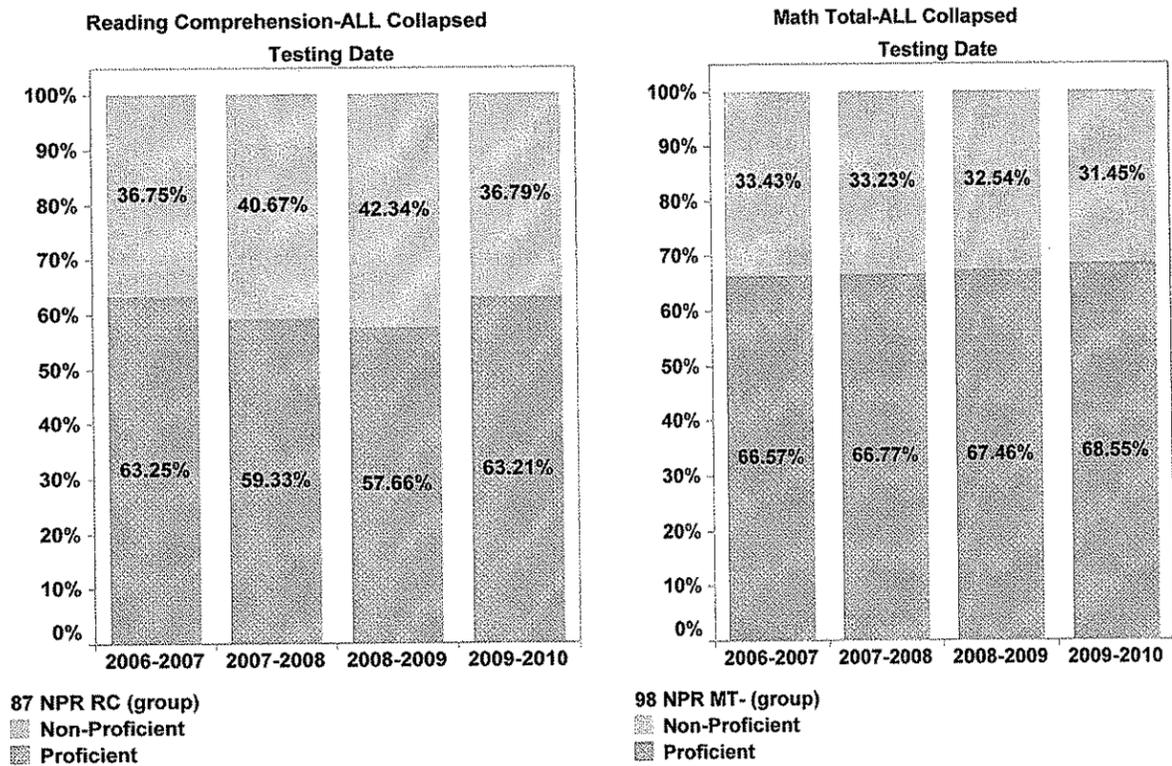
Through this grant application the district will continue its focus to develop a rigorous coherent instructional program and support system that meets the needs of all of our students, some of this state's most academically challenged youth.

PART 1:

Needs Assessment

B.R. Miller Middle School, serving all 7th and 8th grade students of the Marshalltown Community School District, qualifies as a Tier II school as one of the state’s persistently-lowest achieving secondary schools that is eligible for, but does not receive, Title I, Part A funds.

The current low socio-economic status (Low-SES) identification for Miller Middle School is 57.45%. This is 22% above the requirement for receipt of Title I funds. The district currently uses all Title I dollars to support services in all district K-4th elementary schools. These are structured as three school-wide programs at Anson Elementary (83.23% Low SES), Rogers Elementary (83.63% Low SES), and Woodbury Elementary (75.85% Low SES) as well as three targeted programs at Fisher Elementary (59.14% Low SES), Franklin Elementary (63.68% Low SES) and Hoglan Elementary (57.91% Low SES). Title I funds are not designated to B.R. Miller Middle School due to the concern that the “potential significant impact” of services and hence



the potential for increased student achievement will be diminished at the K-4th level by distributing the dollars to more buildings.

Annual aggregated achievement in reading comprehension and math for the years of 2006-2007, 2007-2008 and 2008-2009 identifying persistently low achievement is represented below. The 2009-2010 school year is also included demonstrating that while there has been a slight increase in achievement at B.R. Miller Middle School, proficiency levels remain concerning to the district and the community.

After analysis of the four potential models available to Miller Middle School, the transformational model has been selected. Key points from the analysis are cited below:

Closure Model

The closure model was not selected as a viable model due to the fact that B.R. Miller serves all 7th and 8th grade students within the Marshalltown Community School District. There is no other service center available to provide education to these students.

Restart Model

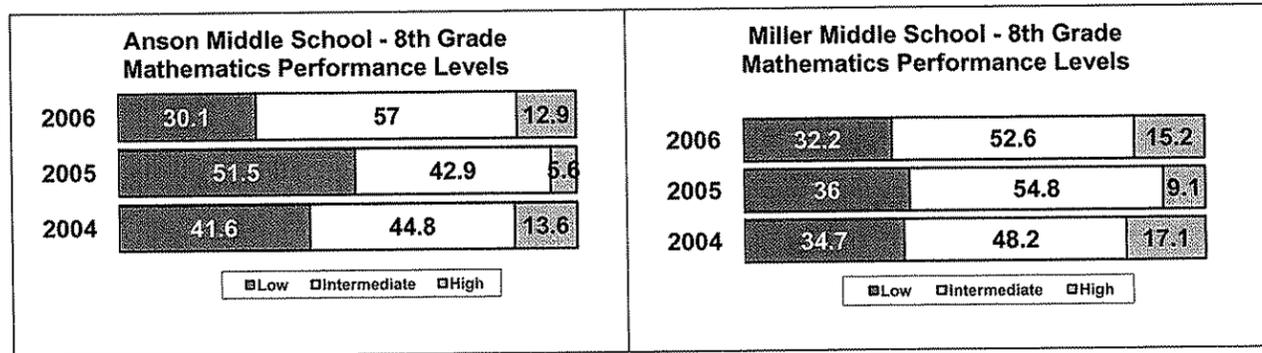
The restart model was not selected as a viable model as B.R. Miller Middle School is the only center serving the 7th and 8th grade students of Marshalltown Community Schools. Reopening B.R. Miller Middle School as a charter with no other educational options appeared to be in conflict with current Iowa code. Further, the consideration of opening a school-within-a-school type charter presented concerns around reestablishing equity issues that had been recently resolved through the district's recent restructuring of attendance centers. Supporting information around this is detailed below.

The district completed a restructuring of attendance centers during the 2006-2007 school year. By moving from a K-5, 6-8, 9-12 structure which supported two middle schools to a K-4, 5-6, 7-8, 9-12 structure, the district and community believed that it would resolve equity issues and better serve students from minority cultures and low-income families. Below you will find demographic information for the 2005-2006 school year demonstrating the disparity between the two populations.

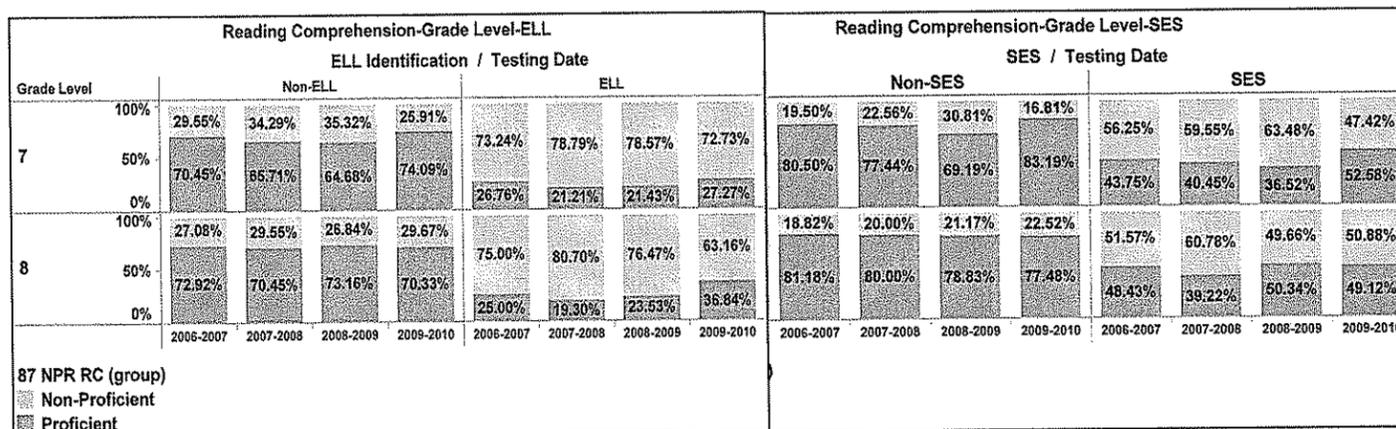
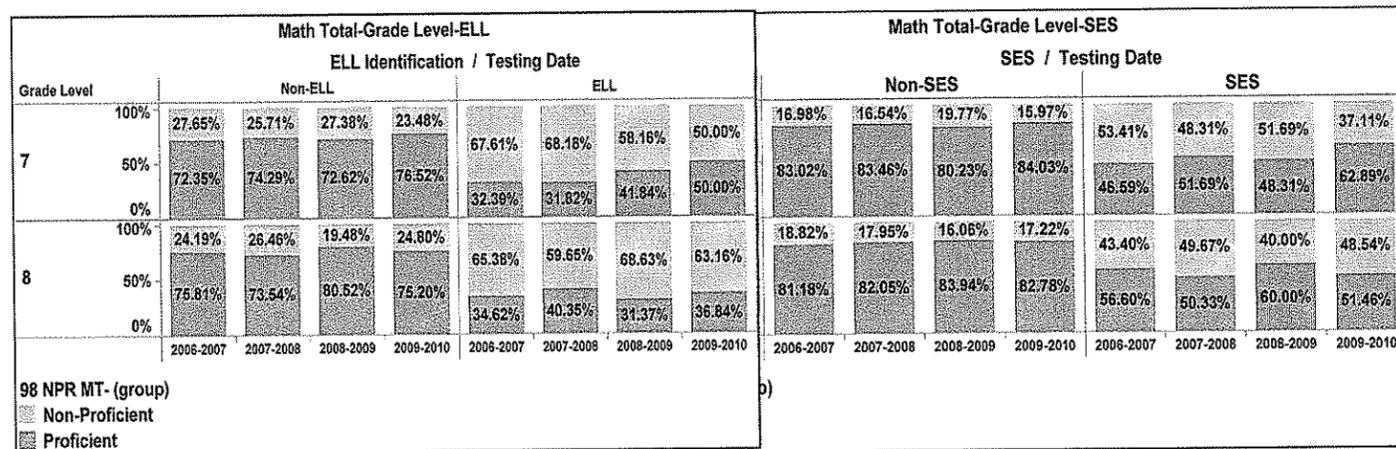
School	2005-2006	Ethnicity						Low-SES
	Enrollment	Caucasian		Hispanic		Other		
	#	#	%	#	%	#	%	
Anson Middle School	513	251	49%	219	43%	43	8%	68.60%
B.R. Miller Middle School	674	506	75%	135	20%	23	3%	49.90%
Total	1187	757	64%	354	30%	66	6%	

This restructuring was also supported through a disparity of academic achievement. Below you will find the ITBS FAY results for Reading Comprehension and Math for the three years prior to the district restructuring. While the 2005-2006 achievement of FAY students was relatively close between the two centers, it should be noted that Anson Middle School was sanctioned as a SINA school and under a supportive improvement plan.

Anson Middle School				Miller Middle School			
Anson Middle School - 8th Grade Reading Performance Levels				Miller Middle School - 8th Grade Reading Performance Levels			
2006	46	44.8	9.2	2006	35.6	52.6	11.8
2005	53.4	41.1	5.6	2005	34.5	53.8	11.7
2004	45.8	45.8	8.4	2004	32.6	54.6	12.8
<div style="display: flex; justify-content: space-around;"> ■ Low □ Intermediate □ High </div>				<div style="display: flex; justify-content: space-around;"> ■ Low □ Intermediate □ High </div>			



Disaggregation of more recent ITBS data since the restructuring shows continued significant gaps between the achievement of these two subgroups, ELL and Low-SES with some narrowing of the gap. Results of other assessments, including the MAP, show similar gaps between the subgroups. (Appendix B)



Turnaround Model

The turnaround model was not selected as the most viable model for three reasons. These include 1) the need for our students to continue to feel safe and to maintain relationships with their teachers and other adults in the school setting in order to continue to achieve even at the current level, let alone beyond. In addition, we recognize 2) the difficulty of hiring highly-qualified staff in academic areas who also already possess the knowledge of working in highly diverse and high poverty learning environments, particularly in this short time frame. Finally, while the district recognizes that achievement is not nearly high enough, 3) maintaining and being able to build upon the current stabilization of achievement that we are seeing at Miller Middle School with current staff while continuing to increase their capacity and making other structural change afford us the greatest potential of increased success.

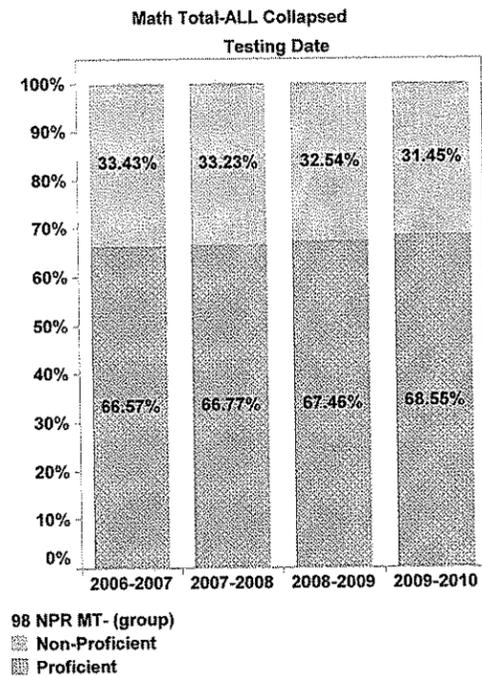
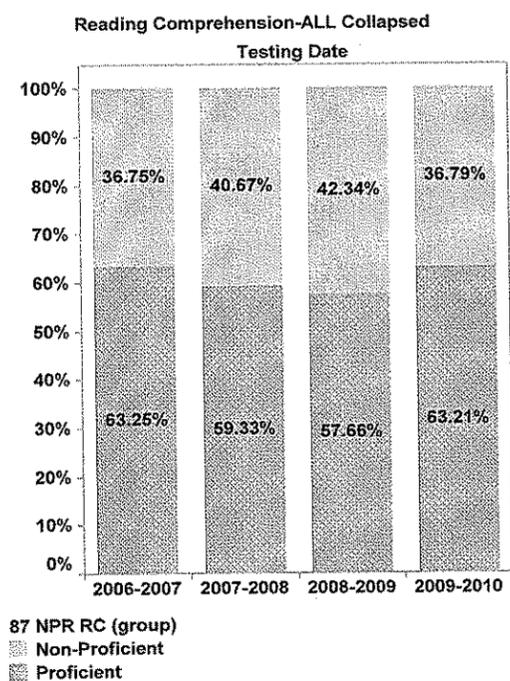
When working to determine the most appropriate model, the district had significant concerns around the potential negative effect that turning over 50% of our teacher population would have on our relationship-needy student population. In addition to our diverse student culture (37.38% Hispanic and 11.6% other minority), many of our youth also live under the stressful conditions of poverty. The Marshalltown School District, as a whole, has the 3rd highest poverty rate of all Iowa school districts, with Miller Middle School having a free/reduced lunch rate of 57.45%. Thirty-five percent of the student population lists a language other than English as their native language (32.36% Spanish and 2.5% other) with 35% of the population also being eligible for English Language Learning services.

District records show that students from low-income families face greater academic challenges and require additional academic and emotional support to be as successful as their peers from

middle and higher income families. To ensure academic success and emotional stability, teachers at Miller Middle School know the importance of building relationships with students. Recent student surveys (i.e., the Iowa Youth Survey, Miller Middle School Building Climate Survey) show that 91% of the students feel safe in school and 86% feel their teachers care about them. A 50% staff turnover in a very short period of time would potentially have detrimental effects, both academically and emotionally for the students at Miller Middle School, at least retarding the potential of and movement toward rapid improvement.

As cited above, the diversity and poverty throughout the district and including Miller Middle School has presented and continues to present challenges in achievement. It is vital that we hire and maintain highly qualified teachers who also have an established skill set as it pertains to working in such high poverty/low SES environments that also have a multilingual atmosphere. The probability of replacing 50% of the staff, particularly in this short time frame, with equally or higher qualified replacements was low.

The district has begun to see a stabilization of achievement scores as represented in the initial graphs provided below.



In analyzing these graphs one will see that during the 2009-2010 school year, students achieved at or above the 2006-2007 school year. While we recognize that this is not adequate achievement, it is also noted that due to the restructuring of attendance centers, the only students meeting FAY during the 2006-2007 school year were those 6th and 7th grade students who attended B.R. Miller during the 2005-2006 school year, which historically had scored 10%-15% above the achievement of students attending Anson Middle School.

The achievement results of 2007-2008 and 2008-2009 for B.R. Miller represent all of the district's 7th and 8th grade students. These scores are representative of the aggregated district achievement prior to the restructuring. The results of the 2009-2010 ITBS testing in reading comprehension show that student achievement is now equal to that of the 2005-2006 school year, leading us to conjecture that the restructuring as well as subsequent district actions are beginning to impact the learning of students.

Turning over 50% of the staff would not afford the district the opportunity to stay the course of key changes that are being implemented.

Transformation Model

The transformation model was selected as the most viable model as it best builds on the strengths that we currently have while providing the greatest continuity for the continued support of systems work that the district is currently implementing to bring about improved student achievement as cited below.

- The findings of the District in Need of Assistance Audit identified key root causes of the system for poor student achievement, including a loosely coupled instructional program, a loosely structured professional development system and a lack of

consistent and clear processes and protocols used to establish and maintain expectations and mutual accountability. Significant resources have been invested in resolving these issues, particularly at the elementary level as the district made a conscious commitment to “fix” the system rather than band-aid it. Miller Middle School, with the support of AEA 267, is establishing a school improvement plan through the School In Need of Assistance (SINA) process.

- The district has invested and continues to invest in developing the capacity of our teachers district-wide as well as at Miller in order to establish a more coherent, efficient system of instruction. We have completed an incremental system-wide analysis of the current state of literacy and math instruction, accompanied by subsequent changes in programming and materials, implementation of Instructional Decision Making (IDM) through AEA 267, the implementation of Infinite Campus for data collection and Tableau for analysis development of common unit and assessment structures to support the Iowa Core Curriculum, parent involvement through Parent Information Resource Center (PIRC), co-teaching, and poverty training through AEA 267.

Tough decisions mean tough choices. After reviewing all the data and considering the needs of the students and community, this choice was the best choice for our students.

Charts demonstrating broad analysis of needs are found below. They provide an overview of identified strengths and challenges as well as transformational solutions identified to rapidly improve student success.

Curriculum and Resources	Instructional Program	Differentiation and Intervention
	<p>Strengths</p> <ul style="list-style-type: none"> A comprehensive DINA plan identifying root causes in system issues of aligned Kdg-12th standards and benchmarks and subsequent instructional programs, consistent data-informed processes and protocols to efficiently identify student and system needs and articulated professional development structures Work completed to enhance the core and student achievement at the Kdg-6th level 	<p>Strengths</p> <ul style="list-style-type: none"> District work to develop stable technological infrastructure Current year's work developing skill in IDM processes Staff work to develop protocol to sort all students for intervention Study group work around secondary literacy Allocation of ARRA funds to support some intervention materials
	<p>Challenges</p> <ul style="list-style-type: none"> Intensity of need related to Low SES students and ELL students Availability of appropriate instructional materials in the quantity necessary to achieve rapid improvement 	<p>Challenges</p> <ul style="list-style-type: none"> Staff to support amount of interventions to be implemented in order for rapid improvement Availability of appropriate intervention materials
<p>Transformational Solutions</p> <ul style="list-style-type: none"> Implement Prentice Hall mathematics Implement research-based literacy program Implement IDM/PBIS Implement SIOP 	<p>Transformational Solutions</p> <ul style="list-style-type: none"> Implement efficient, comprehensive system of data analysis Implement interventions aligned with student needs 	
Schedule and Classroom	Operational Flexibility	Scheduling for Increased Learning Time
	<p>Strengths</p> <ul style="list-style-type: none"> Collaboration and cooperation in resolving transportation barriers to increase instructional time during the day Current building allocations to support transformation Commitment and capacity of teaching and administrative staff 	<p>Strengths</p> <ul style="list-style-type: none"> Collaboration and cooperation to resolve barriers to learning Current structure for teacher payment for work beyond contract Preparatory work completed in scheduling at Miller Middle School demonstrating instructional priorities and intervention opportunities
	<p>Challenges</p> <ul style="list-style-type: none"> Transportation for additional learning opportunities beyond the school day or year Financial support for staff to provide additional learning opportunities 	<p>Challenges</p> <ul style="list-style-type: none"> Time to provide intervention opportunities beyond the school day or year Time to provide and monitor implementation of professional development necessary to achieve rapid student success
<p>Transformational Solutions</p> <ul style="list-style-type: none"> Increase instructional time during the school day Increase core instruction time in literacy and math Increase financial support for transportation beyond the school day and year Increase financial support for staff to provide additional learning opportunities beyond the school day and year 	<p>Transformational Solutions</p> <ul style="list-style-type: none"> Increase opportunities for additional learning opportunities during the school day, before and after the school day and during the summer or other breaks by resolving barriers of transportation and staffing Allow teachers to use identified district-provided graduate credit to move across the salary schedule Employ instructional coaches to support and monitor IDM 	
Student and Parent Involvement	Family and Community Engagement	
	<p>Strengths</p> <ul style="list-style-type: none"> Current involvement with Parent Information Resource Center (PIRC) through iSPIN to provide technical assistance in developing and enhancing family, student and school engagement District involvement with community partners particularly through the Grad Nation initiative and Iowa Collaboration for Youth Development 	
	<p>Challenges</p> <ul style="list-style-type: none"> iSPIN will end in its current form at the close 2010-2011 Miller Middle School has had no involvement in the work of Grad Nation and the Iowa Collaboration for Youth Development 	
<p>Transformational Solutions</p> <ul style="list-style-type: none"> Continue district commitment established through iSPIN Establish purposeful relationships with community partners through involvement with the Iowa Collaboration for Youth Development and other identified programming 		

Administration and Staffing

Replace Principal		Teacher Evaluation	
<p>Strengths</p> <ul style="list-style-type: none"> Process of hiring is complete Recognized structures of support are identified 	<p>Strengths</p> <ul style="list-style-type: none"> Clearly defined evaluation processes for teachers Strong working relationship among teachers, their association, building administrators and district administrators 	<p>Challenges</p> <ul style="list-style-type: none"> Pressure of external and internal factions for rapid increase in student achievement Complexity of student and staff characteristics Limited time for on-boarding prior to the start of 2010-2011 	<p>Challenges</p> <ul style="list-style-type: none"> Lack of clarity and consistency between teaching expectations and demonstration of student learning
<p>Transformational Solutions</p> <ul style="list-style-type: none"> Hire new principal based on transformational characteristics Provide extensive acculturation processes prior to contract and during summer Greater investment in instructional leadership development Redefinition of job duties/work list including the potential hiring of a SAM 	<p>Transformational Solutions</p> <ul style="list-style-type: none"> Implement system of evaluation clearly tied to student achievement and fidelity of implementation for district- identified instructional programs and strategies Consistent monitoring and study of implementation, including evaluation, of instructional programs and strategies 	Identify, Reward and Remove Staff	
<p>Strengths</p> <ul style="list-style-type: none"> Collaborative relationship between the association and the district Structure and process for credible and fair evaluation Evaluation training of administration 	<p>Strengths</p> <ul style="list-style-type: none"> Openness to external assistance Current relationships and history with key technical assistance providers 	<p>Challenges</p> <ul style="list-style-type: none"> Lack of clear alignment and accountability for impact of adult learning (professional development) on student learning (achievement) Consistency of implementation 	<p>Challenges</p> <ul style="list-style-type: none"> Lack of identified, overarching technical assistance provider, deeply steeped in successfully working with school districts facing similar challenges to Marshalltown Community School District
<p>Transformational Solutions</p> <ul style="list-style-type: none"> Establish clarity, consistency and acceptable evidence of relationship between adult learning and student learning Identify summative and formative data points as evidence Develop and implement protocol for data conversations as part of evaluation Identify documentation of fidelity of implementation for instructional programming and strategies through reflective practice 	<p>Transformational Solutions</p> <ul style="list-style-type: none"> Continue technical assistance with Pearson, Project Read and Heinemann, AEA 267, PIRC and SAI Establish technical assistance with the Leadership and Learning Center 	Intensive Technical Assistance	
Professional Development		Financial Incentives, Career Opportunities and Work Flexibility	
<p>Strengths</p> <ul style="list-style-type: none"> DINA work focusing on the development of a focused, coherent professional development system aligned with Iowa Professional Development Model Capacity of teacher leaders to support high quality rigorous professional development District work around collegial dialogue and cognitive coaching Recent recognition for need of instructional coaches to support rapid improvement 	<p>Strengths</p> <ul style="list-style-type: none"> Current structures of work flexibility Relationship between the district and Marshalltown Education Association History of promoting educators to positions of classroom and building leadership 	<p>Challenges</p> <ul style="list-style-type: none"> Impact on student achievement due to teacher absence from classroom Limited number of qualified substitute teachers 	<p>Challenges</p>
<p>Challenges</p> <ul style="list-style-type: none"> Professional development time demanded to develop capacity of teachers in necessary skills and processes Lack of ability to support and monitor implementation of identified instructional programs and strategies 	<p>Challenges</p>	<p>Transformational Solutions</p> <ul style="list-style-type: none"> Allow teachers to use identified district-provided graduate credit to move across the salary schedule Continue to support enhancement of leadership roles for staff demonstrating expertise in content and leadership skills 	<p>Transformational Solutions</p>
<p>Transformational Solutions</p> <ul style="list-style-type: none"> Provide rigorous, high quality professional development in SIOP, IDM/PBIS, Poverty, Prentice Hall mathematics, literacy program and strategies, Infinite Campus and Tableau Design, implement and evaluate common units and assessments in all content areas Implement, monitor, and evaluate professional development with fidelity Employ five instructional coaches to support educators and monitor implementation of instructional programs and strategies 	<p>Transformational Solutions</p>		

Capacity

Marshalltown Community School District has repeatedly demonstrated its ability to successfully implement significant state and federal grants such as multi-million dollar awards including dual language programming, enhanced effectiveness of elementary counseling services, transitional work from a traditional physical education program to a fitness focused program and most recently, the award to support the Safe Schools/Healthy Students Initiative affording us the opportunity to create a sustainable structure of school/community learning support throughout the district. The complexity of implementing and reporting during a defined timeline has been repeatedly operationalized and is clearly understood.

The district's requirement to participate in the recognized school improvement planning process due to it District In Need of Assistance (DINA) designations serves as a corner post for recent and ongoing work toward rapidly increasing student success. This work has served to give the district a sharp focus on:

- improving the core instructional program as well as developing a dynamic data-informed system of intervention that better meet the needs of the student's it now serves,
- to articulate a clearly defined coherent plan of professional development which authentically and purposefully supports the retooling of the core and supplemental instructional programming as cited above
- and to develop a consistent system of processes and protocols which continually aligns the work of the adult learning to that of student achievement through the fidelity of implementation in identified instructional programming and strategies.

These three focuses were obviously the result of significant systems issues. The district recognized this and had to make a conscious choice between band-aiding the system or striving to "fix" the system. It chose the latter and thus intentionally has focused significant resources on rapidly retooling the elementary instructional program in light of the significant changes in student learning needs that has occurred over the last seven to ten years. This choice was made as data clearly demonstrated that issues of achievement at the secondary level

were intricately dependent upon the system of instruction at the elementary level. Key work completed or in process at this level include:

- The adoption of a research-based vertically aligned math program that provides greater structure and efficiency of intervention opportunities
- The implementation of a pacing guide to assure exposure and mastery of identified math standards
- The implementation of a coherent assessment system to assess student learning and intervene as necessary in both math and literacy
- The research and definition of core literacy program expectations including aspects of program design and time allocation to support a balanced-literacy program
- The implementation of key instructional materials to support defined literacy program expectations
 - Project Read
 - Writing-Framing Your Thoughts
 - Phonics and Word Structure-Phonic and Linguistics
 - Comprehension Story and Non-Fiction Form –Comprehension
 - Words Their Way to support Word Study
 - Handwriting Without Tears to support handwriting development
 - PWIM to support vocabulary acquisition and to support greater integration of content knowledge in science and social studies
- Restructured current scheduling priorities to afford common meeting time for grade level teachers within a building
- Support three additional literacy coaches to support and monitor the implementation of this work
- Support the work of a common unit facilitator to lead the collaborative development of common units of instruction for science and social studies with the goal of fluid integration into literacy and a common assessment of knowledge and process acquisition

This work would not have been possible to have been completed or being completed without the dedication of our teachers, principals and district administrators. This commitment is reflective of the depth of collaboration and work ethic between and among all facets of the Marshalltown Community School District. While the work is hard, all want to see a significant increase in student success, not only for reasons of public perception, but more importantly for the future of each and all students.

With this work now initiated and moving forward, the district has been preparing to turn a greater focus toward the middle level. This grant will serve to greatly accelerate and strengthen the work that was being planned for implementation.

A detailed statement of capacity specific to the elements of the transformation model are found as an introduction to each respective element section as part of the upcoming section on design and implementation.

Design and Implementation of Intervention Model

The Marshalltown Community School District in collaboration with staff, parents, the Marshalltown Teachers Association and the Marshalltown Board of Education has selected to implement the transformation model at B.R. Miller Middle School.

This model considered eleven key aspects of school reform that lead to rapid improvement. These aspects focused on instructional leadership, instructional programming, intervention structures, professional development and evaluation.

On the following pages each of the individual aspects of the model have been presented detailing not only the goals, activities/actions, timeline and indicators of success, but also the budget requirements for each activity, the external providers of technical assistance and the considerations of sustainability.

Please note the following two considerations:

- The impact of a research-based, vertically aligned instructional program is dependent upon the quality and intensity of the professional development provided during and beyond implementation. To this end, the structure and cost of the professional development is detailed in the section titled *“Use Data to Identify and Implement an Instructional Program that is Research Based and Vertically Aligned”*. In the section titled *“High-Quality, Ongoing, Job-Embedded, Instructionally Aligned Professional Development”* one will find references the budget details found in the aforementioned section and goal area.
- As time in and of itself does not improve student achievement, the impact of modifying the schedule and implementing strategies that increase learning time, particularly for low-achieving students, is most directly tied to the materials available for instruction and the support provided for teachers through targeted professional development which embraces all of the Iowa Professional Development Model.

Hence, there is not a singular budget for the section titled, “Establish Schedules and Implement Strategies that Provide Increased Learning Time”.

Area: Replace Principal

Capacity

In order to promote transformational potential within Miller Middle School and to adhere to the requirements of the Persistently Low Achieving School (PLAS) identification, the district has provided an early retirement package for the current building principal. The Marshalltown Community School District has hired a new building administrator for Miller Middle School beginning with the 2010-2011 school year. The hiring of this principal was based on the key characteristics of successful leadership in turnaround schools as cited from *School Turnaround Leaders: Competencies for Success*, Public Impact for The Chicago Education Fund.

The district will support this transition through a review of current job duties in relationship to the newly defined expectations and identify areas to be modified implementing the use of a School Administrator Manager (SAM) to facilitate rapid and sustainable improvement. It will support the participation of the new principal in the SAI Mentoring program and in-district information mentoring with the high school administrator as well as supervision by the superintendent. The district superintendent will use the coaching models of ORID (Objective, Reflective, Interpretive and Decisional) and Fierce Conversations to assure ongoing opportunities for the acculturation of the principal to the district. The superintendent will work with SAI to assure the statewide mentor of this principal is in a building and district with similar populations. The district will seek additional support for the new principal through the Leadership and Learning Center.

Implementation Plan: Replace Principal

Goals, Actions or Activities, Timelines, Budget Considerations and Indicators of Success

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
1. Hire a principal demonstrating key characteristics of quality leadership for transformational schools	Advertise position of principal at Miller Middle School	4/1/10-5/19/10	Service: \$5,200 <i>General Fund</i>	Job Description/Resume
	Screen applicants and identify finalists	4/6/10-4/9/10	Salary: \$1,200 <i>General Fund</i>	Advertisement posted in various media
	Conduct interviews and reference checks	5/3/10-5/7/10	Salary: \$8,000 <i>General Fund</i>	Interview schedule
	Identify new principal	5/14/10-5/14/10	No additional cost	Board approval
	Obtain board approval of new principal	5/17/10-5/19/10	No additional cost	Signed Contract
			Salary: (Year 1) \$3,000 <i>General Fund</i>	Press release of hiring
			Salary: (Year 1) \$3,000 <i>General Fund</i>	Notes from meeting
			Salary: (Year 1) \$3,000 <i>General Fund</i>	Final list of changes are presented to board - board notes
			SAM position Salary/Benefits (Year 1, 2, 3) \$70,000/yr SAI contract: (Year 1, 2, 3) \$11,000/yr <i>School Improvement Grant</i>	Documentation of advertisement, job description and contract for (SAM)
			Salary: (Year 1, 2, 3) \$5,000/yr <i>General Fund</i>	Implementation data for the effectiveness of additional staff
2. Review previous job duties/work activity list in light of new expectations to identify roles/duties which need to be modified/removed for both the principal and assistant principal in order to increase the potential for success of principal to lead building to increase student achievement	Monitor resolutions for effectiveness	Ongoing	Salary: (Year 1) \$2,000 <i>General Fund</i>	Expectations of principal and assistant principal
	Establish consistency of expectations for common duties of principal and assistant principal	7/15/10-8/13/10	Salary: (Year 1) \$2,000 <i>General Fund</i>	Schedule of common meeting time.
	Identify consistent common meeting time for principal and assistant principal	7/15/10-8/13/10	Salary: (Year 1) \$2,000 <i>General Fund</i>	

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
<p>3. Effectively and expeditiously acculturate the new principal to Marshalltown Community Schools and Miller Middle School</p>	<p>Collaboratively with Central Office, the new principal and other key district and building leadership audiences, establish an on-boarding plan to enhance background of staffing, students, parents, and key district initiatives to support achievement at Miller Middle School</p>	<p>5/19/10-6/10/10</p>	<p>Salary: (Year 1) \$6,300 <i>General Fund</i></p>	<p>Completed on-boarding plan Reflective notes of new principal Completed protocols from review and monitor meetings</p>
	<p>Implement the identified plan</p>	<p>6/10/10-7/9/10</p>	<p>Salary: (Year 1) \$6,300 <i>General Fund</i></p>	
	<p>Monitor and review impact of on-boarding plan</p>	<p>Bi-weekly reviews</p>	<p>Salary: (Year 1) \$7,000 <i>General Fund</i></p>	
<p>4. Implement personal professional goals and priorities for developing a culture for rapid improvement at Miller Middle School</p>	<p>Superintendent and principal collaboratively identify goals based on information gathered through the on-boarding plan in accordance with district procedures for Individual Professional Development Plan (IPDP)</p>	<p>8/2/10-9/21/10</p>	<p>Administrative Supervisor Responsibility</p>	<p>Completed Individual Professional Development Plan (IPDP)</p>
	<p>Support systems are identified and implemented for areas of potential strength building</p>	<p>5/19/10-9/15/10</p>	<p>Fees/Registrations: (Year 1) \$1,500 Salary: (Year 1) \$5,500 <i>General Fund</i> Days Prior to Contract Salary: (Year 1) \$2,500 <i>School Improvement Grant</i></p>	<p>Registrations in externally provided support systems Completed agendas from internally provided support systems Completed work/reflections from support opportunities</p>

Implementation Plan: Replace Principal

Goals, External Providers, External Provider Budget Considerations, Practices and Policy Modifications and Sustainability

Specific Goals	External Providers	External Providers Budget Considerations	Practices and Policy Modifications	Sustainability
1. Hire a principal demonstrating key characteristics of quality leadership for transformational schools	AEA 267	Consultation only, no service expense	Identification criteria was modified to reflect new learning around leadership that is key to turning around low achieving schools as cited in <i>School Turnaround Leaders: Competencies for Success</i> , Public Impact for The Chicago Education Fund	The process of hiring a new principal for Miller Middle is not a new recurring cost
2. Review previous job duties/work activity list in light of new expectations to identify roles/duties which need to be modified/removed for both the principal and assistant principal in order to increase the potential for success of principal to lead building to increase student achievement	SAI (Lou Howell/Troyce Fisher)	Consultation: (Year 1) \$6,000 <i>School Improvement Grant</i>		The recurring cost of potential additional staff will be transitioned to At-Risk or general funding with the potential need lessened by cultural changes

Specific Goals	External Providers	External Providers Budget Considerations	Practices and Policy Modifications	Sustainability
3. Effectively and expeditiously acculturate the new principal to Marshalltown Community Schools and Miller Middle School	Leadership and Learning Center will review the on-boarding plan and provide feedback around the review and monitoring of its implementation	Consultation: (Year 1) \$3,000 <i>School Improvement Grant</i>	Purchasing days of new administrators prior to start of contract to begin on-board process. Modification of current job description to promote supervision of key priorities	The process of establishing, implementing and monitoring an on-boarding plan is not a recurring cost The use of grant dollars will provide us the opportunity to transform current funding streams to better meet these changes at the end of the grant. Exit strategies will be identified prior to implementing each change. Additionally, as culture and instruction are impacted, the ability of the principal to reassume certain roles may be appropriate.
4. Implement personal professional goals and priorities for developing a culture for rapid improvement and improved instruction at Miller Middle School	SAI-Leadership Academy (Prior to Contract) SAI-Mentoring Program AEA 267-Fierce Conversations Leadership and Learning Center In-house Informal mentor	Cost is tied to participant not provider and is cited above Consultation: (Year 1) \$6,000 <i>School Improvement Grant</i> Salary: (Year 1) \$4,800 <i>General Fund</i>	Purchasing days and paying for registrations of new administrators prior to start of contract to begin capacity building process	The cited trainings are one-time expenses that are subsequently supported through collaborative administrative work in-district.

