

The Storm Lake Community School District serves 2005 students and is comprised of four elementary schools (PK-4), one middle school (5-8), and one high school (9-12). Many changes have occurred over the past several years. Since 1994-95, we have experienced an increase in enrollment. During this time period, the racial makeup of the district has changed from 82% white to 39% white and the number of ELL students has increased from 319 to 1003. Approximately 55% of the district's students receive free or reduced lunch and 14% receive special education services. County birth records and the Iowa Department of Education's projections indicate that enrollment should continue to increase slightly for the next five years.

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

### A. What data do we collect?

To answer question 1.A., Storm Lake 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 student's 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 (e.g. biennium trend lines) is helpful to further guide its thinking.

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 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, 3 years each of mathematics, science and social studies)
- 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 comprehensive, community-wide needs assessment which includes input from community members, parents, administrators, staff and students (completed once every five years) **(LC3)**
- Basic Reading Inventory (BRI) data (grades 2-8, 11)
- Data from the district developed science assessment (grades 8 and 11)
- Participation rates for required district-wide assessments (grades 3-11)
- Aggregate, building and grade level attendance data (grades K-12)
- Dynamic Indicators of Basic Early Literary Skills (DIBELS) data (grades K-1)
- Phonological Assessment Test (PAT) data (grades K-2)

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, science and social studies. **(LRDA1)**

Storm Lake district believes that 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 asked ourselves this: "To what questions do we want the answers?" through our local DDL process and proceeded to collect and analyze information on a variety of other indicators including the following:

- District demographic data

- Climate surveys to include Iowa Youth Survey (grades 6,8,11) and Developmental Assets Survey (grades 9-12)
- 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 & 12)
- Instructional time allocations for reading and math (grades K-8)
- Student work/course grades (grades 7-12)
- Student discipline data (e.g., office referrals, suspensions and expulsions) (grades 5-12) **(SDF1, SDF3)**
- Student participation in the district's breakfast and lunch program (grades K-12)
- Referrals to child study teams (CSTs grades PK-8) and student assistance teams (SATs grades 9-12)

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

To answer question 1.B., Storm Lake describes the thinking/decision-making process it uses to collect and analyze the data from the student data sources listed in section I.A. as well as program/service implementation data. Emphasis is placed on describing how key stakeholder groups are involved in the district's decision-making process and clarification is provided in regard to each stakeholder group's role and responsibility to the process. Storm Lake also provides a brief description on how district information is shared with the community. Data collection and analysis is a shared responsibility at the Storm Lake District.

### **District School Improvement Team (DSIT)**

The superintendent convenes a District School Improvement Team (DSIT) that meets ten times per year. The team is comprised of general education and special education teachers from each building, the principals, directors and the superintendent. This group reviews information from elementary and middle school improvement teams and collects and analyzes district-level data (e.g., Iowa Youth Survey information, graduation rate and data from the five-year comprehensive community-wide needs assessment). In addition, information regarding the implementation of actions and activities to support current district goals is collected and analyzed by the DSIT. These data, along with implementation data from state and federal programs and services, are incorporated into annual conversations about supports for established student needs, adjustments to actions, programs and services and progress toward district goals.

### **Administrative Team**

The superintendent communicates on a regular basis with the administrative team for the district. The group is made up of the building principals and assistants, directors of technology, special education and CommUnity Education and the activities coordinator for the district. This group meets on a weekly basis to coordinate professional development activities, school activities, and administrative items across buildings. This group reviews information from elementary and middle school improvement teams and collects and analyzes district-level data (e.g., Iowa Youth Survey information, graduation rate and data from the five-year comprehensive community-wide needs assessment). In addition, information regarding the implementation of actions and activities to support current district goals is collected and analyzed by the administrators. These data, along with implementation data from state and federal programs and services, are incorporated into annual conversations about supports for established student needs, adjustments to actions, programs and services and progress toward district goals. Recommendations from this group are made to DSIT or the district's board of directors.

### **Instructional Leadership Teams**

Each building in the district has an instructional leadership team that is responsible for the collection and analysis of the data related to its level. These teams are identified as the: Elementary School Improvement Team (ESIT) with members from each elementary; Middle School Improvement Team (MSIT); and the team of facilitators for Strategic Learning Teams at the high school level. Members

examine ITBS/ITED item analysis information and frequency data (e.g., the number of special education students, ELL and low socioeconomic students scoring at or below the 40<sup>th</sup> percentile), as well as building specific indicator data (e.g., other grade level assessments, discipline data, graduation rate, referrals to CST/SAT and attendance). This information is then shared and discussed with the rest of the building staff during monthly faculty meetings. Further, at the elementary level a Literacy Team is responsible for directing the work of the Reading First grant activities which includes, professional development, data collection and analysis and coordination with the literacy specialist of instructional strategies to be put in place to maximize reading instruction. This team is made up of elementary general and special education teachers, elementary principals, literacy coordinator, special education director and representatives from the AEA. Also at the elementary level a Math Team is responsible for similar activities regarding the development of process based math instruction and work in Cognitively Guided Instruction for math for students. Similar teams for literacy and math exist at the middle school level with similar staff make-up. A team to direct efforts for the School in Need of Assistance issues at the middle school is also in place and involves LEA and AEA staff.

