

East Buchanan Community School District



Comprehensive School Improvement Plan

Fall 2011

CSIP Question 1: What do data tell us about our student learning needs?

Question 1A – What data do we collect?

The district collects the following required data: (LRDA1)

- Trend line and subgroup data for ITBS/ITED reading and mathematics at grades 4,8, and 11
- Trend line data for ITBS/ITED science for grades 8 and 11

- Graduation rate
- Grade 7-12 dropout percentages (aggregate and by subgroup)

- Percentage of graduates planning to pursue post secondary education
- Percentage of graduates completing the core curriculum (4 years of English, 3 years each of mathematics, science, and social studies)

- Career and technical education (CTE) student data (e.g., 11th grade participants' proficiency in reading and mathematics, program completers, and occupational competency)
- Percentage of high school students achieving a score or status on a measure indicating probable post secondary success. Our district uses the American College Test (ACT)

- Trend line data from the Iowa Youth Survey (grades 6,8,11) (**SDF1, SDF3, and SDF4**)
- A comprehensive, community-wide needs assessment which includes input from the community members, parents, administrators, staff, and students (completed once every five years, last survey spring of 2007) (**LC3**)

- Data from the Northwest Evaluation Association (NWEA) testing for reading, mathematics, and science at grades 3-11.
- Individual Reading Inventory (IRI) data (grades 1-3)

- Reading Recovery data (Grade 1 – Observation Survey)
- Participation rates for required district-wide assessments (grades 3-8, 11)

- Aggregate and subgroup attendance data (grades K-12)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data (grades K-5)

- Office reports for MS Safe Environment – tell us about bullying problems in the middle school.

These data have been used to establish biennium trend lines, which are updated annually and reported in our Annual Progress Report (APR). Using National Percentile Rank (NPR) information from the ITBS/ITED assessments, we also monitor the progress of each peer group over time in the areas of reading comprehension, mathematics, science, and social studies. East Buchanan CSD also utilizes the NWEA MAP assessments for annual data that is reported in our APR. MAP is also used

to monitor progress of each individual and peer group over time in reading comprehension, language arts, mathematics and science. **(LRDA1)**

The East Buchanan CSD believes that the required measures of academic achievement stated do not provide a complete picture of its students' learning needs.

In support of this belief, we asked ourselves this: "To what questions do we want the answers?"

In an effort to be data driven in our decision-making we collected and analyzed information on a variety of other indicators including the following:

- District demographic data
- Five year graduate survey

- Climate surveys (random sampling of students 3-12)
- Basic Educational Data Survey (BEDS) data (e.g., course offerings and enrollment information by course/gender)

- ITBS/ITED data for other grade levels and subject areas (grades 3,5,6,7,9, and 10)
- Instructional time allocations (grades K-12)

- Student work/course grades (grades 7-12)
- Student discipline data (e.g., office referrals, suspensions, and expulsions) (grades 4-12) **(SDF1, SDF3)**

- Student participation in the district's breakfast and lunch program (grades K-12)
- Referrals to building assistance teams (BATs) and student assistance teams (SATs) (grades K-12)

- The percentage of special needs resource students staffed out before graduation
- The percentage of less than proficient students who have special needs

- The percentage of less than proficient students who are male
- The percentage of less than proficient students who are female

- The percentage of less than proficient students who are from homes of low SES
- The percentage of less than proficient students who missed more than 10 days of school per school year

- The percentage of less than proficient students who have attended more than two schools in the past two years
- The percentages of families attending parent/teacher conferences

- The percentage of children who have had preschool experiences
- Kindergarten Readiness Data – Teacher perceptions

- The percentage of students involved in extra-curricular activities

Question 1B – How do we collect and analyze data to determine prioritized student learning needs?

Data collection and analysis is a shared responsibility at the East Buchanan School District. The following groups were involved in this process at East Buchanan Community School.

Administrator/Facilitator Team (A/F)

This team is comprised of administrators and teachers from across the district. This team represents individuals who teach at various grade levels and teach various subject matters. The team has the two building principals, school improvement facilitator, technology/curriculum coordinator, and seven teachers. The group, **along with the ICC team**, helps initiate specific professional development activities in order to support current district goals. They attend Learning Team professional development with the AEA, which emphasizes data driven results to be further used in developing strategies to improve student achievement. They analyze data and help make decisions regarding actions and activities to further student learning and program needs. They also take an active role in the Program Evaluation process of the district.

Administrator/ Curriculum Team

This group consists of the superintendent/elementary principal, middle school/ high school principal, school improvement facilitator, technology/curriculum coordinator and AEA school contact consultant. They meet monthly to analyze specific needs of the district based on recommendations from the various groups collecting and analyzing data.

Learning Teams

Each building in the district has been designed into specific Learning Teams with the responsibility of using data driven goals and decision-making processes, researched based practices, and systemic steps for continuous improvement for the purpose of addressing student needs and improved student learning. They meet regularly during in-service times to examine data such as ITBS/ ITED, NWEA, subgroup information, and specific building indicator data. This information is shared and discussed with other learning teams in order to make decisions for promoting student achievement.

Iowa Core Curriculum (ICC) Leadership Team

This group consists of administrators, counselors, and teacher representatives. They present information in the district and to all stakeholders under AEA leadership of the ICC mandate. Roles include initial work of self-study, ICC Plan, and Plan review.

Perkins Advisory Committee

This group consists of CTE teachers, parents, students, and business leaders. The group meets to analyze course requirements.

Stakeholder Groups

District and building information is reviewed by the Administrator / Facilitator Group, Learning Teams, Curriculum/Administrator Team, and is shared with various stakeholder groups including

the school board, East Buchanan School Improvement Advisory Committee (SIAC), and various community organizations.

The SIAC Committee meets regularly to study and discuss the data from the Administrator/Facilitator Group (A/F) and the Learning Teams and summarizes the findings. This group makes recommendations to the board regarding long-range goals, annual goals, programs and services provided to students. The East Buchanan School board makes recommendations based on this information.

