

Comprehensive School Improvement Plan

I. What do data tell us about our student-learning needs?

A. What data do we collect? To answer question I.A., Alburnett decides to “think through” a list of the assessments, surveys, and other building/district data it collects to describe student outcomes. The district divides the data sources into two broad categories: 1) those that include state and federal required data points and 2) those that include data that the district collects to gain a more holistic view of its students’ needs—data from its local Data Driven Leadership (DDL) work. The district also decides that a reference to the specific grade levels involved and a brief description of how the data are compiled is helpful to further guide its thinking.

The district collects the following required data:

- Trend line and subgroup data for ITBS/ITED reading, 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 postsecondary education
- Percentage of graduates completing the core curriculum (4 years of English and 3 years of science, mathematics 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 postsecondary success. Our district uses the American College Test (ACT).
 - Trend line data from the Iowa Youth Survey (grades 6, 8, and 11)
 - A comprehensive, community-wide needs assessment which includes input from community members, parents, administrators, staff, and students (completed once every five-years)
 - Data from Northwest Evaluation Association; Measures of Academic Progress (MAP) for reading and mathematics at grades 4, 8, 11 and add science for 5,8, and 11..
 - DIBELS data and preschool attendance for kindergarten Added and Basic Reading Inventory (BRI) data (grades 1-3)
 - Participation rates for required district-wide assessments (grades 3-8, 11)

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 and ITED assessments, we also monitor the progress of each peer group over time in the areas of reading comprehension, mathematics, and science. Student growth is also monitored in the 3-8 data in reading, mathematics.

The Alburnett district believes that the required measures of academic achievement stated above do not provide a complete picture of its students’ learning needs. Therefore we also collect data using the following data indicators along with other data as needed through our local DDL process.

- District demographic data
- 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, & 10)
 - Instructional time allocations (grades K-12)
 - Student work/course grades (grades 7-12)
 - Student discipline data from the SWIS system(e.g., office referrals, suspensions, and expulsions) (grades K-12)
 - MAP data for other grade levels (grades 3, 5, 6, 7, 9, 10) and MAP data for Language Skills in grades 3-11.
 - PLAN Test for all 10th Graders
 - Iowa Algebra Aptitude Test for all 8th Graders

B. How do we collect and analyze data to determine prioritized student-learning needs? To

answer question I.B., Alburnett is a small district so often the full faculty/grade level team/subject area team is involved in decisions where in a larger district committees are used. Some permanent leadership teams do exist to collect and analyze data to determine specific needs.

District Administrative Team: The administrative team, consisting of the superintendent, 2 principals, and the curriculum director, meets biweekly to keep communication flowing and decide on problems we should use the DDL process to solve. At this time whichever teachers and/or paraprofessionals involved are called together to work on the problem, data is collected and the process goes to completion.

Positive Behavior Supports Leadership Teams: There is one team for elementary and one team for secondary. They consist of the PBS Coach, the leadership team and teacher representatives from each level. The team examines the student discipline data from the SWIS system to identify needs of the district. Once a month pertinent data from the SWIS system is also shared with the faculty at each level.

Staff Development Consortium Leadership Team: The district is part of a staff development consortium with Alburnett and Springville schools. Representatives from each level are part of this Leadership Team which meets quarterly to collect and analyze the 3 districts data as the path of the staff development is decided.

K-5 and 6-12 Level Staff Development Implementation Teams: Monthly the Implementation Teams will meet to look at the implementation data concerning the staff development focus of the district. After looking at the data recommendations can be made as to how to best facilitate the district staff development.

School Improvement Advisory Committee: This committee has representatives from across the district and the community including parents, community members, teachers and students. It meets two to six times a year depending on the needs of the district. It discusses the data collected by the district and makes recommendations to the board regarding district-wide prioritized needs, possible adjustments to CSIP goals, and the programs and services provided to students. At least once every 5 years they review and revise the school mission and vision statement and the Student Learning Goals. **(LC5)** When necessary a temporary committee is formed from this committee, often with extra members from the community, to more closely examine an issue or concern.

