

Manson Northwest Webster Community School



Comprehensive School
Improvement Plan
September 2008

Manson Northwest Webster Comprehensive School Improvement Plan September 15, 2008

The Manson Northwest Webster Community School District serves approximately 659 students and is comprised of one elementary school (PK-4), one middle school (5-8), and one high school (9-12). MNW was reorganized in 1993 and consists of four small communities that lie in Calhoun, Pocahontas, and Webster counties. Cities included in the district are Barnum (174), Clare (161), Knierim (71), and Manson (1844) and cover an area of 216 square miles.

The towns are considered bedroom communities for a larger community of approximately 25,000. Our racial make-up is 99% white. Approximately 25% of the district's students receive free or reduced lunch. The district has experienced a decline in enrollment contrary to county birth records and Iowa Department of Education projections. Certified enrollment has dropped from 884 students in 1999 to 665 in 2008. Matching future graduating classes with the average K-6 class size of approximately 40-50 students projects continued loss over the next few years.

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

A. 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 3-8, and 11
- Trend line data for ITBS/ITED science for grades 3-8 and 11
- Graduation rate
- Grade 7-12 dropout percentages
- Percentage of graduates planning to pursue postsecondary education
- Percentage of graduates completing the core
- 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) **(SDF1, SDF3, and SDF4)**
- A community-wide needs assessment which includes input from community members, parents, administrators, and staff (completed once every five-years) **(LC3)**
- Data from the MAP (Measures of Academic Progress) test in Reading, Language Arts, Math and Science, given in the fall in grades 3-11 and spring in grades 2-11
- Attendance data (grades K-12) as applicable
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data (grades K-2) including trend line data
- BRI results (1-6)

These data have been used to establish 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. **(LRDA1)**

The Manson Northwest Webster district believes the required measures of academic achievement stated above do not provide a complete picture of its students' learning needs. In support of this belief, we proceed to collect and analyze information on a variety of other indicators including the following:

- District demographic data
- Basic Educational Data Survey (BEDS) data (e.g., course offerings and enrollment information by course/gender)
- Instructional time allocations (K-12) - schedules
- Student work/course grades (7-12) – student schedules and report cards
- After school homework data (5-8)
- D and F remedial work session data (9-12)
- Student discipline data (e.g., office referrals, suspensions, and expulsions) (5-12) (**SDF1, SDF3**)
- Referrals of struggling students using the Rtl process
- % of students who participate in the school/community program “Community Cares”
- % of graduates receiving Orange Cord recognition (based on comm. service hours)
- % of students who participate in extra curricular activities

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

During the 07-08 school year, MNW volunteered to go through the school improvement process used by DINA (District in Need of Assistance) Schools even though MNW is not an identified school. A comprehensive audit was completed by an outside team from AEA 8. The team reviewed district information in three domains: Academic, Quality Educator, and District/School System. These domains are considered to be leverage points for a forward-moving district. The DINA process began with an Audit phase in the winter of 2008. There were three parts to this audit: 1) district document review, including test results, 2) an online survey of current practices completed by teachers, and 3) teacher and administrators interviews. Through this extensive audit, the team identified strengths and areas for further study.

District Leadership Team

MNW's District Leadership Team meets 4 times per year. The team is comprised of teachers from each building, principals, assessment/curriculum coordinator, superintendent, and AEA 8 partners. This group reviews information, collects and analyzes district-level data (e.g., Iowa Youth Survey information, graduation rate, and data from the community-wide needs assessment), monitors progress on the district professional development plan and acts as over- site for the district. In addition, information regarding the implementation of actions and activities to support current district goals is collected and analyzed to help identify future student learning and program needs. The District Leadership Team ensures that the action plans designed to meet district goals include specific outcomes for each activity designed to support the proposed actions.

Building Leadership Team/Learning Team Leaders (BLT)

Each building in the district has a leadership team that helps collect and analyze the data related to its level. Each building leadership team consists of learning team leaders, the principal, and an AEA partner. The teams meet on a monthly basis. Members examine ITBS/ITED item analysis information and frequency data (e.g., the number of special education students and low SES scoring at or below the 40th percentile), as well as building specific indicator data. This information is then shared and discussed with the rest of the building staff during faculty meetings, or learning team meetings. Additionally, the team helps monitor the building professional development plan and helps to make decisions for inservices.