Question 1C: What did we learn through this data analysis?

Through analysis of district and building data and comparisons with the state’s student performance trajectory, the following was learned. **(LRDA1, LRDA2, LRDA3, LRDA4)**

Trend lines in ITBS and ITED assessment show consistently lower performance in reading in grades 4, 8,11 than in Math and Science.

ITBS/ITED assessment illustrates inconsistent growth in reading, math, and science at grades 4,8,11.

We show lower than expected performance in reading, math, and science from our female population in all grade levels.

The proficiency level of IEP students greatly affects the overall proficiency of the student population at each grade level in reading, math, and science.

Our Free/Reduced Lunch population data for 4,8,11 suggests that this population represents a much broader population than our IEP population.

Overall, the district participation rate in the district-wide assessment has been over 99% the last three years.

Reading

Trend line data shows 6th grade National Standard Scores in Reading Comprehension are below the Developmental Standard Score*. Grades 4-5 and 7-11 are at or above the Developmental Standard Score. These are consistent trends over the past five years.

Trend line data shows National Standard Scores in Reading Comprehension are below the Developmental Standard Score* in grades 4-11 for students identified as SES. This is a consistent trend over the past five years.

Trend line data shows Developmental Standard Scores (227) for 6th grade females consistently fall below the National Standard Score in Reading Comprehension. This is a consistent trend over the past three years.

Individual Reading Inventories measures of reading comprehension show that 35 % of 3-5 grade students are below grade level in the fall. This is a consistent trend of the last three years.

Marie Clay's Observation Survey's Reading Level results show 95% of first graders reading below grade level in the fall and 7% reading below grade level in the spring. This is a consistent trend over the last three years.

Kindergarten DIBELS results on Nonsense Word Fluency show 15% of our students at the lowest performance (At Risk). This trend was taken from the past two years (spring 06, 07). This has been a 12.5% decrease of students in the lowest performance compared to trend data five years prior.

1st grade DIBELS results in Oral Reading Fluency shows 7.5% of our students at the lowest performance (At Risk). This trend was taken from the past two years (spring 06, 07). This has been a 2% decrease of students in the lowest performance compared to trend data five years prior.

2nd grade DIBELS results in Oral Reading Fluency shows 14.5% of our students at the lowest performance (At Risk). This trend was taken from the past two years (spring 06, 07). This has been a 7.5% decrease of students in the lowest performance compared to trend data five years prior.

Three-year trend line DIBELS data shows that 16.8% of the students in grades 1-5 are in the lowest performance (At Risk). Trend line data was taken from 04-05, 05-06, and 06-07.

Using NWEA MAP scores East Buchanan's reading median scores are slightly above the state and nation means in 8th and 11th grades. East Buchanan's 4th grade median score is below the state, but above the nation mean scores. Please note: For statistical reasons the median RIT score was used for the East Buchanan District because of the small population.

Math

Trend line data shows National Standard Scores in Math are at or above the Developmental Standard Score* at all grade levels. This is a consistent trend over the past five years.

Trend line data shows National Standard Scores in Math are below the Developmental Standard Score* in grades 4-11 for students identified as SES. This is a consistent trend over the past five years.

Trend line data shows National Standard Scores in Math are at or above the Developmental Standard Score* for males and females at all grade levels. This is a consistent trend over the past five years.

Using NWEA MAP scores, East Buchanan's math median scores are at or above MISIC and nation mean scores for grades 4, 8 and 11. Please note: For statistical reasons the median RIT score was used for the East Buchanan District because of the small population.

Science

Trend line data shows National Standard Scores in Science are at or above the Developmental Standard Score* at all grade levels. This is a consistent trend over the past five years.

Trend line data shows National Standard Scores in Science are below the Developmental Standard Score* in grades 4-11 for students identified as SES. This is a consistent trend over the past five years.

Trend line data shows National Standard Scores in Science are above the Developmental Standard Score* for males and females at all grade levels. This is a consistent trend over the past five years.

*Grade:	4	5	6	7	8	9	10	11	12
SS:	200	214	227	239	250	260	268	275	280

(THE IOWA TESTS: INTERPRETIVE GUIDE FOR TEACHERS AND COUNSELORS)

Using NWEA MAP scores, East Buchanan's science median scores are at or above MISIC and nation mean scores for grades 4, 8 and 11. Please note: For statistical reasons the median RIT score was used for the East Buchanan District because of the small population.

Student Social Status

In 2005 when examining a construct dealing with status of student home-life the data suggests that increased stability is needed for better student well being. **(IYS) (SDF2, SDF4)**

In 2005 and 2007 when examining a construct dealing with student support by staff members, student perception suggests increased staff support and interest are needed for student well being. **(IYS / BTS) (SDF2, SDF4)**

In 2005 and 2007 when examining a construct dealing with illegal substances the following is apparent:

- Student awareness is high.
- Availability of illegal substances is high.
- Alcohol use is more prevalent than tobacco or other illegal drugs**(IYS / BTS) (SDF2, SDF4)**

In 2005 and 2007 when examining a construct dealing with student social competence, students reported low self-esteem and low self-confidence and show mixed results in reference to student-to-student empathy. **(IYS / BTS) (SDF2, SDF4)**

In 2005 and 2007 when examining a construct dealing with student perception of bullying, student perceive bullying to be prevalent and adult responses to it are inconsistent. **(SDF2, SDF4)**

The demographics for the percent of students present in the district from 1995-2007 indicate that East Buchanan does have variability but not a huge transient population. 58% of our 11th graders were with us as kindergartners; 63% were with us as 4th graders; and 83% were with us as 8th graders. 70% of our 10th graders were with us as kindergartners; 87% were with us as 4th graders; and 96% were with us as 8th graders.