District and Building Leadership Teams: Each building has a leadership team with the two teams together forming the District Leadership Team. These teams meet monthly to review data, plan the collegial small group meetings and make recommendations to the administration for the district and building staff development. Added

C. What did we learn through this data analysis? To answer question I.C, Alburnett provides a summary of the key findings from its analysis of data that were collected from the sources listed in section I.A. This summary was taken from information collected from all teachers at an in-service meeting, SIAC and CSIP Committee as they analyzed the district long term data. Again, this summary includes state and federal required data points as well as other data that provide a broader picture of students' needs. Reference to specific grade levels is provided as appropriate. Through analysis of district and building data and comparisons with state's student performance, the following was learned from both the ITBS/ITED and MAP longitudinal data studies:

Reading

- Our trajectory is above the state trajectory at all levels.
- In 4th, 8th and 11th we are consistently above the state average. We were slightly below the state average in 11th in 2003.
- When you look at longitudinal data of classes over the last 5 years there is a trend that reading is below mathematics.
- The longitudinal studies also show we are consistently scoring at about the same level of proficiency over time (1 or 2 students changes over time.)
- In 4th we show that there are slightly more boys than girls proficient, the opposite is true in 8th and 11th.
- The % of Students with IEPs proficient in reading is much lower than for others.
- The % of students on free and reduced lunch that are proficient is much lower than others.

- Item analysis showed we didn't have any serious problems at any levels, but overall we are especially strong in inferences and interpretation.

- In 3rd -11th grade our % proficient is between 73% and 86% in 2006 data updated in 2006
- 5 of 9 classes improved over the longitudinal study.

In the MAP reading test we were at or above grade level at all grade levels.

On the MAP test, of the sub areas tested, literal comprehension was lower than other subtests in all but 3 grade levels.

- Plan/ACT students perform at a higher level on the English than the reading portion of the test

Mathematics

- The district AYP trajectory is higher than the state trajectory at all levels.
- The district percentage proficient is above the state average at all levels.
- Using longitudinal data over the last 5 years the math is consistently above the reading
- The % of students proficient in math who are on free and reduced lunch is less than others, though the percentage is lower as they increase in age.
- The % of students with IEPs that are proficient in math is consistently less than those without IEP's.

6 of 9 classes showed improvement overall in the longitudinal study.

4 out of 4 classes showed improvement between 3rd and 4th and 3 out of 4 classes showed improvement between 7th and 8th

4 out of 4 classes showed improvement between 5th and 6th and 3 out of 4 classes showed a decrease between 2nd and 3rd.

- On the MAP Test, in the item analysis, of the subtests for computation is the lowest at all levels (3rd -11th) and problem solving is the highest.
- On the MAP test, math subtests, we exceeded the grade level target at every grade level.
- On the MAP test. in the sub goal areas we show a strength in data analysis, and algebra in the upper grades.
- On the MAP test there was a large increase in computation for the 7th graders (who now have a special exploratory in computation).
- On the MAP test 5 grade levels showed a weakness in computation.
- On the MAP test in Math the Mean Growth Target was exceeded for all grade levels except grade 5,.

Science

- Science has not met their goal for the last 4 years.
- From 3rd to 4th, the % proficient has increased for the last 4 changed years.
- From 7th to 8th, the % proficient has increased 4 of the last 5 deleted the last 2 years
- From 10th to 11th, the % proficient decreased the last 2 changes to 4 years.
- The % of students proficient is lower for students on free and reduced lunch, though the difference is not as great as in reading and math.
- The % of students proficient is lower for students with IEPs though the difference is much less than that for reading and math.
- Multiple assessment data in 10th grade has been collected, it's proficiency is much less than that of the ITBS/ITED's. The validity of the test for this purpose has been questioned and new assessments for 8th and 11th are in the process of being written.