Stakeholder Groups

District and building information reviewed by the District Leadership Team is shared with various stakeholder groups, including the Manson Northwest Webster School Board, MNW School Improvement Advisory Committee (SIAC) which includes Title 1, At-Risk and Special Education representatives, district patrons, and community organizations as appropriate. The SIAC studies and discusses data from the DLT and summarizes the findings. The SIAC then makes recommendations to the board regarding district-wide prioritized needs, possible adjustments to CSIP goals, and the programs and services provided to students. The MNW school board makes decisions based on these recommendations. In addition to the SIAC, other groups meet and give

input for school improvement include, a SDFS Committee, Technology Committee, Professional Development Committee, and Teacher Quality Committee.

C. What did we learn through this data analysis?

In addition to the DINA results, the DLT analyzed current data and summarized the following
The following was learned: **(LRDA1, LRDA2, LRDA3, and LRDA4)**

- The majority of trend lines on the ITBS and ITED assessments following cohort groups, show stagnant scores along with some slight declining areas. NOTE: As numbers decline, an increase or decrease may mean a change in only 1 student.
- MNW's ITBS and ITED scores continue to be above the state average.
- The Low SES subgroup trend of the last 2 years show a high % proficient
- 100% of students participated in all district-wide assessments. (grades 3-10)
- Kindergarten DIBELS results show there is a large increase in the number of students benchmarking from fall to spring
- First grade DIBELS trend shows there is a decrease in number of students benchmarking from fall to spring over the last 3 years.
- Second grade DIBELS results show there is a drop in the number of students who benchmark from fall to spring – oral reading fluency
- BRI data – reading comprehension trend is steady for all grades 1-6 at 95% and above
- Dropout rate remains steady at 1-2%
- Graduation rate as figured by the DE formula was 89% in 03-04, 06-07-93%, 07-08-98%
- % of students planning to attend college has risen over the last 3 years.
- ACT scores, an indicator of college success, with a score of 20 or above: 06-07- 80% 07-08 – 83%
- % of students taking the core program as indicated by the state has risen slightly. 07-08 – about 50% completed the core.

In addition to the data analysis done by the district, and the DINA Audit, in April 2008, MNW distributed a community-wide needs assessment survey to patrons, including community members, parents, administrators, staff and students. It was communicated to patrons and made available through the central office and each building office, at the Spring SIAC meeting, community organizations, staff meetings, sent home with elementary students and made available online through the district's website. Over 200 surveys were completed and returned. Through analysis of the survey data, the district learned the following: **(LC3)**

Note: Although disaggregated data for the subgroups of 1) school employees, 2) parents/ guardians, 3) community members, 4) and students, was analyzed, the aggregated data revealed:

- 95.3% of respondents agreed or strongly agreed that there is a commitment to the belief that all students can learn.
- 83.6% of the respondents agreed or strongly agreed that teachers are well prepared to meet the needs of all students and are interested in learning better ways to teach and work with students. (5% - don't know)
- 86.6% of the respondents agreed or strongly agreed that teachers provide effective instruction in the classroom. (5.7% - don't know)
- 88.7% of the respondents agreed or strongly agreed that the district does a good job of preparing students in the areas of Reading and Language.
- 80% of the respondents agreed or strongly agreed that the district does a good job of preparing students in the area Math. (6.2% - don't know)
- 63.5% of the respondents agreed or strongly agreed that the district does a good job of preparing students in the area of Science. (13.5% - don't know)
- 83.5% of the respondents agreed or strongly agreed that the district does a good job of preparing students in the area of Social Studies. (12.4% - don't know)
- 58.8% of the respondents agreed or strongly agreed the does a good job of preparing students for college and the workplace. (30.4% - don't know)
- 96% of the respondents agreed or strongly agreed that overall, the district is a good place for students to learn.