Area: Operating Flexibility (Calendar, Time, Budget and Staffing)

Capacity

As the single center for all district 7th and 8th grade students, Miller Middle School is intricately dependent upon district services such as transportation, food service and building and grounds support. This dependency diminishes the district's ability to afford Miller Middle School sole flexibility over all of the cited areas; though through collaboration and significant cooperation, flexibility has been and will continue to be afforded to the greatest extent possible.

A recent example of this collaboration and cooperation is the restructuring of transportation routes across the district in order to increase the instructional time at Miller Middle School by 15 minutes a day starting during the 2010-2011 school year.

Buildings are allocated funds at a rate of \$116.67 per student to facilitate the work and needs of the building. This will equate to approximately \$91,000 for Miller Middle School during the 2010-2011 school year. Additionally, each building is allocated Teacher Quality funds at a per FTE rate. Miller Middle School received \$19,000 during the 2009-2010 school year to promote and support the professional development work of the building. This allocation will remain stable during the 2010-2011 year. As well, Miller Middle School is allocated over 40 days of professional development per year for their discretionary use. This is in addition to any other days funded through categorical or grant-funded allocations as well as any district-level allocation.

Staffing needs in relationship to student needs and accreditation requirements are reviewed at least annually and more often as staff transition out of the building or district. At such points the building, in collaboration with district leadership, determines the most beneficial means to meet established priorities. All district buildings have the discretion to select and hire staff that they

determine most appropriate to meet the needs of the students in their building within recognized
good hiring practices and legal mandates.

**Implementation Plan: Operating Flexibility (Calendar, Time, Budget and Staffing)
 Goals, Actions or Activities, Timelines, Budget Considerations and Indicators of Success**

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
1. Immediate - Diminish known transportation barriers and potential staffing barriers which hinder high levels of support through immediate instructional intervention beyond the school day for low-achieving students which will thus enhance the flexibility of Miller Middle School to rapidly meet the identified goals of increasing student achievement	Identify barriers and solutions related to transportation before or after school	5/19/10-6/15/10	Planning Salary: (Year 1) \$3,000 <i>General Fund</i> Implementation Transportation: (Year 1, 2, 3) \$25,000/yr <i>School Improvement Grant</i>	Meeting notes – transportation before or after school Meeting notes – staffing for tutoring and summer school Transportation routes Staffing contracts
	Identify barriers and solutions related to staffing more comprehensive before- and after- school tutoring and summer school opportunities	5/19/10-6/30/10	Planning Salary: (Year 1) \$3,000 <i>General Fund</i> Implementation Salary: (Year 1, 2, 3) \$125,000/yr <i>School Improvement Grant</i>	Payroll documents Staffing contracts
	Implement solutions for the 2010-2011 school year, including identified summer school for rapid language learners, students identified at-risk in 6 th grade and 8 th grade transition	8/13/10-7/29/11	Planning Salary: (Year 1) \$10,000 <i>General Fund</i> Implementation Salary: (Year 1, 2, 3) \$50,000/yr Materials: (Year 1, 2, 3) \$15,000/yr <i>School Improvement Grant</i>	

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
2. Develop and implement a sustainable, consistent structure of high impact intervention in formats which demonstrate the greatest potential for rapid improvement including, but not limited to, during school, before and after school, and during school breaks	Research current best practice for research-based tutoring structures that have the greatest potential for rapid impact	9/1/10-10/29/10	Salary: (Year 1) \$6,000 <i>General Fund, DINA</i>	Meeting agenda, notes and documentation
	Identify resource needs including personnel, materials, and time	10/29/10-12/15/10	Salary: (Year 1) \$6,000 <i>General Fund, DINA</i>	Implementation planning documentation Board minutes
	Resolve issues with meeting resource need(s)	12/15/10-2/14/11	Salary: (Year 1) \$6,000 <i>General Fund, DINA</i>	Student formative assessment results Program evaluation
	Implement identified structures	6/1/10-Ongoing	As sited above in Goal 1	
	Monitor and evaluate implementation	Ongoing Annual	Salary: (Year 1) \$4,000 <i>General Fund, DINA</i>	

**Implementation Plan: Operating Flexibility (Calendar, Time, Budget and Staffing)
Goals, External Providers, External Provider Budget Considerations, Practices and Policy Modifications, and Sustainability**

Specific Goals	External Providers	External Provider Budget Considerations	Practices and Policy Modifications	Sustainability
<p>1. Immediate - Diminish known transportation barriers and potential staffing barriers which hinder high levels of support through immediate instructional intervention beyond the school day for low-achieving students thus enhancing the flexibility of Miller Middle School to meet the identified goals of increasing student achievement</p>	<p>No external providers will be used</p>	<p>N/A</p>	<p>Potentially - distance at which a child is transported</p>	<p>The district plans to sustain the implementation of this tutoring through the reallocation of general fund and at-risk funds with incremental assumption throughout the course of the grant</p>
<p>2. Develop and implement a sustainable consistent structure of high impact intervention in formats which demonstrate the highest impact including but not limited to during school, before and after school, and during school breaks</p>	<p>Leadership and Learning Center AEA 267 Department of Education-At-Risk Specialists</p>	<p>Consultation: (Year 1, 2, 3) \$25,000/yr <i>School Improvement Grant</i> No Cost No Cost</p>	<p>Potentially - distance at which a child is transported</p>	<p>The technical assistance of the Leading and Learning Center will decrease after the grant and be funded through district funds The district plans to sustain the implementation of this tutoring/support through the reallocation of general fund and at-risk funds with incremental assumption throughout the course of the grant</p>

Summative growth data points will include the subtests of Reading Comprehension and Math Total as appropriate on the ITBS and MAP, the Gates MacGinitie for comprehension in Literacy, and beginning- and end-of-year assessments in Prentice Hall mathematics.

Documentation of other measures demonstrating the fidelity of implementation of identified instructional materials and strategies as well as the use of formative data to assure impact of teachers' work as they move toward ultimate goal of student success will include summaries/examples of feedback provided by instructional coaches as well as summaries of reviews of lesson plans and informal observations. Survey summaries of teachers' perceptions on the impact of professional development will be used as formative data.

Administrative evaluations will also integrate the use of identified achievement data as well as other key indicators including climate, behavior and attendance. Documentation of building-wide fidelity of implementation for identified district and building initiatives will be expected and analysis of data to make decisions will be documented and evaluated. Walk-through data collected by administrators other than building administration will be aggregated to provide the principal objective information from an external source.

The compilation of this tight alignment between adult and student learning through teacher evaluation is the foundation of a data-informed, results-driven environment focused on rapid, sustainable improvement, our guiding purpose.

Implementation Plan: Rigorous, Transparent and Equitable Teacher and Leader Evaluation Systems Using Student Growth in Significant Part AND Other Measures AND Designed with Teacher/Leader Input

Goals, Actions or Activities, Timelines, Budget Considerations and Indicators of Success

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
1. Collaborative teams of administrators and teachers will further define quality instructional materials, strategies, said implementation documentation and professional development to support increased student achievement as well as appropriate evidence that said professional development is being implemented with fidelity	Review DINA team membership for appropriate representation from all buildings and roles	9/14/10-10/14/10	Salary: (Year 1, 2, 3) \$400/yr <i>General Fund, DINA</i>	Meeting agendas and notes Board minutes for approval of committee Summary of on-board activities and survey of participants Completed protocol Evaluations documenting implementation of protocol
	Identify and on-board new members as needed	10/14/10-11/11/10	Salary: (Year 1, 2, 3) \$600/yr <i>General Fund, DINA</i>	
	Establish protocol by which the Teacher Quality Committee works as a key participant in identifying professional development and evidence of fidelity of implementation	11/11/10-2/11/11	Salary: (Year 1, 2, 3) \$600/yr <i>General Fund, DINA</i>	
	Identify data points, summative and formative, that will be accepted as evidence of fidelity of implementation of defined instructional materials and strategies	8/20/11-8/30/11	Salary: (Year 2) \$4,300 <i>General Fund</i>	
	Provide professional development	8/30/11-Ongoing	Teaching Responsibility	
Implement protocol	8/30/11-Ongoing			
	Evaluate the implementation of said protocol	Ongoing	Salary: (Year 2, 3) \$600/yr <i>General Fund, DINA or TQ</i>	

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
2. Collaborative teams of administrators and teachers will identify key data points to monitor as indicators of growth in student literacy and math for teacher and administrator evaluation	Identify team members including representation from the Teacher Quality Committee	9/14/10-10/12/10	Salary: (Year 1) \$1,000 <i>General Fund, DINA or TQ</i>	Meeting agendas and notes Board minutes detailing committee membership Summary of data points Protocol for data conversations during evaluation cycle Summary of implementation protocol Evaluations documenting implementation of protocol
	Establish role, goals and outcomes for committee	10/13/10-1/14/11	Salary: (Year 1) \$4,000 <i>General Fund, DINA or TQ</i>	
	Identify student growth data points, summative and formative, that will be accepted	1/7/11-3/6/11	Salary: (Year 1) \$4,000 <i>General Fund, DINA or TQ</i>	
	Identify protocol for data conversation for both student growth and fidelity of implementation of instructional materials during the evaluation cycle as part of Teaching Standards 1, 4, 5, 7, and Administrative Standard 2	3/17/11-5/24/11	Salary: (Year 1) \$4,000 <i>General Fund, DINA or TQ</i>	
	Provide professional development	8/20/11-8/30/11	Salary: (Year 2) \$4,300 <i>General Fund</i>	
	Implement protocol	8/30/11-Ongoing	Teaching and Supervision Responsibility	
Evaluate implementation of protocol	Ongoing	Salary: (Year 2, 3) \$3,000/yr <i>General Fund, DINA or TQ</i>		

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
3. Central Office administration, building teachers will collaboratively establish an enhanced monitoring system to support increased student achievement by incorporating district-level walkthroughs and periodic data meetings to identify progress toward identified goals	Identify team members	7/13/10-8/3/10	Salary: (Year 1) \$1,000 <i>General Fund, DINA or TQ</i>	Meeting agendas and notes Board minutes detailing committee membership
	Establish role, goals and outcomes for committee	9/8/10-10/1/10	Salary: (Year 1) \$4,000 <i>General Fund, DINA or TQ</i>	Summary of roles, goals, and outcomes for committee
	Identify effective monitoring system	10/1/10-11/10/10	Salary: (Year 1) \$4,000 <i>General Fund, DINA or TQ</i>	Documentation of data review
	Identify protocols for monitoring system	11/11/10-1/10/11	Salary: (Year 1) \$4,000 <i>General Fund, DINA or TQ</i>	Completed protocols
	Provide professional development	1/10/11-1/20/11	Salary: (Year 2) \$4,300 <i>General Fund</i>	Summary of implementation of protocols
	Implement protocols	1/20/11-Ongoing	Teaching and Supervision Responsibilities	Summative and formative assessment results from student work
	Evaluate implementation of protocol	Ongoing	Salary: (Year 2, 3) \$3,000/yr <i>General Fund, DINA or TQ</i>	Evaluations documenting implementation of protocol

Implementation Plan: Rigorous, Transparent and Equitable Teacher and Leader Evaluation Systems Using Student Growth in Significant Part AND Other Measures AND Designed with Teacher/Leader Input

Goals, External Providers, External Provider Budget Considerations, Practices and Policy Modifications, and Sustainability

Specific Goals	External Providers	External Provider Budget Considerations	Practices and Policy Modifications	Sustainability
<p>1. Collaborative teams of administrators and teachers will further define quality instructional materials, strategies, said implementation and professional development to support increased student achievement as well as appropriate evidence that said professional development is being implemented with fidelity</p>	<p>Leadership and Learning Center AEA 267</p>	<p>Consultation: (Year 1, 2, 3) \$25,000/yr <i>School Improvement Grant</i></p>	<p>Explicit use of implementation data in evaluation</p>	<p>Once established this area has very limited sustainability concerns which will be fully assumed by the district</p>
<p>2. Collaborative teams of administrators and teachers will identify key data points to monitor as indicators of growth in student achievement in literacy and math for teacher and administrator evaluation</p>	<p>Leadership and Learning Center AEA 267</p>	<p>Consultation: (Year 1, 2, 3) \$12,500/yr <i>School Improvement Grant</i> No Cost</p>	<p>Explicit use of implementation data in evaluation</p>	<p>Once established this area has very limited sustainability concerns which will be fully assumed by the district</p>

Specific Goals	External Providers	External Provider Budget Considerations	Practices and Policy Modifications	Sustainability
3. Central Office administration, building administration and teachers will collaboratively establish an enhanced monitoring system to support increased student achievement by incorporating district-level walkthroughs and periodic data meetings to identify progress toward identified goals	Leadership and Learning Center AEA 267 SAI-Lou Howell/Troyce Fisher	Consultation: (Year 1, 2, 3) \$12,500/yr <i>School Improvement Grant</i> No Cost Consultation: (Year 1, 2, 3) \$3,000/yr <i>School Improvement Grant</i>	District-level observations and walkthroughs	Once established this area has very limited sustainability concerns which will be fully assumed by the district

Area: Identify/Reward Effective Personnel & Remove Ineffective Personnel

Capacity

Research supports the impact of effective teachers and administrators on student achievement.

The Marshalltown Community School District embraces and strives to provide the best classroom, building and central office leadership possible. All parties are supportive of assuring that students have a *best* teacher each and every year, a *best* principal each and every year, and a *best* Central Office each and every year. This is driven from a commitment to do what is best for our kids.

Through relationships developed and in collaboration with the Marshalltown Education Association, the school district has and will continue to demonstrate the capacity to more clearly and efficiently identify effective personnel and reward them for their skills and commitment as well as the capacity to increase the expertise of less effective teachers and administrators and/or to subsequently remove them if necessary.

Key strengths of the district include the fidelity of implementation to the Iowa Teaching and Administrative Standards throughout the evaluation process, the deep history of interest-based bargaining, the district's rich program of mentoring and cognitive coaching, the district-level ongoing work around "Fierce Conversations" and recent work emphasizing the impact of the monitoring of implementation.

The structure and processes for the credible and fair evaluation of a teacher's or administrator's professional expertise are clearly defined and appropriately reviewed by all parties. This review occurs at least annually and more often, if necessary, by the Teacher Quality Committee. The success of this committee and the easy resolution of other issues throughout the district are the

result of the relationship between the administration and the teachers. This draws on open conversations around work conditions and concerns held at least annually among all parties including the Board of Education. From these conversations, priority topics are identified and resolutions sought as well as often attained. Additionally, there is a standing monthly meeting of representative leadership teams of both administration and teachers to discuss common concerns. This is again effective in resolving minor issues before they reach major status. This creates a win-win environment rather than an adversarial one.

As previously cited, the district is considered to have one of the leading mentoring programs in the region. It exceeds the state expectations and on-boards new staff to defining characteristics of Marshalltown, our educational beliefs and priorities and key programming expectations, of which participation in cognitive coaching is foundational. The district has invested significant resources in the development of internal expertise to develop and implement this training. It is considered a primary asset to the district and its staff.

Additionally, the district, through the support of the Wallace Foundation, has recently provided interested administrators the opportunity to participate in "Fierce Conversations" through AEA 267. Thirteen of the district's nineteen instructional administrators accepted the opportunity. The protocols of this training support the productive conversations that will need to be held in order to increase teacher and/or administrator expertise to the level necessary to attain the rapid improvement necessary.

Through Anson Elementary School's participation in Reading First, then through the identification of four elementary schools for SINA and then through the subsequent implementation of their identified plan for improvement, teachers and administrators have come

to appreciate the meaning of *implementing with fidelity* and *monitoring for fidelity and impact*.

This common understanding serves to support the need to identify effective personnel, and reward them; and in contrast, to coach ineffective personnel and if necessary remove them.

The driving desire of all parties is to do this in a fair, equitable and empathetic manner. Because of the above cited considerations, we are confident that we have the capacity to move forward in achieving the goals before us.

**Implementation Plan: Identify/Reward Effective Personnel & Remove Ineffective Personnel
Goals, Actions or Activities, Budget Considerations, and Indicators of Success**

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
1. Establish consistency and clarity of instructional and implementation expectations as part of teacher evaluation	Identify team to participate in review of current expectations	8/17/10-9/10/10	Salary: (Year 1) \$1,000 <i>General Fund</i>	List of identified members
	Review current expectations for ambiguity	9/13/10-2/15/11	Salary: (Year 1) \$5,000 <i>Administrative/MEA Responsibility</i>	Summary of review of expectations
	Define clarity around ambiguity concerns	2/16/11-5/16/11	Salary: (Year 1) \$7,000 <i>General Fund</i>	Summary of ambiguity concerns, noting defined clarity
	Provide professional development for common understanding	5/18/11-8/30-11	Salary: (Year 1) \$4,300 <i>General Fund</i>	Summary of professional development
	Monitor and evaluate implementation of consistency	8/17/10-Ongoing	<i>Administrative Responsibility</i>	Survey on common understanding
				Summaries of observations/ monitoring
2. Establish clarity of instructional leadership expectations as part of building administrator evaluation	Identify team to participate in review of current expectations	8/17/10-9/10/10	Salary: (Year 1) \$ 750 <i>General Fund</i>	List of identified members
	Review current expectations for ambiguity	9/13/10-2/15/11	Salary: (Year 1) \$2,500 <i>Administrative Responsibility</i>	Summary of review of expectations
	Define clarity around ambiguity concerns	2/16/11-5/16/11	Salary: (Year 1) \$5,000 <i>General Fund</i>	Summary of ambiguity concerns, noting defined clarity
	Provide professional development for common understanding	5/18/11-8/30/11	Salary: (Year 1) \$7,000 <i>General Fund</i>	Summary of professional development
	Monitor and evaluate implementation of consistency	8/17/10-Ongoing	<i>Administrative Supervisor Responsibility</i>	Survey on common understanding
			Summaries of observations/ monitoring	
			Program evaluation	

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
3. Implement role-based system leadership expectations as part of Central Office administrator evaluation	Review research about effective central office administration	10/6/10-12/6/10	Salary: (Year 1) \$2,500 <i>General Fund</i> <i>Administrative Responsibility</i>	Summary of research Identification of key criteria
	Identify key criteria based on research	12/6/10-4/29/11	Salary: (Year 1) \$5,000 <i>General Fund</i> <i>Administrative Responsibility</i>	Summary of evaluations based on criteria
	Implement evaluation based on identified criteria	8/30/11-Ongoing	<i>Administrative Responsibility</i>	Observation summaries Program evaluation
	Monitor and evaluate implementation	Ongoing	<i>Administrative Responsibility</i>	Identification of team
	Identify team to review research and develop plan	12/13/10-1/10/11	Salary: (Year 1) \$1,000 <i>General Fund TQ</i>	Summary of research
	Review research	1/10/11-5/30/11	Salary: (Year 1) \$10,000 <i>General Fund TQ</i>	Summary of Tiers and related expectations
	Identify tiers beyond experience and education to support financial reward of effective personnel	6/1/11-10/28/11	Salary: (Year 2) \$15,000 <i>General Fund TQ</i>	Summary of criteria for each Tier and system of implementation
	Identify criteria of each tier and system of implementation	11/7/11-4/9/12	Salary: (Year 2) \$15,000 <i>General Fund TQ</i>	Summary of learning opportunities Survey of impact
	Provide education to all parties	4/16/12-6/4/12	Salary: (Year 2) \$14,500 <i>General Fund</i>	Summary of formative data on implementation of plan
	Implement identified performance-based pay plan	8/20/12-6/3/13	N/A	Program Evaluation
4. Implement a performance pay plan focused on increasing student achievement	Evaluate implementation of performance-based pay plan	Ongoing	Salary: (Year 3) \$5,000 <i>General Fund TQ</i>	

Implementation Plan: Identify/Reward Effective Personnel & Remove Ineffective Personnel
Goals, External Providers, External Provider/Budget Considerations, Practices/Policy, Sustainability.

Specific Goals	External Providers	External Provider Budget Considerations	Practices and Policy Modifications	Sustainability
1. Establish consistency and clarity of instructional and implementation expectations as part of teacher evaluation	No External Provider is needed		While the expectation of evaluation and general clarity is present, the focus on a tight alignment to data and documentation of fidelity of implementation is new.	There are no concerns of sustainability
2. Establish clarity of instructional leadership expectations as part of building administrator evaluation	No External Provider is needed		While the expectation of evaluation and general clarity is present, the focus on a tight alignment to data and documentation of fidelity of implementation is new.	There are no concerns of sustainability
3. Implement role-based system leadership expectations as part of Central Office administrator evaluation	School Administrators of Iowa	Purchased Services: (Year 1) \$6,000 <i>General Fund</i>	This is a change in practice due to the detailed alignment to role.	There are no concerns of sustainability
4. Implement a performance pay plan focused on increasing student achievement	No External Provider is needed		This is a significant change in current practice and policy	There are no concerns of sustainability

Area: High-Quality, Ongoing, Job-Embedded, Instructionally, Aligned Professional Development

Capacity

The Marshalltown Community School District continuously strives to enhance the quality of professional development that it provides teachers and staff as well as to attain the vision of the Iowa Professional Development Model.

The district recognizes that the needs of its students have changed dramatically over the last 5-7 years. Historically, and especially now, the district seeks to provide high-quality professional development that enhances the capacity of its teachers to meet the needs of its students.

Through prior work and particularly through the DINA and SINA processes the focus of professional development has been and will continue to be driven by being data-informed and results-driven at both a system level and student level. This commitment to a data-informed focus is also coupled with the recognized need to monitor the implementation of professional development. This again has been embraced through recent SINA work as well as recent knowledge gained through the 90/90/90/90 work of the Leadership and Learning Center. While this is not currently integrated system wide including at Miller Middle School, the district is committed to making this a reality. A demonstration of this commitment is that the district has initiated the SINA process for all schools regardless of receipt of Title I funds. Miller Middle School is part of this process.

In seeking high-quality professional development, the district has sought and invested in recognized providers such as Rachel Billmeyer for Cognitive Coaching, Heinemann for literacy support, Pearson for math support, Pearson for Sheltered Instruction Observation Protocol (SIOP) support. As possible, the district also invests in sustainability by developing the skills of

key staff to the level of trainer in various areas. Examples of this include the work of the Kdg-6th pilot math team's work with Pearson and the *Envisions* math program for one year prior to full implementation; the support of a staff member becoming a trainer for Project Read in the areas of writing, phonics and comprehension thus giving us high levels of expertise in-house. Additionally, we have developed our mentor facilitators to provide cognitive coaching training for not only mentors, but now also, for a broader base of staff as we move more deeply into the monitoring of implementation around instruction and strategies. The district is also in the process of developing a staff member to the level of trainer for Project Read Linguistics.

To further the depth of job-embedded and instructionally-aligned professional development, the district, through the Teacher Quality Committee, has developed and continues to fine tune a collegial dialogue process which structures and supports peer coaching.

The district has been committed to providing teachers with more time during the school day for collaboration. This commitment is demonstrated through the recent restructuring of elementary schedules to afford three common meeting times per grade level per 12-day cycle. A similar structure is evident at our intermediate school and has also been structured into Miller Middle School as well.

At Miller Middle School, all math teachers will have a common planning time of one period per day at each respective grade level, a great improvement over 2009-2010, in which only two math teachers had a common planning time available. Next year, in language arts/reading all teachers, except those teaching the Dual Language sections, have a common planning time. This is an increase in common planning time compared to the current year.

These common meeting times will be used to identify student needs, modify instruction informed by data, and study and determine the implementation of new curriculum and instructional strategies based on the professional development provided. The goal is that educators adjust their teaching to meet the needs of their learners; the intended result is increased learning.

The district clearly recognizes the urgency of the work before it and that it is only through enhanced, intensive professional development that we can successfully achieve our goals in the timeframe presented. Training in and of itself does not equate to instructional change. Through the use of instructional coaches' modeling, coaching, and providing feedback, the district is confident of quality implementation, changes in instruction, and increased learning for students.

Implementation Plan: High-Quality, Ongoing, Job-Embedded, Instructionally, Aligned Professional Development

Goals, Actions or Activities, Timelines, Budget Considerations and Indicators of Success

Specific Goals	Actions or Activities	Timelines	Budget Consideration	Indicators of Success
1. Provide professional development that assures fidelity of implementation on identified district instructional programs and strategies	Provide professional development for the implementation of Prentice Hall Mathematics	<i>Detailed plan including timeline and budget considerations will be found as Goal 1 in "Use Data to Identify and Implement an Instructional Program that is Research Based and Vertically Aligned"</i>	<i>Detailed plan including timeline and budget considerations will be found as Goal 1 in "Use Data to Identify and Implement an Instructional Program that is Research Based and Vertically Aligned"</i>	PD schedules and surveys Summaries of implementation logs and studies
	Provide professional development for the implementation of a balanced literacy program that supports the work of Fountas and Pinnell	<i>Detailed plan including timeline and budget considerations will be found as Goal 2 in "Use Data to Identify and Implement an Instructional Program that is Research Based and Vertically Aligned"</i>	<i>Detailed plan including timeline and budget considerations will be found as Goal 2 in "Use Data to Identify and Implement an Instructional Program that is Research Based and Vertically Aligned"</i>	Summaries of coaching meetings and observations
	Provide and implement with fidelity building-wide professional development of SLOP	<i>Detailed plan including timeline and budget considerations will be found as Goal 3 in "Use Data to Identify and Implement an Instructional Program that is Research Based and Vertically Aligned"</i>	<i>Detailed plan including timeline and budget considerations will be found as Goal 3 in "Use Data to Identify and Implement an Instructional Program that is Research Based and Vertically Aligned"</i>	Student achievement results, summative and formative Evaluation of impact
	Provide professional development for the implementation of PBIS	Provide professional development for the implementation of common units	<i>Detailed plan including timeline and budget considerations will be found as Goal 4 in "Use Data to Identify and Implement an Instructional Program that is Research Based and Vertically Aligned"</i>	Summaries of observations and walk-throughs based on implementation of lesson plans in classrooms
	Provide professional development for the implementation of common units	Employ 4 full-time instructional coaches to support the implementation of SLOP, math, literacy including vocabulary and reading Comprehension Strategies, and identified intervention strategies	<i>Detailed plan including timeline and budget considerations will be found as Goal 5 in "Use Data to Identify and Implement an Instructional Program that is Research Based and Vertically Aligned"</i>	<i>Detailed plan including timeline and budget considerations will be found as Goal 5 in "Use Data to Identify and Implement an Instructional Program that is Research Based and Vertically Aligned"</i>

Specific Goals	Actions or Activities	Timelines	Budget Consideration
Continuation Goal 1	Provide professional development in Key Three Routine Vocabulary and Reading Comprehension Strategies	8/13/10-Ongoing (Staff cycled over three year period)	Salary: (Year 1) \$20,000 <i>General Fund, TQ or DINA</i>
	Provide professional development on the instructional characteristics and needs of students from poverty	8/13/10-ongoing (Staff cycled over three year period)	Salary: (Year 1) \$20,000 <i>General Fund, TQ or DINA</i>
	Provide professional development on IDM processes, including data analysis and the use of formative assessment and progress monitoring	Fall 2010-ongoing (Staff cycled over three year period)	Salary: (Year 1) \$20,000 <i>General Fund, TQ or DINA</i>

Specific Goals	Actions or Activities	Timelines	Budget Consideration	Indicators of Success
2. Develop the skill of identified teaching staff to implement explicit intervention strategies to meet the needs of students demonstrating skill deficits which are based in data	Provide professional development in specific explicit intervention strategies to be identified based on students needs	8/13/10-Ongoing (Staff cycled over three year period)	Salary: (Year 1) \$30,000 (Year 2) \$7,500 (Year 3) \$7,500 <i>School Improvement Grant</i>	PD schedules and surveys Summaries of implementation logs and studies Summaries of coaching meetings and observations Summaries of observations and walkthrough data Student achievement results, summative and formative
	Implement identified strategies	Ongoing	N/A	Student achievement results, summative and formative
	Monitor and evaluate implementation and impact of identified strategies	Ongoing	Salary: (Year 1) \$30,000 (Year 2) \$7,500 (Year 3) \$7,500 <i>School Improvement Grant</i> Salary: (Year 2) \$7,500 (Year 3) \$7,500 <i>General Fund, DINA, TQ, At-Risk</i>	Evaluation of impact Program evaluation

Specific Goals	Actions or Activities	Timelines	Budget Consideration	Indicators of Success
3. Develop the skill of identified paraeducator staff to implement progress monitoring, to analyze data and to work with students of poverty	Provide professional development in progress monitoring, analyzing data and working with students of poverty	8/13/10-Ongoing (Staff cycled over three year period)	Salary: (Year 1) \$10,000 (Year 2) \$3,000 (Year 3) \$3,000 <i>School Improvement Grant</i>	PD attendance sheets, handouts, reflection sheets Summaries of implementation logs and studies Summaries of observations. Student achievement results, summative and formative
	Implement new learning	Ongoing	N/A	
	Monitor implementation and impact of new learning	Ongoing	Salary: (Year 1) \$10,000 (Year 2) \$3,000 (Year 3) \$3,000 <i>School Improvement Grant</i> Salary: (Year 2) \$3,000 (Year 3) \$3,000 <i>General Fund, DINA, TQ, At-Risk</i>	

Implementation Plan: High-Quality, Ongoing, Job-Embedded, Instructionally, Aligned Professional Development

Goals, External Providers, External Provider Budget Considerations, Practices and Policy Modifications and Sustainability

Specific Goals	External Providers	External Providers Budget Considerations	Practices and Policy Modifications	Sustainability
1. Provide professional development that assures fidelity of implementation on identified district instructional programs and strategies	Pearson for STOP Professional Development AEA 267 for Poverty training and IDM processes including the analysis of data and formative assessment	No Cost <i>Goal 2 in "Use Data to Identify and Implement an Instructional Program that is Research Based and Vertically Aligned"</i>	Policies to be modified include the ability of teachers to be allowed to move across the pay lanes for district identified and provided courses. Practices include continuing to get the staff more comfortable with the cognitive coaching model as part of regular professional development practice.	There will be limited ongoing costs related to the professional development implemented and those costs related to onboarding new staff members would be paid out of funds cited above The recurring cost of the instructional coach would be transitioned to district fund over the three-year period of the grant either At-Risk or general fund.

Implementation Plan: High-Quality, Ongoing, Job-Embedded, Instructionally, Aligned Professional Development

Goals, External Providers, External Provider Budget Considerations, Practices and Policy Modifications and Sustainability

Specific Goals	External Providers	External Providers Budget Considerations	Practices and Policy Modifications	Sustainability
<p>2. Develop the skill of identified teaching staff to implement explicit intervention strategies and data analysis skills to meet the needs of students demonstrating skill deficits which are based in data</p>	<p>AEA 267 for Second Chance Reading Project Read for Linguistics, Phonics, Framing Your Thoughts Others TBD</p>	<p>No Cost Cost is tied to participant, not to trainer Projected: (Year 1, 2, 3)\$5,000/yr <i>General Fund, Teacher Quality</i> Projected: (Year 1, 2, 3)\$5,000/yr <i>School Improvement Grant</i></p>	<p>N/A</p>	<p>There is limited financial sustainability following the initial training requirement except for on-boarding new staff. This will be maintained through cited district funds Sustained implementation and identification of additional professional development needs will be monitored and supported through building administration and leadership teams, central office administration and identified instructional coaches</p>
<p>3. Develop the skill of identified paraeducator staff to implement progress monitoring, to analyze data and to work with students of poverty training</p>	<p>AEA 267</p>	<p>No Cost</p>	<p>N/A</p>	<p>There is limited financial sustainability following the initial training requirement except for on-boarding new staff. This will be maintained through district general funds</p>

Area: Financial Incentives, Career Opportunities and Flexible Work Conditions

Capacity

The district has demonstrated the capacity to work collaboratively with teachers in order to promote the achievement of students. Examples of this include contract language and side letters of agreement that support flexible work conditions, including flexible work hours for teachers by mutual agreement. For instance, secondary teachers who teach an early morning class are then finished with teaching responsibilities an hour early; in addition, the alteration of a teacher's day at the Marshalltown Learning Academy allowed him to start later and end after 6:00 P.M. to better meet the needs of working students.