Iowa Youth Survey:

72% plan to enter a 2 to 4 year college

- In general they have positive attitudes about themselves (80+%)
- Most understand the risk of drug use,
- Students would look down on peers who are involved in drug use.
- As far as career awareness more emphasis on interviewing and how to apply for a job is needed.
- Families have communicated their concerns about risky behavior
- Communication is good within families.
- Students have a lot of support from the community.

Community Needs Assessment:

- The board should continue the process of exploring 7-12 facility needs.
- The survey indicates community support for a bond issue to build/improve current facilities.
- Consideration of the fact that smaller classes are a preference of the community.
- The board should put an emphasis on student learning.
- Maintain small class size
- Support professional development in new strategies that promote student learning and the desire to learn.

- Support the development of curriculum and course offerings that connect learning opportunities to real life experiences.
- Support the increase in upper level and/or college class offerings.
- Continue to assist students in post high school planning.
- The board should place an emphasis on the incorporation of positive self image, good citizenship and a healthy lifestyle.
- Examples of programs to help in this process are the Student Assistance Team, and Behavior Academy.

Graduation Information:

- The % is extremely high, above 90% for the last <(3 years and at 98%thelast 2 years replaced with <(5 years.
- It is a graduation requirement at Alburnett that all students complete the core curriculum

Career and Technical Education:

- There is a low number of completers and data shows that the % of students proficient in reading and math is below the overall population.

ACT Information:

- We have a high % of students who take the test receiving a 20 or above and have increased for the last 2 years.

Participation Rates:

- Our participation rates have always been above 95%and usually 100%.

Early Literacy Assessments:

- On the BRI we consistently show a growth of over a year at 1st – 3rd.

D. From the data analysis, what are our prioritized student needs? To answer question I.D, Alburnett identifies the findings from section I.C that indicate the highest need for direct intervention, either through goal setting or through specific actions to support the established goals. Some of the needs identified are connected to specific academic skills while others are more general.

Based on the data reviewed, we developed the following list of prioritized student needs. **(LC4)** The starred items are of greatest concern and will be our first priority.

- Decrease the gap between the general population and students with IEP's and Free and Reduced Lunch an all areas. added*
 - Improve reading comprehension. *
 - Improve reading achievement for student with IEP's and students on free and reduced lunch.
- Monitor the reading proficiency of junior high students
- Improve math computation
- Improve math achievement for students with IEP's and students on free/reduced lunch.
- Study math curriculum of 5th and 6th grade and 2nd and 3rd
- Improve proficiency in secondary science.
- Improve science achievement for students with IEP's and students on free/reduced lunch.
- Increase the percentage of completers proficient in reading and math in the career and technical education student data..
- The board should pursue development of Early Childhood Programs including, childcare, preschool and Alternative Kindergarten.
- Improving communication among all stakeholders (parents, staff, students, and community members).
- Investigate the use of technology to increase communication (email, web site, voice mail).
- Communication should be improved between administration, staff and parents, school and community, school board and city council, and administration, staff and students.
- We need to better inform our stakeholders of positive student and school programs and accomplishments.
- Improve 2 way communications among school personnel, students and parents.
- Develop a method to seek input and ideas from the community that will lead to improvements in the

E. How will we develop goals and actions based upon the prioritized needs? The district and

faculty leadership teams and the SIAC will use the prioritized needs to generate and recommend goal statements to the boards for adoption. The district and building faculty and administration will design strategies and actions that align with and support the established goals.

Comprehensive School Improvement Plan

II. What do/will we do to meet student-learning needs?

A. What long-range goals have been established to support prioritized student needs? The district School Improvement Advisory Committee recommended the following district goals to the school board which the school board has adopted.

Mission Statement:

The Alburnett Community School will provide educational opportunities which enable students to become confident, competent, and responsible contributors to society.