- 88.1% of the respondents agreed or strongly agreed that the school staff makes parents and visitors feel welcome. (5.7% - don't know)
- 89.6% of the respondents agreed or strongly agreed the district provides a safe and drug free environment. (4.1% - don't know)
- 79.6% of the respondents agreed or strongly agreed that bullying is not tolerated and procedures and policies are in place if an incident occurs. (6.3% - don't know) **(SDF2, SDF4)**
- 75.0% of the respondents agreed or strongly agreed the Board of Education provides effective leadership for the district. (12.5% - don't know)
- 74.2% of the respondents agreed or strongly agreed the administration provides effective leadership for the district. Consider areas such as management, vision, finance, curriculum, instruction and assessment. (15.3% - don't know)
- 94% of the respondents agreed or strongly agreed that community members are welcome to take part in school as visitors, volunteers, and helpers at events.
- 84% of the respondents agreed or strongly agreed that the school and community partner for the benefit of students. (6.2% - don't know)
- 79.8% of the respondents agreed or strongly agreed that the district provides avenues for parent and community involvement in decisions such as the School Improvement Advisory Committee, Safe and Drug Free Schools Committee, various surveys, school board meetings, etc. (9.8% - don't know)
- 92.6% of the respondents agreed or strongly agreed that the district communicates information relative to what is going on in the district. Means for this include the monthly newsletter, website, parent letter, emails, local newspapers, etc.
- 83.6% of the respondents agreed or strongly agreed that the district provides the public information about test scores and the progress of students academically. (11.6% - don't know)
- 83.5% of the respondents agreed or strongly agreed that the district facilities are clean and well maintained.

In addition to the collection and analysis of data by teams and committees within the district, the DINA audit revealed:

Overall Strengths:

1. The district continues to try to find ways to see that students' learning needs are met.
2. The district supports the collaborative efforts of staff.
3. The district had a set of standards and benchmarks that are used by teachers to guide instruction. Students and teachers know what they are and are familiar with them.
4. The district is committed to engaging administrators and teachers in quality professional development.
5. The district is building capacity for shared leadership and decision making.
6. The district appears to communicate well with its community and stakeholders.

Areas for further study:

1. Academic Domain

To what degree are the students learning the district's standards and benchmarks?
 How do curriculum materials support attainment of the standards and benchmarks?
 How does the district ensure alignment between the written and taught curriculum?
 What is the district's vision for effective teaching and learning?

2. Quality Educator Domain

How does professional development support increases in student achievement?
 How could leadership teams become more effective in their work?

3. District System Domain

How is the district supporting system-wide improvement in the area of the use of data?

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

District Prioritized Needs for Grades K-12:

During the Diagnosis of the DINA Process, the MNW Leadership Team identified 3 priorities.

1. Identify, monitor and communicate a shared vision for effective teaching and learning.
2. Align, monitor and communicate the written, taught, and assessed curriculum.
3. Use and communicate data at the classroom level to make instructional decisions that increase student learning.

In addition to the District priorities, each building identified areas for improvement base on their building data. Based on the data reviewed, we developed the following list of prioritized student needs: **(LC4)**

- **Improve reading comprehension in grades K-12.**
- **Improve Math problem solving in grades K-12**
- **Improve the rigor and relevance of instruction to improve student learning in grades 9-12**
- **Differentiate to meet the needs of all students in grades K-12**
- **Develop a district vision for teaching and learning**

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

Each year the DLT and the SIAC use the prioritized needs to generate and recommend goal statements to the board for adoption. The district and building level leadership teams in will design strategies and actions that align with and support the established goals.

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

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

The Board of Education adopted district goals aligned with student needs. (LC5). These essential learnings and priorities were adopted several years ago and are in line to be reviewed at the next board retreat.

Essential Learnings

Manson Northwest Webster's essential learnings are the general expectations for all its graduates. All students graduating from MNW will be able to do the following: **(LC6)**

- Demonstrate and communicate knowledge of science, mathematics, social sciences, vocational areas, technology, communication, the arts, and physical well-being.
- Be lifelong learners.
- Participate in a community of caring, productive, cooperative, involved citizens.
- Be able to make responsible, professional, and intellectual decision.
- Be aware of and accept the diversity among cultures.