Conversations with the teacher association as well as non-association teachers and administrators have indicated that the district must find a way to entice teachers to complete necessary professional development beyond the school day. This is driven by two key factors: the impact on student achievement when teachers are absent from the classroom for a significant number of days and the limitations of the number and quality of our current substitute teaching pool. During the most recent bargaining process, both, the administration and the teacher association, identified the need to review and modify the ability of the district to identify priority graduate level courses for which it will provide some degree of financial support and still allow teachers to move across the lane. Current policy does not allow for any course that was supported by the district through payment of registration, release time or trainer time to be used to move across the salary lane. This policy has hindered the district's ability in the past to attain rapid achievement as it is a fine balance between removing teachers from classrooms and implementing the necessary professional development for change. This mutual agreement,

expected to be completed by this fall (2010), is seen as a significant tool in affording all the best of both worlds.

The responsibility of developing teachers as leaders is a strong belief of the Marshalltown Community School District. It believes in developing the skills and leadership of teachers demonstrating significant potential, thus positioning them for even greater career opportunities should they choose to pursue them. A leading example of this is found in the internally designed and support mentoring program, facilitated by three district teachers in coordination with the Associate Superintendent. It is considered by many to be one of the most effective and beneficial programs in the region available to new teachers. The investment of additional training and time for these facilitators to provide this program coupled with their personal commitment is the cornerstone of this success. Additional examples, as previously cited, include the Kdg-6th Math Pilot Team, the Kdg-6th Literacy Coaches, Kdg-12th Common Unit Design Facilitators, and the district-level Director of Learning Supports position. Currently, the district is supporting the restructuring of English Language Learner services to provide coaching support within all district schools. Current teachers will receive additional training and support to assume these leadership roles, thus also positioning them to pursue other career choices should they choose.

The district also demonstrates the commitment to balancing external perspectives with internal perspectives and has demonstrated a history of promoting teachers to administrative positions as appropriate, as well as administrators to Central Office positions as appropriate. All of these positions have drawn on individuals who have demonstrated the potential for excellence in leadership and the content necessary to move the district forward.

The teachers become leaders and the district develops the collective capacity of the organization for increased learning – everybody wins, including the students who reap the benefits of a system focused on their learning.

**Implementation Plan: Financial Incentives, Career Opportunities and Flexible Work Conditions
 Goals, Actions or Activities, Timelines, Budget Considerations and Indicators of Success**

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
1. Complete the policy for identified district supported graduate credit to be used for movement across the salary schedule	Determine timeline and activities for completion of side letter prior to 2010-2011 school year	August 30, 2010	No Cost District and Association Agreement to establish side letter to contract	Established timeline and activities
	Conduct necessary meetings to achieve side letter	By January 30, 2011	No Cost District and Association Agreement to establish side letter to contract	Agendas and minutes of established meetings
	Identify courses through Teacher Quality Committee	March 30, 2011	Teacher Salary: (Year 1, 2, 3) \$5,000 <i>Teacher Quality</i>	List of identified courses and course rosters
	Implement side letter	2011-2012	N/A	Completed side letter of agreement Documentation of movement across lane

**Implementation Plan: Financial Incentives, Career Opportunities and Flexible Work Conditions
 Goals, External Providers, External Provider Budget Considerations, Practices and Policy Modifications and Sustainability**

Specific Goals	External Providers	External Providers Budget Consideration	Practices and Policy Modifications	Sustainability
2. Complete the policy for identified district-supported graduate credit to be used for movement across the salary schedule	Legal consultation	Service: \$450 <i>General Fund</i>	Allowance of recognized district-funded graduate courses to be allowed to be used for movement across the salary lane.	As this is funded through current district funds there are no concerns of sustainability due to the end of this grant

Area: Use Data to Identify and Implement an Instructional Program that is Research Based and Vertically Aligned

Capacity

The district has invested in training and implementation of the Instructional Decision Making Model (IDM) for student instructional needs as well as for system-wide instructional needs. Each building has developed a core team to provide leadership in this cultural shift. This process will be ongoing and supported through additional professional development.

From this work, the root causes of both student and system needs can more easily be identified and resolved. From a systems level, data indicated that core instruction in literacy and math was not meeting the needs of 80% of our students. In identifying the root causes of low achievement in both reading and math related to Miller Middle School, it was found that students often lack fundamental skills prior to entering 7th grade, thus hindering their success while in middle school. Over the last four years, in lieu of band-aiding the system, the district has strived to resolve these instructional issues. While it is recognized that there is much work to be done; great strides have been accomplished. The most evident documentation of this work is found in the district's DINA Audit and Plan as it drove to address issues Kindergarten through 12th in both math and literacy. (Appendix C)

In the area of mathematics, the district has adopted and is completing the first-year cycle of implementation of *Envisions Math* by Pearson in grades kindergarten through sixth grade. This program is researched-based as well as vertically aligned. Indicators including topic assessments, ITBS and MAP show growth in student achievement, though students in upper grades continue to struggle as they have the most significant gaps in knowledge and processes. ITBS results in

some elementary buildings indicated between 20%-28% growth for ELL and Low SES subgroups. While a year does not a trend make, these results are reasons for hope and expectation.

This elementary implementation was scheduled to be followed by the full implementation of a new math program at Miller Middle School. Prentice Hall Mathematics for 7th and 8th grade was selected and will be implemented during the 2010-2011 school year. This series was selected for its rigor, alignment to the Iowa Core Curriculum, and the articulation with *Envisions* math as well as its components for efficient diagnosis and intervention. Materials are ordered, supporting technology is being coordinated and initial professional development has been completed.

Additional professional development will continue throughout next year and as previously cited, all math teachers will have a common planning period in order to provide embedded professional development and a supportive adult learning environment around the implementation of this series.

In the area of literacy, the district again has invested significant resources of time, talent and money to improve the instructional program with which students interact in kindergarten through sixth- grade level. This includes the identification of core literacy instruction expectations aligned with the work of Fountas and Pinnell, as presented in the *Continuum of Literacy*. This structure is supported by the implementation of research-based programs showing particular benefits to students from poverty and ELL backgrounds. These include *Framing Your Thoughts*, Phonics and Reading Comprehension Forms from *Project Read, Words Their Way* by Marcia Invernizzi from the Curry School of Education, University of Virginia and published by Pearson, and next year Sheltered Instructions through training in *Sheltered Instruction Observation Protocol*. These implementations are in various phases of three-year roll-out plans with all to be

completed prior to the end of school year 2011-2012. The district provides professional development at various levels from one-day workshops to graduate courses to support the implementation of these programs.

Literacy instruction was the next area of implementation and is the most urgent area of need at Miller Middle School. The evaluation of this instructional programming has been brought forward and solutions that will provide rapid growth in the core area are being sought. They have not yet been determined.

Additionally, the district is supporting the work of three common unit facilitators to lead teams of teachers in completing common units of instruction that are aligned to national standards and the Iowa Core, that embrace the pedagogy of the Iowa Core Curriculum and that are assessed through identified common assessments which are written in a variety of formats. This work is aligned to the work of McTighe and Wiggins, *Understanding by Design*. At Miller Middle School, units will be written in all content areas except for math which will implement the new instructional materials as adopted.

In order to address distractions within the classroom setting as well as throughout the building, the district is analyzing each building's current state in relationship to recognized behavior management attributes that include the implementation by positive supports. This has been driven out of the work of a two-year taskforce focusing on behavior within our buildings. This has led and will continue to lead to district buildings implementing *Positive Behavior Intervention and Support* systems through the ongoing support of AEA 267. By the end of 2013-2014, all district buildings will have implemented this program. Miller Middle School is currently preparing to implement the program during the 2010-2011 school year.

Implementation Plan: Use Data to Identify and Implement an Instructional Program that is Research Based and Vertically Aligned

Goals, Actions or Activities, Timelines, Budget Considerations and Indicators of Success

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
1. Implement Prentice Hall Mathematics	Provide professional development for introduction of materials	May 5 th , 2010	Salary: (Year 1) \$2,000 <i>General Fund</i>	Participant sign-in sheets Pictures of installed projectors being used Materials available Meeting agendas and notes Student formative and summative data and subsequent analysis Summary of implementation logs and studies Summary of review of lesson plans
	Purchase and install projectors and cache server for classroom instruction	By Aug 15 th	Equipment: (Year 1) \$21,000 <i>General Fund through ARRA Instructional Support</i>	
	Purchase materials	By June 30 th	Materials: (Year 1) \$250,000 <i>General Fund partially through ARRA Instructional Support</i>	
	Distribute materials	By August 15 th	Salary: (Year 1,) \$2,000 <i>General Fund</i>	
	Provide explicit and embedded professional development	Ongoing	Salary: (Year 1,) \$7,000 <i>General Fund, TQ or DINA</i>	
	Implement materials and strategies	Ongoing	Instructional Coach: Salary/Benefits (Year 1, 2, 3) \$70,000 Computer/Supplies (Year 1) \$6,000 <i>School Improvement Grant</i>	
Evaluate implementation	Ongoing	N/A Teacher Salary: (Year 1,) \$5,000 <i>General Fund, TQ or DINA</i> Instructional Coach Responsibility Administrative Responsibility		

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
2. Implement a balanced literacy program based on Fountas and Pinnell's <i>The Continuum of Literacy</i>	Provide professional development around research-based literacy program components as supported by Fountas and Pinnell	By September 30 th	Salary: (Year 1) \$4,000 <i>General Fund</i>	Research documentation Participant sign-in sheets
	Research available research-based instructional programs	By October 30 th	Salary: (Year 1) \$2,000 <i>General Fund</i>	Meeting agendas and notes
	Identify key programs to support identified components	By November 30 th	Salary: (Year 1) \$2,000 <i>General Fund</i>	Materials available
	Pilot materials	January, 2011	Materials: (Year 1) \$20,000 <i>School Improvement Grant</i>	Student formative and summative data and subsequent analysis
	Provide explicit and embedded professional development	Prior to pilot and ongoing	Salary: (Year 2,) \$7,000 <i>General Fund, TQ or DINA</i>	Summary of reviews and implementation logs and studies
			Instructional Coach: Salary/Benefits (Year 1, 2, 3) \$70,000 Computer/Supplies (Year 1) \$6,000 <i>School Improvement Grant</i>	
	Purchase materials for full implementation	By June 30, 2011	Materials: (Year 2) \$50,000 <i>General Fund</i>	Summary of reviews of lesson plans
			Materials: (Year 2) \$75,000 <i>School Improvement Grant</i>	Program evaluation
	Distribute materials	By August 15, 2011	Salary: (Year 2,) \$2,000 <i>General Fund</i>	
	Provide explicit and embedded professional development	Ongoing	Salary: (Year 2, 3) \$7,000 <i>General Fund, TQ or DINA</i>	Instructional Coach Responsibility
Implement materials	Ongoing	Instructional Coach Responsibility	N/A	
Evaluate Implementation	Ongoing	Teacher Salary: (Year 2, 3) \$5,000 <i>General Fund, TQ or DINA</i>	Instructional Coach Responsibility Administrative Responsibility	

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
3. Implement Sheltered Instruction as presented by Echavarría through Pearson	Provide initial professional development	By September 30 th	Core Team: Salary: (Year 1) \$4,000 <i>General Fund through ARRA funds, TQ or DINA</i> Additional Teachers: Salary: (Year 1) \$4,000 <i>School Improvement Grant</i>	Research documentation Participant sign-in sheets Meeting agendas and notes
	Provide explicit and embedded professional development assuring alignment of SIOP to lesson plans	Ongoing	Salary: (Year 1) \$15,000 <i>General Fund TQ or DINA</i>	Materials available
	Implement learning based on initial training and subsequent follow-up trainings	Monthly	Instructional Coach: Salary/Benefits (Year 1, 2, 3) \$70,000 Computer/Supplies (Year 1) \$6,000 <i>School Improvement Grant</i>	Summary of observations and walkthroughs
	Monitor implementation	Ongoing	N/A	Student formative and summative data and subsequent analysis
Monitor and evaluate implementation	Ongoing	Teacher Salary: (Year 2, 3) \$10,000 <i>General Fund, TQ or DINA</i> Instructional Coach Responsibility Administrative Responsibility Teacher Salary: (Year 2, 3) \$10,000 <i>General Fund, TQ or DINA</i> Instructional Coach Responsibility Administrative Responsibility	Summary of review of lesson plans Program Evaluation	

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
4. Implement PBIS	Provide initial exploratory professional development for school to determine pilot	By September 30, 2010	Salary: (Year 1) \$4,000 <i>General Fund, TQ or DINA</i>	PD schedules and surveys
	Implement learning based on initial training and subsequent follow-up trainings	Following training- Ongoing (2010-2011)	N/A	Summaries of implementation logs and studies
	Provide explicit and embedded professional development and full implementation planning	Ongoing (2010-2010)	Salary: (Year 1,) \$7,000 <i>General Fund, TQ or DINA</i>	Summaries of coaching meetings and observations
	Evaluate pilot implementation	Ongoing (2010-2011)	Salary: (Year 2) \$3,000 <i>General Fund, TQ or DINA</i>	Summaries of observations and walkthrough data
	Establish plan for full implementation	(2010-2011)	Salary: (Year 2,) \$2,000 <i>General Fund, TQ or DINA</i>	Student achievement results, summative and formative
	Implement plan	Ongoing (2011-2012 and beyond)	N/A	Evaluation of impact
	Evaluate full implementation	Ongoing (2011-2012 and beyond)	Salary: (Year 3) \$7,000 <i>General Fund, TQ or DINA</i>	Plan for full implementation in 2011-2012
				Program evaluation of full implementation

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
5. Complete Common Unit Design for common instruction and assessment based on Understanding by Design for all content areas except mathematics	Identify units aligned with identified standards and benchmarks	By November 2010	Salary: (Year 1,) \$4,000 <i>DINA through ARRA, Iowa Core Curriculum</i> Common Unit Facilitator Responsibility	Meeting agendas and notes
	Design units	November 2010-ongoing	Salary: (Year 1, 2) \$20,000 <i>DINA through ARRA, Iowa Core Curriculum</i> Common Unit Facilitator Responsibility	Completed Units
	Implement units	January 2010-ongoing	N/A	Summary of reviews of units
	Evaluate units	Ongoing	Salary: (Year 2, 3) \$10,000 <i>DINA through ARRA, Iowa Core Curriculum</i> Common Unit Facilitator Responsibility	Student formative and summative data and subsequent analysis
	Modify units	Ongoing	Salary: (Year 2, 3) \$10,000 <i>DINA through ARRA, Iowa Core Curriculum</i> Common Unit Facilitator Responsibility	Summary of observations and walkthroughs Survey of staff regarding level of concerns with design and implementation of units. Program evaluation

Implementation Plan: Use Data to Identify and Implement an Instructional Program that is Research Based and Vertically Aligned

Goals, External Providers, External Provider Budget Considerations, Practices and Policy Modifications and Sustainability

Specific Goals	External Providers	External Provider Budget Considerations	Practices and Policy Modifications	Sustainability
1. Implement Prentice Hall Mathematics	Pearson	Part of purchase agreement	N/A	There is very limited sustainability concern following initial implementation which will be supported through district general funds or Teacher Quality funds
2. Implement a balanced literacy program based on Pountas and Pinnell's <i>The Continuum of Literacy</i>	No external providers necessary (Internal trainers with advanced training)	N/A Internal Trainer Time: (Year 1) \$3,000 (Year 2) \$1,500 (Year 3) \$1,500	N/A	There is very limited sustainability concern following initial implementation which will be supported through district general funds or Teacher Quality funds
3. Implement Sheltered Instruction as presented by Echavarría through Pearson	Pearson	Core Team Purchased Service: (Year 1) \$15,000 <i>General Fund</i> Additional Team Purchased Service: (Year 1) \$15,000 <i>School Improvement Grant</i>	N/A	There is very limited sustainability concern following initial implementation which will be supported through district general funds or Teacher Quality funds
4. Implement PBIS	AEA 267	No Cost	N/A	There is very limited sustainability concern following initial implementation which will be supported through district general funds or Teacher Quality funds
5. Complete Common Unit Design for common instruction and assessment based on Understanding by Design for all content areas except mathematics	No external providers necessary (Internal facilitators with advanced training)	N/A Internal Salary: (Year 1) \$5,000	N/A	There is very limited sustainability concern following initial implementation. Additional costs will be supported through district general funds or Teacher Quality funds

Area: Promote the Use of Student Data to Inform and Differentiate Instruction in order to Meet the Academic Needs of Individual Students

Capacity

The Marshalltown Community School District has made significant strides in positioning itself and its buildings to use data to inform and differentiate instruction in order to meet the academic as well as social/emotional needs of individual students. These strides are found in its commitment to infrastructure, hardware, and both system and application software, its commitment to IDM process not only at Miller Middle School but across the district and its commitment to the formalization of assessment structures in order to efficiently identify and support student learning needs.

Understanding the complexity of the system and the need for teachers and administrators to efficiently extract and manipulate data in order to make informed systems during the last four years the district has completed the following major technological upgrades:

Problem	Solution	Cost
The bandwidth, both internal and external, was not adequate to implement or maintain stability for appropriate system and student applications necessary to make informed decisions and provide appropriate instruction and intervention in a forward-moving district	Upgraded internal and external infrastructure capabilities to support the needs of a forward moving district	\$954,000
The student information system being used did not efficiently support the analysis of student data. It was housed on nine separate servers, had very limited customization capabilities, and had limited import and export capabilities. Any customization was provider dependent and very expensive.	Adopted Infinite Campus as a student information solution and subsequently have been implementing Tableau as a data warehouse solution	\$103,000

Additionally, because of the enhancements to the infrastructure and hardware, the district has positioned itself to be able to provide more engaging, appropriate core instruction and supplemental intervention to meet our student needs through software and peripherals. Major highlights of these initiatives are cited below:

- To support the implementation of the new math curriculum for core, the district installed over 130 projectors in all elementary classrooms at a cost of \$120,000 and implemented seven cache servers to assure stability of resources to support instructional differentiation at a cost of \$50,000. Projectors and a cache server at the cost of \$21,000 have also been purchased to support the implementation of the new math series at Miller Middle School.
- Microsoft funds were designated to support the purchase of research-based intervention software in literacy at Miller Middle School as well as all other district buildings at an investment of over \$350,000 over a three year period with over \$50,000 designated at Miller Middle School.
- Microsoft funds were designated to support the implementation of a dense wireless network that will afford students greatly expanded opportunities to use the available intervention software as well as to access other district and web-based resources. The projected cost of this project for the district is over \$450,000 with Miller's cost being \$89,000. This represents an additional \$26,000 investment by the district beyond the Microsoft allocation.

As previously identified, the district has invested many resources becoming a data-informed, results-driven district. The district has completed the first year of implementation for IDM processes. All buildings including Miller Middle School have had a core team participate in training provided by AEA 267 and will continue to define, refine and implement the processes they have learned thus far. Continued growth in these processes is a necessity in order to transform the culture as necessary to attain the rapid improvement in teaching and learning we seek.

At the elementary level, the district has completed the structuring of a comprehensive assessment and reporting system for both literacy and math. Protocols and clearly defined expectations have been established and are being implemented and monitored. Math has a clearly defined pacing guide to assure implementation of the adopted curriculum as well. A similar system is beginning to be established at Miller Middle School as the new

math program is implemented and common units are completed. We are able to capitalize on “lessons learned” at the elementary level as we pursue implementation at Miller Middle School.

Implementation Plan: Promote the Use of Student Data to Inform and Differentiate Instruction in order to Meet the Academic Needs of Individual Students

Goals, Actions or Activities, Timelines, Budget Considerations and Indicators of Success

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
1. Provide continued professional development for Infinite Campus and Tableau	Hire software application specialist (SAS)	By July 1, 2010	Salary/Benefits: (Year 1, 2, 3) \$90,000 <i>General Fund</i>	Job Description Advertisement posted in various media
	Provide necessary advanced training	August 30, 2010-ongoing	Professional Development: (Year 1, 2, 3) \$10,000 <i>General Fund, TQ, DINA</i>	Interview schedule
	Identify teacher and administrative professional development needs	September 30, 2010-ongoing	Teacher Salary: Year 1, 2, 3) \$ 1,000 <i>General Fund, DINA, TQ</i> Administrator Responsibility SAS responsibility	Board approval Signed Contract
	Establish timeline for professional development	October 30, 2010-ongoing	Teacher Salary: Year 1, 2, 3) \$ 1,000 <i>General Fund, DINA, TQ</i> Administrator Responsibility SAS responsibility	Analysis of needs assessment Schedule of training
	Implement professional development	As designated in timeline	N/A	Observation summaries of use/impact of training Professional Development Schedule
	Monitor implementation of training into practice	Ongoing	Teacher Salary: Year 1, 2, 3) \$ 1,000 <i>General Fund, DINA, TQ</i> Administrator Responsibility SAS responsibility	Summary of observations and walkthroughs, survey of staff Analysis of student summative and formative results
Evaluate effectiveness of professional development	Ongoing	Teacher Salary: Year 1, 2, 3) \$ 1,000 <i>General Fund, DINA, TQ</i> Administrator Responsibility SAS responsibility	Program Evaluation	

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
2. Continue fidelity of implementation for IDM processes including professional development to support the analysis of data and the use of formative assessment	Identify professional development needs for data analysis and using formative assessment	June 15, 2010	Teacher Salary: (Year 1, 2, 3) \$3,000 <i>General Fund, DINA, TQ</i> Administrative Responsibility	Agendas and minutes from meetings Professional Development Schedule Analysis of student summative and formative results Summary of walkthrough and observation data Analysis of student summative and formative results Program Evaluation
	Establish timeline for professional development	June 30, 2010	Teacher Salary: (Year 1, 2, 3) \$3,000 <i>General Fund, DINA, TQ</i> Administrative Responsibility	
	Implement professional development	Fall 2010- Ongoing	Teacher Salary: (Year 1, 2, 3) \$5,000 <i>General Fund, DINA, TQ</i>	
	Monitor implementation of training into practice	Ongoing	Teacher Salary: (Year 1, 2, 3) \$5,000 <i>General Fund, DINA, TQ</i>	
	Evaluate effectiveness of professional development	Ongoing at least semester	Teacher Salary: (Year 1, 2, 3) \$5,000 <i>General Fund, DINA, TQ</i>	
	Monitor implementation of established IDM processes	Ongoing	Teacher Salary: (Year 1, 2, 3) \$5,000 <i>General Fund, DINA, TQ</i>	

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
3. Ensure differentiation of instruction based on student needs	Monitor change of instruction following cycle of implementing IDM processes	Ongoing	Teacher Salary: (Year 1, 2, 3) \$5,000 <i>General Fund, DINA, TQ</i> Instructional Coach Responsibility Administrative Responsibility	Summary of walkthrough and observation data
	Evaluate fidelity and degree of differentiation changes	Ongoing	Instructional Coach Responsibility Administrative Responsibility	Analysis of student summative and formative results Program Evaluation
4. Implement interventions based on student needs (print and digital)	Complete identification of appropriate interventions based on student needs (print and digital)	June 15, 2010	Salary: (Year 1, 2, 3) \$45,000/yr <i>General Fund through ARRA, DINA</i>	Job Description
	Purchase necessary materials and equipment for implementation of identified interventions	August 15, 2010	Materials: (Year 1) \$17,000 (Year 2, 3) \$16,500/yr <i>Microsoft Settlement Funds</i> Materials: (Year 1) \$100,000 (Year 2, 3) \$50,000/yr <i>School Improvement Grant</i>	Advertisement posted in various media Interview schedule Board approval Signed Contract
	Identify additional staff necessary to implement interventions	July 1, 2010	Equipment: Wireless Network (Year 2) \$89,000 <i>Microsoft Settlement Funds, General Fund</i>	Analysis of needs assessment Inventory of materials and equipment for interventions
	Hire and on-board staff to meet need	August 1, 2010	Computers (Year 1) \$75,000 Server: (Year 1) \$20,000 <i>School Improvement Grant</i> <i>Administrative Responsibility</i>	Professional Development Schedule
Provide professional development as necessary	August 30, 2010	Salary/Benefits: (Year 1, 2, 3) \$120,000 <i>School Improvement Grant</i> Professional Development (Year 1) \$10,000 <i>General Fund, DINA, TQ</i>	Analysis of student summative and formative results Summary of walkthrough and observation data Program Evaluation	

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
Continuation of Goal 4	Monitor implementation of interventions	Ongoing	Teacher Salary: (Year 1, 2, 3) \$5,000 <i>General Fund, DINA, TQ</i>	
	Monitor impact of interventions at system level	Ongoing at least quarterly	Instructional Coach Responsibility Administrative Responsibility <i>Administrative Responsibility</i>	

Implementation Plan: Promote the Use of Student Data to Inform and Differentiate Instruction in order to Meet the Academic Needs of Individual Students

Goals, External Providers, External Provider Budget Considerations, Practices and Policy Modifications and Sustainability

Specific Goals	External Providers	External Provider Budget Considerations	Practices and Policy Modifications	Sustainability
1. Provide continued professional development for Infinite Campus and Tableau	Computer Information Concepts	Purchased Service: \$10,000 <i>General Fund, DINA</i>	N/A	There is very limited sustainability concern following initial implementation which will be supported through district general funds or Teacher Quality funds
2. Continue fidelity of implementation for IDM processes including professional development for the analysis of data and the use of formative assessment	AEA 267	Cost tied to participant. Not provider. Cited above	N/A	There is very limited sustainability concern following initial implementation which will be supported through district general funds or Teacher Quality funds
3. Ensure differentiation of instruction based on student need	No external provider needed		N/A	There is very limited sustainability concern following initial implementation which will be supported through district general funds or Teacher Quality funds
4. Implement interventions based on student needs (print and digital)	AEA 267	Cost ties to participant, not provider. Cited above.	N/A	There is very limited sustainability concern following initial implementation which will be supported through district general funds or Teacher Quality funds
	Project Read	Cost tied to participant, not provider. Cited above		
	Others TBD	Projected costs		

Area: Establish Schedules and Implement Strategies that Provide Increased Learning Time

Capacity

Several actions which demonstrate the district’s commitment to establish schedules and implement strategies that provide increased learning time include an increased length to the school day at Miller Middle School by 15 minutes daily. This equates to over 40 hours of additional instruction time and is being funded from the General Fund at a cost of approximately \$35,000 per year. It is not cited as a goal below as the implementation plan is designed and being implemented and funding has been secured.

Additionally, the schedule at Miller Middle School has also been modified to provide 750 minutes per week in core language arts (a combination of literature and reading) and mathematics instruction. Combined, this is an increase of 85 minutes per week in these core areas throughout the year or 51 hours more of instructional time per year, 33 hours in language arts and 18 hours in mathematics.

Subject	2009-2010	2010-2011	Increased Time
Language Arts	90 minutes per day	101 minutes per day	55 minutes per week
Mathematics	43 minutes per day	49 minutes per day	30 minutes per week

2009-2010 Intervention Support			2010-2011 Intervention Time		
Target Group	Minutes/Day	Hours/Year	Target Group	Minutes/Day	Hours/Year
7 th grade only	25	75	All Students	73	219

To further support low achieving students, two intervention periods have been defined which provide from 25 to 73 minutes per day of either supplemental or intensive instruction for students not achieving at expected levels on identified assessments in reading and mathematics,

as well as enrichment opportunities for those students achieving above the expected levels on identified assessments. This is an increase of 240 minutes per week or 144 hours per year. These times have been designed for flexible grouping with frequent adjustment based on weekly progress monitoring to meet students' ever-changing needs.

Time for increased opportunity to learn currently is provided on a limited basis before or after school. Summer school is also loosely structured dependent on available funding but has been provided in some form to a limited student population for the last two years. Please refer to the section titled Operating Flexibility (p 23) where we have elaborated on our capacity as well as our goals related to this area. They were placed in this section as it was determined that the most significant barriers to consistently implement these opportunities for increased learning time dealt with transportation and staffing, rather than time.

As time in and of itself does not improve student achievement, the impact of modifying the schedule and implementing strategies that increase learning time, particularly for low-achieving students, is most directly tied to the materials available for instruction and the support provided for teachers through targeted professional development which embraces all of the Iowa Professional Development Model.

The district's capacity to address root causes related to appropriate instructional materials and professional development as well as the goals that must be addressed in each of these areas in order to attain rapid improvement at Miller Middle School are cited in their respective sections. To maintain clarity of need and purpose, please you review these sections found on the following pages: Professional Development (p 41) and Using Data for Instructional Programming (p 55).

Area: Ongoing Family and Community Engagement

Capacity

Research says the two most impacting actions are 1) meaningful two-way communication, and 2) helping parents help their kids learn at home. (Mapp and Henderson)

Miller Middle School recognized that family involvement and communication were vital to the success of every student. Further, it was felt that the most effective way to increase involvement was through more vigilant efforts aimed at opening the communication lines between parents, community, and school. Miller Middle School's Parent Survey data showed that less than 60% of Miller Middle School parents felt they could make a difference in their child's education and only 66.9% felt they could contact teachers with concerns regarding their student's education.

Current ongoing involvement with the Iowa Sustaining Parent Involvement Network (iSPIN) initiative is designed to increase the family and community involvement at Miller Middle School through direct collaboration among students, parents and staff. This has been facilitated through the creation of a School and Community Advisory Council represented by four parents, three teachers, one AEA building representative and one administrator. The council has been instrumental in the development of a School Compact and is currently working with all staff on a revised homework policy. The council has begun preliminary work on implementing home visit policies and procedures similar to those enacted as a part of the nationally known Sacramento Project. Ed Redalen, the statewide director of PIRC, has been instrumental in this and previous parent engagement initiatives operating throughout the Marshalltown Community School District. Mr. Redalen will continue to support Miller Middle School as it moves forward with

this work is in direct support of broader district level work to increase not only student achievement, but also graduation rate as well as to reduce the dropout rate.

This work demonstrating the district's commitment to increasing student achievement through collaboration with families and the community includes a broad-based involvement of school, family and community members through the Grad Nation work initiated by Governor Culver during the 2008-2009 school year as well as the more recent work of the Iowa Collaboration for Youth Development. The district has also supported the development of the i5 initiative, Investing In Innovation... In Iowa, brought forward by Davenport Public Schools which supports the development of an early identification and monitoring system for students identified at-risk of not graduating in four years.

Through this work and other research the district recognizes that key indicators of success in high school are set in motion on or before the 7th grade. It is through such broad commitments- broad in involvement and yet focused on outcomes and external support that significant increases in not only academic achievement, but also graduation rate will occur.

Implementation Plan: Ongoing Family and Community Engagement

Goals, Actions or Activities, Timelines, Budget Considerations, Indicators of Success

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success	
1. Strengthen family involvement and communication at Miller Middle School through continued commitment to the Iowa Sustaining Parent Involvement Network (iSPIN)	Continue participation in the Iowa Sustaining Parent Involvement Network (iSPIN) initiative	8/23/10-5/17/13		Increase in positive responses on the Parent Survey given yearly at Miller Middle School	
	Review committee membership, adjust as necessary	8/23/10-9/13/10	Teacher Salary: (Year 1) \$1,000 (Year 2) \$1,000 <i>General Fund, DINA, TQ</i>		Increase in parent communications through more one-to-one interactions
	Review work of the School and Community Council	9/27/10-10/25/10	Teacher Salary: (Year 1) \$1,000 (Year 2) \$1,000 <i>General Fund, DINA, TQ</i>		Meeting agendas and minutes Action Plan
	Establish goals actions and timelines and sustainability plan based on this work and new information	11/1/10-12/20/10	Teacher Salary: (Year 1) \$1,000 (Year 2) \$1,000 <i>General Fund, DINA, TQ</i>		Artifacts of communication materials and strategies
	Implement key steps from current work and establish revised action plan <ul style="list-style-type: none"> • Conduct training sessions with the Sacramento Project leaders • Develop and implement a home visit plan based upon the work of the Sacramento Project • Staff training sessions with Dr. Nancy Hill around Families, Schools and the Adolescent 	2010-2011 TBD	Teacher Salary: (Year 1) \$20,000 (Year 2) \$20,000 (Year 3) \$20,000 <i>School Improvement Grant</i>		

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
2. Develop more purposeful relationships with community stakeholders	Become a participant in the districts involvement with <i>Iowa Collaboration for Youth Development</i> to develop a sustainable structure of purposeful community partnerships	Ongoing	No cost	Sign-In sheets Meeting agendas and notes Artifacts of collaboration with community partners

Implementation Plan: Ongoing Family and Community Engagement

Goals, External Providers, External Provider Budget Considerations, Practices and Policy Modifications

Specific Goals	External Providers	Budget Considerations	Practice and Policy Modifications	Sustainability
<p>1. Strengthen family involvement and communication at Miller Middle School through continued commitment to the Iowa Sustaining Parent Involvement Network (iSPIN)</p>	<p>Ed Redalen, Statewide Director of the Iowa Parent Information Resource Center (Continue iSPIN related work- including facilitator stipends, parent events, substitute costs, materials for the Family Resource Center, parent workshops, and staff professional development including the work of the Sacramento Project and Dr. Nancy Hill)</p>	<p>Purchased Services: (Year 1, 2, 3) \$8,000/yr <i>School Improvement Grant</i></p>	<p>Development of a parent engagement policy will need to be completed</p>	<p>There is very limited sustainability concern following initial implementation which will be supported through district general funds or At-Risk</p>
<p>Develop more purposeful relationships with community stakeholders</p>	<p>Iowa Child Advocacy Board Iowa Dept. of Education Iowa Dept. of Human Services Iowa Dept. of Public Health Iowa Workforce Development Iowa Commission on Volunteer Service Iowa Community Empowerment Governor's Office of Drug Control Policy Iowa State University Extension-4-H Youth Development</p>	<p>N/A</p>	<p>N/A</p>	<p>One of the goals of this collaboration is to make the mutual commitment to students and their education a synergistic vehicle which promotes its own sustainability The limitations of sustainability will be examined annually to determine adjustments</p>

Area: Ongoing Intensive Technical Assistance from LEA, SEA or External Partner

Capacity

Marshalltown Community School District is receptive and embracing of support by external technical assistance providers. The Marshalltown Community School District seeks the assistance of AEA 267 in support of the district DINA and SINA identifications as well as with the Iowa Core Curriculum and Instructional Decision Making process implementation. As well, Miller Middle School has been supported by technical assistance provided by Ed Redalen through the iSPIN program, a Department of Education program. We intend to continue with and strengthen these collaborations.

In the area of professional development, we have sought the technical assistance of recognized providers such as Pearson and Heinemann to provide and support the fidelity of implementation for SIOP and various aspects of literacy programming. To establish our greatest potential for technical assistance, the district has also invested significant resources into developing internal staff expertise in order to provide technical assistance on key programs particularly through Project Read and Cognitive Coaching.

Through the support of this grant and other categorical funds, the district is positioned to seek, attain and sustain the ongoing technical assistance of the Leadership and Learning Center in order to establish and acculturate key aspects of turnaround schools and districts.