Needs Assessment

In 2007, East Buchanan distributed a comprehensive; community-wide needs assessment survey to all individuals in the district via the Internet and hard copies. **In 2012 another needs assessment will be distributed.** Through analysis of the **2007** survey the district learned the following information: **(LC3)**

1. 90.6% of the people are satisfied with the overall education received in the district.
2. 96% of the people are satisfied with the overall vocational programming in the district.
3. 96% of the people are satisfied with technology skill development.
4. 88% of the people are satisfied with science instruction.
5. 30.8% of the people are dissatisfied with the hot lunch program.
6. 17.2% of the people are dissatisfied with the talented and gifted program.
7. 25.4% of the people are dissatisfied with the district efforts for developing cultural awareness and respect for diversity.
8. 25% of the people are dissatisfied with the learning environment and facility.
9. 13.1% of the people are dissatisfied with the district's efforts promoting abstention from sex, tobacco, alcohol, and drugs.

Question 1D. From the data analysis, what are our prioritized student needs?

Based on the data reviewed, we developed the following list of my prioritized student needs. **(LC4)**

1. Improve reading comprehension in grades K-8.
2. Improve fluency in grades K-2.
3. Continue implementing a program that fosters developmental assets for character building.
4. Improve participation in students completing the core curriculum at the high school level.
5. Accelerate opportunities and increase content in math and science in grades 3-6.
6. Engage parents to help foster student achievement.

Question 1E: How will we develop goals and actions based upon the prioritized needs?

The Administrative / Facilitator Team (A/F) and the Administrator Curriculum Team will use the prioritized needs and the analyzed data to generate summary statements regarding the data. This information will be taken to the School Improvement Advisory Committee (SIAC) who will help generate and recommend long-range goals to the board for a five-year plan. The A/F Team and Learning Teams will design strategies and actions that will support the established goals.

Question 2: What do/will we do to meet student-learning needs?

Question 2A - What long-range goals have been established to support prioritized student needs?

Based on the recommendations of the Administrator/Facilitator (A/F) Team and the School Improvement Advisory Committee (SIAC), the school board has adopted the district goals aligned with student needs (LC5).

District Student Learning Goals

East Buchanan Student Learning Goals (also known as Life Skills) are the general expectation for all its graduates. The goals were edited and adopted by the School-to-Work District Advisory Committee, the School Improvement Advisory Committee, and the teachers as of April 3, 2003. Students graduating from East Buchanan Community School District will exhibit the following traits (LC6):

Problem Solver:

One who comprehends the problem understands and applies appropriate strategies, and evaluates the solution.

Responsible Person:

One who demonstrates trust and reliability, acts accountable for own decisions, and manages time and resources wisely.

People Skills:

One who accepts feedback, works with different ages, races, etc., accepts and practices team rules, and acts with honesty, openness, and integrity.

Quality Producer:

One who assumes responsibility, displays precision and clarity, creates a product that reflects quality, and exhibits the ability to use different types of technology.

Communication:

One who listens attentively, speaks, fluently, adopts messages to various audiences, interprets written information, and communicates thoughts, ideas, information, and messages in writing.

District Long-Range Goals

East Buchanan's long-range goals define the desired targets to be reached over an extended period of time. These long-range goals serve two purposes:(1) to meet the locally determined student learning goals or life skills goals, and (2) to address state and federal student accountability standards.

Goal 1: All K-12 students will achieve proficiency in reading comprehension in order to be prepared for the future beyond high school. (LR1, MCGF3, AR6, EIG1)

The following indicators will measure district progress with Goal # 1:

- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on ITBS Reading Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroups.
- When aligned with ITBS/ITED, the percentage of proficient students on NWEA's MAP Reading test in grades 4-9 will be at the proficient level.
- Percentage of students who are proficient at grades 4, 8, and 11 in reading comprehension on AYP.
- Percentage of students in grades 2 and 3 who are independent readers at grade level using the Individual Reading Inventory (IRI)

Goal 2: All K-12 students will achieve proficiency in mathematics in order to be prepared for the future beyond high school. (LRG2, LRG3, AR6, EIG1)

The following indicators will measure district progress with Goal #2:

- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroups.
- When aligned with ITBS/ITED, the percentage of proficient students on NWEA's MAP Math test in grades 4-9 will be at the proficient level.
- Percentage of students who are proficient at grades 4, 8, and 11 in Mathematics on AYP.
- Percentage of East Buchanan graduates who have earned credits in Mathematics to achieve core requirements.

Goal 3: All K-12 students will achieve proficiency in science in order to be prepared for the future beyond high school. (LRG3, MCGF 3, AR6, EIG1)

The following indicators will measure district progress with Goal #3:

- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grade 8 and the ITED Science Test in grade 11 including data disaggregated by subgroups.
- Percentage of students in grades 3-6 who score above the national and consortia average on the NWEA MAP Science assessment.
- Percentage of East Buchanan graduates who have earned credits in Science to achieve core requirements.

Goal 4: All K-12 students will continue to improve technology aptitude in developing proficiency in reading, math, and science. (FTP1)

The following indicators will measure district progress with Goal #4:

- The indicators as identified in Goals 1,2,3.
- Percentage of students in grade 8 who score at the proficient level on the district's locally developed technology assessment.

Goal 5: All students will feel safe at and connected to school.

The following indicators will measure district progress with Goal #5:

- Percentage of students in grades 6,8,11 that report that they feel safe at school on the Iowa Youth Survey (**SDF5, SDF6, SDF7**)
- Graduation rate as calculated by Iowa Department of Education using data from the spring BEDs report
- Percentage of students in middle and high school that receive any discipline referrals (i.e., office referrals, suspensions, and expulsions). (**SDF5, SDF6, SDF7**)
- Percentage of students in grades, 6,8,11 that report that they have used alcohol, tobacco, or other drugs on the Iowa Youth Survey (**SDF5, SDF6, SDF7**)

Question 2B: What process will be used to determine what we will do to meet the long-range goals?