District Priorities

To reach the Essential Learnings, the Manson Northwest Webster Community School District is committed to providing time and resources for the following priorities:

- Increase the engagement of all students' learning through improved use of professional staff's time and expertise.
- Enhance student learning by integrating technology into the curriculum.
- Commit to using the school improvement model to achieve shared decision-making.
- Widen opportunities for students to increase skills needed for the world of work.
- Increase student achievement by developing standards and benchmarks, assessments, and instructional strategies.
- Establish a safe, disciplined environment, providing a positive place to learn.

Long Range Goals

MNW's long-range goals define targets to be reached over an extended period of time. These long-range goals serve two purposes: 1) to meet locally determined student needs goals and 2) to address state and federal student accountability. These goals are part of our continuous improvement efforts and are part of district, building, and individual improvement plans.

Goal 1: All students K-12 will achieve at high levels in reading comprehension, and be prepared for success beyond high school. (LRG1, MCGF3, AR6, EIG1)

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 through 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup.
- 1b. MAP RIT scores show growth
- 1c. The percent of students in grades 1-6 who are independent readers at grade level on the Basic Reading Inventory (BRI)

Goal 2: All students K-12 students will achieve at high levels in mathematics, and be prepared for success beyond high school. (LRG2, LRG3, AR6, EIG1)

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 Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup.
- 2b. MAP RIT scores show growth

Goal 3: All students K-12 will achieve at high levels in science, and be prepared for success beyond high school. (LRG3, MCGF3, AR6, EIG1)

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 5 and 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.
- 3b. MAP RIT scores show growth

Goal 4: All K-12 students will use technology in developing proficiency in reading, mathematics, and science. (FTP1)

The following indicators will measure district progress with Goal 4:

- 4a. The indicators identified for Goals 1, 2, and 3.
- 4b. Percentage of students at grade 8 who score at the proficient level or above on the technology literacy assessment developed by AEA 8. The percent proficient is based on the district's definition of Technology Literacy which reads, "Technology literacy is the ability of individuals to responsibly use appropriate technology to: access, manage, integrate and evaluate information; construct new knowledge; and communicate with others to improve learning and acquire lifelong knowledge and skills."
Source: Iowa's Committee for Technology Literacy

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

The following indicators will measure district progress with goal 5:

- 5a. Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR).
- 5b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.

- 5c. Percentage of student body in middle and high school that receives any discipline referrals (i.e., office referrals, suspensions, and expulsions). **(SDF5, SDF6, SDF7)**
- 5d. 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. **(SDF5, SDF6, SDF7).**
- 5e. Results of an annual climate and culture survey given to students in grades 9-12.

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

The District Leadership Team (DLT) and the School Improvement Advisory Committee (SIAC) will identify stakeholder groups most directly impacted, and they will meet to give input to determine actions and strategies to meet the goals. MNW uses the Iowa Professional Development Model to develop its District Career Development Plan that includes an action research design to guide planning and assist in making goal progress. As actions are developed to support each goal, implementation plans are then developed at each building, K-4, 5-8, and 9-12 to align building professional development efforts with the district career development plan and goals.

Additionally Manson Northwest Webster uses the Instructional Decision-Making Model (IDM) to help ensure learning for all students. IDM focuses on data regarding student's responses to instruction to guide future educational decisions. It is a proactive process that guides how curriculum is delivered through instruction. Within the IDM process, teachers use Response to Intervention (RtI) to provide supplemental and intensive supports beyond the core curriculum and core instruction.

C. What is our current practice to support these long-range goals?

1. Instructional Strategies Currently Used in the District

- Large group instruction
- Cooperative learning (K-12 in some content areas)
- Interdisciplinary Units (5-8)
- Guided Reading (K-4)
- Daily Oral Language (2-11)
- Flexible small group instruction (K-8)
- Read Alouds (5-8)
- 5 components of reading and strategies - phonemic awareness, phonics, comprehension, fluency, vocabulary (K-4)
- 5 components of reading-comprehension, fluency, vocabulary (5-8)
- QAR (5-8)
- Tier 2 Vocab (K-12)
- Quadrant D (9-12)
- Marzano's researched strategies: Identifying Sim. And Diff., Summarizing and Note Taking, Reinforcing Effort and providing Recognition, Homework and Practice, Nonlinguistic Representations, Coop. Learning, Setting Objectives and providing Feedback, Generating and Testing Hypothesis, Advanced Organizers (5-12)