Student Learning Goals

- I. Students will show respect for self and others.
 - Demonstrate pride in work
 - Demonstrate conflict management skills
 - Recognize and appreciate the diversity of others
 - Demonstrate a feeling of self worth
 - Demonstrate citizenship and leadership skills
 - Live a physically and mentally healthy life style
 - Demonstrate self-management skills
- II. Students will exhibit skills and attitudes needed to be self-directed life-long learners.
 - Adapt to changing technology
 - Communicate effectively in various situations
 - Demonstrate skills in reading, writing, speaking, listening, math and science
 - Demonstrate knowledge and skills in a variety of curricular areas
- III. Students will exhibit skills necessary for critical thinking.
 - Analyze and identify issues
 - Access and apply information
 - Demonstrate collaborative problem solving skills
- IV. Students will contribute positively to society.
 - Show citizenship
 - Will be good managers of time, money, property, and resourcesDemonstrate skills and habits necessary to contribute to our society.

District Long Range Goals

1. Students will show growth in reading skills.
2. Students will show growth in mathematics.
3. Students will show growth in science.
4. The district will provide a caring, safe, disciplined environment which will promote learning, appropriate social behaviors, and personal responsibility skills.
5. The district will prepare students for a successful transition into post-secondary settings
6. Students will show technology skills in various areas.

What indicators will be used to measure success?

Goal 1: Students will show growth in reading skills.

The following indicators will measure district progress with

Goal #1:

- 1a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3-8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroups.

- 1b. Percentage of students in grades 1-3 who are independent readers at grade level or above on the Basic Reading Inventory
- 1c. Percentage of students in grades 3-11 who are making their typical growth on the "Measures of Academic Progress" (MAP) Test in reading.
- 1d. Percentage of students proficient on the MAP in reading.

Goal 2: Students will show growth in mathematics.

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

- 2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Math Total in grades 3-8 and the ITED Math Total in grade 11, including data disaggregated by subgroups.
- 2b. Percentage of students in grades 3-11 who are making their typical growth on the "Measures of Academic Progress" (MAP) Test in math.
- 2c. Percentage of students in grades 3-11 who are proficient on the MAP test in mathematics.
- 2d. Results of the Iowa Algebra Aptitude Test given at the end of 8th grade.
- 2e. District 8th grade multiple format assessment in graphing and measurement.

Goal 3: Students will show growth in science.

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

- 3a. Percentage of students who score at the proficient level or above (41st Percentile or above using national norms) on the ITBS Science Test in grades 3-8 and the ITED Science Test in grade 11, including data disaggregated by subgroups.
- 3b. Percentage of students if 7th - 10th grades who meet their target growth goal on the Spring Science MAP assessment, specifically in the general science section that corresponds to the content of that years curriculum.

Goal 4: The district will provide a caring, safe, disciplined environment which will promote learning, appropriate social behaviors, and personal responsibility skills. ,

The following indicators will measure district progress with goal 4:

- 4a. Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR)
- 4b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.
- 4c. Percentage of student body in elementary, middle and high school that receives any discipline referrals (ie. Majors and Minors using the SWIS (School Wide Information System) Program.
- 4d. Percentage of students in grades 6, 8 and 11 that report that they have used alcohol, tobacco, or other drugs on the triennial Iowa Youth Survey.
- 4e. Percentage of students in grades 6, 8 and 11 that report pertinent information on the triennial Iowa Youth Survey
- 4f. Number of suspensions and expulsions at elementary, Jr./Sr. high school

Goal 5: The district will prepare students for a successful transition into post-secondary settings

The following indicators will measure district progress with goal 5:

- 5a. Responses on the students' surveys at graduation, after 1 year and after 5 years.
- 5b. Percentage of students who received 20 or higher on the ACTs
- 5c. Percentage of seniors who plan on attending post secondary training.

Goal 6: Students will show technology skills in various areas

The following indicators will measure district progress with goal 5:

- 6a. Percentage of students at grade 8 who score at the proficient level or above on a locally developed technology assessment.
- 6b. Evaluation of the Technology Plan goals at the end of the year.

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

The SIAC will meet regularly and review data to decide how well we are meeting our Student Learning Goals and our Student Achievement Goals, at least every 5 years the Student Learning

relied upon Iowa Content Area Networks, GWAEA Content Area Consultants, and local content area experts to access information about practices supported by scientifically-based research.. Our ASCC joint staff development consortium uses the Plan, Do, Study, Act model in our action research projects.