All stakeholders in the district impacted by the goals should have a voice in determining how to meet these goals. The Administrator/Facilitator (A/F) Team and the Learning Teams will meet to determine actions and strategies to meet the goals. Our district will use the Iowa Professional Development model which encompasses the following standards: align with the Iowa Teaching Standards and criteria; deliver research-based instructional strategies aligned with the student achievement goals of the district; deliver professional development training with data analysis, theory, demonstration and practice, observation and reflection, collaboration, and an integration of technology; includes an evaluation component that documents the improvement in instructional practice and the effect on student learning; and supports the professional development needs of the district. East Buchanan will use the Iowa Professional Development model to develop its Career Development Plan. As actions are developed to support each goal, implementation plans will be developed at appropriate levels via Learning Teams in order to provide systemic change.

Question 2C: What is our current practice to support these long-range goals?

1. Instructional Strategies Currently Used in District
 - Guided Reading (Grades K-5)
 - Flexible small group instruction (Grades K-12)
 - Reciprocal Teaching (Grades 3-5)
 - Think A-loud (Grades K-5)
 - Standards Based Instruction (Grades K-12)
 - Content Area Reading Strategies (Grades 7-12)
 - Daily Oral Language (Grades 2-8)
 - Comprehensive approach to teaching science (Grades 3-8)

- Use of Lexile scores to determine reading level and choice of leveled material for assigned and free reading (Grades 4-12)
- Interdisciplinary teaching and cross curricular teaching (Grades 6-12)
- Co-teaching with special education/general education teachers (Grades 3-8)
- Hands on math strategies to promote Life Skills (Grade K-12)
- Student government experiences to support Life Skills (Grades 6-12)
- One on one instruction (Grades K-5)
- Cooperative Learning (Grades K-5)
- Cross grade span student-to-student mentoring (Grades K-12)
- Graphic Organizers (Grades K-12) with Kidspiration and Inspiration
- Additional student learning time in the summer (Grades 1-5)
- A focus on non-proficient readers by immersing students in the Second Chance Reading Program (Grades 6-12)
- Avail an alternative school program to students who would drop from a traditional program (Grades 11,12)

2. Instruction Program/Service Support Currently Used in the District

- District Career Development Plan (Professional Development Program K-12)
- Learning Teams (K-12)
- A-Team Problem Solving (K-12)
- Gifted and Talented Program/Services (TAG) (3-12)
- Special Education Program Services (K-12)
- Mentoring and Induction Program
- Administrator Facilitator Team (A/F) (K-12)
- Health Service (PK-12)
- Reading Recovery (Grade 1)
- Reading Counts Technology Program (K-9)
- Mid Iowa School Improvement Consortium (MISIC) (K-12)
- Advanced Placement Program in math, science, and language arts (Grades 8-12)
- Cadet Teaching with high school integration in elementary, middle, and high school (Grades 9-12)
- School-To-Work Program (Grades 9-12)
- Tech Team (Grades 8-12)
- Technology web based project learning (Grades 6-12)
- Northwest Evaluation Association (NWEA)
- Summer School Program (Grades 1-5)
- Second Chance Reading Program (Grades 6-12)
- Buchanan County Success Center, Alternative School (Grades 11-12)
- Technology Initiative with AEA 267 (TIME)
- Sustained Silent Reading (SSR)
- **Curriculum Manager (MISIC)**

East Buchanan is a REAP school and accesses its funds accordingly to assist those students identified and in need. The following programs funds are used:

- Perkins: Vocational and Technical Education Program (Grades 9-12)
- Title I: Part A: Reading Program Services (Grades 1-6)
- Title II: Part A: Teacher and Principal Training and Recruiting
- Title II: Part B: Special Education
- Title II: Part D: Technology E2T2
- Title III: ELL: Will be an annual assessment and applied for on a need basis
- Title IV: Safe and Drug Free Schools Program/Services
- Title V: Innovative Programs

3. System-wide Management Supports Currently Used in District.

- Resource allocation (financial and personnel)
- Technology (NWEA data management)
- Policy developments
- Personnel evaluation system (administrators, teachers, non-certified)
- Iowa Technical Adequacy Project (ITAP)
- AEA 267 leadership for CSIP implementation, Mentoring and Induction materials, Professional Development, and Iowa Core Curriculum (ICC)
- Mid Iowa School Improvement Consortium (MISIC) for CSIP implementation and ICC
- Community feed back surveys
- Staff/student surveys
- Department of Education site visit

Question 2D: How is our current practice aligned with or supported by the research base.

East Buchanan Learning Teams analyze student data and select current practices that are researched. We rely on AEA 267 consultants to guide us in selecting strategies that are supported by scientifically based research.

Current Practice Supported By Research and/or Local Data

The East Buchanan district has determined that research and/or local student data support the use of several of our current practices related to our goal areas. These include:

Reading:

- Reading Recovery
- Guided Reading
- DIBELS Resources
- Cooperative Learning strategies that integrate Think A-loud, Explicit Instruction, and Reciprocal Teaching
- Strategies for Reading in the Content Area
- Graphic Organizers via Kidspiration and Inspiration
- Small group instruction
- Literature Enrichment--Advanced Placement and TAG
- Retaining skills by extending learning time
- Second Chance Reading at the Middle School and High School levels

- Sustained Silent Reading (SSR) K-12

Math:

- Cooperative Learning
- Graphic Organizers via Kidspiration and Inspiration
- Use of Manipulatives K-8
- Application for Real World Use
- Mathematical Communication
- Data Collection, Practice/Organization, and Interpretation
- Math Enrichment--Advanced Placement and TAG

Science:

- Cooperative Learning
- Graphic Organizers via Kidspiration and Inspiration
- Scientific Inquiry
- Scientific Problem Solving
- Experimental Design
- Hands on Experiences
- Science Enrichment--Advanced Placement
- FOSS kits for Elementary and Middle School