2. Instructional Programs/Services Supports Currently Used in the District

- District Career Development Plan (Professional Development Program K-12)
- At-risk Program/Services (K-12)
- Gifted and Talented Program/Services (TAG) (K-12)
- Special Education Program/Services (PreK-12)

- Mentoring and Induction Program
- Alternative High School-Twin Lakes Learning Program (9-12)
- Building Assistance Team (preK-12) – Rtl – K-8
- Reading Recovery (1st grade)
- Technology-based reading and mathematics programs-Accelerated Reader(K-8)
- Second Chance Reading, (9-11)
- Orange Cord (9-12)

MNW accesses these program funds:

- Perkins: Vocational and Technical Education Programs (9-12)
- Title I, Part A: Reading Program/Services (1-4)
- Title II, Part D: Technology Usage
- Title IV: Safe and Drug-Free Schools Program/Services

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

- Resource allocation (e.g., financial and personnel)
- Technology (e.g., data management system, JMC and infrastructure)
- Policy development
- Personnel evaluation systems (includes administrators, teachers, and paraeducators)
- Curriculum/Assessment development
- Leadership for CSIP implementation – BLT, DLT, SIAC
- Collaboration within staff – Learning Teams

D. How is our current practice aligned with or supported by the research base?

The available research base and local data indicate that our current practices should contribute (or have contributed to) positive student results. We have relied upon the Iowa Content Area Networks, the AEA, and local content area experts to access information about practices supported by scientifically-based research.

Curriculum/Assessment Alignment. MNW uses MISIC standards and benchmarks in the core content areas. Other areas rely on National Standards and Benchmarks and those supported by state and national organizations for the basis of their curriculum. We completed an alignment review of our curriculum and district-wide assessments during the 2002-2003 school year using the Iowa Technical Adequacy (ITAP) process. We are currently in the beginning stages of learning about and implementing the Iowa Core Curriculum that was legislated in the Spring of 2008. This curriculum describes the essential skills and concepts for K-12 in the areas of Literacy, Math, Science, and Social Studies, along with 21st Century Skills for Technology, Health, Finance, Employability, and Civics (embedded into Social Studies).

Current Practices Supported by Research and/or Local Data. The district has determined that research and/or local student data support the use of several of our current practices related to the goal areas. These practices include the following:

- | | |
|--------------|--|
| Reading: | Read Alouds |
| | Reading Recovery |
| | Flexible small group instruction |
| | Best practice in vocabulary instruction |
| | Implementation of a Comprehensive Reading Program (k-4) |
| | Peer assisted learning |
| | Five Components of Reading |
| | QAR |
| | Second Chance Reading |
| Mathematics: | Cooperative learning strategies applied to mathematics content |
| | Conceptual Math instruction |

	PBITS
	Kathy Richardson Assessments
Environment:	Advisor/Advisee (5-12)
	Alternative Program –Twin Lakes Learning Center (Ar7)
Technology:	Technology is integrated into all subject areas and is used as tools for learning
Content Areas:	Marzano’s Research-based Strategies for Increasing Student Achievement
	Dagget’s Framework for Rigor and Relevance (9-12)
	Learning Center (9-12)
Research Needed.	The following areas need to be studied further:
Science: (AMN3)	Inquiry-based science instruction at all levels
Math:	Resource selection (K-6) – problem-based instruction
Reading:	Guided Reading at grades 5 and 6.
Technology:	Strategies designed to enhance instruction in reading, mathematics, and science
	Use of new technologies to improve student learning
Environment:	Smart and Good Schools (9-12)

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

Instructional Strategy Decisions. For the last 4 years we have used the Iowa Professional Development Model as a means to carry out our professional development. We have worked hard on implementing research-based strategies at all levels. We have collected implementation data to monitor teacher’s learning and to measure the impact on students. While we continue to work on implementation, additionally we continue to work on sustaining our initiatives by principal walk-throughs, examining lesson plans, and performing implementation checks. We will continue to address the following issues:

- 1) The discontinuation of practices that are not supported by research or have not produced evidence of contributing to positive student results, and
- 2) The consistent and correct implementation of strategies at age level appropriateness that are research-based and/or have contributed to gains in student achievement.