Implementation Plan: Ongoing Intensive Technical Assistance from LEA/SEA or External Partners

∞ Goals, Actions or Activities, Timelines, Budget Considerations and Indicators of Success

Specific Goals	Actions or Activities	Timelines	Budget Considerations	Indicators of Success
1. Seek and attain the services of external providers to provide necessary technical assistance for rapid improvement	Review and verify qualifications of current external providers to be used in grant	June 1, 2010 Annually	Salary: (Year 1) \$ 1,750 <i>General Fund, DINA</i>	Identified criterion for selection of external provider
	Identify necessary additional external providers	June 15, 2010 Annually	Salary: (Year 1) \$ 2,750 <i>General Fund, DINA</i>	Selected approved providers
	Review and verify qualifications of potential additional external providers	July 30, 2010 Annually	Salary: (Year 1) \$ 2,750 <i>General Fund, DINA</i>	Summaries of impact based on formative data
	Implement services of external providers	August 1, 2010 Annually		Evaluation of external providers
	Evaluate impact of external provider(s) to determine/develop plan for sustainability	August 1, 2010 Annually	Salary: (Year 1) \$ 3,500 <i>General Fund, DINA</i>	Sustainability plan

Implementation

∞ Goals, External Providers, External Provider Budget Considerations, Practices and Policy Modifications and Sustainability

Specific Goals	External Providers	External Providers Budget Considerations	Practices and Policy Modifications	Sustainability
1. Seek and attain the services of external providers to provide necessary technical assistance for rapid improvement	N/A	N/A	N/A	Formative data will be collected to assure that ongoing support is based on student and system needs. Through the building of capacity facilitated by these partnerships, the intensity of need will diminish over time and gradual release will occur based on student and system needs.

Part 2

External Providers

The Marshalltown Community School District has selected the following external providers to provide intensive technical assistance. They have been selected based on their ability to assist districts and schools, facing the similar challenges, increase student success through their leadership, professional development, and instructional programming.

Details of the actions and activities that each one will provide have been previously presented during the discussion of the design and implementation plan.

The Leadership and Learning Center

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

They distinguish themselves from other professional development and publishing organizations by bridging the critical gap from knowledge to action by ensuring real-world implementation. Their focus is not merely to provide information, but to deliver extraordinary performance through extraordinary learning.

As global leaders in enhancing student achievement, they focus on three goals: innovation, service, and growth. Their innovations in teaching and leadership strategies help every student succeed. Their world-class service reflects the respect and commitment we have for every client and colleague. Their commitment to growth means that every year we serve an increasing number of students around the world. The bottom line is that extraordinary learning empowers people and transforms lives.

The Center, founded and led by Dr. Douglas B. Reeves, continues to be a pioneer in helping increase student achievement in the most challenging schools and educational systems. Educators around the world particularly know our work in high-poverty, high-minority schools, and our ground-breaking work in 90/90/90 schools (90% poverty, 90% minority, and 90% of students meeting or exceeding standards).

PIRC

Iowa Parents Information Resource Center (Iowa PIRC) is a joint effort among the School Administrators of Iowa (SAI), the Iowa Department of Education (DE), and Area Education Agency 267 (AEA 267). Their web site (<http://www.iowaparents.org>) is designed to provide information and support to a wide-range of parents and educators throughout Iowa. They are

committed to increasing parent and educator knowledge about effective parent involvement strategies aimed at increased student achievement. The ultimate purpose of this website is to help parents and educators work together so all students can be successful.

This collaborating partnership is being funded by the U.S. Department of Education's Parent Information and Resource Center (PIRC). This is just one of many project opportunities for parents and educators to learn more about "promoting success through parent involvement." The Marshalltown School District is involved in the iSPIN project, focusing on parent compacts and homework policy.

School Administrators of Iowa

School Administrators of Iowa (SAI) is a statewide organization founded in 1987, that represents Iowa educational administrators. The role of SAI is to support, encourage and develop Iowa's educational leaders and learners.

School Administrators of Iowa is the membership organization and voice of the Iowa's PK-12 education leaders. SAI has more than 2,000 members who serve as school superintendents, principals, curriculum directors, area education agency administrators, and colleges of education professors.

It is governed by a seven-member Executive Committee and a 52-member Representative Council partially comprised of three members from each of the 15 SAI Districts in the state.

These District Officers are representative of educational leaders from elementary, secondary and general administration areas.

SAI offers many leadership development and learning opportunities each year, publishes the SAI Report, a monthly electronic newsletter September-May of each year, hosts the SAI Annual Conference and Exhibits, and serves as the voice for and advocate of the association profession.

Iowa Learning Support Team

The Iowa Learning Support Team has historically supported LEAs for lowest-achieving schools and school turnaround.

Over the past six years, Iowa has developed a sophisticated and research-based model for assisting low-performing schools, which leverages state, regional, and local expertise around a research-based process for school improvement. This system of support, as described below, will be modified to meet the requirements of Race to the Top.

Currently, Iowa assists its low-achieving schools through The Iowa Support System for Schools and Districts in Need of Assistance (SINA and DINA), which was developed in 2003 in response to federal and state legislation. Within three months following identification by the Iowa Department of Education, a School in Need of Assistance develops a two-year plan (with one-year budget) that:

- is based on extensive audit and diagnosis phases of three domains – academic, quality educator, and system
- diagnoses root causes that are barriers to student learning
- addresses core academic subjects;
- matches scientifically researched strategies with identified needs;

- provides for professional development based on theory, demonstration, coaching, and feedback
- implements mentoring for both new and experienced teachers;
- includes parent engagement activities; and
- develops leadership skills.

This two-year Iowa Support Team process for SINAs includes five phases—an audit phase, diagnosis phase, design phase, implementation phase, and evaluation phase. In the audit phase, an audit team put together by the Iowa Department of Education in collaboration with the Area Education Agencies (AEAs) reviews school documents and data, interviews school administration and staff, analyzes surveys of staff members, and builds a detailed profile of the school that is shared with school administration and leadership. In the diagnosis phase, a building leadership team comprised of a principal, central office representative, teachers, and often AEA representatives and parents, collects and analyzes multiple forms of data to provide deeper analysis of a school's weaknesses, conducts a gap analysis of current reality and desired state of a forward-moving building; identifies root causes; and determines possible solutions. In the design phase, the school completes an action plan; identifies key intended changes of stakeholders (e.g., students, teachers, administrators, parents); determines indicators of progress; links the action plan with scientifically-based research; creates an implementation plan; and identifies professional development support to effectively implement the action plan. The implementation plan focuses on executing and monitoring the progression of the action plan, the professional development, and their impact on student achievement – making sure the activities and tasks are moving forward within the identified timelines or are adjusted based on the review

of implementation data. The evaluation phase addresses designing, conducting, and reporting evaluation of the plan and its impact on student learning.

AEAs are critical players in the SINA/DINA process, coordinating the school support teams and providing content-level and special education expertise. They work directly with building leadership teams in all phases—audit, diagnosis, design, implementation, and evaluation—of the action plan, often leading and always supporting the building. The focus of their work is the achievement of a systemic approach to improvement to build capacity and ensure sustainability within the identified building.

The SINA process for low-achieving schools has resulted in improved student achievement. Since 2003-2004, when the SINA process was introduced, 36 schools have increased student achievement in reading and/or math to be able to be removed from the SINA list.

Pearson

Educating 100 million people worldwide, Pearson is the global leader in educational publishing, providing scientifically research-based print and digital programs to help students learn at their own pace, in their own way.

Pearson Education has the most widely trusted and respected programs in educational and professional publishing, and offer the most comprehensive range of educational programs, in all subjects, for every age and level of student, from preK-12 through higher education and on into professional life.

Their unparalleled businesses and brands include Prentice Hall, Longman, Scott Foresman, Addison Wesley, Allyn & Bacon, Benjamin Cummings, PASeries, ELLis, Celebration Press, PEMSolutions, SuccessMaker, Waterford, and Family Education Network. Pearson's other primary operations include the Financial Times Group and the Penguin Group.

Project Read

Project Read from the Center for Reading Research is a comprehensive language arts program designed to provide explicit instruction in a structured reading curriculum. The goal of the program is to help all students become thoughtful, purposeful, and independent readers. Project Read Curriculum may be implemented in the regular classroom, special education classes, and Title I classes. It may also be used as an intervention reading program for first through sixth graders or with adolescents and adults who struggle with reading or language learning. Whole or small group instruction is delivered by a classroom teacher, a special education teacher, or a reading teacher. Lessons are intended to occur daily within an extended block of time devoted to reading instruction. Emphasis is placed on systematic, direct instruction of concepts and skills supported and enhanced by a teaching approach that includes visual, kinesthetic, auditory and tactile strategies (VAKT), and the use of body language.

Project Read offers language arts instruction in three curricular strands: Encoding/Decoding, Reading Comprehension, and Written Expression. The Encoding and Decoding strand includes phonics instruction targeted for students at different age levels: Early Education for pre-kindergarten and kindergarten students, Primary Phonics for 1st-3rd grade students, and Linguistics, a decoding and encoding program for older students (4th-12th grade) who are struggling readers. The Reading Comprehension strand provides instruction in three different

forms: Story Form, Literature Connection-focused on narrative text for grades 1-5, Report Form- with emphasis on expository text for students in grades 3-12, and Story Form- focused on narrative text for grades 6-12. The Written Expression strand, Framing Your Thoughts, provides systematic and sequential instruction for written expression.

Area Education Agency 267

Area Education Agency 267 supports educators, parents, and the communities we serve as we work together toward one ultimate goal--to improve student learning.

Area Education Agency 267 provides support in the areas of quality instructional materials, curriculum planning, best practices in teaching and learning, safe and caring learning environment, appropriate educational opportunities for all learners, technology planning, professional development, assessment, special education, leadership development, and more.

Area Education Agency 267 is one of 10 Area Education Agencies created in 1974 by the Iowa legislature to ensure equal educational opportunities for all children from birth through age 21.

Support to local schools is provided through three service areas: Educational Services, Information & Technology and Special Education.

Area Education Agencies are funded from federal-aid and state-aid payments; legislatively controlled property tax; federal, state and private grants; and tuition for classes. A nine-member board of directors is elected by local school boards to govern budget decisions. The chief administrator handles the daily operation of the agency's divisions, each of which is headed by a

director. In addition to the main office in Cedar Falls, the agency also has main offices in Marshalltown and Clear Lake as well as nine special education sector offices located throughout the served area.

Who does AEA 267 Serve?

We serve over 66,800 students including 60 public school districts and 25 non-public school districts. In addition, over 5,000 educators rely on AEA 267 for services in special education, school technology, media and instructional/curriculum support. The agency's service area reaches 18 counties and nearly 9,000 square miles.

Alignment of Resources with the Intervention Model

	School Improvement Grant	General Fund and/or Categorical	Microsoft Funds
Administration and Staffing			
-Replace Principal			
-Year 1	\$104,500	\$49,400	
-Year 2	\$81,000	\$5,000	
-Year 3	\$81,000	\$5,000	
-Identify/Reward effective personnel & remove ineffective personnel			
-Year 1		\$50,550	
-Year 2		\$44,500	
-Year 3		\$5,000	
-High-quality, ongoing, job-embedded, instructionally aligned professional development			
<i>*Detailed plans regarding the implementation of Professional Development with fidelity are also included in the goal area "Use Data to Identify and Implement an Instructional Program that is Research Based and Vertically Aligned"</i>			
-Year 1	\$85,000	\$65,000	
-Year 2	\$26,000	\$26,000	
-Year 3	\$26,000	\$26,000	
-Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input			
-Year 1	\$53,000	\$27,600	
-Year 2	\$53,000	\$21,100	
-Year 3	\$53,000	\$8,200	
-Ongoing intensive technical assistance from LEA, SEA or external partner			
-Year 1		\$10,750	
-Year 2			
-Year 3			
-Financial incentives, career opportunities and flexible work conditions			
-Year 1		\$5,450	
-Year 2		\$5,000	
-Year 3		\$5,000	
Curriculum and Resources			
-Use data to identify and implement an instructional program that is research-based and vertically aligned			
-Year 1	\$267,000	\$346,000	
-Year 2	\$277,500	\$97,500	
-Year 3	\$210,000	\$40,500	
-Promote the use of student data to inform and differentiate instruction in order to meet the academic needs of individual students			
-Year 1	\$315,000	\$230,000	\$17,000
-Year 2	\$170,000	\$239,000	\$79,500
-Year 3	\$170,000	\$213,000	\$16,500
Schedule and Classroom			
-Operational Flexibility			
-Year 1	\$240,000	\$38,000	
-Year 2	\$240,000		
-Year 3	\$240,000		
-Establish schedules and implement strategies that provide increased learning time*			
<i>*Detailed plans are included in the goal areas of "Operational Flexibility" and "Promote the use of student data to inform and differentiate instruction in order to meet the academic needs of individual students"</i>			
-Year 1			
-Year 2			
-Year 3			
Student and Parent Involvement			
-Ongoing family and community engagement			
-Year 1	\$28,000	\$18,000	
-Year 2	\$28,000	\$18,000	
-Year 3	\$28,000	\$15,000	
Total	\$2,776,000	\$1,630,950	\$113,000

The district continually coordinates, analyzes and monitors the use of all funds in order to use them to their greatest potential. Funds identified within the district's alignment of resources will be used as such and according to the criteria of their designation. Categorical funds used as such for this grant include: DINA, ARRA-DINA, Teacher Quality, Iowa Core Curriculum, Safe Schools/Healthy Students Initiative.

Practice and Policy Modification

The authors of Targeting Student Learning have identified eight broad policy areas that support student learning at higher levels: board governance; academic standards and assessment; education program; curriculum; instruction; learning environment; professional standards; and parent/community engagement. The connection between policies and practices and actual changes in teaching and learning in the classroom is strengthened when policy development becomes a “best practice” by ensuring alignment and consistency among goals, plans, resources, capacity, incentives, assessment, and accountability for results. With this in mind, Marshalltown Community School District policies and regulations are reviewed on an ongoing basis according to a review cycle that ensures all policies and regulations are revisited during an adopted five-year review cycle. The need to modify policies, regulations and practices for increased student achievement is given consideration during these periodic reviews, and at other times as the need arises.

The identification of B.R. Miller Middle School as a persistently-lowest achieving secondary school warrants a more stringent “best practice” review of policies and practices relative to the current status of the school and the activities of the transformation model. Additionally, as the district and teachers association have been jointly involved in trainings regarding Race to the Top and Persistently-Lowest Achieving School, there have been numerous opportunities to identify specific action steps needing to be taken to accomplish successful implementation and sustainment of the model. This analysis of the current status of the school, its students, staff, programs, and services led to the identification of numerous policies and practices which warrant modification in varying degrees in order to maximize the effective implementation of intervention elements of the selected transformation model.

Time constraints of the policy analysis, development and adoption process of the district make resolution of policy changes prohibitive given the short turnaround time between identification of B.R. Miller Middle School as a persistently-lowest achieving school and the deadline for submitting the School Improvement Grant and Memorandum of Understanding. However, the strong collaborative relationship between the Marshalltown Education Association and the Marshalltown Community School District allows us to confidently attest, through approval of this application and the accompanying Memorandum of Understanding, that the following practices and policies which compromise the effective implementation of intervention elements of the selected transformation model will be resolved through consensus-building practices firmly entrenched within our working relationship. Resolution through consensus-building will occur by the end of the first year of funding from the School Improvement Grant for identified policies.

Policy Modifications - Teacher and Leader Evaluation Systems

The identified need for rigorous, transparent and equitable teacher and leader evaluation systems which use student growth as one significant evaluative component warrants revision of three existing policies.

Current Policy	Policy Modification
Evaluation of Superintendent (301.4)	Implement role-based system leadership expectations as part of Central Office administrator evaluation
Evaluation of Administrative Staff (312.4)	Establish clarity of instructional leadership expectations as part of building administrator evaluation
Personnel Evaluation (405.8)	Establish consistency and clarity of instructional and implementation expectations as part of teacher evaluation

**Policy Modifications - Identification/Reward of Effective Personnel & Identification/
 Removal of Ineffective Personnel**

The identified need for a clearly defined and tangible link between performance indicators, continued employment and compensation merits revision to six existing policies and the addition of one other policy.

Current Policy	Policy Modification
Administrative Personnel- Compensation/Benefits (312.3)	NOTE: The following statement applies to all current policies identified for Identification/Reward of Effective Personnel & Identification/ Removal of Ineffective Personnel modification. Implement a tiered performance pay plan for administrative, licensed and possibly classified staff containing a financial incentive component linked to evaluation criteria which includes increased student achievement as one component of a fair, equitable and empathetic evaluation process.
Evaluation of Superintendent (301.4)	
Evaluation of Administrative Staff (312.4)	
Licensed Employee Compensation and Benefits (406)	
Salary Schedule (406.1)	
Personnel Evaluation (405.8)	

Policy Modifications - Financial Incentives, Career Opportunities and Flexible Work Conditions

The identified need for creation of a professional development incentive program that will allow designated district-funded graduate courses to count toward movement across the salary lane will warrant revision of three existing policies.

Current Policy	Policy Modification
Licensed Employee Professional Growth (408)	Current policy prohibits any course supported by the district through payment of registration, release time or trainer time to be used to move across the salary lane. This policy hinders the ability to attain rapid achievement because it is a financial deterrent to teachers seeking additional coursework.
Licensed Employee Work Day (405.5)	Also, gains in student achievement are difficult to attain when teachers are being released from classroom instructional time to participate in professional development.
Licensed Employee Compensation and Benefits (406)	

Policy Modifications - Other Accountability

The identified need for additional accountability warrants revision of one policy and consideration of three new policies.

Current Policy	Policy Modification
None	The need for clarity of focus can be addressed through a new <i>Student Academic Achievement</i> policy that demonstrates student learning is a priority through explicit statements of the district's academic vision and core beliefs.
Promotion (605.3)	To assure all students reach potential to its fullest extent, guidance is needed in discerning if a student is able to move to the next educational level. The existing student Promotion policy is under review as the result of concern that students are disengaged from multiple opportunities for learning; in part, due to a policy which lacks accountability prior to high school.
None	Expansion of the intervention and differentiation continuum so it will meet the needs of every student necessitates development of a new policy to direct student Acceleration based upon individual abilities.
None	Development of an Accountability Test Integrity/Test Preparation policy will provide a standard protocol for the preparation and administration of standardized tests.

Policy Modifications - Operational Flexibility

To attain rapid, significant and sustainable increases in student achievement, barriers to educational opportunity must be overcome. Lack of transportation has been identified as the single greatest impediment to accessing instructional time outside the regular school day for B.R. Miller Middle School students.

Current Policy	Policy Modification
Student School Transportation Eligibility (711.1)	NOTE: The following statement applies to all three current policies identified for Operational Flexibility.
Extra-Curricular Activities Bus Service (711.3)	Revisions in transportation policy may accommodate the need for instructional interventions beyond the school day and regular school year.
Summer Program Bus Service (711.4)	

Policy Modifications – Academic Alignment

Alignment of curriculum, instruction and assessment on rapid, significant and sustainable student achievement warrants review of eight current policies.

Current Policy	Policy Modification
Attendance Requirements (501.1)	Revisions in transportation policy may improve student attendance and accommodate the need for instructional interventions beyond the school day and regular school year.
School Calendar (601.2)	
School Day (601.3)	
Middle School Curriculum (602.2)	Low student achievement has been attributed to factors which may be addressed through curriculum and instruction policies.
Curriculum Development (602.9)	Policies on classroom structures warrant review due to their influence on core and intervention placement decisions. These policies may impact the ability of disadvantaged and minority students to qualify for high-level classes.
Programs of Instruction (602)	
Instructional Arrangements (603)	
Grouping for Instructional Purposes (603.2)	

Policy Modifications - Professional Development

Improving the ability of staff to meet the diverse needs of students is the greatest way to build system capacity for rapid, significant and sustainable student achievement. This importance merits review of four current policies.

Current Policy	Policy Modification
Administrative Personnel-Professional Development (312.5)	Policy for educational leaders should be reviewed regularly to ensure up-to-date best practices regarding building and sustaining capacity for continuous improvement in student achievement.
Licensed Employee Professional Growth (408)	Current policy prohibits any course supported by the district through payment of registration, release time or trainer time to be used to move across the salary lane. This policy hinders the ability to attain rapid achievement because it is a financial deterrent to teachers seeking additional coursework. Also, gains in student achievement are difficult to attain when teachers
Licensed Employee Compensation and Benefits (406)	are being released from classroom instructional time to participate in professional development.
Classified Staff-Professional Development (415.4)	All staff influence student achievement, so the classified staff policy on professional development needs to be reviewed/revised in accordance with appropriate educational best practice.

Policy Modifications - Family and Community Engagement

Family and community engagement is important in every school district, yet merits extra effort in a community of diverse cultures, poverty, and a significant percentage of non-English speaking families. Policies establishing expectations for family and community engagement can help bridge the gap between school, home and community; strengthening opportunities for student success in the classroom.

Current Policy	Policy Modification
Public Communications (902)	NOTE: The following statement applies to all three current policies.
Pupil Progress (605)	The need for increased attention to relationship-building can be addressed through a new <i>Family and Community Engagement</i> policy that demonstrates student learning is a responsibility and priority throughout the community.
Student Progress Reports and Conferences (605.1)	

Practice Modification - Principal On-Boarding

The hiring of the new principal was based in large part on the significant match between the skill set of this candidate and identified key characteristics of successful leadership in turnaround schools. It is imperative that the new principal immediately begin to receive ongoing support for her role as an instructional leader responsible for rapid, significant and sustainable gains in student achievement.

Practice Modification
<p>The district will assist the new principal's on-boarding by providing the following supports:</p> <p>Purchase days and pay for registrations prior to the contracted start date to begin the capacity building process.</p> <p>A review of current job duties in relationship to the newly defined expectations and identify areas to be modified implementing the use of a School Administrator Manager (SAM) to facilitate rapid and sustainable improvement.</p> <p>Participation in within-district mentoring with the high school administrator and state level mentoring from the School Administrators of Iowa (SAI) Mentoring program. This includes the superintendent working with SAI to assure the statewide mentor of this principal is in a building and district with similar populations.</p> <p>Supervision from the superintendent through use of the coaching models of ORID (Objective, Reflective, Interpretive and Decisional) and Fierce Conversations to assure ongoing opportunities for the acculturation of the principal to the district.</p> <p>Additional support through the Leadership and Learning Center.</p>

Sustainability

Marshalltown Community School District and Miller Middle School are committed to sustaining the interventions being implemented as the result of our commitment to the transformation reform model for rapid, significant and sustainable student achievement. Activities and partnerships will continue after the grant expires, as evidenced by statements made in the following sections.

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

The district plans to sustain the implementation of this reform effort through the reallocation of general fund and at-risk funds with incremental assumption throughout the course of the grant. Microsoft Settlement, e-rate, Instructional Support Levy, grants and educational foundations (federal, state and local) will also continued to be utilized as funding streams.

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

As previously cited, the district is considered to have one of the leading mentoring programs in the region. It exceeds the state expectations and on-boards new staff to defining characteristics of Marshalltown, our educational beliefs and priorities and key programming expectations

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

The diversity and poverty throughout the district and including Miller Middle School has presented and continues to present challenges in achievement. It is vital that we

hire and maintain highly qualified teachers who also have an established skill set as it pertains to working in such high poverty/low SES environments that also have a multilingual atmosphere. The school district will continue to demonstrate the capacity to more clearly and efficiently identify quality candidates for employment at Miller Middle School through use of processes and instruments proven effect for matching needs with individuals having skills and attributes best suited to meet the identified needs. For example, the Targeted Selection/Interview Process is a technique that will be utilized to hire high quality staff through the use of “targeted” questions. The posing of specific questions about situations that candidates have experienced helps to more accurately predict how the candidate will behave in similar situations in the future.

d. Specific strategic training will be provided so staff remain knowledgeable about the foundations of the intervention model and its required elements, and the specific actions and expectations that promote and support the intervention model

The district clearly recognizes the urgency of the work before it and that it is only through enhanced, intensive professional development that we can successfully achieve our goals in the time frame presented.

The district has invested and will continue to invest significant resources in the development of internal expertise in staff leaders who will train, support and sustain their peers throughout the process of reform implementation and institutionalization. Through the use of instructional coaches' modeling, coaching, and providing feedback, the district is confident of quality implementation, changes in instruction, and increased learning for students that will be implemented with fidelity and monitored consistently to promote sustainability.

Additional support is gained through the dedicated implementation of the Iowa Teaching and Administrative Standards, the district's program of mentoring and cognitive coaching, ongoing work around "Fierce Conversations" and recent work emphasizing the impact of a progress monitoring/ balanced scorecard approach to the monitoring of intervention implementation. To allow for the meaningful use of these opportunities, Miller Middle School will be providing staff with more time during the school day for collaboration that will contribute to more successful implementation and sustainment. These common meeting times will be used to identify student needs, make informed decisions about modifications to practice, and to proactively plan for future anticipated circumstances.

e. Strategic actions will be taken to maintain high levels of community and parent understanding and engagement.

The staff of Miller Middle School recognize that family involvement and two-way communication are vital to the success of every student. Among other things, Miller Middle School will continue to conduct a Miller Middle School Parent Survey;

maintain ongoing involvement with the Iowa Sustaining Parent Involvement Network (iSPIN) initiative; and expand activities of the School and Community Advisory Council. The Council has begun preliminary work on implementing home visit policies and procedures similar to those enacted as a part of the nationally known Sacramento Project. Ed Redalen, the statewide director of PIRC, has been instrumental in this and previous parent engagement initiatives operating throughout the Marshalltown Community School District. Mr. Redalen will continue to support Miller Middle School as it moves forward with this work and is in direct support of broader district level work to increase student achievement and graduation rates, while reducing the dropout rate.

f. Sustainability will occur through an evaluation strategy aligned to desired outcomes and goals, analyzes data, and includes a specific process for decision making and determining actions

The Marshalltown Community School District and Miller Middle School have made significant strides to become positioned to use data and decision-making as tools for significant continuous improvement. The district has invested and continues to invest in developing the capacity of our staff through implementation of Instructional Decision Making (IDM), Infinite Campus for data collection, and Tableau for analysis development. An active Building Leadership Team will ensure use of these and other improvement tools will be sustained through professional development and monitoring.

The district has recently provided "Fierce Conversations" training to thirteen of the district's nineteen instructional administrators. This training will promote the

productive conversations necessary to sustain implemented reforms and to continuously increase teacher and administrator expertise in utilization of data for decision-making and action planning aligned to desired outcomes and goals.

Documentation of measures for monitoring fidelity of implementation and sustainability after the grant expires is an integral part of the planning process for every grant award to the district.

Sustainability of interventions selected and implemented because of their compatibility with our deeply held set of convictions will not be difficult to sustain at Miller Middle School. The transformational model was selected as the most viable model because it best builds on the strengths that we currently have while providing the greatest continuity for the continued support of systems work that the district is currently implementing to bring about improved student achievement.

Budget and Budget Narrative

Budget

	Year 1	Year 2	Year 3	Total
Personnel				
Salary	550608	502347	481130	1534085
Benefits	123892	116653	114370	354915
Expenses (Mileage, Meals, Lodging)	10000	10000	10000	30000
Professional Services				0
Honorium	93000	82000	87000	262000
Expenses (Mileage, Meals, Lodging)	15000	15000	10000	40000
Instructional Materials	157000	137000	62000	356000
Supplies and Materials	15000	3000	3000	21000
Other: Computer hardware	101000			101000
Other: Transportation	25000	25000	25000	75000
Administrative Costs (allowable indirect cost rate)	12541	10247	9114	31902
Total	1103041	901247	801614	2805902

Budget Narrative

Personnel

Funds allocated to personnel will be used to pay for staff costs related to hours worked beyond the contract for increasing skill and capacity through professional development, to hours worked beyond the contract for providing intervention with students before and after school as well as during the summer, for the employment of four instructional coaches to support and monitor the fidelity of implementation in the areas of math, literacy, sheltered instruction and interventions

Professional Services

Funds allocated to professional services will be used to obtain intensive technical assistance in the areas of leadership and evaluation, the use of recognized trainers during the implementation

of the new math program, the literacy program, sheltered instruction, and interventions, and for expertise in building and maintaining purposeful family and community relationships

Instructional Materials

Funds allocated to instructional materials to support the implementation of a literacy program and intervention materials

Supplies and Materials

Funds allocated for supplies and materials will support the purchase of general supplies related to extended intervention opportunities and the work of the instructional coaches.

Other: Computer Hardware

Funds allocated to computer hardware will be used to purchase approximately 75 laptop computers and three cache servers. These computers and cache servers will be used to increase the intensity of intervention opportunities readily available to student through enhanced availability of network and Internet resources. Laptops will also be purchased for each of the instructional coaches.

Other: Transportation

Funds allocated for the use of transportation will be used provide transportation services to students who do not otherwise have a reliable, consistent way to get to or from the middle school before or after school or during the summer.

Administrative Costs

The district requests the allocation of 1.15% for the administrative costs related to the oversight and reporting requirements of this grant.

B. R. Miller Middle School
School Improvement Grant Application

Implementation Timeline

Task Name	Responsible Parties	2011	2012	2013
1. Replace Principal				
2. Hire Principal				
3. Advertise position	Director of Resources			
4. Screen applicant and identify finalists	Superintendent, Associate Superintendent, Director of Human Resources			
5. Conduct interviews and reference checks	Teachers, Central Office Administration, Building Administration, Community and Superintendent			
6. Identify new principal	Superintendent			
7. Obtain board approval of new principal	Superintendent, School Board			
8. Review previous job duties/work list in light of new expectations				
9. Central Office reviews job duties/work activity to identify potential areas of need	Central Office Administration, Miller Building Administration			
10. Identify potential resolutions including potential additional staffing requirements	Central Office Administration, Miller Building Administration			
11. Determine and implement final resolutions	Central Office Administration, Miller Building Administration			
12. Monitor resolutions	Central Office Administration, Miller Building Administration			
13. Establish consistency of expectations for common duties of assistant principal and principal	Central Office Administration, Miller Building Administration			
14. Identify consistent common meeting time for principal and assistant principal	Central Office Administration, Miller Building Administration			
15. Effectively and expeditiously acculturate the new principal to Marshalltown Community Schools				
16. Collaboratively establish on-boarding plan	Central Office Administration and other district leadership, Miller Building Administration and			
17. Implement identified plan	Central Office Administration and other district leadership, Miller Building Administration and			
18. Monitor and review impact of on-boarding plan	Central Office Administration and other district leadership, Miller Building Administration and			
19. Implement personal and professional goals and priorities for developing a culture of rapid improvement at				

Implementation Timeline

Task Name	Responsible Parties	2011	2012	2013
20. Superintendent and principal collaboratively identify goals	Superintendent and Miller Middle School Principal			
21. Identify and implement support systems for areas of potential strength building	Superintendent and Miller Middle School Principal			
22. Operating Flexibility				
23. Diminish known transportation barriers and potential staffing barriers				
24. Identify barriers and solutions related to transportation before and/or after school	Central Office Administration, Director of Transportation, Miller Middle School Administration			
25. Identify barriers and solutions related to staffing more comprehensive before and after school tutoring and summer school opportunities	Central Office Administration, Miller Middle School Administration, MEA Representation			
26. Implement solutions for the 2010-2011 school year	Building Administration, Transportation Services, Teachers			
27. Develop and implement a sustainable, consistent structure of high impact interventions				
28. Research current best practice for research-based tutoring structures	Central Office Administration, Building Administration, Teachers, AEA 267			
29. Identify resource needs including personnel, materials, and time	Central Office Administration, Building Administration, Teachers, AEA 267			
30. Resolve issues with meeting resource needs	Central Office Administration, Building Administration, Teachers, AEA 267			
31. Implement identified structures	Building Administration, Teachers			
32. Monitor implementation	Central Office Administration, Building Administration, Teachers, AEA 267			
33. Teacher Evaluation				
34. Collaboratively determine instructional materials, strategies, implementation documentation and				
35. Review DINA items for appropriate representation from all buildings and roles	DINA Team			
36. Identify new members and co-board them as needed	DINA Team			
37. Establish protocol by with TQ Committee works as key participant in identifying professional	Teacher Quality Committee			
38. Identify data points, summative and formative, that will be accepted as evidence of fidelity of implementation	Teacher Quality Committee			

ID	Task Name	Impacted Human Resource	2011	2012	2013	2014
116	Implemented a balanced literacy program based on Founders and Pinell's, The Continuum of Literacy	Central Office Administration, Language Arts Teachers				
117	Provide professional development around research-based literacy program components as supported by Research available research-based instructional programs	Central Office Administration, Language Arts Teachers				
118	Identify key programs to support identified components	Central Office Administration, Language Arts Teachers				
119	Pilot materials	Identified Teachers				
120	Provide explicit and embedded professional development	Central Office Administration, Language Arts Teacher, Provider to be determined				
121	Purchase materials for full implementation	Central Office Administration				
122	Distribute materials	Buildings and Grounds				
123	Provide explicit and embedded professional development	Central Office Administration, Instructional Coach, Language Arts Teacher, Provider to be determined				
124	Implement materials	Language Arts Teachers				
125	Evaluate implementation	Instructional Coach, Central Office Administration, Building Administrator Language Arts				
126	Implement Sheltered Instruction as presented by Echavarriz through Pearson	Central Office Administration, Building Administration, Instructional Coaches, Building Teachers				
127	Provide initial professional development	Central Office Administration, Building Administration, Instructional Coaches, Building Teachers				
128	Implement learning based on initial training and subsequent follow-up trainings	Teachers				
129	Provide explicit and embedded professional development	Pearson, Instructional Coaches, Teachers				
130	Evaluate implementation	Central Office Administration, Building Administration, Instructional Coaches, Building Teachers				
131	Implement PBIS					
132	Provide initial professional development	Central Office Administration, AEA 267, Learning Support Specialists, Building				
133	Implement learning based on initial training and subsequent follow-up trainings	Central Office Administration, AEA 267, Learning Support Specialists, Building				

ID	Task Name	Impacted Human Resource	2011	2012	2013	2014
134	Provide explicit and embedded professional development and full implementation planning	Central Office Administration, AEA 267, Learning Support Specialists, Building				
135	Evaluate pilot implementation	Central Office Administration, AEA 267, Learning Support Specialists, Building				
136	Establish plan for full implementation	Central Office Administration, AEA 267, Learning Support Specialists, Building				
137	Implement plan					
138	Evaluate full implementation	Central Office Administration, AEA 267, Learning Support Specialists, Building				
139	Complete Common Unit Design for common instruction and assessment					
140	Identify units aligned with identified standards and benchmarks	Common Unit Facilitator, Teachers Teams by Content				
141	Design units	Common Unit Facilitator, Teachers Teams by Content				
142	Implement units	Common Unit Facilitator, Teachers Teams by Content				
143	Evaluate units	Common Unit Facilitator, Teachers Teams by Content				
144	Modify units	Common Unit Facilitator, Teachers Teams by Content				
145	Differentiated Instruction and Intervention based on student data					
146	Provide continued professional development in Infinite Campus and Tableau					
147	Hire software application specialist (SAS)	Central Office Administration				
148	Provide necessary advanced training	Computer Information Concepts, Infinite Campus				
149	Identify teacher and administrative professional development needs	Central Office Administration, Software Application Specialist				
150	Establish timeline for professional development	Central Office Administration, Software Application Specialist				
151	Implement professional development	Central Office Administration, Software Application Specialist				
152	Monitor implementation of training into practice	Central Office Administration, Software Application Specialist				

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

B.R. Miller Middle School will reduce the percentage of full academic year students who are non-proficient on the ITBS/ITED reading/language arts and mathematics assessments by 10 percent or more from the prior year.

Consultation with Relevant Stakeholders
(Required – No points awarded)

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

Parents

Staff

Business and Community Leaders

Board of Education

Waiver Request
(Optional- No points awarded)

MARSHALLTOWN COMMUNITY SCHOOL DISTRICT REQUESTS NO WAIVERS

_____ 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.

Background Information about Sheltered Instruction Observation Protocol (SIOP)

As the number of English learners increases in schools across the United States, educators are seeking effective ways to help them acquire the knowledge and skills they need to succeed in the classroom and beyond.