Current Practices supported by research and or local data:

The district has determined that research and local student data support the use of several of our current practices in the area of reading. These practices include the following:

- Talk Alouds
 - Content Area Reading Strategies
 - Reading Recovery
 - Positive Behavior Supports
 - Inquiry based instruction in science
 - Flexible small group instruction
- Differentiation Strategies

Research Needed:

An elementary team consisting of elementary teachers, the elementary principal and the curriculum director to review research based instruction for social studies delete and change to mathematics to make recommendations for new materials and instructional strategies in social studies delete and change to mathematics.

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

We have developed standards and benchmarks in all curricular areas. District Curriculum maps have been developed in all areasadd. These maps are aligned with the standards and benchmarks and include information on integration of the inclusion strands (MCGF, HOTS, etc.). Operational curriculum maps will continue to be done on a yearly basis. Through the ITAP process we have done an alignment between our standards and benchmarks and the district assessments. We continue the alignment of classroom instruction and our district assessments. In science the curriculum team has decided that a new district assessment needs to be developed to align our curriculum with the assessment. add The MAP assessment in science will be given to all 5,8,and 11th graders each fall and spring.

Instructional Strategy Decisions:

In reviewing our current instruction practices, it became apparent that some instructional methods are supported by scientifically-based reading research. Some instructional methods have a weaker research base and some instructional methods are not supported by research. It is apparent that we are not consistently using SBR (scientifically bases research) instructional methods across the curriculum and grade levels in teaching comprehension strategies in reading, mathematics and science. Our first focus is on reading in K-12 and to be followed by an emphasis on and replace with Differentiated Instruction. Within the next five years, we must address the following issues:

- The discontinuation of instructional methods that are not supported by research
- The consistent implementation by all staff members of instructional methods that are supported by SBR
- The consistent implementation by all staff members of SBR instructional methods that address all essential components of reading, math and science at the appropriate levels

Reading Recovery. We also studied research related to Reading Recovery. Although the research base on Reading Recovery is less conclusive, our local program evaluation data indicated that the program is effective in moving students toward reading at grade level and sustaining that growth over time.

Mathematics Instruction. The research base in mathematics indicates that student achievement will improve if instruction is problem-centered and incorporates the use of representations. Current

practice in mathematics needs to expand the use of these strategies; as a result, these strategies will be part of our district career development plan.

Behavioral Supports. Alburnett Community School District currently participates in the Character Counts program K-12

F. What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice? Actions for CSIP Goals 1, 2, 3, and 6
Implement the District Career Development Plan:

Our District Career Development Plan uses the Iowa Professional Development Model process. ADD The professional development for the next 3 years will be based on the implementation of differentiated instruction. The selection of this target was based on student ITBS data, ITED data, and MAP data. Current instructional methods were also examined to help identify professional development needs. This aligns with our Long Range Goal #1, add #2, #3, and #6) •

The District Career Development Plan will focus on instructional methods targeted at student learning. These efforts will be sustained until student gains are acquired and the goals are met. At least 80% of professional development time and resources will focus on the learning and implementing of new instructional methods with consistency and integrity. Research-Based Strategies: Our ASCC Leadership Team and the Design Team reviewed research on the strategies, using the Content Area Network and GWAEA and other content specialists. The following strategies aligned with the needs of the districts that were found by looking closely at the line item analysis of ITBS/ITED and the MAPS data.

a) Evidence of positive student results demonstrated by research that employed systematic empirical methods and

b) The research was described in studies that demonstrated the use of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

Participation: All teachers will participate in the training and all teachers of reading and all content areas, will be involved in the implementation of the identified instructional methods. This includes those teachers responsible for Reading Recovery, Title 1, At-Risk, Special Education, and TAG. The building principals and central office administrators will also be actively involved in professional development, including training and implementation. We will work with the AEA so that teachers can receive licensure renewal credits for their participation and classroom implementation of newly-learned instructional methods. .