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 indicates these strategies are not used consistently throughout grades K-12. We will continue to research strategies and/or programs to consistently implement research based strategies to work toward our math goal.

Science Instruction. Best practices in science indicate the use of inquiry-based instruction and problem-based instruction at all levels. We need to continue to study our current instructional practices and student achievement data 3-11.

Technology. MNW has updated technology in each building. We’ll continue to examine the research base on how to integrate technology into the curriculum using research-based instructional strategies.

Environment. MNW meets with its SDFS committee regularly to determine progress on the long term goal. We will continue to assess our climate and culture data, our good conduct policies and our climate within our classrooms along with best practice.

3) What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice?

1. Implement the district career development plan (professional development program). (AMN1, AMN2, IEI1, PERK1, SPED1, TQ7)

- Our district career development plan describes district-level professional development efforts aligned with prioritized student needs. Our data shows our greatest need is in reading and math. MNW studies student achievement data from all indicators as described in the goal identification. The selection of this professional development target was based on student data that was examined by K-12 teachers. Teacher practices were also studied to help identify professional development needs. This aligns with long range goals #1, #2, #3 and #4. **(PD6, TQ1, TQ2, TQ3)** Our district career plan is based on the Iowa Professional Development Model and describes a cycle in which professional development efforts will be targeted at student learning and sustained until student gains are acquired. Professional development time and resources will be focused on learning new content and instructional practices. **(TQ3, TQ4, FTP3, LEP1)**
- Grades K-12 will focus on creating a district Vision For Teaching and Learning
- The high school has used AEA 8's High School Reform sessions as a means to gather and implement research-based strategies, programs and structures. In addition, the high school is part of the Iowa High Schools Project and Dagget's International Center for Leadership in Education. Therefore, their professional development will continue to focus on strategies within the Quadrant D Framework. We will also work to sustain our past professional development initiatives.
- The middle school will focus on guided reading in grades 5-6 and Dagget's Quad D Framework in grades 7a nd 8. In addition, we will continue to work on sustaining past professional development which includes best practice in Differentiation, and KUD (Know, Understand, and Do).
- The elementary will focus on math and continue to implement Kathy Richardson Math Assessments. The teachers will use their learning to choose Math Resources based on best practice guideline.

Research-based Strategies. We use strategies and programs that are recommended by the Department of Education and Prairie Lakes AEA. They have compiled research based strategies that follow these criteria:

- 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 for all students. **(PD5, SDF9)**

Participation. All teachers will be engaged in training, including those responsible for Title I, Special Education, At-Risk, ELL, and Gifted and Talented. The principals and central office staff will also be actively involved. We consistently work with AEA 8 so teachers can receive licensure renewal credits or graduate credits for participation in district-wide and building-wide professional development inservices, learning team meetings, and for their work with implementation of new strategies within their classrooms. **(PERK1, SPED1, LEP1, TQ8)**

Professional Development Content. During the 08-09 school year, professional instructional staff will implement the following instructional strategies: **(FTP2, FTP4, FTP5, IEI1)**

- a) The Components of a Comprehensive Reading Program (including the 5 components of phonemic awareness, phonics, vocabulary, fluency, comprehension) and the strategies that apply to each component as age appropriate (K-4)
- b) Conceptual Math Strategies and choosing resources (K-6)
- c) Guided Reading (5-6)
- d) Dagget's Quadrant D Framework (7-12)
- e) Technology integration into classroom instruction (K-12).