The Sheltered Instruction Observation Protocol (SIOP) Model (Echevarria, Vogt & Short, 2000) was developed to provide teachers with a well articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching.

The observation instrument has been shown to be a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001). The SIOP is also used as a model for lesson planning and implementation of high quality sheltered instruction.

Professional development in the SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency.

The Center for Applied Linguistics (CAL) participated in the development of the SIOP Model and continues to conduct SIOP research. Their experienced SIOP team of educators and researchers provides professional development services on the SIOP Model through workshops, site visits, coaching sessions, and technical assistance. CAL's SIOP team designs and provides high-quality services that address the particular needs of districts and schools.

The SIOP Model is not another “add on” program but rather it is a framework that can bring together a school’s instructional program by organizing methods and techniques, and ensuring that effective practices are implemented - and can be quantified. The SIOP Model is currently used in most of the 50 states and in hundreds of schools across the U.S. as well as in several other countries.

The SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001). The SIOP is also used as a model for lesson planning and implementation of high quality sheltered instruction. All features of the SIOP model are aligned with current research on instruction for ELs. Details of the alignment can be found in Figure E.3 on page 187 of the “Implementing the SIOP Model through Effective Professional Development and Coaching”

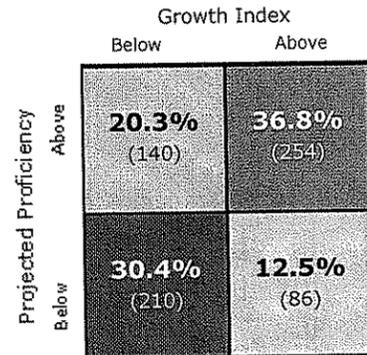
In a study examining the effects of the SIOP Model on student achievement, students whose teachers implemented the SIOP model to a high degree in middle school classes outperformed those students in sheltered classes whose teachers were unfamiliar with the model.

School: Miller Middle School

Roster: Spring 2010

Growth Seasons: Fall 09 - Spring 10

Reading Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

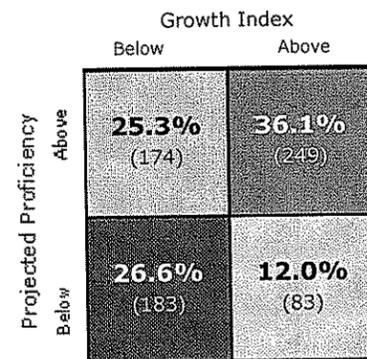
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
6	-	-	1	100.0%	-
7	329	47.4%	354	56.5%	46.9%
8	361	51.0%	376	53.7%	40.2%

Mathematics Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

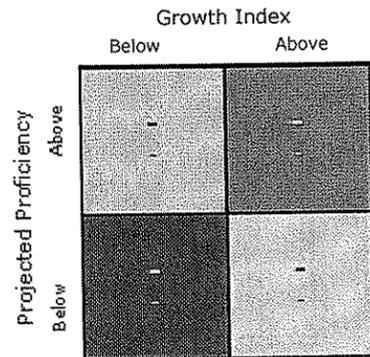
Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
6	-	-	1	100.0%	-
7	327	42.8%	350	67.1%	41.4%
8	362	53.0%	377	52.5%	36.6%

School: Miller Middle School

Roster: Spring 2010

Growth Seasons: Fall 09 - Spring 10

General Science Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

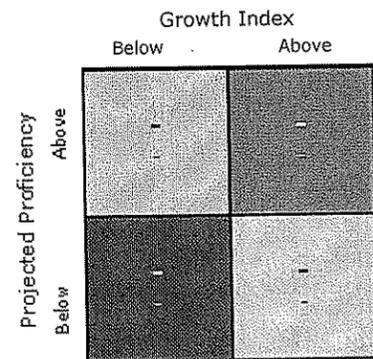
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
6	-	-	1	-	-
7	327	42.2%	353	-	45.9%
8	354	50.0%	370	-	43.2%

Concepts and Processes Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

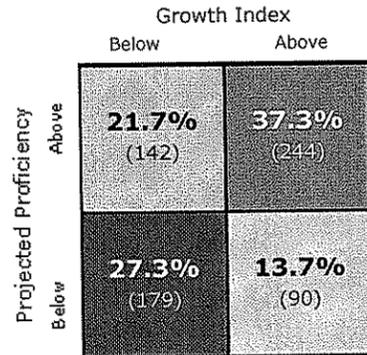
Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
6	-	-	1	-	100.0%
7	327	44.6%	353	-	53.5%
8	355	45.6%	370	-	47.6%

School: Miller Middle School

Roster: Fall 2009

Growth Seasons: Fall 08 - Fall 09

Reading Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

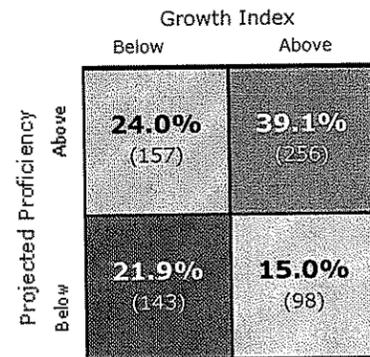
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count		Student Count		
	for Growth	% Growth	for Season	% Proficient	% Median
7	303	48.2%	353	57.2%	44.2%
8	352	53.4%	383	58.7%	39.9%

Mathematics Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

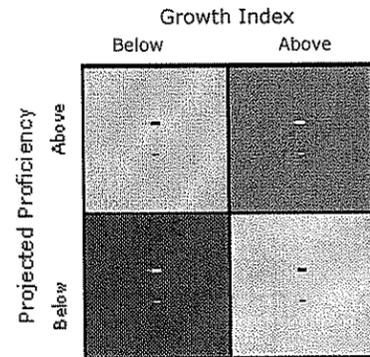
Grade	Student Count		Student Count		
	for Growth	% Growth	for Season	% Proficient	% Median
7	303	61.1%	353	66.9%	41.9%
8	351	48.1%	382	58.1%	34.8%

School: Miller Middle School

Roster: Fall 2009

Growth Seasons: Fall 08 - Fall 09

Language Usage Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

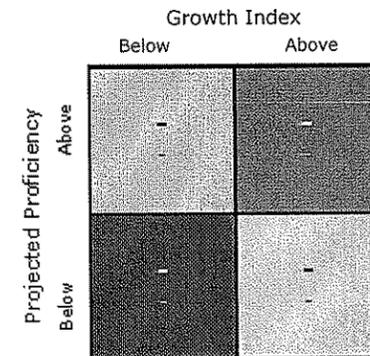
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
7	-	-	1	-	-
8	-	-	1	-	-

General Science Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

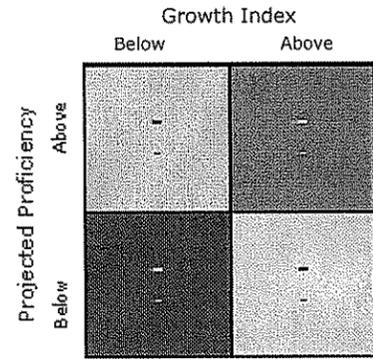
Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
7	-	-	350	-	44.6%
8	348	53.2%	380	-	42.6%

School: Miller Middle School

Roster: Fall 2009

Growth Seasons: Fall 08 - Fall 09

Concepts and Processes Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

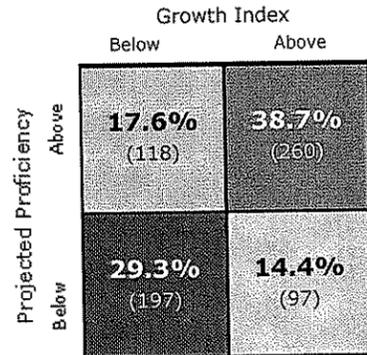
Grade	Student Count		Student Count		
	for Growth	% Growth	for Season	% Proficient	% Median
7	-	-	350	-	52.3%
8	349	52.4%	381	-	48.3%

School: Miller Middle School

Roster: Fall 2008

Growth Seasons: Fall 07 - Fall 08

Reading Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

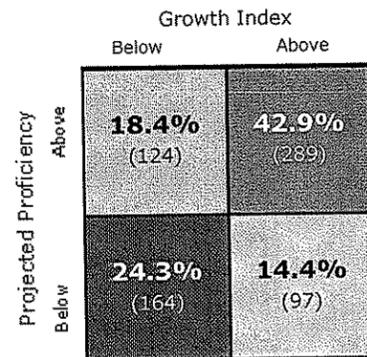
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
7	317	54.3%	376	51.1%	37.5%
8	355	52.1%	384	59.9%	45.3%

Mathematics Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

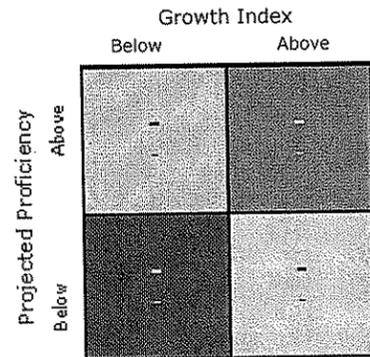
Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
7	316	60.8%	376	56.6%	35.4%
8	358	54.2%	384	64.3%	45.3%

School: Miller Middle School

Roster: Fall 2008

Growth Seasons: Fall 07 - Fall 08

General Science Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

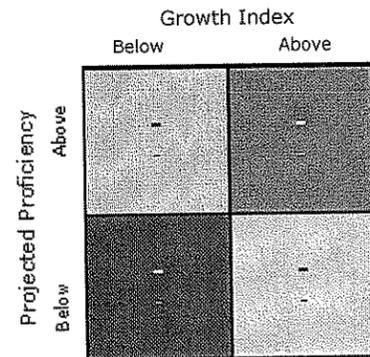
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
7	-	-	374	-	36.6%
8	-	-	383	-	44.9%

Concepts and Processes Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
7	-	-	374	-	44.4%
8	-	-	383	-	46.7%

District Audit Profile

District: Marshalltown Community School District

School Year: 2008-09

Revised:

Number of Buildings: Elementary 6

Middle School/Intermediate School: 2

High School 1

Alternative High School 1

Area(s) of Identification: Math: Low SES and Hispanic subgroups

District Leadership Team Representatives:

Name & Title: Dr. Marvin Wade, Superintendent	Name & Title: Lisa Wymore, Coordinator of ELL and Dual Language Programs
Name & Title: Lisa Beames, Associate Supt./Director of Instruction	Name & Title: Kevin Posekany, Director of Business Operations
Name & Title: Lisa Glenn, Director of Special Services	Name & Title: Matt Tullis, Director of Equity and Learning Supports
Name & Title: Lisa Koester, Director of Human Resources & Student Sys.	Name & Title: Jeff Steinberg, Director of Technology

Iowa Support Team Representatives:

Name & Title: Dr. Leslie Moore, ** School Improvement Consultant, Prairie Lakes AEA	Name & Title: Lisa Jacobs, Technology Consultant, Great Prairie AEA
Name & Title: Esther Mullen, School Improvement/Literacy Consultant, Prairie Lakes AEA	Name & Title:
Name & Title: Anne Morgan, Leadership Development Consultant, Great Prairie AEA	Name & Title:
Name & Title: Rob Brookhart, Professional Learning and Leadership Consultant, Heartland AEA	Name & Title:
Name & Title: Eve Schindler, Educational Equity and Diverse Learners Specialist, Great Prairie AEA	Name & Title:

**Contact person for Iowa Support Team - Phone: (515) 832-3791 ext. 226

E-Mail: lmoore@aea8.k12.ia.us

Event Completion Sequence:

	Date of Completion		Date of Completion
Event 1: Meet with the district leadership team.	9.25.08	Event 4: Completion of the Practices Inventory	10.14.08
Event 2: Review district documents.	10.13.08	Event 5: Create a final version of the district profile.	10.27.08
Event 3: A reflective conversation with administrators.	10.14.08	Event 6: Meet with district leadership team.	10.28.08

District Audit Profile

Domain: Academic – To what degree are these areas aligned?				
Element: Standards – (What should be taught)	Essential Findings	Source	Comments	Areas for Further Study
<p>1. Are there K – 12 standards in the main content areas (e.g., reading, math, science)? Are the standards the same K-12 or do they differ by grade span? What is the date of the most current version that each teacher should have for reading, math, and science?</p>	<p>There are district K-8 standards and benchmarks for Language Arts, math, and science. Standards and benchmarks are organized by course for high school math and science. High school language arts standards and benchmarks are written for each grade 9, 10, 11, and 12. Each grade/content indicates the date it was updated. These range from 12.16.02 to 5.24.07.</p> <p>Teachers and administrators report that they have standards and benchmarks and they use them.</p> <p>23.8% of teachers indicated that teachers in their building have time to work together with colleagues on a <i>weekly</i> basis to learn new instructional strategies, design new lessons, and/or understand the student learning expectations contained within the district's standards and benchmarks. An additional 42.8% indicated this collaboration occurred on a monthly basis.</p>	<p>District Standards and Benchmarks provided in print form in folder AD-1.</p> <p>Marshalltown Reflective Conversations, 10.14.08</p> <p>Marshalltown Practices Inventory, 10.1.08, Question 5</p>		
<p>2. Describe the format of the standards. Are the standards process standards, content standards, combination of the two, etc.?</p>	<p>The district standards include both content and process standards. Most of the standards are content, but there are exceptions. For example, in math there is a problem-solving standard</p>	<p>District Standards and Benchmarks provided in print form in folder AD-1</p>		

	<p>and a communication/connections standard. Science includes a scientific process standard that includes communication.</p>			<p>X</p>
<p>3. What evidence is there that the benchmarks and/or grade-level expectations are aligned K-12?</p>	<p>Some comments from reflective conversations were positive; others suggested a need to work on standards/benchmarks.</p> <p>The same set of standards are used K-12 for language arts and there are benchmarks for each standard at every grade level.</p> <p>The same set of standards are used K-12 for math, though the high school is organized by course not grade. There are benchmarks for every standard and every grade level K-8. There are also benchmarks for most of the standards at the high school level--the only exception is Standard 8: Communications and Connections. This appears to be a new standard and the benchmarks have not been written for several high school math courses.</p> <p><i>Note: The set of standards are the same for K-12 science, but many standards do NOT have benchmarks at every grade.</i></p>	<p>Marshalltown Reflective Conversations, 10.14.08</p> <p>District Standards and Benchmarks provided in print form in folder AD-1</p> <p>District Standards and Benchmarks provided in print form in folder AD-1</p>	<p>As the district benchmarks become more closely aligned with Iowa Core Curriculum K-12, what curricular and instructional changes will be needed to improve student achievement?</p>	<p>X</p>
<p>4. Do the standards and benchmarks/grade-level expectations capture what is considered to be most important for that content area (e.g., the 5 essential</p>	<p>The district language arts and mathematics benchmarks include the essential component of a comprehensive reading program and the five strands of mathematical proficiency.</p>	<p>District Standards and Benchmarks provided in print form in folder AD-1</p>	<p>How could district educators reduce the amount of content that is "covered," in favor of teaching</p>	<p>X</p>

<p>components of a comprehensive reading program, the 5 strands of mathematical proficiency and NCTM Focal Points, teaching science through the inquiry process, Model Core Curriculum)?</p>			<p>essential content in a more focused way?</p>	
<p>5. What evidence is there that the benchmarks/grade-level expectations align with the Core Standards and Grade-Level Indicators found in the Iowa Test of Basic Skills (TTBS) and Iowa Test of Education Development (TTED) as identified by the Iowa Testing Service?</p>	<p>The wording of the district standards and benchmarks reflects the Core Standards and Grade-Level Indicators found in the Iowa Test of Basic Skills (TTBS) and Iowa Test of Education Development (TTED) as identified by the Iowa Testing Service. Reflective conversation data indicated that alignment of benchmarks and assessments, including TTBS/TTED, is an ongoing process.</p>	<p>District Standards and Benchmarks provided in print form in folder AD-1 Marshalltown Reflective Conversations, 10.14.08</p>		
<p>6. How well do benchmarks/grade-level expectations define what is expected to be mastered at each grade level (e.g., a clear aim of what is to be learned and at what level)?</p>	<p>The district standards and benchmarks are written in general terms with some of the same benchmarks appearing in multiple grades. It is unclear what level of mastery is required on some benchmarks, particularly on those which have the same wording in multiple grades. It is assumed that there is an increasing level of sophistication as benchmarks go up in the grades, but no evidence was found indicating how that</p>	<p>District Standards and Benchmarks provided in print form in folder AD-1</p>	<p>How might the district clarify what is to be mastered at each grade and to what level? How do grades align with these levels of learning?</p>	<p>X</p>

	<p>sophistication is articulated in documents versus practice. There appear to be many benchmarks for each grade level.</p>			X
<p>7. What evidence is there that teachers, students, school board members, parents, and community (e.g., School Improvement Action/Advisory Committee) are aware of the standards and benchmarks/grade-level expectations?</p>	<p>25.5% of teachers across the district reported they <i>do not know</i> how often teachers provide students with information regarding their performance as measured by the district's standards and benchmarks beyond student report cards.</p> <p>31.1% of teachers across the district did not know how often teachers inform students about the expectations regarding the knowledge and skills contained within the district's standards and benchmarks.</p> <p>A set of folding brochures in English and Spanish are available to parents describing "What We'll Learn" in each grade K-5.</p> <p>The district web page does not list the standards and benchmarks.</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 8</p> <p>Marshalltown Practices Inventory, 10.1.08, Question 15</p> <p>District Website, 10.20.08</p>	<p>What are some measures the district could take to ensure they communicate the standards and benchmarks across all grade levels and to all stakeholders, including, and especially students?</p>	X
<p>Element: Curriculum Materials- (What is used in teaching)</p> <p>1. What kinds/formats of curricular materials are used in teaching the standards and benchmarks/grade-level expectations?</p>	<p>Essential Findings</p> <p>K- 5 Language Arts instruction is organized around Houghton-Mifflin thematic units. The current elementary math curriculum used across the district is <i>Investigations</i> published by</p>	<p>Source</p> <p>Printed curriculum maps in folder AD-2</p>	<p>Comments</p> <p>What processes might help teachers identify units, chapters, research-based</p>	X

	<p>Scott-Foresman. The UNI program “Thinking with Numbers” is used daily for five minutes to support the teaching of basic facts. Grades K-5 use FOSS kits in science.</p> <p>The district is just beginning the process of developing common units K-6.</p>	<p>Marshalltown Reflective Conversations, 10.14.08</p>	<p>strategies, daily activities, assessments and other information that support each grade-level benchmark, and de-emphasize or abandon those that do not?</p>	<p>X</p>
<p>2. What evidence is there that the curricular materials align with the standards and benchmarks/grade-level expectations?</p>	<p>Reference to the curriculum materials and their alignment with the district benchmarks is provided in the K-5 Curriculum Map. However, only a few benchmarks are referenced—many benchmarks are not addressed in the map.</p>	<p>Printed curriculum maps in folder AD-2</p>	<p>What ongoing methods might the district use to ensure that curricular materials used to meet diverse learning needs align with the skills, concepts, and philosophy of the Iowa Core Curriculum?</p>	<p>X</p>
<p>3. What evidence is there that the curricular materials align with identified student learning needs (e.g., at appropriate reading level)?</p>	<p>Dual language texts and texts written in English or Spanish have been selected to support district standards and benchmarks.</p> <p>According to reflective conversation data, the district is piloting a new math series (enVision) in the elementary for a variety of reasons: teachers could not implement Investigations in the time available for instruction, there was an ongoing need for professional</p>	<p>(Dual Language) Summary section of Biennial Report December, 2005 Marshalltown Reflective Conversations, 10.14.08</p>	<p>How does each building align curricular materials to various learning needs for low performing students? How can research-based curriculum be supported for students with</p>	<p>X</p>

	development, and high student language skills were seen as necessary for students to be successful in the Investigations series.		language needs, without reducing learning expectations?	Areas for Further Study
Element: Instruction – (How the curriculum is taught.)	Essential Findings	Source	Comments	
<p>1. What are the instructional strategies that all teachers in the district/building/grade span are expected to use to teach to the standards and benchmarks/grade-level expectations?</p>	<p>It does not appear that <i>the district as a whole</i> has adopted district-wide instructional strategies that all teachers must use. Across the district, many teachers have been trained to use Sheltered Instruction, but not all have been required to do so. Individual buildings may use scientifically-based research strategies, such as think-alouds, PWIM, Reader’s Theater, and others, but no evidence was found that identified specific instructional strategies that are supported and expected district-wide.</p>	<p>Marshalltown Reflective Conversations, 10.14.08 Individual Building DINA folders</p>	<p>What evidence-based instructional strategies would benefit all students if implemented across the district? How might the district monitor the degree to which these strategies are being used systematically throughout the district?</p>	<p>X</p>
<p>2. What evidence is there that teachers use inclusive practices for addressing diverse learners (e.g., ELL, Special Education, 504, Talented and Gifted, Title I)?</p>	<p>80.7 % of teachers across the district reported that instruction is <i>frequently</i> to <i>always</i> matched to student learning needs. The % of teachers who responded <i>frequently</i> to <i>always</i> to: “low performing students receive extra time to learn essential knowledge and skills” varied by building from 46% to 75%.</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 25 Marshalltown Practices Inventory, 10.1.08, Question 50</p>	<p>How might the district support buildings in their ability to provide low performing students the extra time they need to learn? How might the district determine the effectiveness</p>	<p>X</p>

	<p>Co-teaching is occurring in the district, though it is unclear which models of co-teaching are being implemented consistently. The degree of effectiveness is also unclear, as noted by parents of students in co-op classes (interviewed by the DE) during the last site visit.</p> <p>The district has begun to provide general classroom teachers with professional development on differentiated instruction and cultural competency. Interviews with teachers indicated that there is a need for this effort to be comprehensive, persistent, and ongoing. It is needed to better serve and support ELL, students with disabilities, and gifted students in the general ed classroom and to smooth the transition from special education and ESL classrooms into the general ed classroom.</p> <p>“There is high ratio of English language learners to ESL endorsed teachers, which results in the ESL instructors being overextended and an over-reliance on para-professionals to do classroom teaching. This situation is exacerbated by the fact that the ESL staff are also asked to provide registration assistance, to serve as interpreters for disciplinary conferences and to translate district documents. This may be causing some students who are assessed in need of language assistance, not receiving direct ESL instruction.”</p>	<p>DE Site Visit Report, March 24, 2008</p> <p>DE Equity Site Visit Report, March 31, 2008</p> <p>DE Equity Site Visit Report, March 31, 2008</p>	<p>of the co-teaching efforts occurring in the district?</p>	
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<p>3. What evidence is there that educators are aware of scientifically-based research supporting their instructional strategies and methods?</p>	<p>When asked how often their building selects professional development that is research-based, 25% of district teachers replied <i>I don't know</i> (or missing). Reflective conversation data indicated that teachers are using a variety of research-based instructional strategies. Building professional development is commonly focused around research-based strategies.</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 3 Marshalltown Reflective Conversations, 10.14.08 Individual Building DNA folders</p>	<p>Strength: There are many research-based or evidence-based strategies being implemented across the district</p>	<p>X</p>
<p>4. What appears to be driving instruction (e.g., standards and benchmarks, time, textbook sequence, mastery of objectives, formative data)?</p>	<p>74.5% of teachers across the district report that teachers in their building determine whether or not their instruction is causing all students in their classroom to learn the expected knowledge and skills on a <i>daily</i> to <i>weekly</i> basis. 74.2% of teachers across the district reported that teachers <i>daily</i> to <i>weekly</i> use the district curriculum to design daily lessons. 53.4% of teachers across the district <i>did not know</i> how often administrators collect data to determine if teachers are teaching the district's standards and benchmarks. 88.3% of teachers report changing lesson plans and selecting strategies to meet student learning needs on a <i>daily</i> to <i>weekly</i> basis.</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 4 Marshalltown Practices Inventory, 10.1.08, Question 6 Marshalltown Practices Inventory, 10.1.08, Question 16 Marshalltown Practices Inventory, 10.1.08, Question 19</p>	<p>What is the district's vision for effective teaching and learning, and how does it drive instruction? In what ways does the district communicate this district vision to its staff, students, families, and communities? How might the district measure the degree to which they are achieving this vision?</p>	<p>X</p>

	<p>11.1% of teachers across the district <i>did not know</i> how often teachers carefully examine their practices to determine if their instructional methods have impacted student learning. 76.5% of teachers perceived this was done on a <i>daily</i> to <i>weekly</i> basis. 73.6% of teachers across the district responded that teachers frequently to always use the district's standards and benchmarks to design daily lesson plans.</p> <p>Woodbury has created thematic units based on district standards and benchmarks to be taught in their dual language program.</p> <p>Benchmarks appear to have been realigned to the recently adopted FOSS science materials.</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 20</p> <p>Marshalltown Practices Inventory, 10.1.08, Question 31</p> <p><u>School Leadership That Works</u> matrix</p> <p>District Science Standards document, found in folder AD-1</p>		<p>Areas for Further Study</p>
<p>Element: Assessment – (How well the standards and benchmarks are being learned.)</p> <p>1. Is there a district-wide assessment plan? Summarize key factors/components.</p>	<p>Essential Findings</p> <p>Woodbury has a written evaluation plan for Dual language program.</p> <p>The district does have a district-wide assessment plan. Key components include assessments aligned to reading and math standards and grade levels.</p>	<p>Source</p> <p>Dual Language Notebook</p> <p>Provided in folder AD-6</p>	<p>Comments</p>	<p>Areas for Further Study</p>
<p>2. What screening, diagnostic, formative, and summative assessments do the district</p>	<p>MAP, DIBELS, IRI, and teacher observations are used to inform professional development efforts.</p>	<p>Marshalltown DE Site & Equity Visit Overview Presentation, 2007-08, slide #34</p>	<p>What structures are in place to ensure diagnostic</p>	<p>X</p>

<p>and buildings use for tracking student learning and achievement data?</p>	<p>The district uses multiple assessments to monitor student achievement and identify student learning needs. In addition to ITBS/ITED, assessments include MAP, DIBELS, IRI, Houghton-Mifflin Benchmark Tests, and ELDA. The district now has access to many of those data sources through Infinite Campus.</p>	<p>Marshalltown Reflective Conversations, 10.14.08 Marshalltown School District Data Workbook 06-07 (folder AD-7)</p> <p>Woodbury Staff Development March 9, 2007 p. 3 final slide</p>	<p>and formative assessments are used to inform instruction at all levels, but especially at the middle and high school levels?</p> <p>Strength: Teachers and teams have access to a variety of student achievement data sources through Infinite Campus.</p> <p>Strength: A variety of assessments at the elementary level are being utilized with the intention of diagnosing student learning needs, particularly in reading.</p>	<p>How might the district determine if students in the dual language program are beginning to meet expectations when they are tested at Lenihan, Miller or the High School?</p>
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<p>3. What evidence is there that the assessments at the district, building, and classroom level are aligned with the standards and benchmarks/grade-level expectations?</p>	<p>The math Investigations unit tests have been aligned with the district standards and benchmarks. District-wide assessments are aligned with the reading and math standards.</p>	<p>Folder AD-5 Folder AD-6</p>	<p>What are some ways the relationship between the district's benchmarks, instructional practices, and classroom assessments might be further aligned and strengthened systemically across buildings and within the district?</p>	<p>X</p>
<p>4. What evidence is there that assessments are articulated across grade levels, grade spans, buildings, and the district?</p>	<p>The district assessment plan is articulated across grade levels with the district standards. Reflective conversation data indicated that different elementary buildings have supplemental assessments that are not consistent across the district.</p>	<p>District Assessment Plan (folder AD-6) Marshalltown Reflective Conversations, 10.14.08</p>	<p>How might the district structure conversations about the different formative assessments given across elementary buildings to help improve achievement for all students?</p>	<p>X</p>
<p>5. How and when are assessment data reported/analyzed at the teacher level?</p>	<p>57% of teachers report that they communicate less than monthly with parents, other than report cards. 15% of teachers across the district did not know how often building administrators and teacher representatives meet to make decisions about improving student learning within your building?</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 2 Marshalltown Practices Inventory, 10.1.08, Question 7</p>	<p>How could teachers be supported in using student data to focus on learning needs for each class?</p>	<p>X</p>

<p>6. What evidence is there that teachers use assessments (e.g., screening, diagnostic, formative, summative) to identify individual student learning needs and to differentiate instruction?</p>	<p>Each group involved in reflective conversations indicated that teachers use formative assessments.</p> <p>45.4% of district teachers responded that they perceive teachers in their building evaluate whether curriculum is helping all students learn on a <i>daily</i> to <i>weekly</i> basis.</p>	<p>Marshalltown Reflective Conversations, 10.14.08</p> <p>Marshalltown Practices Inventory, 10.1.08, Question 17</p>	<p>What structures are in place to ensure that diagnostic and formative assessments are used to inform instruction across all grade levels, especially the middle and high schools?</p>	<p>X</p>
<p>Domain: Quality Educator How do administrator and teacher attitudes and skills contribute to improving student achievement?</p>				
<p>Element: Professional Development</p>	<p>Essential Findings</p>	<p>Source</p>	<p>Comments</p>	<p>Areas for Further Study</p>

<p>1. What are the professional development initiatives for the district and buildings for the past two or three years (e.g., Every Child Reads, Reading First, Every Student Counts, differentiation, High Schools that Work, Instructional Decision Making, literacy, mathematics)?</p>	<p>The district has 40+ “events” (not necessarily initiatives) in place. Some include Math Matters, Differentiated Instruction, Reading First, Reading/Writing PENS, Mastering Math Facts, Character Development, 2-Way Bilingual Program, Quadrant D, Sheltered Instruction, MAP, and Co-Teaching.</p>	<p>Marshalltown DE Site & Equity Visit Overview Presentation, 2007-08, slide # 24</p>	<p>How have professional development opportunities over the last few years built upon one another, and do teachers and administrators see how they connect, both within the building and across all buildings within the district?</p> <p>What professional development activities might be systemically implemented across all buildings in the district and how might they be supported, sustained, and evaluated?</p>	<p>X</p>
<p>2. What is the district and building-level professional development plan for the current school year (e.g., a clear aim of what is to be learned by teachers and the impact it is to have on student learning)?</p>	<p>In reviewing individual building level plans, for 2007-08 and 2008-09, the buildings listed general goal areas, such as reading comprehension and then activities under each. The goals for each building for 2008-09 are: Anson: Reading Comprehension, Sheltered Instruction (SIOP) Fisher: Reading and Climate Franklin: Reading and Climate Hoglan: Reading, Writing, and</p>	<p>School Improvement Framework (template used for all building level plans), 2007-08 and 2008-09</p>	<p>Strength: Building-level professional development plans are based on response to analysis of student achievement data.</p>	

	<p>Culture/Climate Rogers: Reading, Math, Parent Involvement Woodbury: Reading Lenihan: Social Emotional Learning, Reading-Vocabulary, Math-Basic Fact Mastery Miller Middle: Mathematics and Improving Building Climate High School: Reading and Improve Personalization of HS Experience, Improve science (quality of instruction)</p> <p>The district was cited as not having a district professional development plan that includes theory, demonstration, practice, observation, collaboration, and the study of implementation. In the compliance plan submitted, a PD plan and several of the steps were to be completed by August 2008. No evidence of such a plan was found at this time.</p>	<p>Marshalltown CSD Plan for Compliance, April 21, 2008, p. 4</p>	<p>Strength: Building leadership teams collaboratively develop building level professional development plans.</p>	
<p>3. Who develops the district and building-level professional development plans? (e.g., the plan is developed by the Curriculum Director, administrative team, building principal, district/school leadership team)</p>	<p>Building plans were developed by building leadership teams that consisted of the principal and teachers. The number of team members ranged from 4 to 17.</p> <p>Reflective Conversation data indicated teachers felt empowered to collaboratively make decisions at the building level.</p> <p>“Interviews with teachers and</p>	<p>School Improvement Framework (template used for all building level plans), 2007-08 and 2008-09</p> <p>Marshalltown Reflective Conversations, 10.14.08</p> <p>2007-08 DE Site Visit Report:</p>	<p>To what degree have the recommendations from the DE Site Visit team been</p>	

	<p>administrators provided limited evidence of a district planning committee or process for professional development. The site visit team encourages the district to clearly define the role of a district professional development leadership team (comprised of administrators and teachers representative of each level) and its responsibility in the planning, development, implementation, and evaluation of professional development focused on raising the achievement of all students in the district.”</p> <p>“Further, the site visit team encouraged the district to utilize the district leadership team in the following ways: 1) Planning ongoing training at the district or building level, 2) Identifying data sources and developing processes that will involve all leaders and educators responsible for instruction in the analysis of academic and non-academic data to determine the focus of professional development efforts at the district and building levels, 3) Developing a consistent process for the review of research-based strategies that can be used in identifying and aligning the focus of district/building professional development efforts, 4) Developing a plan for supporting implementation with fidelity, 5) Determining how implementation will be monitored and documented, 6) Identifying the formative measures that will inform the change process, 7)</p>	<p>Professional Development section, p.2</p>	<p>implemented regarding development of a district professional development plan?</p>	
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	<p>Planning collaborative work at the building/grade level to support implementation of new learning, 8) Analyzing implementation data formatively and summatively to make ongoing adjustments in staff development efforts, 9) Determining the impact of professional development initiatives on student achievement, 10) Planning to sustain effective professional development initiatives when moving to the next area of focus, 11) Making decisions about professional development needs to ensure the current focus of professional development results in at least 75% of staff routinely using the strategies with fidelity and integrity and that student achievement increases.”</p>			
<p>4. What data were used to develop the district and building-level professional development plans?</p>	<p>The Building School Improvement Framework PD Plans indicate that MAP, ITBS/ITED, and additional assessment data (which varied according to the building), were used to develop building level professional development plans. 17.9 % of teachers district wide indicated they <i>did not know</i> or <i>missing</i> how often their building analyzes student performance data to design professional development activities. 24.6 % of teachers in the district indicated they <i>did not know</i> how often teachers asked for input to select</p>	<p>School Improvement Framework (template used for all building level plans), 2007-08 and 2008-09 Marshalltown Practices Inventory, 10.1.08, Question 1 Marshalltown Practices Inventory, 10.1.08, Question 23</p>	<p>How might building leadership teams help teachers implement the use of SMART goals in their Individual Professional Development Plans and in the building professional development plans? How might buildings monitor the degree to</p>	<p>X</p>