Environment:

- Positive Behavior Supports/Expectations
- Brain Research Strategies
- Student Leadership Activities
- Middle School Concept
- Boomerang
- Incentive Programs
- Mentoring-Adult/Student
- Works study experiences
- School Activity Programs
- Character Education – “We Treasure our Buccaneers!”
- Alternative School Program

Research Needed: The Learning Teams will select for study and implementation (using the Iowa Professional Development Model) strategies they will address. This group will establish timelines within the next five years for each of the following areas:

Peer Collaboration

Science (AMN3):

- Scientific Process in Decision Making
- Data Collection and Analysis
- Inquiry Based Science Instruction
- Experimental Design and Control

Technology:

- Strategies designed to enhance instruction in reading, math, science and collaborative teaching

Math:

- Number Sense
- Set Theory
- Estimation
- Manipulative of Variables
- Statistics

Environment:

- Continue experiences to enhance Character Education Program (**AR7**)
- Parent Involvement Program (Sustaining Parent Involvement Network, SPIN)

Program Services Current Practice:

The Administrator/Facilitator Team (A/F) and the Iowa Core Curriculum Team will set clear expectations for each Learning Team. Data driven results and Learning Team review sessions will be used to determine program effectiveness relative to CSIP goals and other program goals.

Question 2E: What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)?

Curriculum/Assessment Alignment:

East Buchanan has developed standards and benchmarks in all content areas K-12. Previously we had joined Mid Iowa School Improvement Consortium (MISIC) and have adopted their reading, language arts, math, and science core curriculum. With MISIC leadership, we completed an alignment review of our curriculum and district-wide assessments during the 2002-2003 school year using the collaborated process of Iowa Technical Adequacy Project (ITAP) and the MISIC process. With our focus on Iowa Core Curriculum we will concentrate on Essential Concept and Skills and enacted vs. intended curriculum via Curriculum Manager Technology program and MISIC leadership. Additionally, we will focus on ICC – Characteristics of Effective Instruction **through Professional Learning communities.**

Instructional Strategy Decisions:

In review of the instructional practices, it became apparent that we have some practices with documented research and some without research base. We must continue to address the following issues in the next five years.

1. The discontinuation of practices not supported by research or those that have not produced evidence of contributing to positive student results.
2. The consistent use of strategies that are researched-based and/or have contributed to gains in student achievement.

Reading: Continue 6-12 reading strategies in the content areas that will help students perform more efficiently in math and science, and the non-core curricular areas. Align with MISIC standards and benchmarks in reading, math and science. Align with Iowa Core Curriculum standards.

Math: To continue to emphasize standards based instruction, we will need to focus on the alignment of instruction to the MISIC standards, and Iowa Core Curriculum ensuring the use of researched-based strategies.

Science: To continue to emphasize standards based instruction, we will need to focus on the alignment of instruction to the MISIC standards, and Iowa Core Curriculum ensuring the use of researched-based strategies.

Environment: We will continue to have activities that close the gap in this area such as Boomerang, Cadet Teaching, Adult/Student Mentoring, Student/Student Mentoring and our East Buchanan character education program that focuses on our district's values; respect, tolerance, honesty, responsibility and competence. Scientifically based research indicates that mentoring programs have proven to be effective. These interventions will help to create a safe learning environment. In order to promote student achievement and garner support for the district, we will continue a comprehensive, research based parent involvement program (SPIN)

Question 2F: What actions/activities will we use to address prioritized need, established goals, and any gaps between current and research-based practice?

ACTIONS FOR CSIP GOALS 1, 2, 3, 4

1. Implement the district Career Development Plan (professional development program). (AMN1, AMN2, AMN3, IEI1, PERK1, SPED1, TQ7)

Our district Career Development Plan describes district level professional development efforts aligned with prioritized student needs. It will involve the following components: theory, demonstration, practice, observation, reflection, and peer coaching. In reading, the professional development target will continue to be reading comprehension in grades K-12 and fluency in grades K-2. In mathematics and science the selection of the professional development will focus on best practice activities. Our district will also focus on the Rigor/Relevance Framework (R4) to examine curriculum, instruction, and assessment. The selection of professional development target was based on student data. Teacher practices were also studied to help identify professional development needs. This aligns with long-range goals #1, #2, and #4 (PD6, TQ1, TQ2). The professional development will be targeted at student learning and sustained until student gains are acquired, and it will focus on learning new content and instructional practices (TQ3, TQ4, LEP1). Additional staff development will involve (1) on going sustained professional development in technology to further the effective use of technology in the classroom and library media center (FTP3), (2) the Iowa Core Curriculum: Characteristics of Effective Instruction and curriculum alignment.

Researched-based Strategies:

Some members of our Learning Teams, together with AEA 267 consultants reviewed research on the following strategies and have found they have resulted in significant student achievement gains. They also chose research that demonstrated the use of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. (PD5, SDF9)

Participation:

- All teachers will be engaged in training including Title I teachers, special education teachers, and Talented and Gifted (TAG). The principals, curriculum/technology coordinator, school improvement facilitator and guidance counselor will also be actively involved. We will work with AEA 267 personnel for participation in building-wide and district-wide professional development in the use of researched-based strategies designed to increase student achievement.
- In the past, the district has been actively involved in the AEA 267 Mentoring/Induction program to give support for our beginning teachers. In 2008-2009, the district continued to utilize the AEA 267 as support, but continued the program in district. Practice and procedures were done in district in lieu of traveling to our AEA 267. We feel that we can use time better spent working with our staff rather than losing an hour and half on the road. In result, the only participating district would be East Buchanan. Administration and a lead teacher drive this initiative. Teachers and Mentors work collaboratively rather than in separate sessions. This maximizes time allocation and team building. We will continue to use AEA 267 Mentor and New Professional Module. Program Evaluation will remain the same. **(PERK 1, SPED 1, DEP 1, TQ8, TQ9)**

Professional Development Content:

The professional instructional staff will implement, or continue to implement, the following instructional strategies: **(FTP2, FTP 4, FTP 5)**

- The continued use of guided reading strategy that focuses on individual and whole group achievement.
- Content area reading strategies
- Data collection, practice, organization and interpretation process applied to mathematics and science content
- Technology integration into classroom instruction (K-12)
- ~~R4 concepts integrated into classroom instruction (K-12)~~
- Characteristics of Effective Instruction K-12 via ICC
- Alignment of Curriculum K-12 via ICC

Alignment with the Iowa Teaching Standards:

The above professional development action align directly with the following Iowa Teaching

Standards and criteria: **(TQ5)**

Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.