Professional Development Content: Beginning with the 2006-07) school year, professional instructional staff will implement the following instructional strategies: Beginning is the 2006-07 school year the districts in the ASCC consortium focused on the implementation of differentiated instruction for the next 3 years.

Alignment with the Iowa Teaching Standards. These professional development actions align directly with the following Iowa Teaching Standards and Criteria:

Standard #2 Demonstrates competence in content knowledge (specifically criteria 2a, 2b, and 2d)

Standard #3 Demonstrates competence in planning and preparation for instruction (specifically criteria 3a, 3b, 3d, and 3e)

Standard #4 Uses strategies to deliver instruction that meet the multiple learning needs of students (specifically criteria 4a, 4b, and 4f)

Standard #7 Professional Development (specifically criteria 7a, 7b, 7c, and 7d)

Professional Development Learning Opportunities: Implementation of the district career development plan will involve these components:

One full day and four 1/2 days of joint staff development days with the Alburnett, Springville, Alburnett Staff Development Consortium, to work on the research based strategies.

Twice monthly meetings with each teacher's district collegial team. Quarterly meetings of the school wide team.

Technology training to meet the different levels of teacher need to help implement the implementation plan to improve instruction.

Monthly meetings of the school leadership team to analyze implementation plans and develop plans to further the implementation.

Professional Development Providers. AEA consultants will serve as the professional development provider for the district. The Iowa Department of Education accredits this provider. . The district will also provide outside resources to supplement what the AEA can provide and make best use of the expertise of the faculty and administration.

Enhance instructional materials and resources.

Complete a new district wide curriculum review cycle.

Continue the curriculum mapping process, making yearly operational maps to improve communication about student experiences..

Implement student performance and data organization tool.

Provide supports that will address CTE students' achievement in reading and mathematics. Integrate reading and mathematics skill development into the career and technical education curriculum.

Complete a review of the Career and Technical Education Plan and course offerings. Investigate further cooperation with Kirkwood Community College by increasing the number of articulated classes and career academy opportunities.

Provide support for the integration and use of technology throughout the curriculum K-12. Provide training in use of technology to further implementation of technology into the curriculum; Continued participation in the Apple Technology Integration Project. Participation in the R2T2 consortium with GWAEA.

Development and implementation of an 8th grade technology assessment.

Actions for CSIP Goal 4 and 5 1. Support students and families in order to increase student participation, attendance, and graduation. Follow-up on all students with a high absenteeism rate ADDContinuation of the Success Center as a 7-12 at risk program with a dedicated teacher to meet our at risk student's needs.

2. Create a learning environment that is safe, supportive, and conducive to learning (a culture of achievement and respect: Maintain and expand the work on systems of school-wide Positive Behavior Supports (PBS) at the elementary, middle school and the high school. Develop a committee to address what the best way to meet the emotional and affective needs of the middle school and high school students.

G. How will we support implementation of the identified actions? We will devise implementation plans for the actions previously described for CSIP goals 1, 2, 3, 4, and 5. Implementation plans will address the following components:

- Clear expectations at the district, building, and classroom levels.
- Baseline data for each action, if available
- Resources to support each action including timelines, personnel, and budget (including state and federal programs support as necessary)
- Specific implementation outcomes for action steps
- Persons responsible for oversight of implementation
- Evaluation of action implementation effectiveness

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III. How do/will we know that student learning has changed?

A. How will we know student learning has changed over time in relation to our long-range goals? Alburnett will use multiple data sources to determine if student learning has changed, including a combination of district-wide standardized assessments, grade level and classroom assessments, and perceptual data (e.g., surveys). The District Leadership Team and the SIAC will ensure this data is being collected and analyzed. The district will continue to ensure that all students enrolled at the specified grade level are included in district-wide assessments.

Monitoring Progress with Long-Range Goals:

ITBS will be given in grades 3-8 and the ITED's will be given to 9-11.