	<p>professional development activities, content, and/or strategies.</p> <p>“Interviews with principals indicated that some of them were unaware of the achievement gaps in their buildings. Although disaggregated data is used to make decisions at the district level, it is not yet consistently being used at the building level to make data-based instructional modifications or to design and implement building level strategies for narrowing the achievement gaps that exist. Systemic prompts and monitoring should be put in place to ensure this review and analysis of disaggregated data occurs on an annual basis at both district and building level.”</p>	<p>DE Equity Site Visit Report, March 31, 2008</p> <p>Demographic and Enrollment Data Notebook, 2008</p>	<p>which they are achieving their goals?</p> <p>How might the district consistently collect and use teacher implementation data to develop, monitor, and adjust building and district-level plans?</p>	
<p>5. What evidence is there that the district/ building-level professional development plans align with prioritized student learning needs as identified in the CSIP?</p>	<p>30.2% of teachers district wide responded <i>I don't know</i> when asked how often their building uses student learning goals to design professional development.</p> <p>Reflective conversations indicated that building plans had some flexibility but must address the district's reading goal.</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 21</p> <p>Reflective Conversations, 10.1.08</p>	<p>What data indicate whether professional development opportunities are making a difference in student achievement?</p> <p>How can the district move from measuring intent to impact of their</p>	<p>X</p>

			professional development?	X
<p>6. What evidence is there that the district/ building-level professional development plans align with the Iowa Professional Development Model (PPDM)?</p>	<p>37.8 % of teachers district-wide responded professional development <i>frequently</i> or <i>always</i> includes time for feedback, coaching, and practice to learn new skills.</p> <p>The building plans have sections that would fit in the IPDM; however, evidence from documents was not found that indicated the full cycle was implemented with fidelity.</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 47</p> <p>School Improvement Framework (template used for all building level plans), 2007-08 and 2008-09</p>	<p>How might a district professional development plan be developed that includes theory, demonstration, practice, observation, collaboration, and the study of implementation that could effectively model adult learning theory?</p>	X
<p>7. What evidence is there that professional learning communities are being developed (in place?) in each building and at the district level?</p>	<p>56.3% of district respondents indicated they <i>frequently</i> to <i>always</i> work together in teams with structured procedures and guidelines for conducting effective meetings.</p> <p>44.6% of teachers district-wide responded they <i>never</i> or <i>rarely</i> observe other teachers modeling new instructional practices/strategies in a classroom setting.</p> <p>71.3% of district responses indicated that teachers <i>frequently</i> to <i>always</i> feel confident they can support school improvement initiatives without the fear of being treated with disrespect by colleagues.</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 28</p> <p>Marshalltown Practices Inventory, 10.1.08, Question 32</p> <p>Marshalltown Practices Inventory, 10.1.08, Question 40</p>	<p>How might the district determine the degree to which staff members understand the purpose, function, and practices of professional learning communities/job-alike teams?</p> <p>How or have learning team facilitators been identified, and if so, how might support/training</p>	X

	<p>There are a number of teams in place across the district. Each building has some form of a Building Leadership Team, and all teachers are on a Job-alike team that meets monthly during the Wednesday Early Outs. There are additional buildings-level teams, though all are unique in their purpose, function, and structures.</p>	<p>Marshalltown Reflective Conversations, 10.14.08; Individual DINA School Folders</p>	<p>be made available to them? How might the district determine the effectiveness of these teams?</p>	
<p>8. What evidence is there that teachers are implementing with fidelity what they are learning in professional development?</p>	<p>Overall, 41.3% of teachers in the district responded that their building's professional development <i>frequently</i> to <i>always</i> includes gathering and analyzing data to determine how well teachers are implementing the new knowledge and skills in their classroom. The percentage of teachers responding <i>frequently</i> to <i>always</i> for this question ranged from 16.9 % to 70.6% depending upon the building: High School 16.9% Miller Middle 28.8% Lenihan 64.0% JC Hoglan 38.5% Anson 70.4% Franklin 41.4% Rogers 70.6% Woodbury 60.8%</p> <p>Anson Elementary has implementation logs from Reading First, PWIM, and Sheltered Instruction. Rogers Elementary collected data on the implementation of their 90-minute reading block (taught over 95% of all interruption during 2007-08.) They</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 29</p> <p>Anson Elementary DE Documentation binder: Implementation Logs Section</p> <p>Rogers School Report to Board on Outcomes of Building Goals and Building Professional Development</p>	<p>How might the district develop common data collection processes and tools to gather and analyze implementation data on a systematic basis? What procedures are in place that allow teachers to participate in coaching and feedback after practicing newly learned skills? How might administrators help facilitate the process of peer observation?</p>	<p>X</p>

	<p>also reference evaluating the implementation of the five core components of reading, though no logs were reviewed by the audit team.</p>	<p>Plans for 2007-08</p>		<p>X</p>
<p>9. What data (e.g., formative) are teachers and district and building leadership teams collecting to assess the impact of their professional development on student learning?</p>	<p>36.1 % of teachers district-wide responded they <i>don't know</i> (or missing) how often their building evaluates the effectiveness of the professional development activities, content, and/or strategies to determine whether or not the new knowledge and skills teachers are learning is actually improving student achievement.</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 18</p>	<p>What data indicate whether professional development opportunities are making a difference in student achievement? How can the district move from measuring intent to impact of their professional development? What consistent practices are used regarding how often buildings monitor and analyze implementation and student performance data to design or change professional development activities?</p>	
Element: Leadership/Supervision	Essential Findings	Source	Comments	Areas for Further

<p>1. What is the role of the district administration (e.g., superintendent, curriculum director, building principals) in professional development (e.g., plan, participate, monitor, model, evaluate, structured walk-throughs)?</p>	<p>31.1 % of teachers district-wide <i>did not know</i> (or missing) how often the administration observes instruction in classrooms beyond the requirements of the teacher (contractual) evaluation process.</p> <p>43.4% of teachers district-wide responded they <i>did not know</i> (or missing) how often teachers receive constructive feedback from administrators regarding their ability to effectively implement the new knowledge and skills gained as a result of their professional development experiences.</p> <p>74.7 % of teachers district-wide responded that the administrator who evaluates their teaching performance <i>frequently</i> to <i>always</i> participates in professional development activities with teachers.</p> <p>12.0 % of district responses indicated that teachers <i>always</i> feel the central office administrators and/or the superintendent are supportive of their building's school improvement efforts.</p> <p>53.2% of district responses indicated that central office administrators and/or the superintendent <i>sometimes</i> to <i>frequently</i> attend professional development activities with teachers.</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 9</p> <p>Marshalltown Practices Inventory, 10.1.08, Question 22</p> <p>Marshalltown Practices Inventory, 10.1.08, Question 30</p> <p>Marshalltown Practices Inventory, 10.1.08, Question 34</p> <p>Marshalltown Practices Inventory, 10.1.08, Questions 38</p>	<p>How might administrators help facilitate the process of peer observation?</p> <p>To what degree is there a clear understanding of the purpose of walkthroughs between teachers, principals, and other administrators?</p> <p>How are the multiple purposes of walkthrough observations clarified and consistently maintained?</p>	<p>X Study</p>
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<p>2. What are the leadership team(s) in the district (e.g., administrative team, grade-level teams, curriculum teams)? Who is on the team(s) and how are team members selected (e.g., election, volunteer, "asked")?</p>	<p>"The Comprehensive School Improvement Committee is comprised of members representing the diversity of our students and their needs.</p> <p>Literacy Coaches and other Resource Specialists are teachers with leadership roles for assigned areas of curriculum and instruction. At present, teachers serve in the areas of literacy, science, social science, mentoring and induction (including coaching for teachers on Professional Growth Plans), media, and ELL. The Director of Instruction coordinates this group.</p> <p>Each building in the district has a building leadership team coordinated jointly by the building administration and a teacher(s). No evidence cited as to the selection of the team members.</p> <p>The Administrative Leadership Team consists of building level administrators and Central Office administrators. They meet twice per month on varied topics.</p> <p>The central office administrators including the Superintendent, Associate Superintendent of Curriculum and Instruction, the Director of Human Resources and Student Services, the Director of Technology, the Director of Finance, the Director of Communications and the Director of Equity and Learning Supports meet weekly."</p>	<p>2008 Marshalltown CSIP, pp. 4-5</p>	<p>How might the district determine the effectiveness of these leadership teams?</p>	<p>X</p>
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	<p>While there is variation depending upon the specialty area, job-alike teams are primarily composed of either all same grade-level teachers (K-8), or departments. These teams meet monthly across the district.</p>	<p>Marshalltown Reflective Conversations, 10.14.08</p>		<p>X</p>
<p>3. What evidence is there that this/these group(s) have defined purpose/functions/ expectations/non-negotiables and is/are meeting their purposes? Functions might include:</p> <ul style="list-style-type: none"> • Analyze data • Monitor and provide feedback of implementation • Coach • Communicate clear expectations • Build capacity • Provide or broker professional development 	<p>“The Comprehensive School Improvement Committee is comprised of members representing the diversity of our students and their needs. This committee is approved by the Board and is the group who monitors student learning according to the requirements of Iowa laws and rules. In addition to meeting the obligations of law, this committee is also fundamental to the design and implementation of the district’s strategic plan. The CSI Committee makes the final decisions about which goals to recommend to the Board of Education for selection as long or short term district goals. The Director of Instruction coordinates the meetings of the Comprehensive School Improvement Committee.</p> <p>Literacy Coaches and other Resource Specialists are teachers with leadership roles for assigned areas of curriculum and instruction. At present, teachers serve in the areas of literacy, science, social science, mentoring and induction (including coaching for teachers on Professional Growth Plans), media, and ELL. This group plays a major role in leading the</p>	<p>2008 Marshalltown CSP, pp. 4-5</p>	<p>How might the district determine the degree to which staff members understand the purpose, function, and practices of professional learning communities?</p> <p>What other district-wide protocols might be developed to ensure development of meeting structures, norms, minutes, etc?</p> <p>How does the analysis of student data form the basis of the work of professional learning communities/job-alike teams?</p>	

	<p>analysis of curriculum implementation/selection and in areas of assessment related to their assigned role. The Director of Instruction coordinates the work of the Literacy Coaches and Resource Specialists.</p> <p>Each building in the district has a building leadership team coordinated jointly by the building administration and a teacher(s). Members of the team coordinate the examination of TTBS/TTED, MAP, DIBELS and other district assessments in order to identify student strengths and needs.</p> <p>These building leaders share the information with departments and teams of teachers. They also facilitate decisions regarding improving the positive learning climate for all students. Building annual goals and professional development plans are developed to impact student learning and are infused into the culture of the building through faculty meetings, peer discussions and coaching, and weekly early-out sessions every Wednesday. All staff is involved in the building school improvement effort.</p> <p>The Administrative Leadership Team consists of building level administrators and Central Office administrators. They meet twice per month on varied topics. These meetings consistently include the continued development of leadership, the examination of student achievement, and other professional</p>		<p>What common processes are used to consistently analyze data across the district?</p> <p>Are there clearly defined purposes, functions, and expectations for all district leadership teams?</p> <p>How does the district monitor the effectiveness of its leadership teams?</p>	
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	<p>development for administrators. Administrators receive student achievement information from all buildings within the Marshalltown system. The focus on raising student achievement for all students is primary to this group. Principals share successes and challenges and form their own learning community.</p> <p>The central office administrators including the Superintendent, Associate Superintendent of Curriculum and Instruction, the Director of Human Resources and Student Services, the Director of Technology, the Director of Finance, the Director of Communications and the Director of Equity and Learning Supports meet weekly to coordinate services based on student need, and available resources. Discussions are driven by student achievement data as focused at a district level.”</p>	<p>Building Leadership Team presentations to the Board, June 2008</p> <p>Marshalltown Reflective Conversations, 10.14.08</p>	<p>Strength: Data are being collected and utilized in the MS to determine if looping is positively affecting student performance.</p> <p>What opportunities are there for results and learning to be</p>	<p>X</p>
<p>4. What evidence is there that these leadership teams are collecting, organizing, analyzing, and reporting data as a regular part of their decision making?</p>	<p>Marshalltown has a wealth of data being collected across the district. Building leadership teams present the results of their building level plans to the Board in the summer.</p> <p>Data are being collected and utilized in the MS to determine if looping is positively affecting student performance.</p>			

			<p>shared among teams across the district?</p> <p>Are there clearly defined purposes, functions, and expectations for all district leadership teams?</p>	
<p>5. How are leadership teams planning for sustaining professional development efforts?</p>	<p>While there is no evidence at this time, reflective conversation participants mentioned there used to be an August Academy to inform/train teachers on district initiatives.</p>	<p>Marshalltown Reflective Conversations, 10.14.08</p>	<p>How are leadership teams planning for sustaining professional development efforts?</p>	<p>X</p>
<p>6. How is the district supporting stability of leadership (includes principals, superintendents, leadership teams, etc.)?</p>	<p>The district has an Administrative Leadership Team consisting of Central Office staff and Building Principals. They meet twice per month.</p> <p>There has been a high degree of administrative turnover in the past three years.</p>	<p>2008 Marshalltown CSP, p. 4</p> <p>Marshalltown DE Site & Equity Visit Overview Presentation, 2007-08</p>	<p>How/have learning team facilitators been identified, and how might support/training be made available to them? What ways is the district planning to measure the effectiveness of these teams?</p> <p>How does the district support the stability of its leaders and leadership teams?</p>	

<p>7. What evidence is there that the teacher evaluation system is aligned with improving student achievement?</p>	<p>The district has a board-adopted evaluation system reflecting the state-mandated standards and criteria.</p> <p>Sample Career Teacher Performance Review Forms indicated that teacher portfolios contain artifacts that directly relate to the building and district's student achievement goals.</p>	<p>Teacher Evaluation Process, June 2005</p> <p>Anson Elementary Career Teacher Performance Review Form, 2007-08</p>	<p>What procedures are in place that allow teachers to participate in coaching and feedback after practicing newly learned skills?</p>	<p>X</p>
<p>8. What evidence is there that leaders are being trained and groomed throughout the district?</p>	<p>The district employs Literacy Coaches and District Resource Specialists. It is unclear at this time if they were trained in/by the district or if they are being groomed for additional responsibilities. Beyond this group, there is no evidence that the district is building its capacity for leadership.</p>	<p>2008 Marshalltown CSIP, p. 4</p>	<p>How is the district training and developing leaders throughout the district?</p>	<p>X</p>
<p>9. What evidence is there that all teachers are trained/being trained to collect, organize, analyze, and communicate data as part of their regular decision-making process?</p>	<p>While there are multiple sources of student data, it is unclear at this time whether/how teachers have been prepared to collect, organize, analyze, and communicate data as part of their regular decision-making process.</p>		<p>How does the analysis of student data form the basis of the work of professional learning communities/job-alike teams?</p> <p>What common processes are used by teachers across the district to consistently analyze data?</p>	<p>X</p>
<p>10. What evidence is there that individual professional development plans (formerly called individual teacher career development plans –</p>	<p>Reflective conversations indicated that at some buildings, some professional development activities for the building were driven by the ITPDP. Others indicated that the ITPDP must be</p>	<p>Marshalltown Reflective Conversations, 10.14.08</p>		

ITCDDP) are aligned with the building-level plans to improve student learning?	based on the building and district goals.			Areas for Further Study
Element: Internal Communication	Essential Findings	Source	Comments	
<p>1. How are discussions/decisions communicated from administration to the staff (e.g., minutes from the leadership team meetings, communications from the principal, school board, superintendent)?</p>	<p>22.6 % of teachers across the district <i>did not know</i> (or missing) how often teachers are informed by the district about policy or procedures being implemented to support improved student achievement.</p> <p>Only 3.2 % of teachers district-wide <i>did not know</i> (or missing) how often building level communications (e.g., emails, staff meetings, or other methods) include student achievement progress data.</p> <p>When asked how often teachers are informed about decisions made by the administration and teacher representatives (school improvement leadership team, only 3.2 % of teachers across the district responded <i>never</i> to <i>rarely</i>.</p> <p>The district has a quarterly internal newsletter, "Inside the Cat's Eye." Most topics are a review of district events.</p> <p>School board meetings are broadcast on local television (METV).</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 10</p> <p>Marshalltown Practices Inventory, 10.1.08, Question 27</p> <p>Marshalltown Practices Inventory, 10.1.08, Question 43</p> <p>Copies of "Inside the Cat's Eye" Quarterly, 2007-2008</p> <p>Marshalltown DE Site & Equity Visit Overview Presentation, 2007-08, slide #37</p>	<p>Is there a district-wide protocol for communication between and among teams and staff members?</p>	<p>X</p>

	In addition, a board meeting report is sent to staff the day after a board meeting.	Sample Internal Communications 3-ring binder	Is there a district-wide protocol for communication between and among teams and staff members?	
2. How is staff input communicated to district and building leaders, and leadership teams?	No evidence at this time.			
3. How is communication facilitated between and among buildings to ensure a common understanding?	Notes referenced a sharing between elementaries regarding specific programs/strategies in math. Job-like sessions each month are one avenue to contribute to cross-building conversations and sharing. Building Principals meet twice per month at Administrative Leadership Team meetings.	Rogers 2007-08 Math Inquiry, 3.13.08 Marshalltown Reflective Conversations, 10.14.08 2008 Marshalltown CSP, p. 4	Is there a district-wide protocol for communication between and among teams and staff members? What opportunities are there for results and learning to be shared among teams across the district?	
Element: Climate and Culture	Essential Findings	Source	Comments	Areas for Further Study
1. What is the climate and culture in the district?	According to the district's Needs Assessment Survey, 83.2% of employees are proud to work for the district; 81.4% of respondents indicated that they are satisfied with their jobs; 4 out of 5 respondents indicated that they would recommend the district to a friend seeking a job. Employees indicated a strong approval	2006-07 Marshalltown Needs Assessment Survey, p. 5	Strength: The culture and climate of the district has improved recently, and for the most part, morale is on the upswing.	

	<p>of the job the district is doing to prepare students in the areas of reading, math, and science. (80% strongly agree/agreed for all three content areas).</p> <p>According to their needs assessment, nearly 15% of staff indicated that they don't feel safe at work; 24% of respondents don't believe that the district has a positive image.</p> <p>Reflective conversations indicated a need to provide more support for professional development for educators at the Marshalltown Learning Academy.</p> <p>Many employees mentioned passing students to the next grade when they're not ready. They indicated a need for holding students accountable for their work.</p> <p>There have been a number of changes in administrative staff over the past three years.</p> <p>Though reflective conversations with staff on 10.14.08 indicated otherwise, teachers, students, and support staff identified safety as an issue of concern in the school district, particularly 7-12. It is unclear if safety is an issue for students and/or teachers. Reflective conversations data indicated safety concerns were more public perception and not reality.</p>	<p>2006-07 Marshalltown Needs Assessment Survey, p. 7</p> <p>Marshalltown Reflective Conversations, 10.14.08</p> <p>2006-07 Marshalltown Needs Assessment Survey, p. 9</p> <p>Marshalltown DE Site & Equity Visit Overview Presentation, 2007-08, slide #19</p> <p>Marshalltown Reflective Conversations, 10.14.08</p> <p>2007-08 DE Site Visit Report: Learning Environment section, p.4</p>	<p>How might/does the district support the availability and implementation of professional development and curricular opportunities at the Marshalltown Learning Academy?</p> <p>Strength: There has been work on transitioning students from building to building in the district.</p>	
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	<p>73.6 % of teachers district-wide responded that administrator behaviors <i>frequently</i> to <i>often</i> create a respectful environment for teachers and a positive relationship between teachers and students.</p> <p>72.2% of teachers across the district responded that interactions between teachers during meetings and/or professional development activities are <i>never</i> to <i>rarely</i> negative and/or hurtful.</p> <p>63.1 % of respondents across the district indicated that teachers <i>frequently</i> to <i>always</i> express optimism about improving student learning within your building.</p> <p>43.9 % of teachers across the district responded that teachers <i>never</i> or <i>rarely</i> express apathy about improving student learning within their building.</p> <p>K-8 teachers reported staff collegiality, support from building administrators, and the mentoring program are district strengths.</p> <p>There has been work on transitioning students from building to building in the district, particularly from grades 4 to 5, 5 to 6, and 7 to 8. Some work has been done to ease student transitions from grade 8 to 9, and more efforts are underway.</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 35</p> <p>Marshalltown Practices Inventory, 10.1.08, Question 45</p> <p>Marshalltown Practices Inventory, 10.1.08, Question 49</p> <p>Marshalltown Practices Inventory, 10.1.08, Questions 51</p> <p>2007-08 DE Site Visit Report: Curriculum and Instruction section, p.1</p> <p>Marshalltown Reflective Conversations, 10.14.08</p>		
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<p>2. How does the district culture reflect attitudes toward improving student achievement?</p>	<p>At the high school, an emphasis has been placed on intervening early with student absenteeism, building relationships, and providing multiple opportunities for success.</p> <p>Slightly over 25% of staff strongly disagreed that the district is meeting the needs of low socioeconomic and at-risk students.</p> <p>3 out of 4 respondents believe that Marshalltown Community School District staff are highly qualified.</p> <p>The City/Business Leader focus group revealed the group was generally supportive of the district, and they commented about the positive experiences they've had with Marshalltown graduates.</p> <p>The City/Business Leader focus group indicated a need for students to concentrate more on the following areas to be successful:</p> <ul style="list-style-type: none"> • Math/Business/Accounting Skills • Computer Skills • Communication Skills (written, grammar, punctuation) • Oral communication • Critical Thinking • Multi-tasking • Collaboration & teamwork 	<p>Marshalltown Reflective Conversations, 10.14.08</p> <p>2006-07 Marshalltown Needs Assessment, p. 8</p> <p>2006-07 Marshalltown Needs Assessment Survey, p. 10</p> <p>2006-07 Marshalltown Needs Assessment Survey, p. 11</p>	<p>Strength: At the high school, an emphasis has been placed on intervening early with student absenteeism, building relationships, and providing multiple opportunities for success.</p>	
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<p>3. How does the student disciplinary referral data reflect the climate and culture at the district?</p>	<p>The City/Business Leader focus group suggested the district establish a <u>culture</u> where expectations are higher.</p> <p>The parents of graduates focus group provided the following perspective on their beliefs regarding whether Marshalltown CSD provides a challenging environment for all students:</p> <ul style="list-style-type: none"> • Students are challenged in honors and AP classes. • Writing at the elementary and high school levels needs to be improved, as do research skills. • Middle achieving students need attention. Most attention is given to high or performers. • Teacher/student relationships are positive and are a plus for the district. <p>The Needs Assessment Committee recommended “One district, one brand,” as opposed to having differing mascots, identities, logos, and colors at differing buildings.</p> <p>58.7 % of teachers district wide responded frequently to always to question 44 (How often do you find students motivated to learn?)</p>	<p>2006-07 Marshalltown Needs Assessment Survey, p. 14</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 44</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 48</p>
<p>20.2% of teachers across the district responded they <i>never</i> or <i>rarely</i> are faced with uncontrollable student management issues in their classroom.</p>				

<p>4. What is the attitude of the administration and staff toward change?</p>	<p>Only 2.1% of teachers across the district responded <i>they don't know</i> (or missing) how often teachers are willing to try new techniques and strategies.</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 26.</p>		
<p>Domain: District/School System - How does our organizational system contribute to the success of all students?</p>				
<p>Element: External Environment</p> <p>1. What are the demographic trends of the district (e.g., SES, ethnic groups, Special Education, ELL, open enrollment) for the past 3 or 4 years?</p>	<p>Of the approximately 5, 036 students that attend the Marshalltown Schools, 59% of the students qualify for free and/or reduced-priced meals, 14% of students are entitled to Special Education services, 29% are English Language Learners, 58% are White, 34% Hispanic, 5% Black, 2% Asian/Pacific Islander, and 1% American Indian or Alaska Native. 345 students open enroll out of the district, while 77 open enroll into the district. 99% of the students who open enroll out of the district are white.</p>	<p>Source Marshalltown DE Site & Equity Visit Overview Presentation, 2007-08, slides #8, 11, 13 and 14</p>	<p>Comments</p>	<p>Areas for Further Study</p>
<p>Since the 2002-03 school year, the number of ELL has increased from 809 to 1490; the number of students classified as low SES has increased from 45% to 59%; the number of students entitled to special education</p>				

	<p>services has dropped from 705 to 700.; and the number of students who choose to open-enroll out of the district has increased from 192 to 345.</p>			
<p>2. What is the attitude (e.g., empowered or powerless) of the administration and staff to the demographic data?</p>	<p>District staff have a “can do” attitude” and appear willing to do whatever it takes to support students personally and academically.</p> <p>Reflective Conversation data reflected a belief that all children can learn. However, it was also stated that while students are learning, they are not learning fast enough to achieve NCLB AYP projected targets. They indicated students need more time to learn.</p>	<p>Marshalltown Reflective Conversations, 10.14.08</p>	<p>Strength: Educators believe their efforts can, will, and do have a positive impact on student learning.</p>	<p>X</p>
<p>3. What evidence is there that curriculum and instruction are matched to the district demographic data?</p>	<p>Sheltered Instruction, 2-Way Bilingual Program, and Differentiated Instruction are listed as components of the Marshalltown School Improvement Model. These initiatives align with the demographic data identifying English Language Learners.</p> <p>However, Reflective Conversations indicated staff needed and wanted further training in Differentiated Instruction.</p>	<p>Marshalltown DE Site & Equity Visit Overview Presentation, 2007-08, slide #24</p> <p>Marshalltown Reflective Conversations, 10.14.08</p>	<p>How does the district evaluate the effectiveness of its selected programs and determine whether they are meeting the needs of the students in buildings with those needs?</p>	
<p>Element: Stakeholders</p>	<p>Essential Findings</p>	<p>Source</p>	<p>Comments</p>	<p>Areas for Further Study</p>
<p>1. How are parents and the community involved in the district and buildings (e.g., District and School Improvement Advisory</p>	<p>“The School Improvement Advisory Committee/Comprehensive School Improvement Committee (SIAC/CSI) is currently in transition. There had</p>	<p>Marshalltown CSD Plan for Compliance, April 21, 2008, p. 7</p>		

<p>Committee, parent advisory group, partner in education, PTA, volunteers)?</p>	<p>been a School Improvement Advisory Committee in place, however, it has not met regularly and the committee was heavily made up of district staff members. It did not reflect the diversity of the Marshalltown community. The committee has been reconstituted to include more racial/ethnic diversity. The district has a very diverse minority population and it is important for the district to include those voices in its discussions about the ways the district can improve. There should be Hispanic, African American, Asian American and American Indian representation as well as persons with disabilities. The district could benefit by adopting a more directive school board policy dealing with diverse representation on advisory committees. Other committees often do not reflect the diversity of the district and many times significant community voices are not heard. One of the roles of the equity coordinator could be to monitor district-wide committees at the central and building level to ensure that diverse voices are heard.”</p> <p>The DE Site Visit Team suggested there might be a need to consider ways to support communication of district goals across all building and committees to strengthen the district’s common focus on student achievement.</p>	<p>2007-08 DE Site Visit Report: Vision, Mission, and Goals section, p. 1</p>		
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	<p>Several buildings also have parent-school organizations listed on the district website, such as Fisher's PTO; Lenihan/Miller's PTO; Franklin's PTSA; and Hoglan's PTA.</p> <p>The functions of those groups vary between buildings, as does participation by parents. Long-term commitments to serve on committees seem to be less appealing to parents than do short term participation in student-related events.</p> <p>Marshalltown has an organized volunteer program whose purpose is to build partnerships to enrich student growth. Opportunities are made available to volunteer for things such as mentoring and/or tutoring students, assisting in the media centers and/or classrooms, and constructing materials for teachers. Volunteers are encouraged to partner with the district during the day, after school, or on the weekend.</p> <p>While parents and other stakeholders volunteer in MCSD to varying degrees at different buildings, there is a consistent volunteer opportunity called "Rock and Read" with first grade students at each elementary building. At this time, Marshalltown HS is seeking volunteers.</p>	<p>District Website 10.9.08</p> <p>Marshalltown Reflective Conversations, 10.14.08</p> <p>District Website 10.20.08</p> <p>District Website 10.20.08</p>		
<p>2. What evidence is there that parent and community involvement are aligned with</p>	<p>Documents reviewed indicated a number of parent involvement activities K-8. Activities vary in terms</p>	<p>Individual Building DINA folders</p>		

<p>district and school improvement goals?</p>	<p>of their purposes, but many were focused on helping parents support their children in developing reading and math skills.</p>			
<p>3. What evidence is there that parents and students are knowledgeable of benchmarks/grade-level expectations and expectations for behavior?</p>	<p>The most direct example where parents are made aware of student learning goals is the “What We’ll Learn” brochures that are shared with them. K-8 buildings communicate with parents in a variety of additional ways, and many of those communications are available in both English & Spanish. Example methods of communication that may relate to student learning goals include weekly folders sent home to parents, building newsletters. Information about student grades, homework, and attendance are available to parents and students through Infinite Campus’ Parent Portal. Additionally, student-led, scheduled conferences are held in September & January.</p>	<p>2007-08 DE Site Visit Report: Collaborative Relationships section, p. 1</p>		
<p>4. What evidence is there that stakeholders are involved in data-driven decision making (e.g., advisory committees, established purpose, and communication plans)?</p>	<p>47.5% of district respondents responded they did not know how often parents are involved in the school improvement planning of initiatives within their building. The range amongst elementary buildings was from 17.9% to 74.1% that did not know. The range between the high school, middle school, and intermediate school was from 42.2% to</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 11</p>		

	<p>60.0%.</p> <p>There are many groups across the district that utilize a number of data sources that inform their decisions. Groups involving stakeholders in addition to school staff include Title I Committees and the Bilingual Advisory Committee.</p> <p>The Comprehensive School Improvement committee is required by Iowa law to be comprised of stakeholders representative of the district.</p>	<p>Marshalltown Reflective Conversations, 10.14.08</p> <p>Woodbury Building-wide Title I Plan for 2008-09</p> <p>Bilingual Advisory Committee Members List, 2007-08</p> <p>2008 Marshalltown CSIP, p. 4</p>		
<p>5. How does the building communicate with the community, including diverse populations?</p>	<p>The district seeks input from its community in a variety of ways, including a comprehensive needs assessment, conducted every five years. The most recent needs assessment was completed in 2006-2007, and this was combined with a district communications audit.</p> <p>The 2006-07 Needs Assessment reported 49.7% of respondents (1154) receive information about what is going on in the district by “word-of-mouth.”</p> <p>The needs assessment also reported parents desire more information around the successes of their students (not just test scores) and sharing the great things happening in all buildings.</p> <p>49.4% of the needs assessment</p>	<p>2008 Marshalltown CSIP, p. 5</p> <p>Marshalltown 2006-07 Needs Assessment</p> <p>Marshalltown 2006-07 Needs Assessment, p. 17-B</p> <p>Marshalltown 2006-07 Needs Assessment, p. 6</p>		

	<p>respondents wanted more information about their student's learning, and more than one-fourth (27.3%) want more information about student achievement and academics.</p> <p>229 respondents offered the following comments:</p> <ul style="list-style-type: none"> • Parent Connect is a good tool but parents are frustrated by the dated information and amount of down time. • 20.9% indicated a desire for more use of Parent Connect at the middle schools • Hispanic respondents indicated a need for a Student Information System (SIS) in Spanish. • Communication decreases as students advance through the grades. • A higher frequency of e-mailed information from teachers would be appreciated. • Preferred sources of information are sending communications home with students, through the mail, and by telephone. • Hispanic respondents prefer mail in Spanish as a source of information and brochures about schools. <p>Regarding the school district's website, respondents cited that several "dead" links were found and pages had distinct</p>	<p>Marshalltown 2006-07 Needs Assessment, p. 8</p> <p>Marshalltown 2006-07 Needs Assessment, pp 8-9</p>		
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	<p>looks, which fragmented overall effectiveness of the site in projecting a district image.</p> <p>The Needs Assessment Committee recommended a website review, recommended to increase communication efforts at the middle and secondary levels, and recommended to expand the role of the Communication Office.</p>	<p>Marshalltown 2006-07 Needs Assessment, p. 12</p> <p>Marshalltown 2006-07 Needs Assessment, pp. 14-15</p>		
<p>Element: Resource Allocation</p> <p>1. How are resources such as money, time, and people allocated to improving student learning (e.g., needs-based vs. fairness vs. equitable vs. the “squeaky-wheel”)?</p>	<p>The district has invested and implemented a significant upgrade in the district’s technology infrastructure to support student and educator learning.</p> <p>44.0% district respondents answered do not know to how often school resources (e.g. personnel, ten, money) are shifted to meet student learning needs. This response is fairly consistent across the district.</p> <p>The district funds positions such as Literacy Coaches and District Resource Specialists. Teachers hold these leadership roles in literacy, science, and social studies. (Math teacher-leader role currently unfilled)</p> <p>Each building in the district has a Building Leadership Team, there is an Administrative Leadership Team that meets twice per month, and Central</p>	<p>Source</p> <p>Marshalltown Reflective Conversations, 10.14.08</p> <p>Marshalltown Practices Inventory, 10.1.08, Question 12.</p> <p>Personal communication with Director of Instruction, 10.3.08</p> <p>2008 Marshalltown CSIP, p. 4</p> <p>2008 Marshalltown CSIP, pp. 11-12</p>	<p>Comments</p> <p>Strength: The district has invested and implemented a significant upgrade in the district’s technology infrastructure to support student and educator learning.</p>	<p>Areas for Further Study</p>