Standard 3: Demonstrates competence in planning and preparing for instruction.

Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.

Standard 5: Uses a variety of methods to monitor student learning.

Standard 7: Engages in professional growth.

Professional Development Learning Opportunities:

Implementation of the district career development plan will involve these components: **(TQ8)**

- Common training sessions on ~~two~~ one in-service days during the school year and one early dismissal day per month for Learning Team opportunities (theory, demonstration, studying

research, discussion). ~~One additional Teacher Quality day was added for professional development.~~

- ~~Bimonthly-Quarterly~~ meetings of the Administrator/Facilitator Team (A/F) for ~~helping~~ planning in-services, collecting, organizing, and analyzing data.
- Collaborative Learning Teams working in teams on a monthly basis observing demonstration, working with data, developing lessons and reviewing theory.
- ICC Team monthly webinars and AEA in-service meetings to plan district professional development on ICC components.

Professional Development Providers:

AEA 267 consultants will serve as the professional development provider for the district. The Iowa Department of Education accredits this provider. **(TQ6)**

East Buchanan teachers will also serve as district professional development providers

2. Enhance instructional materials and resources.

- Increase guided-reading text at the elementary level. Adopted new reading series for the 2007-2008 school year (PK-8)
- Implement data organization for NWEA information.
- Restructure course offerings in science for articulation from required courses to Advanced Placement offerings in grade 9-12. **(AMN3)**
- Develop reading, math, and science strategies to involve parent/community participation
- Continue a district technology assessment
- Use of MISIC resources for implementing MAP data in reading, math, and science for core and non-core teachers.
- Articulate math, science and language arts curriculum grades 8-12.
- Implemented alignment of Math, Science and Social Studies MISIC standards **(AMN3)**
- Provide opportunities for Talented and Gifted teachers and students to excel.
- Provide in-service opportunities for K-12 teachers using R4 concept and parent/community (SPIN) involvement.
- Provide opportunities for Technology Integration Mentoring Experience (TIME)
- Provide opportunities for Preschool Professional Develop opportunities with Creative Curriculum and Quality Preschool Performance Standards
- Use of Curriculum Manager for alignment of Iowa Core Curriculum (ICC)

3. Provide support that will address IEP student achievement. (AR7)

- Continue implementation of an ongoing problem-solving approach (GEI process) to increase academic achievement for all students.
- Identification and provision of appropriate services to IEP students with AEA support to increase academic achievement.
- Implement programs and support services necessary to increase academic achievement.
- Continue the use of the collaboration model for special education services.
- ~~Integrate preschool special needs students into regular preschool classroom.~~
- ~~Provided additional .5 FTE special needs teacher to meet the needs of special education students.~~

4. Provide supports that will address the completion of the core curriculum for grades 9-12 in science, English, math, and social studies.

- Staff will change curriculum offerings.
- Provide publicity to students and parents regarding college and core requirements.
- Limit number of periods a student can be off campus for nonacademic responsibilities.
- Continue in-service opportunities for Iowa Core Curriculum (ICC).
- District will continue to review high school graduation requirements.

ACTIONS FOR CSIP GOAL 5

1. Create a safe and respectful learning environment

- Continue implementation of a PK-12 research-based Character Education Program. **(AR7, SDF9)**
- Promote positive role model experience for PK-12.
- Purchase positive reinforcement materials.
- Continue having annual character education-based assemblies PK-12.
- Support the Alternative School Program – **(AR6)**
- Continue implementation of a parent involvement program (SPIN) PK-12.
- Continue an Intervention Team for 9-12 At-Risk students
- **Hire K-6 Guidance Counselor**

Question 2G: How will we support implementation of the identified actions?

We will devise implementation plans for the actions described for CSIP goals 1, 2, 3, 4, and 5.

These plans will address:

- Clear expectations at the district, building, and classroom level.
- Baseline data if applicable.
- Resources to support each action - timeline, personnel, finances (including state and federal program allowances).
- Outcomes for action steps.
- Persons responsible.
- Evaluation of action plans.

Question 3: How do/will we know that student learning is changed?

Question 3A: How will we know student learning has changed over time in relation to our long-range goal?

East Buchanan will use multiple sources to determine if student learning has changed, including a combination of district-wide standardized assessments, grade level and classroom assessments, and perceptive data (surveys). The Administrator Facilitator (A/F) Team and the ICC Team will ensure that data from these assessment measures are collected, analyzed, and shared with Learning Teams as outlined in Question 1B. The district will continue to ensure that all students enrolled at the specified grade levels are included in district-wide assessments. **(DWAP1)**

Monitoring Progress with Long-Range CSIP goals

As stated previously (see Question 2A), East Buchanan will monitor progress on its long-range goals through analysis of aggregated and desegregated trend line data from the following sources:

- ITBS reading comprehension and mathematics total test at grades 3-8, and science tests in grade 8 and 11(Goal #1-#4).
- ITED reading comprehension, mathematics, and science test at grade 11 (Goal #1-#4).
- NWEA MAP Reading (grades 4-9) Math (grades 4-9) and Science (grades 3-6) **(DWAP7, DWAP8)** (Goal #1, #2, #3).
- AYP in math and reading grades 4, 8, 11 (Goal #1, #2)
- IRI test at grades 2 and 3 **(DWAP6) (partially meet DWAP3, DWAP4)**. (Goal #1)
- District data on percentage of graduates who have earned credits in mathematics and science to achieve core requirements (Goal #2 and #3).
- District developed technology assessment at grade 8 (Goal #4)
- District graduation data as calculated by Iowa Department of Education (based on Spring BEDS report) (Goal #5).
- Percentage of students in grades 6, 8, 11 who report having used alcohol, tobacco, or other drugs on Iowa Youth, and Building Tomorrow Surveys (Goal #5)
- Percentage of middle school and high school students who receive discipline referrals (Goal #5)
- Percentage of students in grade 6, 8, 11 who report feeling safe at school on Iowa Youth Survey (Goal #5)

Alignment of Standards and Assessments Iowa Technical Adequacy Project (ITAP)

To make certain that the assessment used to monitor progress on long-range achievement goals are aligned with the district's curriculum, East Buchanan completed the Iowa Technical Adequacy Project (ITAP) process with Mid-Iowa School Improvement Consortia (MISIC) for ITBS, ITED, and NWEA MAP. Actions to correct these issues were completed via involvement with Mid-Iowa School Improvement Consortia (MISIC) on June 30, 2004.

Student Indicator Data Used for Evaluations of Programs and Services.

The same student indicator data used to measure progress with CSIP goals will also be used to help inform decisions regarding the effectiveness of the following programs and services provided by East Buchanan:

- Professional development for teachers and principals (e.g. District Career Development Plan and Title II, Part A)
- Supplemental reading and math services (Title I, Part A)
- Use of technology to improve student achievement (Title II, Part D)

- Drug and Violence Prevention (Title IV, Part A)
- Early Intervention Programs for K-3 (At Risk)
- Special Education Services
- Vocational and Technical Education Programs
- Learning Teams K-12
- A-Team Problem Solving
- Gifted and Talented (TAG) program

Additional Data Gathering Analysis

To help provide a more complete picture of students learning needs, East Buchanan will continue to monitor the following data sources:

- All data points included in the district's Annual Progress Report (APR)
- The percentage of students who participated in the district-wide assessment
- The percentage of students in the lowest (at risk or deficit) category on DIBELS in grades K-3 (**DWAP3, DWAP4, DWAP6**)
- Following student data as they progress year to year from grades 3-11 using the NWEA MAP RIT scores in the areas of reading, math and science.
- Career and technical education student data from end of year program report (Perkins Report)
- The Five Year Follow Up Study survey of East Buchanan graduates.
- ~~Future developed PATs in math, science and reading with MISIC~~
- Language Assessment Scale (LAS) to measure ELL students' English proficiency if the need arises (**LEP2**)
- Number of state competencies for CTE

Future Data Gathering

East Buchanan is aware that it will need to collect additional information producing more informed evaluation of programs and services.

During the 2011-2012 school year

- Iowa Core Curriculum K-12; Characteristics of Effective Instruction
- Parent Involvement
- Character Education
- K-12 computer generated curriculum alignment through MISIC Curriculum Manager
- Collaborative Teaching

During the 2012-2013 school year

- ICC K-12 Characteristics of Effective Instruction
- Collaborative Teaching

CSIP Question 4: How will we evaluate our programs and services to ensure improved student learning?

Question 4A: What strategies/process will we use to evaluate how well the activities included in Constant Conversation # 2 (What do/will we do to meet student learning needs?) were implemented?

Goal Oriented Approach to Program Evaluation

East Buchanan will adopt a goal-oriented approach to formally evaluate the program and services it offers to meet prioritized student needs as identified in its CSIP (**ECSIP1**). This goal-oriented approach to program evaluation includes the following components:

- Identification of programs that contribute to programs with CSIP goals (program expectations)
- Identification of any additional programs goals (program expectations)
- Identification of variables which affect performance
- Identification of indicators by which program effectiveness will be judged relative to performance
- Development of procedures for collecting information about performance
- Collection of performance data
- Comparison of the information regarding performance with the expected CSIP/program goals
- Communication of results of the comparison to appropriate audiences

East Buchanan will use a combination of formative and summative evaluation processes within the program evaluation process. (**TQ12**). The district will also determine the frequency of the formative and summative evaluation processes for each of the programs/services by two factors: 1) legal mandates and 2) local data. At a minimum, an in-depth formal summative evaluation for all of the programs that East Buchanan incorporates into its CSIP will occur within a five-year rotation. East Buchanan will also submit, as required, any annual evaluation/reporting data for state and federal programs.

The Administrator/ Curriculum Team along with the Administrator/Facilitator Team (A/F) recommended the following program rotation timelines for in-depth summative program evaluation, using both student achievement data and teacher implementation data. *

Program	In-Depth Program Evaluation Rotation
Professional Development Program (District Career Development Plan)	Annually - completed 2010 2011 (TQ10, TQ11)*
Title II, Part A, Teacher and Principal Training/Recruiting (Class Size Reduction and Professional Development)	Annually - completed 2010 2011 (TPTR1)*
Title I, Part A Parent Involvement	Annually - completed 2010 2011 (TITL1)*
Title II, Part D Technology (E2T2)	Every 2 years- completed 2010 (FTP6)*
Title IV Safe and Drug Free	Every 3 years- completed 2010 (SDF10)

Talented and Gifted Program	Every 5 years- completed 2010 2011 (GT2)
Mentoring and Induction Program	Every 3 years, - completed 2010 2011 (TQ9)*
Title III Language Instruction for LEP	Every 2 years, - completed 2009 2011 (LEP3)*
Perkins Vocational/Career and Technical Education Program	Every 5 years, completed 2010 -2011 (PERK2), (PERK3)*
Special Education Program and Services	Every 5 years, completed 2009 2011 (ESPE1), (ESPE2)*
At Risk	Every 5 Years, completed 2009 2011 (AR4)*
Title V Innovative Programs	Every 5 years, completed 2009
Voluntary Preschool Program Grant	Annually, completed 2010 -2011
Iowa Core Curriculum (ICC)	Annually, completed 2010 -2011

East Buchanan will collect formative evaluations data for each program on an annual basis. However, it will collect data regarding some programs, such as the professional development program (district career development plan), more frequently. Progress toward meeting program/service expectations will be reported to the Administrator/Facilitator Team (A/F), SIAC, and Board of Education.