Measures of Academic Progress, MAP, is given to all students in grades 3-11 for reading, language skills and mathematics, K-2 for reading and mathematics and 7-10 for science. DIBELS is given to

all kindergarten students and 3rd grade is given the Basic Reading Inventory to assess fluency.

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IV. How will we evaluate our programs and services to ensure improved student learning?

A. What strategies/process will we use to evaluate how well the activities included in Constant Conversation Question 2 (What do/will we do to meet student learning needs?) were implemented? Goal-Oriented Approach to Program Evaluation

Alburnett has adopted a goal-oriented approach to formally evaluate the programs and services it offers to meet prioritized student needs as identified in its CSIP. This goal-oriented approach to program evaluation includes the following components:

- Identification of programs that contribute to progress with CSIP goals (program expectations)
- Identification of any additional program goals (program expectations)
- Identification of variables which affect performance
- Identification of the 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

Alburnett will use a combination of formative and summative evaluation processes within the program evaluation process. 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 Alburnett incorporates into its CSIP will occur within a five-year rotation. Note: Alburnett will submit, as required, any annual evaluation/reporting data for state and federal programs.

The District Leadership Team recommended the following program rotation and 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)	Evaluated Annually, beginning in 2005 *
Title II, Part A (Teacher and Principal Training/Recruiting)	Note: Title II, Part A is embedded into Alburnett's district career development plan. Evaluated Annually, beginning in 2005 *
Title I, Part A (Parent Involvement)	Evaluated Annually, beginning in 2005 *
Title II, Part D (E2T2)	Evaluated Every two years, beginning in 2006
Title IV(Safe and Drug Free Schools)	Evaluated Every three years, beginning in 2006
Mentoring and Induction Program	Evaluated Every three years, beginning in 2006
Talented and Gifted Program	Every five years, beginning in 2007
Perkins (Vocational/Career and Technical Education Programs)	Evaluated Every five years, beginning in 2007 *
At-risk Program	Evaluated Every five years, beginning in 2007 *
Special Education Programs and Services	Evaluated Every five years, beginning in 2005 *

Alburnett will collect formative evaluation data for each program on an annual basis. However, the district 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 District Leadership Team, the Board of Education, and the SIAC.

B. What implementation/student data will we collect, analyze, and use to determine how well each program/service described in Question 2 has been implemented to support our CSIP goals? CSIP Indicator Data to Measure Program Effectiveness

Alburnett 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 participants, for each of the goals listed in its CSIP Constant Conversation Question #2. Based on input from the program providers, District Leadership Team, and SIAC 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)
- At-Risk Program
- Perkins working with the GWAEA consortium (Vocational/Career and Technical Education Programs)
- Mentoring and Induction Program
- Special Education Programs and Services
- Title I, Part A (Parental Involvement Program)
- Title II, Part A (Teacher and Principal Training and Recruiting Program)
- Title II, Part D (E2T2) with the GWAEA consortium
- Title IV (Safe and Drug Free Schools)

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 Alburnett'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 and Title II, Part A

- Percentage of faculty responsible for instruction who participate in district and building career development opportunities
- Percentage of K-6 teachers who accurately use the strategies as measured by observations and implementation logs
- Percentage of 6-12 teachers who accurately use the strategies as measured by observations and development opportunities.
- Percentage of K-3 students who are independent at grade level on the BRI
- Percentage of 3-11 students who are proficient using the MAP spring assessment.