Alignment with the Iowa Teaching Standards. These professional development actions align directly with the following Iowa Teaching Standards and Criteria: **(TQ5)**

- 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)
- Standard #8 District Responsibility (specifically criteria 8a and 8c)

Professional Development Learning Opportunities. Implementation of the district career development plan will involve these components: **(TQ8, IEI1)**:

- 3 full inservice days and 7 early dismissals for learning opportunities (theory presentations, reading literature, discussions, videos)
- Bi-monthly learning team meetings for collaboration
- Staff meetings to review data
- Common planning time for grade levels (K-4)
- Grade level team planning time (5-8)
- Learning team leaders (BLTs) meet as needed to analyze, organize and review student data (K-12) and teacher implementation data and inservice feedback.

Professional Development Providers. AEA consultants will serve as the professional development provider for the district. **(TQ6)** In addition, the high school will be supported by the Iowa High Schools Project and the International Center for Leadership in Education.

Actions for CSIP Goal 5

1. **Create a learning environment that is safe, supportive, and conducive to learning (a culture of achievement and respect).**

- Study the results of the middle school programs: After School Homework Policy, Summer School
- Collect behavior data at the middle school and high school to create a baseline for behavioral program needs (ie., office referrals, suspensions, and expulsions)**(AR7, SDF9)**
- Continue to collect data and study the results of the D and F Remedial Program (9-12)
- Study the research base on behavioral programs

4) **How will we support implementation of the identified actions?**

MNW develop 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

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

5) How will we know student learning has changed over time in relation to our long-range goals?

Manson Northwest Webster uses multiple data sources to determine if student learning has changed. The District Leadership Team will ensure that data from these assessment measures are collected, analyzed, and shared with the School Improvement Advisory Committee as outlined in Question 1B. The district will continue to ensure that all students enrolled at the specified grade level are included in district-wide assessments. **(DWAP1)**

Monitoring Progress with Long-Range CSIP Goals

As stated in question #2A, MNW monitors progress on its long-range goals through analysis of aggregate and disaggregated trend line data from the following sources:

- ITBS reading comprehension and mathematics total, and science tests at grades 3-8. (Goals #1-#4)
- ITED reading comprehension, mathematics, and science tests at grade 11. (Goal #1-#4)
- BRI tests at grades 1-6 (Goal #1) **(DWAP6) (partially meets DWAP3, DWAP4)**
- MAP RIT scores in Reading, Math and Science in grades 3-11.
- AEA 8's online Technology Assessment at grade 8 (Goal #4)
- Attendance data from district's student information management system as reported in AYP(Goal #5)
- District graduation data as calculated by the Iowa Department of Education (based on the spring BEDS report) (Goal #5)
- The percentage of the students in grades 6, 8, and 11 that reports having used alcohol, tobacco, or other drugs as reported through the Iowa Youth Survey and other indicators as determined by the SDFS Committee. (Goal #5)
- The percentage of the middle school and high school student body that receives a discipline referral (i.e., office referral, suspension, and/or expulsion) (Goal #5)
- The results of the student climate and culture survey in grades 9-12.

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

To make certain that the assessments used to monitor progress on long-range achievement goals are aligned with the district's curriculum; MNW completed the Iowa Technical Adequacy Project (ITAP) process for the ITBS, ITED, and MAP. Through completion of this process, the district has determined the alignment of our standards and benchmarks with our assessments is complete. As the Iowa Core Curriculum is implemented, the alignment component of our plan will be completed by MISIC.

Student Indicator Data Used for Evaluation 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:

- Professional development
- Supplemental reading and mathematics services for eligible students (e.g., Title I, Part A)
- Use of technology to improve student achievement (e.g., Title II, Part D)
- Early Intervention program for grades K-3
- Reading Recovery
- Twin Lakes Learning Center (Alternative Program)
- K-12 at-risk program
- K-12 gifted and talented (TAG) program
- Special education services
- Career and Technical Education (CTE) programs

- Second Chance Reading (9-11)
- Advisor/Advisee (9-12)
- Early Bird classes (11-12)

Additional Data Gathering and Analysis

To help provide a more complete picture of student learning needs, MNW 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 participate in district-wide assessments (ITBS/ITED and MAP)
- The percentage of students in the lowest (at-risk or deficit) category on DIBELS in grades K-2. **(DWAP3, DWAP4, DWAP6)**
- Annual cohort performance from grade 3 through grade 11 as measured by the ITBS and ITED in the areas of reading, mathematics, and science.
- Career and technical education student data from the end-of-year program report (Perkins report)
- The percentage of students indicating a safe learning environment and that other students treat them with respect as reported through the Iowa Youth Survey.
- The % of students participating in Community Cares activities (5-12)
- IDEA Proficiency Test (IPT) for English Language Learners and/or Language Assessment Scale (LAS) to measure ELL students' English proficiency **(LEP2)**
- The percent of students participating in extra curricular activities.