Question 4B: What implementation/student data will we collect, analyze, and use to determine how well each program/service described in Constant Conversation #2 (What do/ will we do to meet student learning needs?) has been implemented to support our CSIP goals?

CSIP Indicator Data to Measure Program Effectiveness

East Buchanan will evaluate the effectiveness of the majority of its instructional programs and services, at least partially, through examination of the indicator data, disaggregated by program participant, for each of the goals listed in CSIP Constant Conversation Question #2. Based on input from program providers, Learning Teams, Administrator/ Facilitator Team (A/F), and Administrative/ Curriculum Team, the district decided that evaluation of these data would be sufficient, at this time to assist in determining the effectiveness of the following programs:

- Professional Development Program (district Career Development Plan) (TQ11)
- At Risk Program (AR4)
- Perkins Vocational/Career and Technical Education Programs (PERK2, PERK3)
- Mentoring and Induction Program (TQ9)
- Special Education Program and Services (ESPE2)
- Title I, Part A, Parent Involvement Program (TITL1)

- Title II Part A, Teacher and Principal Training and Recruiting Program, (TPTR1)
- Title II, Part D, E2T2 (FTP6)
- Title III Language Instruction for Limited English Proficient and Immigrant Student Programs (LEP3)
- Title IV Safe and Drug Free Schools (SDF10)
- Title V Innovative Programs
- Voluntary Preschool Program
- Iowa Core Curriculum

Additional Indicator Data to Measure Program Effectiveness

The district decided that it needs additional information to determine the effectiveness of some of its programs. In addition to the indicator data associated with the CSIP goals listed in East Buchanan's Constant Conversation #2, the district will also collect, analyze, and use the following data to inform effectiveness with the following programs:

Professional Development Program, Title II Part A, and Title V Innovative Programs (TQ10, TQ11, TQ12, TPTR1)

- Percentage of faculty responsible for instruction that participates in district and career development opportunities.
- Percentage of K-8 teachers using the reading strategies as measured by observation and student growth using one or more of the following measurements – ITBS, MAP, IRI, and DIBELS.
- ~~Percentage of 6-12 grade teachers implementing Quadrant D activities as demonstrated in R4 concept.~~
- ~~Percentage of teachers who document technology usage with district generated technology survey.~~
- Percentage of 2-5 students who are independent at grade level on IRI
- Percentage of students who show proficiency with technology assessment.
- ~~Percentage of teachers who will have completed curriculum manager input by the end of the end of the 2010-2011 school year. Entered in Curriculum Manager their Units of Study, MISIC Benchmarks, Essential Questions, and Vocabulary.~~

Gifted and Talented Program (GT2)

East Buchanan is going to use the following indicators to determine the effectiveness of its gifted and talented program

- Percentage of students who earn credit via A/P classes
- Percentage of students/parents who show satisfaction with TAG program on survey
- Percentage of TAG grades 3-8 students who show growth from fall-spring on NWEA Math and Language Arts scores
- Percentage of satisfaction on Student Program Evaluation

Perkins Vocational/Career and Technical Education Program (PERK2, PERK3)

- Percentage of students by special population subgroups in career and technical programs who are proficient in occupational skills
- Percentage of graduates by special population who were program concentrators who receive a high school diploma or equivalent
- Percent of **senior** program **completers concentrators** by subgroups who participate in career and technical programs who indicate their intention to continue their education, nonmilitary employment, or military employment

Mentoring and Induction Program (TQ9)

- Percentage of beginning teachers participating in the mentoring and induction program who meet goals of the district career development plan, as appropriate to their teaching assignment.
- Percentage of beginning teachers participating in the mentoring and induction program who demonstrate competency in classroom management skills.
- Average number of teachers who show positive teaching on year-end survey.

At Risk Program (AR4)

To be considered an At Risk student a student must meet two of the following five criteria.

1. Attendance - Any student that misses 10% or more days or any student that has two or more unexcused absences.
2. Credit Accrual/Progressing in School – Any student that is retained in elementary/ Any MS/HS student that fails one or more classes, HS students behind in credits.
3. No Connection to School – 3+ office referrals, actual statements of no connection, suspension/expulsions, students educated outside of the district (residential/day), students who have moved several times in the last year, no participation in clubs, activities or extra curriculars.
4. Low Achievement in Reading or Math – Any student that is scoring at or below the 25th percentile in reading comprehension or math and at or below the 30th percentile in grades 10-11.
5. Any student meeting Free or Reduced criteria.

Programs that directly involve At Risk Students:

- Percentage of students participating in a summer school program
- Percentage of students participating in a second chance reading program
- Percentage of high school students participating in an alternative school program.

Special Education Program and Services (ESPE1)

- Percentage of all students with individualized Education Plans (IEPs) who meet their IEP goals.
- Percentage of students K-8 who meets the average RIT scores on NWEA science, math, and reading test.

Title I Part A, Parent Involvement (TITL1)

- Percentage of parents who participate in the annual evaluation of the parental involvement policy in improving the academic quality of the program

Title III (LEP3)

- Process evaluation will be used to determine program effectiveness and necessary changes. Students' needs are the primary consideration, as well as whether the program has been carried out as planned. Process evaluation occurs formatively through student, evaluation, parent-teacher conferences, and dialog with content area teachers and administrators. The prime factor in the program's success is student growth and development in both language skills and subject or content matter areas.