	<p>Office administrators meet weekly.</p> <p>Middle School Targeted Intervention or Enrichment (TIE) Program provides enrichment and reading & math support for students scoring below proficiency on ITBS.</p> <p>MCSD delivers the following programs & accesses these program funds as a result of identified student need:</p> <p>Reading</p> <ul style="list-style-type: none"> • Title I School-wide programs @ Rogers, Anson & Woodbury. • Title II: Teacher Quality, Class Size for grades K-2, Prof. Dev. K-12 in reading. • Title III: ELL & Immigrant programming K-12 (AEA 267 controls money generated by MCSD for purpose of teacher training) • Title V: Innovations & Parental Choice • Title VI • Early Childhood Intervention Grant (Woodbury) <p>Math</p> <ul style="list-style-type: none"> • Title II: Teacher Quality, Class Size K-2, Prof. Dev. K-12 in math • Title III: ELL & Immigrant programming K-12 • Title V: Innovations & Parental Choice • Title VI • Early Childhood Intervention Grant at Woodbury Elementary <p>Science</p> <ul style="list-style-type: none"> • Title II: Teacher Quality, Class Size 	<p>2007-08 DE Site Visit Report: Curriculum and Instruction section, p.1</p>		
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	<p>for Gr. K-2, & Prof. Dev. K-12</p> <ul style="list-style-type: none"> • Title III: ELL & Immigrant programming K-12 • Title IV: Safe & Drug-Free Schools Program and Services • Title III: ELL & Immigrant programming K-12 • Title V: Innovations & Parental Choice • Perkins: Vocational & Technical Education Programs, grades 9-12 • Early Childhood Intervention Grant at Woodbury Elementary • SATUCI (community partner) Title V Drugs & Violence Grant @ Woodbury <p>Technology</p> <ul style="list-style-type: none"> • Perkins: Vocational & Technical Education Programs, Gr. 9-12 <p>System-wide Management Supports</p> <ul style="list-style-type: none"> • Leadership development for Collaborative decision making • Strategic Planning Process • Implementation of Infinite Campus (Educational Management System) • Hired a Director of Equity and Learning Supports to coordinate at-risk and equity services and programming 		<p>How does the district plan to sustain improvement efforts aimed at student learning?</p>	<p>X</p>
<p>2. How are resources, such as money, time, and people, allocated to support sustainability of initiatives?</p>	<p>Resources listed above are focused on student learning. However, little evidence was found indicating these resources were specifically focused on sustainability of improvement efforts.</p>		<p>How are resources allocated to</p>	

			sustain practices that increase student learning?	
<p>3. What other resources and supplemental services are used to support and focus improvement efforts (e.g., grants, foundation, other funding sources)?</p>	<p>The district had a Dual Language Grant from 2001-2007 for \$1,400,000; they had a Carolyn White Physical Education Grant from 2004-2007 for \$462,000; they had a Safety Emergency Grant, from 2005-2007 for \$99,000; and they had an Elementary Counseling Grant from 2005-2008 for \$1,149,000.</p>	<p>2007-08 DE Site Visit Report, p. 15</p>		
<p>4. What AEA resources do the district and buildings use to support improvement?</p>	<p>Woodbury Elementary listed attendance at AEA 267 Math Academies as part of their SINA Action Plan. An AEA Math Consultant was also listed as working with staff during 2007-08.</p> <p>Rogers Elementary listed AEA Literacy Consultants as being involved with their reading block evaluation.</p> <p>AEA 267 also worked with the district to design the 2006-07 Needs Assessment and Communications Audit.</p>	<p>Math SINA Draft Action Plan, Woodbury Elementary, 11.9.07</p> <p>Reading Block Evaluation, Rogers Elementary, 2007-08</p> <p>Marshalltown 2006-07 Needs Assessment</p>		
<p>Element: Media/Technology</p>	<p>Essential Findings</p>	<p>Source</p>	<p>Comments</p>	<p>Areas for Further Study</p>
<p>1. What evidence is there that leadership teams throughout the district are using technology to collect, organize, analyze, and communicate data (e.g., Heart database)?</p>	<p>The district's technology infrastructure has been significantly upgraded over the past two years to provide the foundation for curricular integration. A technology committee is being formed to address ongoing curriculum</p>	<p>Letter from Director of Technology to Iowa Support Team, 9.08</p>	<p>How might the district ensure that leadership teams throughout the district are using technology to collect, organize,</p>	<p>X</p>

	needs as they relate to technology.		analyze, and communicate data?	
<p>2. How do students and teachers use media/technology to support their learning?</p>	<p>The district's technology infrastructure has been significantly upgraded over the past two years to provide the foundation for curricular integration. A technology committee is being formed to address ongoing curriculum needs as they relate to technology.</p> <p>Across the district, 36.7% of respondents indicated that students <i>frequently</i> have access and skills to use technology within their building, while 22.6% indicated <i>always</i>.</p> <p>80.9% of district responses indicated they have <i>daily</i> access to a media specialist to identify resources to support student learning, while an additional 10% indicated <i>weekly</i> access.</p> <p>63.7% of district responses indicated teachers <i>frequently</i> to <i>always</i> have access to technology to support student learning.</p> <p>58.4% of all teachers indicated <i>frequently</i> to <i>always</i> having support to properly use the technology in their buildings.</p>	<p>Letter from Director of Technology to Iowa Support Team, 9.08</p> <p>Marshalltown Practices Inventory, 10.1.08, Question 33</p> <p>Marshalltown Practices Inventory 10.1.08, Question 13</p> <p>Marshalltown Practices Inventory 10.1.08, Question 37</p> <p>Marshalltown Practices Inventory 10.1.08, Question 39</p>	<p>Strength: Teachers and teams have access to a variety of student</p>	
<p>3. How do teachers use media/technology to support their instructional practices (e.g., student information</p>	<p>The district has recently purchased Infinite Campus and is working to create an electronic repository of data through this student information</p>	<p>2008 Marshalltown CSIP, p. 4</p>	<p>Strength: Teachers and teams have access to a variety of student</p>	

<p>systems like Centerpoint, Heart, Infinite Campus)?</p>	<p>management system. From there the data can be accessed for singular or cross-assessment analysis.</p>		<p>achievement data sources through Infinite Campus. How does the district plan to support staff to effectively use Infinite Campus to inform instruction? What internal capacity will be developed to sustain the use of this data system across all buildings in the district?</p>	
<p>Element: Accountability</p>	<p>Essential Findings</p>	<p>Source</p>	<p>Comments</p>	<p>Areas for Further Study</p>
<p>1. In recent years what district policies and procedures have changed to address student learning and achievement issues?</p>	<p>The district allocated resources to hire a district-level Director of Equity and Learning Supports for the 2008-2009 school year. The development and articulation of procedures, services, and strategies are part of the key functions of this position. All board policies and board minutes are available on the website.</p>	<p>Marshalltown CSD Plan for Compliance, April 21, 2008, p.2 District Website: http://www.marshalltown.k12.ia.us/</p>	<p>What policies & procedures must be enacted or changed to sustain practices that increase student learning?</p>	<p>X</p>
<p>2. What is the expectation of administrators at all levels and teachers regarding student learning and</p>	<p>Across the district, 84.7% of teachers reported that teachers in their building exhibit behaviors <i>frequently</i> to <i>always</i> that demonstrate their belief that all</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 24</p>		

<p>achievement (e.g., are expectations high and applied equally or equitably to each student)?</p>	<p>students can learn at high levels. Individual buildings were as follows:</p> <ul style="list-style-type: none"> • Rogers Elem. (94.1%) • Woodbury (86.3%) • Hoglan (65.4%) • Franklin (86.2%) • Anson (85.2%) • Fisher (72.7%) • Lenihan Intermediate (88%) • Miller Middle (84.7%) • Marshalltown High (86.7%) <p>40.8% of all teachers in the district responded that teachers are <i>always</i> held accountable for improving student achievement in their classroom, while an additional 29% reported <i>frequently</i>. The range in the buildings for <i>always</i> was from 20.5% at the high school to 63.6% at Fisher Elementary.</p> <p>29% of teachers indicated that teachers in their building <i>always</i> set high expectations for themselves. An additional 52.5% said <i>frequently</i>. The range in the buildings for <i>always</i> was from 16.9% at the middle school to 53.6% at Woodbury Elementary.</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 41</p> <p>Marshalltown Practices Inventory, 10.1.08, Question 46</p>		
<p>3. What evidence is there that administrators at all levels and teachers are committed to implementing the key components of comprehensive school improvement to improve student learning?</p>	<p>23.8% of the teachers indicated that they did not know how often teachers evaluate whether or not the curriculum is helping all students learn the knowledge and skills expected by the district. The response range across buildings for <i>I don't know's</i> or <i>missing</i> was 11.5% at Hoglan Elementary to 36.1% at the high school.</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 17</p>	<p>How are teachers and leadership teams combining information from multiple sets of assessment data to determine whether a problem is student specific,</p>	

	<p>Only 5.6% of teachers indicated that administrators <i>never</i> or <i>rarely</i> monitor whether or not teachers are implementing the school improvement plan within their classroom. The range in the buildings for <i>never</i> or <i>rarely</i> was 3.4% at Franklin Elementary to 25.4% at Miller Middle School.</p>	<p>Marshalltown Practices Inventory, 10.1.08, Question 42</p>	<p>affecting a small group of students, or is a grade-level/system issue? What are some of the learning opportunities for teachers to develop their skills in the use of interpretation of data in instructional planning?</p>	<p>X</p>
<p>4. How is the Board monitoring implementation of improvement efforts and supporting efforts to sustain efforts to improve continuously?</p>	<p>No evidence at this time.</p>		<p>How is the Board monitoring implementation of improvement efforts and supporting efforts to sustain efforts to improve continuously?</p>	

Title I District in Need of Assistance (DINA) Action Plan for the Academic Years: 2009-2010 and 2010-2011

District: Marshalltown Community School District

Draft/Final Date: _____

District Contact: Lisa Beames

E-mail/Phone: lbeames@marshalltown.k12.ia.us/641-754-1000

- Identification for Year III – Math

Sub-groups: Hispanic/ELL

This plan has included the following:

- | | | | |
|---|---|--|--|
| <ul style="list-style-type: none"> <input type="radio"/> Actions for Math Leadership | <ul style="list-style-type: none"> <input type="radio"/> Actions for Parent Engagement <input type="radio"/> Actions for Assessing Evaluability <input type="radio"/> Identified Needs of Students | <ul style="list-style-type: none"> <input type="radio"/> 10% Allocation of Title I Dollars <input type="radio"/> Title II – Part A | <ul style="list-style-type: none"> <input type="radio"/> Mentoring of New and Experienced Teachers <input type="radio"/> Evidence-Based Research <input type="radio"/> Outside Technical Assistance |
|---|---|--|--|

District Long-Range CISP Goal for Identified Area:	All students will be proficient in math.
Persons writing the plan (*while not required by law, best practice would include parent involvement)	Marvin Wade, Supt.; Lisa Beames, Assoc. Supt.; Kim Hurley, Anson; Rachel Inks, ELL Coordinator; Angela Pierce, MHS Math; Ronnie Mantis, Miller Middle School Media; Tim Holmgren, Franklin Principal; Sarah Johnson, Lenihan Principal; Bonnie Lowry, MHS Principal; Matt Tullis, Director of At-Risk/Equity; Amy Knupp, AEA 267 Special Education Administrator; Carol Sensor, Iowa Support Team/AEA 267
Diagnosis Summary: CCO 1. What do data tell us about student learning needs?	This area includes information about why previous interventions were unsuccessful as well as our learnings from other data: The Iowa Test of Basic Skills/Iowa Test of Educational Development: Grades 3-5, 6-8, and 11 show deficits in the area of math. The subgroups that were of particular concern are Hispanic and ELL students.

	<p>Areas of strength identified in the audit were:</p> <ol style="list-style-type: none"> 1. Educators in the district are committed to increasing student learning, and they believe their efforts can, will, and do have a positive impact on each student's learning. 2. The culture and climate of the district is such that we are willing to participate in 2nd order change. 3. Educators in the district appear to understand the need to use data to make decisions on a building and district basis. 4. The district continues to try and find ways to see that students' learning needs are met. <p>Three Areas for Further Study were identified in the Audit which were prioritized to continue to the Diagnosis Phase:</p> <p>#1: Data-Based Decision Making [What do we want students to know and be able to do? How will we know? How will we meet the needs of all? Share with stakeholders: Narrow the focus; Program evaluation] - The results of the Diagnosis Phase indicate that although the district generates a variety of data, there is not a district wide system for gathering, analyzing, utilizing, disseminating, or accessing data. There are K-12 standards and benchmarks; however, they have been revised only K-6. There are not clear expectations that standards and benchmarks drive instruction.</p> <p>#2 Quality Professional Development Across the buildings there are a variety of professional development offerings. However, there is no district team or vision for K-12 professional development. Each building has a leadership team; however, there is no communication plan between teams. There are no clear expectations regarding the implementation and evaluation of new learning. Mentoring is offered to all new teachers (year 1 and 2); however, there is not a system for coaching master teachers. The district does not have a system to monitor attendance and/or use of PD. Recently, PD has focused on literacy.</p> <p>#3 Accountability and Engagement of all Stakeholders (including culture and climate) Current policies enable social promotion. The policies and framework for accountability are not in place at all levels. Grading across the district is inconsistent and needs to be aligned for with district standards. There are perceptions in the community of a lack of safety in the schools. Currently there is not a clear systemic set of high expectations for behavior and learning. It is difficult to be consistent at all levels due to a lack of vertical articulation: site-based vs. district-based decision making (areas of behavior, attendance, building language). While we communicate our written information in 2 languages, many of our parents depend on word of mouth to receive information.</p> <p>By the end of the 2010-2011 school year students will increase proficiency in math by 10% on ITBS/ITED Math Total through percentile proficiency and growth model calculations.</p>
<p>District Goal Statement for DINA to support prioritized learning needs.</p>	

<p>Indicators of Progress: CCQ 3: How will/do we know student learning has changed?</p>	<p>Summative Evaluation Question(s) <i>with Indicators of Progress and Measurement Tools for Summative Data Indicating Student Achievement of District Goal(s)</i></p> <ul style="list-style-type: none"> ▪ Did the students in the Low-SES [ELL] and Hispanic subgroups grades 3-8 and 11 make more than expected growth per the typical National Scale Score norms in math? <ul style="list-style-type: none"> ▪ ITBS/ITED math MAP math (grades 5-11) ▪ GradesK-6th Envisions End of Year Test 	<p>Formative Data Questions Aligned to Summative Evaluation Question(s) <i>with Indicators of Progress and Measurement Tools for Formative Data Indicating Progress toward District Goal(s)</i></p> <ul style="list-style-type: none"> ▪ To what extent are students' math skills improving? <ul style="list-style-type: none"> ▪ Kdg-6th Benchmark and Cumulative Assessments (Every 4 chapters) MAP math grades 5-11
<p>Evidence-Based Research Source <i>(Be sure to cite the specific research aligned to areas of concern.)</i></p>	<p><i>National Council of Teachers of Math standards and curricular focal points</i> <i>Marzano's What Works in Schools</i> <i>Echevarria's Sheltered Instruction</i> <i>Cognitive Coaching</i> <i>McTighe and Wiggins Understanding by Design</i> <i>Five Dysfunctions of a Team by Lencioni</i> <i>Crucial Conversations</i> <i>Richard Elmore around Defined Autonomy</i> <i>Differentiation by Tomlinson</i> <i>Fountain and Pinnell</i> <i>Marilyn Friend, Co-Teaching</i></p>	
<p>Content for the professional development identified through research: CCQ 2: What will be done to meet student learning needs?</p>	<p><i>Elementary:</i> <i>Implementation of math-phet, EvVision Kdg-6th</i> <i>Instructional Design for Understanding</i> <i>Instructional Decision Making Process</i> <i>Data-Collection and Analysis through Infinite Campus and Tableau</i></p> <p><i>Middle School:</i> <i>Alignment of Standards and Benchmarks (7th-12th)</i> <i>Instructional Design for Understanding</i></p>	

	<p><i>Instructional Decision Making Process</i> <i>Data-Collection and Analysis through Infinite Campus and Tableau</i></p> <p><i>High School:</i> <i>Alignment of Standards and Benchmarks (7th-12th)</i> <i>Instructional Design for Understanding</i> <i>Instructional Decision Making Process</i> <i>Data-Collection and Analysis through Infinite Campus and Tableau</i></p> <p><i>Leadership:</i> <i>Instructional Decision Making Process</i> <i>Data-Collection and Analysis through Infinite Campus and Tableau</i> <i>Instructional Design for Understanding</i></p>
<p>Peer Review Process All four bulleted items must be completed. (* Best Practices include parent involvement!)</p>	<ul style="list-style-type: none"> • Date Planned for Peer Review: Original DIN A Workteam, the VPDT, Central Office Administrations, District Leadership Team, Board of Education, CSP committee and Internal Communications Members will be e-mailed a copy of DIN A Plan and provided opportunity to give e-mail feedback and/or face-to-face feedback from 4:00-6:00 on October 27th in the MCSD Board Room. • Districts/AEA/Individuals Involved in Peer Review: Central Office Administration, Building Principals, Certified Staff, Board Members, Parents • Process for Peer Review: Presentation and Dialogue • Date Peer Review Actually Completed: October 27th

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Implementation:	Changes/Impact on Stakeholders (e.g., Students, Teachers, Administrators, Parents, and Other Stakeholders)	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<p>How will the goal be achieved?</p> <p>CC21: What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice?</p> <p><i>Include description of parent involvement in each action step or as a separate action as appropriate.</i></p>	<p>Identification of changes:</p> <ol style="list-style-type: none"> 1. Knowledge 2. Skills 3. Attitudes 4. Aspirations 5. Behaviors. 	<p>How will we collect the information about the change? (e.g., tests, surveys, focus groups, interviews, logs, observations, rating scales)</p> <p>What data sources would best answer our formative and summative questions?</p>	<ol style="list-style-type: none"> 1. Iowa Professional Development Model Component 2. Person(s) Responsible 3. Time (when & how much) 4. Resources 	<p><i>The data collected from stakeholders and decisions made help continually monitor, adjust, and evaluate key actions and activities and the overall plan. How have we measured or depicted change in the information collected (e.g., describing, counting, clustering, comparing, trends patterns)?</i></p>
<p>Action #1: Notification of Parents and Community</p> <ul style="list-style-type: none"> ▪ Activity: Community notification of DINA designation 	<p>Changes/Impact on Stakeholders</p> <p>Parent and community are aware of designation and that the district will be writing an action plan.</p>	<p>Data Collected to Inform Change</p> <p>News articles on August 4, 2009 October 19, 2009 Board of Education presentation which is televised August 17, 2009 October 19, 2009</p>	<p>Alignment and Responsibilities</p> <p>Superintendent</p>	<p>Monitoring & Adjustment</p>
<p>Action # 2: Audit, Diagnosis, and Design</p> <ul style="list-style-type: none"> ▪ Activity: Completion of Audit ▪ Activity: Completion of Diagnosis 	<p>Changes/Impact on Stakeholders</p> <p>District Leadership Team: Review of Audit Profile provided by Iowa Support Team</p>	<p>Data Collected to Inform Change</p> <p>Completed Audit Profile</p> <p>Completed theory of change</p>	<p>Alignment and Responsibilities</p> <p>Date of Work on Audit Profile: September 11th</p> <p>Dates of Work on Diagnosis: September 11th, October 1st</p>	<p>Monitoring & Adjustment</p>

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<ul style="list-style-type: none"> Activity: Completion of Action Plan Activity: Communication of Action Plan 	<p>including a theory of change (e.g., if... then statements).</p> <p>District Leadership Team: Complete action plan, including KASAB and logic model.</p> <p>Staff: Demonstrate knowledge of the district action plan.</p>	<p>Completed action plan, including plan for evaluation.</p> <p>Six individuals presented to all staff members.</p>	<p>Dates of Work on Development of Plan: October 1st, October 12nd, October 22nd, November 1st, November 26th</p>	<p>Monitoring & Adjustment</p> <p>This column is provided so that as opportunities are offered and monitored/evaluated, a summary of progress can be noted with results/data and date.</p>
<p>Action # 3: Title II, Part A – Highly Qualified Teachers</p> <ul style="list-style-type: none"> Activity: Professional development in content area of mathematics. Activity: Courses completed for licensure in content area of mathematics. 	<p>Teachers demonstrate increased knowledge and skills in content area of mathematics.</p> <p>Teachers provide evidence of licensure that meets expectations for “highly qualified teacher” in content area of mathematics.</p>	<p>Data Collected to Inform Change:</p> <ul style="list-style-type: none"> Attendance data in professional development. Observation/Evaluation summary by principal/supervisor Transcript(s) of courses completed Evidence of Licensure <p>Review of files indicates that all teachers teaching in the area of math are highly-qualified</p>	<p>Alignment and Responsibilities</p> <p>Date(s) Person(s) Responsible: Total Dollars Allocated: \$ Title II, Part A Dollars Allocated: \$</p>	<p>Monitoring & Adjustment</p>
<p>Action #4: K-12 Standards and Expectations Math</p> <ul style="list-style-type: none"> Activity: We will look at the current state of our standards and benchmarks in comparison with exemplary documents focusing in 7th-12th Activity: We will identify district-wide academic 	<p>Changes/Impact on Stakeholders</p> <p>Administration: Will know how the expectations were developed. Believe that the expectations will be met. Have the capacity to understand all expectations while insuring staff implement the expectations successfully.</p>	<p>Data Collected to Inform Change:</p> <p>Document with K-12 Math standards and benchmarks Document with K-12 behavioral expectations Summative and formative assessment data</p>	<p>Alignment and Responsibilities</p> <p>This is a continuous improvement process which aligns with the Iowa Professional Development Model</p> <p>Superintendent Director of Instruction School Improvement Committee (including parents)</p>	<p>Monitoring & Adjustment</p>

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<p>expectations developed through a collaborative reflective process including all stakeholders (Ongoing)</p> <ul style="list-style-type: none"> ▪ Activity: We will identify district-wide social/emotional behavioral expectations (On-going) ▪ Activity: Identify assessment and intervention systems, instructional materials and strategies aligned with identified expectations (Done-K-6-7-12 Continue-On-going—Cut-scores for intervention in K-6 Math) ▪ Activity: Expectations of communication, changes from current practice and timelines for implementation with all stakeholders—On-Going ▪ Activity: Provide professional development for identified materials and strategies (On-going) ▪ Activity: Monitor implementation and student progress (On-going) ▪ Activity: Provide training and time for staff to begin to develop common units of instruction aligned with identified standards through common assessments (On-going) <p><u>Parent Engagement:</u> Parents will be included in the groups identifying district wide expectations. They will also be one of the stakeholder groups who are informed of the expectations when they are completed.</p>	<p>Aspire to have all staff and students to be proficient. Monitor accountability to the expectations consistently use standardized walk-throughs to support implementation</p> <p><u>Staff:</u> Have a working knowledge of the expectations, which will drive instruction Have the capacity to understand the expectations and the knowledge to integrate them into their curriculum and instruction Aspire to have students proficient Instruct, assess, and differentiate to insure all students meet expectations. Effectively collaborate around instruction.</p> <p><u>Board:</u> Know that the district's work is based on a complete set of expectations Believe that expectations will reflect student success Understand the rationale behind the expectations Desire all students in the district to meet expectations Monitor accountability for the expectations <u>Parents/Students/Public:</u> Know that the identified set of expectations drive student instruction/learning Believe that the district has identified what students need to know and be able to do to succeed</p>	<p>Teacher implementation data- frequency and fidelity Formative benchmark assessments Number of student with office referrals Parent Survey Participation in School activities (families) Documents of completed common units</p>	<p>Building leadership teams District leadership team</p>	
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	Understand and verbalize expectations and where they are in relation to the standard (goal setting) Want students to be successful Be supportive of district efforts and to what is necessary to insure all students meet expectations	Changes/Impact on Stakeholders	Alignment and Responsibilities	Monitoring & Adjustment
<p>Action # 5: District Structure for Professional Development</p> <ul style="list-style-type: none"> ▪ Activity: Create a vertical leadership team consisting of teacher and administrative representation from each building *The purposes of the vertical team (K-12): <ul style="list-style-type: none"> -Create a district vision for professional development based on data (Mined) - Establish an effective communication protocol between and within buildings (vertically and horizontally) (On-going) -Determine strategies/staff development needs based on data (On-going) -Develop a consistent process for monitoring implementation (On-going) - Monitor implementation of PD with fidelity (Not-Started—Ramping to) -Establish a schedule to train principals and instructional coaching all staff in cognitive Coaching -Implement Collegial Dialogues protocols for staff to reflect on instructional implementation -Explore research regarding how/ when to provide and fund PD -Communicate to community through the District Communication Director (Jason)(Ramping into) 	<p>All School Personnel: Will have an avenue to voice concerns and provide input Will have common vocabulary and skills sets around PD in the district Will know implementation expectations Believe that PD is a good thing and will participate willingly Believe that PD will have a positive impact on student learning and achievement Take training and implement with fidelity Recognize and communicate student needs and teacher obligations to meet student needs</p> <p>Central Office: Prepare and gather the data Drive the vision Hold everyone accountable Research PD opportunities Keep PD records Support PD financially and with time</p> <p>Parents: Are aware of PD in district Believe district is responsive to student and parent needs</p>	<p>Data Collected to Inform Change: District vision for PD Vertical Team Minutes Survey of staff PDP plan Implementation logs Samples of student work</p>	<p>This process in mirror the components of the Iowa Professional Development model</p> <p>Director of Instruction</p> <p>Teachers – implementation, collaboration, data collection, and mutual accountability</p> <p>Principals/Administrators – Trained in District PD Collect implementation data</p>	
<p>▪ Activity: Building principals ensure the</p>				

Implementation of PD	Support district's PD with words and actions	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<p>Action # 6: Develop a process, procedures and protocol for data analysis</p> <ul style="list-style-type: none"> ▪ Activity: Building teams will receive training regarding the process, procedures and protocol for data analysis (In-Process) ▪ Activity: Building data teams will begin to facilitate the IDM process related to instructional interventions, behavior, and attendance (On-going) ▪ Activity: Marshalltown staff will be trained on the Student Information Systems (Infinite Campus and Tableau) and will implement the use of these Create a plan and schedule for 2009-2010 Payment of administrators for in-service ▪ Activity: Board Policies will be developed and adopted <ul style="list-style-type: none"> ▪ Full-implementation of Attendance Policy ▪ Development, approval and implementation of Promotion Policy 	<p>All: There will be a common focus/vocabulary and analysis process and procedure</p> <p>There will be standardized formative and summative assessments</p> <p>Students, parents, Board and staff will be analyzing data</p> <p>Uniform accountability for attendance, behavior, achievement, promotion with parent involvement in formation</p> <p>Students: There will be a common analysis of student data across the district</p> <p>Teachers: Will make data drive recommendations and decisions</p> <p>There will be broad expertise in analysis and application of data</p> <p>Administrators: Foster conversations for instructional decisions based on data analysis</p>	<p>Research regarding the various data analysis processes and procedures</p> <p>Meeting minutes from district leadership team</p> <p>Training plan for the data analysis process</p> <p>Implementation logs of data process/procedure/protocol to differentiate instruction</p> <p>Implementation of Tableau data within building teams</p> <p>Student achievement data based on differentiated instruction</p> <p>Updates for parents</p>	<p>This model reflects all of the components of the Iowa Professional Development Model</p> <p>Building data teams which include administrators and teachers</p> <p>Board policy update will include the Board of Education and parents</p>	

<ul style="list-style-type: none"> ▪ Parent Engagement: Updates will be provided for parents including academic, behavioral, demographic, and attendance data <ul style="list-style-type: none"> • Activity: Create a tool to evaluate the effectiveness of communication with parents 		<p>Updated Board policies, data will be collected relevant to each policy</p> <p>Implement data collection tool to monitor effectiveness of communication</p>	<p>Alignment and Responsibilities: District DINA team and district leadership team</p>	<p>Monitoring & Adjustment</p>
<p>Year 2 and Beyond</p> <ul style="list-style-type: none"> ▪ Activity: Review and analyze year one formative and summative data regarding student progress and implementation of the action plan ▪ Activity: Determine needed focus of change as indicated by the data 	<p>Changes/Impact on Stakeholders: To be determined and developed as a result of the data analysis relative to student achievement and implementation of the action plan</p>	<p>Data Collected to Inform Change: See Actions for Year 1</p>		

Projected Professional Development for Administrators and Staff - Dates, Times, and Focus in 209-2010:

<i>Date</i>	<i>Time</i>	<i>Focus</i>
October 6-7, 8-9, 2009	8:30-3:30	Instructional Decision Making Training (1 Team/Bldg/ 6 days training)
November 4, 5, 2009	8:30-3:30	Instructional Decision Making Training (1 Team/Bldg/ 6 days training)
January 6, 7, 2009	8:30-3:30	Instructional Decision Making Training (1 Team/Bldg/ 6 days training)
February 4, 11, 2010	8:30-3:30	Instructional Decision Making Training (1 Team/Bldg/ 6 days training)
April 7, 8, 2010	8:30-3:30	Instructional Decision Making Training (1 Team/Bldg/ 6 days training)
September 15, 2009	1:00-4:00	Math Pilot Meeting
October 15, 2009	1:00-4:00	Math Pilot Meeting
November 19, 2009	8:30-11:30	Math Pilot Meeting
December 10, 2009	1:00-4:00	Math Pilot Meeting
January 21, 2010	8:30-11:30	Math Pilot Meeting
February 9, 2010	1:00-4:00	Math Pilot Meeting
March 18, 2010	8:30-11:30	Math Pilot Meeting
April 15, 2010	1:00-4:00	Math Pilot Meeting
May 20, 2010	8:30-11:30	Math Pilot Meeting
October 21, 2009	2:30-4:00	District Job-Alike-Math
December 16, 2009	2:30-4:00	District Job-Alike-Math
February 17, 2010	2:30-4:00	District Job-Alike-Math
April 21, 2010	2:30-4:00	District Job-Alike-Math
November 6, 2009	8:00-3:30	District In-service (K-6) Math
October 2, 2009	8:00-3:30	District In-service (7-12) Iowa Core Curriculum and Common Unit Construction
October 28, 2009	2:30-4:00	Secondary In-service- Common Unit Construction

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November 18, 2009	2:30-4:00	Secondary In-service- Common Unit Construction
December 16, 2009	2:30-4:00	Secondary In-service- Common Unit Construction
January 27, 2009	2:30-4:00	Secondary In-service- Common Unit Construction
February 24, 2009	2:30-4:00	Secondary In-service- Common Unit Construction
March 24, 2009	2:30-4:00	Secondary In-service- Common Unit Construction
April 28, 2009	2:30-4:00	Secondary In-service- Common Unit Construction
TBD upon hiring of Common Unit Facilitator through use of stimulus funds		
October 14, 2009	8:30-12:30	Iowa Core Curriculum Leadership Training
December 16, 2009	8:30-12:30	Iowa Core Curriculum Leadership Training
February 15, 2010	8:30-12:30	Iowa Core Curriculum Leadership Training
April 14, 2010	8:30-12:30	Iowa Core Curriculum Leadership Training
November 19, 2009	1:00-4:00	Secondary Standards and Benchmark Revision and Alignment
January 21, 2009	1:00-4:00	Secondary Standards and Benchmark Revision and Alignment
March 18, 2009	1:00-4:00	Secondary Standards and Benchmark Revision and Alignment
Additional times to be determined by preference of teachers		
1 st Wednesday of Each Month	3:30-5:00	Behavior Taskforce
April ?? (Not yet Announced)	8:00-4:00	Infinite Campus Interchange
April ?? (Not yet Announced)	8:00-4:00	Infinite Campus Interchange
January 8, 2010	1:00-4:00	Tableau Training Leadership
February 13, 2010	1:00-4:00	Tableau Training Leadership
January 28, 2010	TBD	Tableau/ Infinite Campus Training Building Administrators
February 25, 2010	TBD	Tableau/Infinite Campus Training Building Administrators
March 25, 2010	TBD	Tableau/Infinite Campus Training Building Administrators

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April 28 th	TBD	Tableau/Infinte Campus Training Building
November 12, 2009	12:30-4:00 (Or Evening)	Administrators
January 19, 2010	12:30-4:00 (Or Evening)	Vertical Professional Development Team
March 25, 2010	12:30-4:00 (Or Evening)	Vertical Professional Development Team
April 29, 2010	12:30-4:00 (Or Evening)	Vertical Professional Development Team
August 12, 2009	7:30-4:00	1 st Year Teacher Mentoring
August 13, 2009	8:00-4:00	1 st Year Teacher Mentoring
September 16, 2009	4:30-6:30	1 st Year Teacher Mentoring
October 14, 2009	4:30-6:30	1 st Year Teacher Mentoring
November 11, 2009	4:30-6:30	1 st Year Teacher Mentoring
January 13, 2010	4:30-6:30	1 st Year Teacher Mentoring
February 10, 2010	4:30-6:30	1 st Year Teacher Mentoring
March 24, 2010	4:30-6:30	1 st Year Teacher Mentoring
April 14, 2010	4:30-6:30	1 st Year Teacher Mentoring
May 12, 2010	4:30-6:30	2 nd Year Teacher Mentoring
September 23, 2009	4:30-6:30	2 nd Year Teacher Mentoring
October 21, 2009	4:30-6:30	2 nd Year Teacher Mentoring
November 18, 2009	4:30-6:30	2 nd Year Teacher Mentoring
January 20, 2010	4:30-6:30	2 nd Year Teacher Mentoring
February 17, 2010	4:30-6:30	2 nd Year Teacher Mentoring
March 24, 2010	4:30-6:30	2 nd Year Teacher Mentoring
April 21, 2010	4:30-6:30	2 nd Year Teacher Mentoring
May 2, 2010	4:30-6:30	2 nd Year Teacher Mentoring

District Leadership Team Membership for 2009-2010:

<i>Name</i>	<i>Role</i>
Marvin Wade	Superintendent
Lisa Beames	Associate Superintendent
Matt Tullis	Director of Equity and Learning Supports
Bonnie Lowry	Marshalltown High School Principal
Tim Holmgren	Franklin Elementary Principal
Rachel Inks	District ELL Coordinator
Ronnie Manis	Miller Middle School Media Specialist
Kim Hurley	Anson 4 th Grade Teacher, District Teacher Mentor Coordinator
Angela Pierce	Marshalltown High School Math Teacher
Amy Knupp	AEA 267 Special Education Coordinator
Carol Sensor	AEA 267 Iowa Support Team Member

District Leadership Team Meeting Dates and Times for 2009-2010:

<i>Date</i>	<i>Time</i>	<i>Focus</i>
November 13, 2009	8:30-12:00	Detailed timeline for DINA Implementation Plan Establish Communication Plan
December 18, 2009	1:00-3:30	Update and discussion of progress on Implementation Plan
January 14, 2010	8:30-12:00	Update and discussion of progress on Implementation Plan
February 19, 2010	1:00-3:30	Update and discussion of progress on Implementation Plan
March 19, 2010	8:30-12:00	Update and discussion of progress on Implementation Plan
April 16, 2010	1:00-3:30	Update and discussion of progress on Implementation Plan Begin detailed implementation planning for 2010-2011
May 7, 2010	8:30-12:00	Continue detailed implementation planning for 2009-2010
June 3, 2010	8:30-12:00	Update and discussion of progress on Implementation Plan Finalize detailed implementation planning for 2009-2010

Configuration Map for Action Plan Design Phase – Support Team

This configuration map identifies the major components of the action plan for identified districts (DINA).