Future Data Gathering

- MNW is aware that we need a comprehensive data base to manage all our data and to make it more accessible to teachers. Therefore, we have begun to put our data into the HEART System, a management system through AEA 8. As we get our data loaded, we will need to develop a plan for the teachers and administrators in the district to have access to it

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

6) 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?

MNW formally evaluates the programs and services it offers to meet prioritized student needs as identified in its CSIP using a goal-oriented approach. **(ECSIP1)** The approach to program evaluation includes the following components:

- Identification of programs that contribute to progress with CSIP goals (program expectations)
- Identification of program goals and expectations
- Identification of the indicators
- Development of procedures for collecting information about performance
- Collection of performance data as appropriate
- Comparison of the information regarding performance with the expected CSIP/program goals
- Communication of results to appropriate audiences

We use a combination of formative and summative evaluation processes within the program evaluation process. **(TQ12)** The frequency of formative and summative assessments will be determined by two factors: 1) legal mandates and 2) local data. In addition to mandates, we will evaluate all programs at least once every five years.

MNW uses the following program rotation and timelines for summative program evaluation, using both student achievement data and teacher implementation data:

- Professional Development Program (District Career Development program), Annually beginning in 2005 **(TQ10, TQ11)**
- Title II, Part A (Teacher and Principal Recruiting and Training) Embedded into District Career Development plan, Annually beginning in 2005 **(TPTR1)** Note: We do not currently use these funds for teacher and principal training and professional development. Instead we use this money for class size reduction, also an option in this code.
- Title I, Part A (Parent Involvement), Annually beginning in 2005 **(TITL1)**
- Title II, Part D, Every three years beginning 2006 **(FTP6)**
- Title IV, (Safe and Drug Free), s **(SDF10)**
- Mentoring and Induction, every three years beginning in 2006 **(TQ9)**
- Title III, (Language Instruction for LEP students) every five years beginning in 2006 **(LEP3)**
- Talented and Gifted Program, every five years beginning in 2007 **(GT2)**
- Perkins (Vocational/Career and Technical Programs) every five years beginning in 2007 **(PERK2, PERK3)**
- At-risk program, beginning in 2008 **(AR4)**
- Special Education Programs and Services, every five years beginning in 2008 **(ESPE1)**

Progress toward meeting program/service expectations will be reported to the DLT, SIAC and Board of Education.

7) What implementation/student data will we collect, analyze, and use to determine how well each program/service described in Constant Conversation Question #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

Manson Northwest Webster evaluates 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 Question #2. We determined this data would be sufficient 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 Programs and Services **(ESPE2)**
- Title I, Part A (Parental Involvement Program) **(TITL1)**
- Title II, Part D **(FTP6)**
- Title III (Language Instruction for Limited English Proficient and Immigrant Students Program) **(LEP3)**
- Title IV (Safe and Drug Free Schools) **(SDF10)**

Additional Indicator Data to Measure Program Effectiveness

In addition to the indicator data associated with the CSIP goals listed in Question #2, MNW also collects, analyzes, and uses the following data to inform effectiveness with the following programs:

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

- Percentage of faculty responsible for instruction who participate in district and building career development opportunities
- Percentage of K-12 teachers who accurately use the strategies as measured by observations and implementation logs
- Percentage of K-12 teachers who document technology usage in their implementation logs

Gifted and Talented Program (GT2)

The following indicator will be used to determine the effectiveness of the gifted and talented program:

- Percentage of all students participating in the gifted and talented program who meet goals in their individualized learning plans

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

- 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

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

Special Education Programs and Services (ESPE1)

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

Title I, Part A, Parental Involvement (TITL1)

- 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

Title III (LEP3)

- Percentage of ELL students who are proficient in English