Gifted and Talented Program

Rather than judging the effectiveness of its gifted and talented program through CSIP goal indicators since Alburnett does not believe that disaggregating its ITBS/ITED data by gifted and talented student participants provides meaningful information, Alburnett is going to use the following indicator to determine the effectiveness of its gifted and talented program:

- Percentage of all students participating in the gifted and talented program who meet goals in their individualized learning plans
- Percentage of students scoring in the gifted range on the MAP reading, mathematics and/or language skills test

Perkins (Vocational/Career and Technical Education Programs)

- 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
- Percentage of senior program completers by subgroups who participate in career and technical programs who indicate their intention to continue their education, non-military employment, or military employment

Mentoring and Induction Program

- 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

Special Education Programs and Services

- Percentage of all students with Individualized Education Programs (IEPs) who meet their IEP goals

Title I, Part A, Parental Involvement

- Percentage of parents who participate in the annual evaluation of the parental involvement policy in improving the academic quality of schools served under Title 1, Part A

Content standards for mathematics for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)

I. Use a variety of strategies in the problem-solving process II. Understand and applies basic and advanced properties of the concepts of numbers III. Use basic and advanced procedures while performing the processes of computation. IV. Understand and applies basic and advanced properties of the concepts of measurement. V. Understand and applies basic and advanced properties of the concepts of geometry VI. Understand and applies basic and advanced properties of statistics and data analysis

Content standards for science for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)

I. Students will understand the basic concepts of earth and space science II. Students will understand the basic concepts of life science III. Students will understand the basic concepts of physical science IV. Students will understand the nature of science

At-Risk Allowable Growth: Activities and cooperative arrangements with other service agencies and service groups and strategies for parental involvement to meet the needs of at-risk students. Iowa Code subsection 257.38(11)

The district has 1 full time counselors, who work with students. At the secondary level (7-12) we have a Student Assistance Team (SAT) comprised of the principal, counselor, at risk teacher, and general education teachers, this SAT meets regularly to discuss students that have been recommended by teachers, parents or students themselves as needing assistance. The SAT makes recommendations as to how best help the student. This may be a referral to the Success Center. In that case the parents are contacted and a "Personal Education Plan" is written for the student. These are short term placements with the parents, student, and teachers meeting regularly to determine when the goals are met.

Technology: A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources. Title II, Part D, Section 2414(b)(8)

The district will be participating in activities coordinated by the Cedar Run Consortium. These activities will include: • Strengthening research-based strategies with the integration of technology tools • Use of the consortium web site as a resource for digital support resources • Participate in consortium professional development activities that will incorporate ICN and on-line learning activities for both collaborative and individual learning. • The district provides a variety of ICN class opportunities such as foreign language instruction, Internet bases classes such as AP Psychology, and ALS computer based classes

Technology: A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology. Title II, Part D, Section 2414(b)(12)

The district will be participating in activities coordinated by the Cedar Run Consortium. These activities will include: • Professional development sessions to raise awareness and train on the use of the resources • Participants will integrate the resources into their existing curriculum • Participants will have the opportunity to pilot emerging technology software and hardware in their classes • Professional development will follow the Iowa Professional Development Model as AEA staff work with teachers in

their classrooms • The district uses a variety of software resources such as Inspiration, Accelerated Reader and computer based assessments such as STAR reading and Measures of Academic Progress (MAP). • To meet the needs of our students we use adaptive technology such as Write Outloud and Co-Writer. Our students are trained in the use of resources provided by GWAEA such as Proquest, EBSCOhost, World Book Reference Center

Technology: A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school. Title II, Part D, Section 2414(b)(9)

The district will be participating in activities coordinated by the Cedar Run Consortium. These activities will include: • Consortium resources will be available to support electronic survey development to promote and increase parent and community input • Technology plans will be made available for parental and community review • District web sites will provide communication to parents and the community • Student information systems will provide an integrated school/home communication package • Technology is used to communicate with parents through the Student Emergency Notification System that the district has put into place. • Technology is used to communicate with parents through the Student Emergency Notification System that the district has put into place. • Teachers also use email to communicate with parents on a regular basis. • The district website is regularly updated and used as a communication tool.

Technology: A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology. Title II, Part D, Section 2414(b)(10)

The district will be participating in activities coordinated by the Cedar Run Consortium. These activities include: • Integration with the consortium communication plan to libraries and institutions of higher education • Identification of projects and activities that may be appropriate for review by the libraries and institutions of higher education • Sharing of resources through projects with local public libraries

Annual Comprehensive School Improvement Plan (CSIP)

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