	4	3	2	1
Looking at Our Action Plan				
Action Plan: Alignment with Long-Range Comprehensive School Improvement Plan (CSIP)	Evidence of the focus/alignment of the action plan with the Comprehensive School Improvement Plan is very clear.	Evidence of the focus/alignment of the action plan with the Comprehensive School Improvement Plan is clear.	Evidence of the focus/alignment of the action plan with the Comprehensive School Improvement Plan is tenuous.	There is no evidence of the focus/alignment of the action plan with the Comprehensive School Improvement Plan.
Action Plan: Assessing Evaluability of the Change	Evidence of an evaluability assessment (e.g., KASAB, theory of change/action) that leads to clear goals and activities (e.g., logic model) that are likely to contribute to the desired change with adequate resources to implement the activities and the benchmarks to assess progress (e.g., summative question/assessment, formative questions/assessments, indicators of progress, measurement tools). Stakeholders are actively involved in this process.	Evidence of an evaluability assessment (e.g., KASAB, theory of change/action) that are likely to contribute to the desired change with adequate resources to implement the activities and the benchmarks to assess progress (e.g., summative question/assessment, formative questions/assessments, indicators of progress, measurement tools). Stakeholders are limited to central office personnel in this process.	Incomplete evidence of an evaluability assessment (e.g., theory of change/action, KASAB) that leads to clear goals and activities (i.e., logic model) that are likely to contribute to the desired change. Evidence may indicate inadequate resources to implement the activities and the benchmarks to assess progress. Due to incomplete evidence, the relationships between the goals and outcomes may be coincidental. Contributions of stakeholders are unclear in this process.	No evidence of an evaluability assessment that leads to clear goals and activities that are likely to contribute to the desired change.
Action Plan: Writing the Plan	There is evidence of involvement of other outside technical assistance (e.g., Iowa Support Team Members, AEA content experts) as needed and district leadership team in writing the two-year action plan.	There is evidence of involvement of outside technical assistance (e.g., Iowa Support Team Members, AEA content experts) as needed and the superintendent/central office to write a two-year action plan.	There is evidence of involvement of other outside technical assistance (e.g., Iowa Support Team Members, AEA content experts) as needed and some educators in the district to write a two-year action plan.	There is no evidence of involvement of outside technical assistance (e.g., Iowa Support Team Members, AEA content experts) and the district leadership team in the writing of a two-year action plan.
Action Plan:	Identifies the data sources/points that were organized and analyzed during the	Identifies most of the data sources/points that were organized and analyzed during	Identifies a few of the data sources/points that were organized and analyzed during	Does not identify the data sources/points that were organized and

Looking at Our Action Plan		4	3	2	1
Use of Data		audit and diagnosis phases.	the audit and diagnosis phases.	the audit and diagnosis phases.	analyzed during the audit and diagnosis phases.
Action Plan: District Goal Statement	Identifies a goal that is strategic, specific, measurable, attainable, results-based, and time-bound.	Identifies a goal that lacks one of the following: strategic, specific, measurable, attainable, results-based, time bound.	Identifies a goal that lacks 2-3 of the following: strategic, specific, measurable, attainable, results-based, time bound.	Identifies a goal that lacks 4 or more of the following: strategic, specific, measurable, attainable, results-based, time bound.	Fails to identify a goal or identifies a goal that lacks 4 or more of the following: strategic, specific, measurable, attainable, results-based, time bound.
Action Plan: Indicators of Progress	Includes the identification of multiple indicators of progress – both summative and formative - in quantity and quality that answer the question, “How will/do we know student learning has changed?”	Includes the identification of 2 or more indicators of progress – both summative and formative - that help answer the question, “How will/do we know student learning has changed?”	Includes one summative indicator (e.g., ITBS, IED) of progress and one formative indicator to help answer the question, “How will/do we know student learning has changed?”	Includes summative indicator (e.g., ITBS, IED) of progress and one formative indicator to help answer the question, “How will/do we know student learning has changed?”	No indicators of progress are provided to answer the question, “How will/do we know student learning has changed?”
Action Plan: Evidence-Based Research	Detailed evidence is provided that evidence-based research was used to focus the action plan, based on the identified needs of concern and the various domains and supporting critical elements.	Evidence is provided that shows evidence-based research was used to focus the action plan; some of the domains/critical elements that were areas of concern were addressed.	Evidence suggests a limited use of evidence-based research to determine the focus of the plan.	Evidence suggests a limited use of evidence-based research to determine the focus of the plan.	There is no evidence of evidence-based research used to determine the focus of the plan.
Action Plan: Alignment of Actions with the Evidence-Based Research and the Domains/Critical Elements	Includes strategies that are evidence based and align with the district’s areas of concern in order to meet student achievement needs.	Includes strategies which are aligned with district’s student achievement needs and are based on best known practices.	Includes strategies which lack alignment with district’s student achievement needs OR lack evidence-based research.	Includes strategies which lack alignment with district’s student achievement needs OR lack evidence-based research.	Includes strategies that are neither aligned with district’s student achievement needs nor have an evidence base.
Action Plan: Mentoring of New and Experienced Teachers	Includes multiple strategies that assure the mentoring of both new and experienced teachers (e.g., mentor/mentee, peer coaching, learning teams, collaborative team time, co-teaching, class observation time).	Includes strategies that provide for the mentoring of both new and experienced teachers (e.g., mentor/mentee, peer coaching, learning teams, collaborative team time, co-teaching, class observation time).	Includes strategies that provide for the mentoring of new teachers (e.g., mentor/mentee, peer coaching, learning teams, collaborative team time, co-teaching, class observation time).	Includes strategies that provide for the mentoring of new teachers (e.g., mentor/mentee, peer coaching, learning teams, collaborative team time, co-teaching, class observation time).	Strategies for the mentoring of new and experienced teachers are not provided.
Action Plan: Parent Engagement	Includes multiple strategies that assure active engagement of the parents, families, and the community in the action plan, including the development of programs that enhance student learning at home and in the community, the	Includes a few strategies that assure active engagement of the parents, families, and the community in the action plan, including the development of programs that enhance student learning at home and in the community,	Includes strategies to communicate the action plan to parents and the school’s community.	Includes strategies to communicate the action plan to parents and the school’s community.	Does not address the role of parents or community in the action plan.

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	4	3	2	1
Looking at Our Action Plan	development of before- and after-school programs with support from the community, the recognition of community activities that link with student learning, and the development of an ongoing focus on family and community partnerships.	the development of before- and after-school programs with support from the community, the recognition of community activities that link with student learning, and the development of an ongoing focus on family and community partnerships.		
Action Plan: Monitoring and Assessment of Implementation	Includes strategies for monitoring and assessing implementation over time of the action plan in order to document improvement in instructional practice and impact on student learning. The plan is a two-year plan.	Includes strategies for monitoring and assessing implementation of the action plan, focusing on change in instructional practices but not documenting change in student learning.	Includes strategies for monitoring and assessing implementation of the action plan but with no focus on change in instructional practices nor change in student learning.	No strategies available for monitoring and assessing implementation of the action plan.
Action Plan: 2-Year Plan		↑	↑	No two-year plan was provided.
Action Plan: Peer Review	A structured process (e.g., Tuning Protocol, Focused Conversation) was used to involve peers in the review of the action plan, written documentation of the review is provided.	A review of the action plan was completed by peers, written documentation of the review was provided.	Peer review was conducted but no written documentation of review provided.	No evidence of a peer review of action plan.

Analysis of DINA Action Plan

Directions: To evaluate the DINA Action Plan, check “Yes” or “No” for each statement.

District Goals

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 1. Goal(s) is/are the result of a gap analysis (<i>comparing data of the “current reality” to those data of the “desired state”</i>) addressing root cause(s) and based on a theory of change, which may be attained through “if. . . then” statements, affinity process, etc. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 2. Goal(s) is/are focused on increased learning of students (e.g., all, low-SES, IEP, ELL, white, African American, Hispanic, Asian, Native American/American Indian) in reading/math and aligned with Comprehensive School Improvement Plan (CSIP). |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 3. Goal(s) is/are strategic (e.g., purposeful, thoughtfully aligned to needs, feasible). |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 4. Goal(s) is/are specific. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 5. Goal(s) is/are measurable. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 6. Goal(s) is/are attainable. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 7. Goal(s) is/are results-driven. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 8. Goal(s) has/have a timeline. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 9. A KASAB has been developed that describes the expected changes for the various stakeholder groups. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 10. A Theory of Change/Action has been developed that articulates the elements of the anticipated change. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 11. A Logic Model has been developed that describes the actions/activities to achieve the expected changes for the various stakeholder groups. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 12. Summative evaluation question is aligned with identified goal(s). |

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- _____ Yes _____ No 13. Formative evaluation question(s) is/are aligned with identified goal(s) and summative evaluation question.
- _____ Yes _____ No 14. Summative and formative evaluation questions are reasonable.
- _____ Yes _____ No 15. Summative and formative evaluation questions are appropriate.
- _____ Yes _____ No 16. Summative and formative evaluation questions are specific.
- _____ Yes _____ No 17. Summative and formative evaluation questions are answerable.
- _____ Yes _____ No 18. Summative and formative evaluation questions are measurable.
- _____ Yes _____ No 19. Specific indicators for progress – both summative and formative - are identified for the goal(s).
- _____ Yes _____ No 20. Measurement tools are identified for each summative/ formative question.

Actions with Activities/Action Steps

- _____ Yes _____ No 21. Leadership team representing administrators, teachers, parents, community, AEA, and others is in place with time allocated for their work. *(Recommend 1 or 2 times per month, including participation by AEA staff)*
- _____ Yes _____ No 22. Specific time has been allocated for leadership team to work together to collect, analyze, and interpret data; to determine and provide for specific needs in academic/quality educator/ district system access that will impact learning of students (e.g., all, low-SES, IEP, ELL, white, African American, Hispanic, Asian, Native American/American Indian) in reading/math *(recommended between 20 and 40+ hours per year)*.
- _____ Yes _____ No 23. Plan for professional development is based on student data and provides for increased teacher effectiveness that will impact learning of students (e.g., all, low-SES, IEP, ELL, white, African American, Hispanic, Asian, Native American/American Indian) in reading/math *(recommended bi-weekly or weekly)*.

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- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 24. Vision, focused on student learning, guides actions and decisions. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 25. Team has identified research-based content and selected provider(s) who have assisted in aligning the professional development with the Iowa Professional Development Model. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 26. Team has identified and focused on appropriate leadership opportunities. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 27. Team has identified and focused on an appropriate number of instructional strategies. <i>(Strategies are tied to goal with time allocated to learn and implement with fidelity to assure impact on student success.)</i> |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 28. Team has identified and focused on the changes for the stakeholder groups (KASAB) impacted by the actions. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 29. Team has identified and aligned the changes for the stakeholder groups (KASAB) with the data that will evidence the change. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 30. Implementation of the plan reflects alignment with the Iowa Professional Development Model. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 31. Theory, demonstration, practice, collaboration, feedback, monitoring, and study of implementation are included in the professional development. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 32. Principals and central office administrators practice along with the teachers as aligned with the Iowa Professional Development Model. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 33. Technical assistance to support integrity of implementation is provided on a regular basis <i>(e.g., weekly, bi-weekly)</i> . |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 34. District assures that educators use formative data to assess and reflect regularly on impact of their implementation of actions on student learning and adjust based on results. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 35. Engagement of parents/families/community has been addressed in each action or as a separate action that supports the goal. |

Timelines

- Yes No 36. Timeline is realistic for educators in district to achieve the actions and ultimately the goal.
- Yes No 37. Actions have an approximate date for completion and support the sustainability of the plan.
- Yes No 38. On-going actions have timelines that target incremental progress within identified time span.
- Yes No 39. Leadership team has identified specific follow-up, including a plan for monitoring the implementation, to assure the achievement of the action(s) and the sustainability of progress.
- Yes No 40. Leadership team studies data of implementation and shares with staff in district on a regular ongoing basis.
- Yes No 41. Formative assessments and implementation of actions for student learning are analyzed and shared with district staff on a regular ongoing basis; adjustments are made in professional development and action plan based on the data.
- Yes No 42. Summative assessments for student performance, professional development of teachers, and professional development of administrators are purposeful and well planned to assure increase in student achievement and are communicated with staff and other stakeholders.
- Yes No 43. Opportunities are provided for parents and other stakeholders to learn about the professional development and other actions in the action plan and their impact on student learning in reading/math.

Persons Responsible and Resources

- Yes No 44. Each action has identified a person/team to assure the achievement of the identified action.
- Yes No 45. Resources (i.e., time, dollars, expertise) have been appropriately identified and allocated to each action.
- Yes No 46. Sustainability of the effort has been addressed.

Iowa Support for Districts in Need of Assistance (SINA)

Design Phase – Steps for Completion of Action Plan

Date	Steps
	<p>1) Preparation for Completion of Action Plan:</p> <ul style="list-style-type: none"> • Reviews the federal requirements for action plan. • Reviews the essential elements of the action plan – alignment with Comprehensive School Improvement Plan (CSIP), incorporation of actions for appropriate critical elements for the domains based on identified areas of concern, provision for formative and summative data, development of two-year plan, grounded in evidence-based research, and reflective of the principles in the Iowa Professional Development Model.
	<p>2) Completion of the Introduction of the Action Plan:</p> <ul style="list-style-type: none"> • Identifies the district’s long-range Comprehensive School Improvement Plan (CSIP) goal for identified area. • Identifies the persons writing the plan. • Completes the diagnosis summary that includes an explanation of why previous improvement efforts were unsuccessful. • Answers the Constant Conversation Question: What do data tell us about student learning needs?
	<p>3) Determination of the District Goal Statement(s):</p> <ul style="list-style-type: none"> • Addresses student achievement. • Supports prioritized learning needs. • Is specific, measurable, attainable, results-driven, and time bound.
	<p>4) Identification of Indicators of Progress:</p> <ul style="list-style-type: none"> • Identifies formative and summative data indicating progress of students toward the identified district goal(s). • Addresses the summative data indicating increased student achievement. • Identifies the elements necessary to support and sustain the change – Theory of Change/Action. • Answers the Constant Conversation Question: How will/do we know student learning has changed?
	<p>5) Identification of Evidence-Based Research and the Content for the Professional Development Identified through Research:</p> <ul style="list-style-type: none"> • Focuses on the content of the professional development identified through research. • Chronicles the research citation. • Answers the Constant Conversation Question: What will be done to meet student learning needs?
	<p>6) Identification of Peer Review Process:</p> <ul style="list-style-type: none"> • Identifies districts/AEA/individuals involved in peer review, process for peer review, and date of completed process.
	<p>7) Identification of Implementation – How Will the Goal Be Achieved?</p> <ul style="list-style-type: none"> • Identifies specific action steps and appropriate activities. • Answers the Constant Conversation Question: What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice? • Addresses expected changes (e.g., knowledge, skills, attitudes, aspirations, behaviors) in students/learning, teachers/teaching, administrators, parents, and other stakeholders as well as the formative and summative data to support each. • Notes the alignment and responsibilities of each action. • Provides for the periodic monitoring and adjustment of the action plan.
	<p>8) Identification of Professional Development and District Leadership Team:</p> <ul style="list-style-type: none"> • Identifies dates, times, and focus of professional development. • Identifies district leadership team, including names and roles. • Identifies projected meeting dates and times of district leadership team.

Supporting Information for Title I DINA Action Plan

Iowa Support System for Districts in Need of Assistance

Title I District in Need of Assistance (DINA) Action Plan for the Academic Years: 2009-2010 and 2010-2011

District: _____ Draft/Final Date: _____

- Identification for Year III - Reading Sub-groups: _____
- Identification for Year III – Math Sub-groups: _____

This plan has included the following:

- | | | | |
|--------------------------|--------------------------------------|-------------------------------------|---|
| • Actions for Reading | • Actions for Parent Engagement | • 10% Allocation of Title I Dollars | • Mentoring of New and Experienced Teachers |
| • Actions for Math | • Actions for Assessing Evaluability | | • Evidence-Based Research |
| • Actions for Leadership | • Identified Needs of Students | | • Outside Technical Assistance |

- DINA means *District in Need of Assistance*, the Iowa term for districts in need of improvement. Districts in Need of Assistance must allocate 10% of their Title I dollars to the professional development identified to minimize the area(s) of concern.
- **Academic Years 2009-2010 and 2010-2011-** indicates that the action plan must be for two years, and updated annually.
- **The District** is the district’s legal name. **The Final/Draft Date** is the date of the work; the target date for the final draft of the Action Plan being turned in to the Iowa Department of Education, Office of Title I, is October 30, 2009.
- **Identification for Year III – Reading/Math: The sub-groups** for which the district is identified are identified here. Examples include the following: Low-SES, IEP, African-American, Hispanic, White, Asian, Native American, ELL.
- **This Plan Has Included the following to meet federal expectations:**
 - Indicate with whether this plan is for reading or math.
 - Indicate with that the plan addresses actions for leadership.
 - Indicate with that plan includes actions for the engagement of parents/families.
 - Indicate with that the plan addresses evaluation of the plan; may be based on a KASAB (i.e., knowledge, attitudes, skills, aspirations, behaviors) and a theory of change/action.
 - Indicate with that plan addresses the specific needs of students.
 - Indicate with that district has allocated 10% of Title I funds to the professional development that should result in meeting the needs of students.
 - Indicate with that plan addresses the mentoring of new and experienced teachers.
 - Indicate with that plan is supported by evidence-based research.
 - Indicate with that district used outside technical assistance.

District Long-Range Comprehensive School Improvement Plan (CSIP) Goal for Identified Area:

- Enter the math or reading goal identified in the district's Comprehensive School Improvement Plan (CSIP).

Persons Writing the Plan (* while not required by law, best practice would include parent involvement)

- A leadership team, often in collaboration with the the Iowa AEA support team lead, analyzes data, identifies needs, and facilitates the development of the two-year Action Plan to meet the identified needs of the district. It is a local decision on the composition of the team. However, central office representatives, building principals, teachers, and AEA District in Need of Assistance Support Team Member(s) will be important members of the leadership team developing the Action Plan. Parents may also be involved in the writing and development of the Action Plan and/or in the review and communication of the plan.
- Functions of the leadership team as they engage the district's staff and others around improvement of instruction to impact student learning:
 - Provide input into focus and design of improvement efforts – the “how” to accomplish it;
 - Facilitate the decision-making process, make recommendations, and garner support for the improvement efforts;
 - Plan and support the professional development of the district and individual buildings in the identified area(s) of reading and/or math;
 - Lead implementation of the action plan – the change that results in a positive impact on student learning (e.g., changes in instructional practice, changes in culture of schools; changes in alignment of curriculum with instruction and assessment; changes in instructional time);
 - Monitor regularly the implementation of the improvement process and achievement of the action plan;
 - Adjust the action plan based upon data collected regarding the change in professional practices and the impact on student achievement; and
 - Evaluate and report the success of the professional development and other components of the action plan as well as the impact on student achievement.

Diagnosis Summary – Constant Conversation Question 1 (CCQ 1): What do data tell us about student learning needs?

- Summarize information from multiple sources/points of data that indicate the student learning needs. Important data from the audit/diagnosis phases should be included, and are often the result of the gap analysis of “current reality” and “desired state.” Examples of these data might include the following:
 - Summary of analysis of ITBS/ITED scores, including scores of subgroups – noting deficit areas;
 - Summary of other multiple measures scores (e.g., criterion-referenced assessments, district assessments, classroom assessments) – noting deficit areas;
 - Data indicating the need for alignment of standards/benchmarks with teaching and assessment;

- Data indicating need to increase instructional time;
- Data indicating need for professional development focused on strategies to alleviate deficits;
- Perceptual data (e.g., parent engagement, Instructional Practices Survey, What Works in Schools Survey) indicating needs of specific areas;
- Brief description of why previous efforts were unsuccessful (e.g., not analyzing data accurately, not requiring documentation of professional development implementation).

District Goal Statement for DINA to Support Prioritized Learning Needs:

- This two-year goal is developed based on identified DINA need(s) of reading and/or math. The goal will relate to the area identified as “in need of assistance” through the Adequate Yearly Progress (AYP) process. The aim of a goal is to guide the district to the desired student performance.
- The goal is the product of the completion of a detailed diagnosis phase.
- This goal, focused on increased student achievement, shall be specific, measurable, attainable, results-related, and time bound. The January, 2002, technical assistance from the Iowa Department of Education recommends that the following components be included in a goal:
 - Time frame for goal;
 - Target group - which students, such as *cohort, cross-sectional, all*;
 - Desired behavior – what do you want students to achieve;
 - Measurement - if the assessment is “one shot,” how will you monitor along the way; and
 - Criteria for decision making - such as percentage (%) or number (#).
- Sample goals include the following:
 - By May, 2011, the number of students in the needs category (i.e., math, reading) will decrease by at least 10%, as measured by _____.
 - By May 20, 2011, the number of all fourth-grade students who are proficient in the needs category (i.e., reading, math) will increase to 74% as measured by the Iowa Test of Basic Skills (ITBS).
 - By the end of the 2010-2011 school year, students in the sub-group area (e.g., low socioeconomic status (SES), special education students) will increase proficiency in the needs category (e.g., reading, math) by at least 10% on the ITBS.

Indicators of Progress – Constant Conversation Question 3 (CCQ 3): How will/do we know student learning has changed?

- Be specific in identifying multiple data sources and points which will be used to determine student achievement of the identified goal(s) Examples of these summative assessments include the following:
 - ITBS/ITED scores;
 - AYP (Adequate Yearly Progress) trajectory building information;
 - ICAM scores
 - Stanford scores
 - Measurement of Academic Progress (MAP) scores

- Criterion-referenced assessments results
- Year-end district assessment results
- Be specific in identifying multiple data sources and points which will be used to determine student progress towards the identified goal(s). Examples of these formative assessments include the following:
 - Teacher observation of students
 - Review of student work
 - Probes (e.g., Jamestown Readers, Measurement of Academic Progress, DIBELS, ALEX, BRI)
 - Teacher-constructed assessments (e.g., quiz, chapter test)
 - Criterion-referenced assessments provided throughout the year
 - Periodic district-assessments

Formative assessments are given periodically to inform instruction and to answer these questions: 1) How does student progress compare to past performance? 2) How does student progress compare to peers? 3) How well is the student responding to instruction?

Evidence-Based Research Source:

- Scientifically based research involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and includes research that
 - Employs systematic, empirical methods that draw on observation or experiment;
 - Involves rigorous data analyses that are adequate to test the stated hypothesis and justify the general conclusions drawn;
 - Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
 - Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
 - Ensures experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
 - Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous objective, and scientific review. (Source: *No Child Left Behind Act of 2001*)
- Where scientifically based research is not available, AEAs and districts are encouraged to use evidenced-based practices. Evidence-based practice refers to the use of interventions and supports that have research documenting their effectiveness. The identification of evidence-based practices promotes the use of approaches that are linked to positive outcomes for stakeholders, including children and families. Practices that are considered

evidence-based are ones that have been demonstrated as effective within multiple research studies that document similar outcomes. Dunst, Trivette, and Cutspec (2002) offer the following operational definition of evidence-based practice: “*Practices that are informed by research, in which the characteristics and consequences of environmental variables are empirically established and the relationship directly informs what a practitioner can do to produce a desired outcome.*” Dunst, C. J., Trivett, C. M., & Cutspec, P. A. (2002). Toward an operational definition of evidence-based practice. *Centerscope*, 1(1), 1-10. Available at <http://www.evidencebasedpractices.org/centerscope>

- Resources of strategies and implementation methods that have Scientifically Based Research (SBR) include, but are not limited to, the following:
 - Iowa Content Network,
 - North Central Regional Educational Laboratory (NCREL),
 - National Council of Teachers of Math,
 - National Council of Teachers of English,
 - Eight-Step Instructional Process/Continuous Improvement Model, and
 - Robert Marzano’s *What Works in Schools*.
- Some scientifically based research (SBR) programs that have met the criteria as stated in the *No Child Left Behind Act of 2001* include the following as of June 1, 2005:
 - Direct Instruction
 - Success For all (SFA)
 - Every Child Reads
 - Every Student Counts
 - Reading First
 - Cognitively Guided Instruction
 - Navigating through Geometry
 - Cognitive Tutor
- Reviewing the Content Network website for additional scientifically-based researched examples is encouraged: <http://www.iowa.gov/educate/prodev/main.html>
- Be sure to cite the source of the evidence-based research selected by the district.

Content for the Professional Development Identified through Research – Constant Conversation Question 2 (CCQ 2). What will be done to meet student learning needs?

- Professional development is an intentional, ongoing, systemic process to increasing the knowledge and skills of educators in order to increase student achievement. In the context of the Iowa Professional Development Model and the District Career Development Plan, professional development refers to the combination of training/learning opportunities and teacher collaborative work directed to the implementation of new learning that will further the district’s goals for student achievement.
- Specifically for the DINA Action Plan, the identification of professional development is based on the results of the Audit and Diagnosis phases of this process. The purpose of the professional development is to increase teacher competencies in the DINA area(s) of math and/or reading which will increase student achievement. Refer to the district’s Comprehensive School Improvement Plan (CSIP) Constant Conversation Question 2.

Peer Review Process (* Best practices include parent involvement)

- The purpose of the peer review process is to collect feedback or input into the quality of the action plan that will be submitted to the Iowa Department of Education. The peer review process is a federal requirement and occurs during the action plan development time frame. The review should be conducted after a draft of the action plan has been created and prior to submission to the Iowa Department of Education. Information shared in the action plan initially would include the following:
 - Date planned for the peer review;
 - Districts/AEA/Individuals involved in the peer review (Participants in the review might include Iowa Support Team members, AEA consultants, external/internal district personnel, other districts' leadership team members, parents, and community members);
 - Process for peer review (e.g., tuning protocol, focused conversations, configuration map, checklist)
 - Note: the date of the actual peer review would be indicated on the plan once the peer review has taken place and before the action plan is submitted to the Iowa Department of Education.

Implementation: How the goal will be achieved - Constant Conversation 2f (CC2f). What actions and activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice? (Parent involvement is essential in the development of the Action Plan and in the Action Steps and/or activities, as appropriate.)

- **Action:** This is a description of the specific events or steps that will play out in the implementation of the Action Plan. Focus is on results and processes; examples are notification of designation as a district in need of assistance at the corrective action stage, alignment of curriculum, professional development of instructional practices/program, professional development of leadership practices, implementation of instructional program, school/community activities, parent engagement. These are critical success factors that support successful learning and achievement. The “in . . . then” statements from the Diagnosis Worksheet and the “theory of change” guide the identification of the actions.
 - **Activities or Action Steps:** These include specific activities or strategies to address the goals and objectives of the action component. For DINA Action Plans, these are the specific events that will culminate in increased student achievement in reading or math through increased teacher competencies and elimination of barriers in the three domains of academics, quality educator, and building/district systems. Again, the “if . . . then” statements from the Diagnosis Worksheet, the KASAB, and the “theory of change” guide the specific activities and action steps in the action plan. (Note: It is important to note that mentoring and/or collaborative [e.g., peer coaching] activities for both new and experienced teachers is a required activity/action step in the action plan per federal requirements. Be sure to document in the plan the process for the mentoring.)

- **Changes/Impact on Stakeholders (e.g., Students, Teachers, Administrators, Parents, and Other Stakeholders) Note: This should be influenced by the KASAB – the changes you want to see in knowledge, attitudes, skills, aspirations, and behaviors of the stakeholders.** See examples in table below.
- **Data Collected to Inform Change: This should address the data sources and data points that will provide evidence of the changes/impact on the stakeholders.** See examples in table below.

Changes/Impact On Stakeholders	Data Collected to Inform Change
<p>Changes in Students:</p> <p>Changes in students should address the KASAB: changes in knowledge, attitude, skills, aspirations, and/or behaviors.</p> <p>Examples of changes in students include improved or increased student achievement, increased student participation, students' increased use of instructional strategies, increased differentiation of information by students, students' increased use of special or content vocabulary, increased time-on-task, fewer office referrals, etc.</p> <p>Note: Some activities or action steps may be solely for expected teacher or administrator changes and may not be applicable (NA) for student change.</p>	<p>Student Data to Demonstrate Impact (e.g., formative and summative assessments):</p> <p>This includes various assessments that will assist the AEA/building/district in determining progress toward the goal.</p> <p>Formative assessments are those interim assessments used to identify progress and adjust activities/action steps to increase probability of achieving the long-term goal of increased student achievement. Some examples of formative assessments would be BRI (Basic Reading Inventory), CBM (Curriculum Based Measurement), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), ICAM (Iowa Collaborative Assessment Modules), building/district assessments in math and/or reading, pre- and post-assessments for units or identified benchmarks, summary of reading materials checked out of media center, student testimonials, numbers of students and amount of time spent in supervised study centers, numbers of student with office referrals, Iowa Youth Survey, summary of school attendance, etc.</p> <p>The summative assessments are those long-term assessments that answer the question, "Did we reach our goal?" In most cases, these would be the ITBS (Iowa Test of Basic Skills) or the ITED</p>

Changes/Impact On Stakeholders	Data Collected to Inform Change
<p>Changes in Teachers:</p> <p>Changes in teachers should address the KASAB: changes in knowledge, attitude, skills, aspirations, and/or behaviors. These should be aligned with the Iowa Teaching Standards and Criteria.</p> <p>Examples of changes in teachers include increased collaboration among teachers to assure uniform curricular implementation (e.g., grade level, content area, special education and general education); training in and implementation of specific strategies (e.g., co-teaching, KU strategies, reading strategies, writing strategies, math strategies, problem-solving); increased knowledge in special education/ ELL/ talented and gifted referral processes.</p> <p>It is important to note that mentoring and collaborative (e.g., peer coaching) activities for both new and experienced teachers is a required activity/action step in the action plan per federal requirements. Be sure to document this in the action plan.</p>	<p>(Iowa Test of Educational Development) or the state targets for special education.</p> <p>Teacher Data (e.g., formative data – frequency of teacher implementation, fidelity of teacher implementation):</p> <p>This includes analysis of data based on several possibilities, including log of activities, gap analysis, teacher implementation logs, formative student assessment data, formative assessment analysis, discipline referral data, team meeting notes, lesson plans, observations of teachers’ implementation of strategies, aggregation of data addressing alignment of individual professional development plans with building/district plan, aggregation of walkthrough or Instructional Practices Inventory data, utilization of professional resources, etc.</p>
<p>Changes in Administrators:</p> <p>Changes in administrators should address the KASAB: changes in knowledge, attitude, skills, aspirations, and/or behaviors. They should be aligned with the Iowa Standards for School Leaders.</p> <p>Examples of changes in administrators include consistent use of special education process, participation in identified professional development; consistent use of standardized walk-throughs; demonstration of coaching conversations with teachers; partnering with parents/families/ community to achieve student expectations; stating and supporting high expectations of staff; use of data to make informed decisions; increase in home visits; articulation of shared vision; development of</p>	<p>Administrative Data:</p> <p>This includes analysis of walk-through data and teacher perception surveys, documentation of reflective/coaching conversations, data summaries shared with staff and others, sign-in sheets/registration/grade for participation in professional development, documentation of coaching/ feedback/ evaluation, minutes of community/parent meetings, customer satisfaction survey, evaluation of principals by superintendent, evaluation of superintendent by board, etc.</p>

Changes/Impact On Stakeholders	Data Collected to Inform Change
purposeful community; etc.	
<p>Changes in Building/District:</p> <p>Examples of changes in Building/District include reduction in special education referrals, increase in graduation rate of students, decrease of gap in percentage of students with disabilities (SWD)/ethnic groups/low-SES and percentage of all students graduating with a regular high school diploma; increase in student proficiency by sub-group; decrease in achievement gap.</p>	<p>Building/District Data:</p> <p>Examples include data noting change in special education referrals, data noting change in graduation rate of students; data noting change in gap in percentage of students in sub-groups and percentage of all students graduating with regular diploma; data noting change in gap in percentage of students in sub-group and percentage of all students proficient in reading and/or math.</p>
<p>Changes in Parents/Families:</p> <p>Examples of changes in parents/families include increased knowledge of how to help their students learn at home and/or communication; development/ distribution/completion of math/reading activities for the home; participation in Math/Reading/ Learning Nights and/or Family Book Clubs; completion of MAPPS math activities; participation in communication activities, including home visits, phone calls, class activities; membership/participation on leadership teams; participation in peer reviews</p>	<p>Parent/Family Data:</p> <p>Examples of this include reporting of participation in activities (e.g., math activities at home, Math/Reading Nights/Days), change in attitude/behaviors (e.g., survey, focused conversations), contacts with parents (e.g., phone logs, home visit logs, classroom visit logs), summary of participation in class activities, leadership teams, or peer review.</p>
<p>Changes in Others:</p> <p>This might include participation of community members in educational opportunities (e.g., career days, financial planning for parents), development of health/social services at/near school site, as well as changes in the board of education (e.g., increased discussions about student learning.</p>	<p>Other Data:</p> <p>This includes data that provides clear evidence of the action, activities, and results, e.g., survey of community members, participation log in/brochure for career night, establishment of social/health services. Board minutes would be another example.</p>

• **Alignment and Responsibilities:**

1. **Iowa Professional Development Model (IPDM):** The model was developed collaboratively by the Iowa Department of Education with input from stakeholders and provides a structure for professional development that supports the Comprehensive School Improvement Process (CSIP) goals for student achievement. Scientifically based research and best known practices form the basis for the professional development. The model represents a recommended framework

designed to assist educators in the design of high quality staff development. For DINA Action Plans, statements such as “Aligns with fundamentals of the IPDM steps 3, 4, and 6,” are sufficient.

2. **Person Responsible:** This identifies the person(s) responsible for the action and/or activities/action steps. Examples might include the literacy/math cadre, core grade-level teachers, leadership team, superintendent, building principals, special education instructors, math team leaders, AEA consultants, etc.
 3. **Time (when and how much):** This identifies when the action and/or activity/action step takes place and for how long. Examples include monthly meetings; January through March, 2008; daily; reviewed quarterly at monthly meeting, etc.
 4. **Resources:** This identifies the time, money, materials, or personnel needed to achieve the action and/or activity/action step. Examples might include a specific amount of money, specific math or reading materials, purchased time, access to AEA consultants or content specialists, access to district curricular leaders or instructional staff, strategists or technical assistance for math and/or reading, tutors, etc. It is recognized that the dollar amounts are estimates. It should also be noted that as the district address the resources, they must keep the focus on sustainability.
- **Periodic Monitoring and Adjustment (also used during the development of the next two-year action):**
 - This area of the action plan is not completed in the development of the plan. Instead, as formative data are analyzed throughout the implementation, adjustments to the plan may be necessary. Summaries of those analyses and adjustments should be made in this column. Districts are encouraged to identify during the planning process specific dates and persons responsible for the monitoring and adjustments. Other schools and districts have found noting this information in this column at the time of planning to be very helpful for assuring monitoring during implementation.
 - The District Leadership Team (DLT) must continually monitor, evaluate, and adjust as necessary each action, the activities/action steps, and the overall plan.
 - A lack of student progress and/or lack of consistency of implementation indicate the need for adjustments.
 - The formative and summative data sources and points used to make needed adjustments have been identified within the “Indicators of Progress” section and listed under the “Changes/Impact in Students, Teachers, and Administrators” column in the implementation section.

Projected Professional Development for Staff – Dates, Times and Focus for 2009-2010:

This includes information summarizing the projected professional development. A beginning example might be the following:

Professional Development for 2009-2010

<i>Date</i>	<i>Time</i>	<i>Focus</i>
September 15	1:30. – 3:30 P.M	Literacy Cadres Presentation on Reading Strategies – 8-Step Focus Lesson orientation

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September 29	7:45 – 9:45 A.M.	Literacy Cadre Presentation – Team Effectiveness Training Part I
October 13	8:00 A.M. – 4:00 P.M.	Literacy Cadre Presentation – Team Effectiveness Part 2, 8-Step Calendar
October 27	1:30 – 3:30 P.M.	Team Meetings – collaboration time on 8-step approach

District Leadership Membership for 2009-2010 Meetings

This summary identifies members of the district leadership team as well as their role in the district/representation on the team. While parents/community are not required, best practice would include them as well as outside expertise (e.g., Iowa Support Team Members, content experts, process experts). An example might be as follows:

<i>Name</i>	<i>Role</i>
Karla Blue	Superintendent
Kim Red	AEA Support Team Lead
Randy Taupe	Elementary Principal
Carla Black	Middle School Principal
Betty Green	High School Principal
Terri Fuchsia	Director of Curriculum
James Ebony	Special Education Instructor – Middle School
Bruce Aqua	AEA Math Consultant
Jerry Gold	Parent and Community Representative
Mandy Brown	TAG Instructor – High School
Kevin Orange	District Math Strategist
Susan Pink	ELL instructor - Elementary
Evan White	Elementary Teacher
Nancy Yellow	Middle School Teacher
Teresa Silver	High School Teacher

District Leadership Team Meeting Dates, Times and Focus for 2009-2010

This identifies when the leadership team will be meeting and the focus of each meeting. It is encouraged that the team meets between the dates of the professional development, to allow for the careful monitoring and adjustment of professional development and the implementation of the action plan. Periodically, meetings should focus on the evaluation of key actions and activities of the action plan as well as the preparation for the next two-year plan. An example might be as follows:

<i>Dates</i>	<i>Time</i>	<i>Focus</i>
August 17	8:00 A.M. – 4:00 P.M.	▪ Communication of plan
September 7	7:00 – 8:00 A.M.	▪ Monitoring of

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Appendix C

		<ul style="list-style-type: none"> implementation of action plan ▪ Preparation for professional development activity
September 21	3:30 – 5:30 P.M.	<ul style="list-style-type: none"> ▪ Monitoring of implementation of action plan ▪ Reflection on professional development activity ▪ Preparation for collaboration meetings
October 5	7:00 – 8:00 A.M.	<ul style="list-style-type: none"> ▪ Monitoring of implementation of action plan
October 19	3:30 – 5:30 P.M.	<ul style="list-style-type: none"> ▪ Monitoring of implementation of action plan ▪ Planning for parent-teachers conferences focused on student learning