### **Stakeholder Groups**

District and building information reviewed by the DSIT and Instructional Leadership Teams is shared with various stakeholder groups, including the Storm Lake school board, Storm Lake Citizens Advisory Committee, Storm Lake building level parent groups, district patrons and various community organizations.

The Citizens Advisory studies and discusses data from the DSIT and summarizes the findings. The Citizens Advisory 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 Storm Lake school board makes decisions based on these recommendations.

### **C. What did we learn through this data analysis?**

To answer question 1.C., Storm Lake provides a summary of the key findings from its analysis of data that were collected from the sources listed in section I.A. 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 the state's student performance trajectories, the following was learned: **(LRDA1, LRDA2, LRDA3 and LRDA4)**

- The majority of trend lines on the ITBS and ITED assessments show a slight increase in number of students proficient in reading. (grades 3-8,11)
- Over 95% of our students participated in all district-wide assessments. (grades 2-11)
- BRI measures of reading comprehension show 89% of second through fifth grade students are at or above grade level. Nearly 70% of first graders met the fluency benchmark on BRI.
- Phonological Assessment Test (PAT) results on phoneme segmentation and blending show that only 4% of kindergarteners and 0% of first graders are in need of additional or substantial intervention.
- First grade DIBELS results on oral reading fluency show 10% are in the lowest performance (at-risk of deficit) category.
- Trend line data for middle school students indicate that student performance is slightly increasing over time in math and science. (grade 5-8)
- Trend line data for high school students indicate that student performance is slightly decreasing over time in math and science but are higher than reading. (grade 11)
- Proficiency for English Language Learner (ELL) is inclining at a slower rate than the general population in reading (grades 3-8,11).
- Performance (proficiency) of students with Individualized Education Plans (IEPs) is below the state trajectory in reading and math. (grades 3-8,11)
- The percent of low socioeconomic status (SES) students performing below the proficient level for reading and mathematics is below the state trajectory and the percentage of students performing in the advanced level are static for the district. (grades 3-8,11)

- Graduation rates are slightly below the state expectation, but within confidence interval for AYP.
- The number of high school students completing the core (4 years English and 3 years each of mathematics, science and social studies- 43%) is significantly lower than the number reporting desire to pursue post secondary education (81%).
- Less than 1% of students in grades 7-12 dropped out in 2005-06.
- Students reporting that other students treat them with respect increased from 40% to 56% in grade 8 and decreased from 44% to 38% in grade 11 from 2002 to 2005. **(SDF2, SDF4)**
- In 2005, 47% of students in grade 11 reported at least occasional use of alcohol. This is down 21% from the 65% of 11 graders that reported on this same item in 2002. **(SDF2, SDF4)**
- Attendance data shows low absenteeism in grades PK-12, with an average of 4.4%.
- Percent of student body referred to the office for disruptive behavior decreased slightly in grades 5-8 and decreased significantly in grade levels 9-12 in 2005-06 school year **(SDF2)**

In March 2004, the district distributed a comprehensive; community-wide needs assessment survey to 4,000 individuals, including community members, parents, administrators, staff and students. 399 of these surveys (10%) were completed and returned. Through analysis of the survey data, the district learned the following: **(LC3)**

- Respondents gave a grade of A or B (on a scale of A,B,C,D,F with A being the highest and F being the lowest) of teaching the following skills to students:
  - 95% Reading
  - 92% Math
  - 94% Science
  - 94% Social studies
  - 94% Writing
  - 92% Technology
  - 96% Other (career/vocational skills, visual arts, music)

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

To answer question 1.D., Storm Lake 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)**

- Improve reading fluency and comprehension for low SES students, students with IEPs, and ELL students in grades 3-8, 11 and make progress towards reaching the district and state's trajectory levels in reading.
- Improve vocabulary and language acquisition of students in grades 3-8 and 11.
- Improve mathematics performance at grade 3-8 and 11 and make progress towards reaching the district and state's trajectory levels in math.
- Improve science achievement for 3-8 and 11 and increase percent proficient at each level.
- Improve the district graduation rate.

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

To answer question 1.E., Storm Lake describes the process it will use to establish long-range goals that support the priorities listed in section I.E. (Theses goals will appear in guidance for Part II: Constant Conversation Question #2: What do/will we do to meet student learning needs?)

The administrative team and district school improvement team and the Storm Lake Schools Citizen Advisory will use the prioritized needs to generate and recommend goal statements to the board for adoption. The district and building level leadership teams in collaboration with community stakeholders as appropriate 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?

Based upon recommendations of the Administrative Team, District School Improvement Team and the Storm Lake Citizens Advisory Committee (SIAC), the school board has adopted district goals aligned with student needs. **(LC5)**

#### **District Student Learning Goals**

Storm Lake Community School District's student learning goals are the general expectations for all its graduates. Students graduating from Storm Lake Community School District will be able to be a/an following: **(LC6)**

- Perceptive Thinker who:
  - Uses many viewpoints in making decisions and solving problems.
  - Uses many resources to get information.
- Collaborative Worker who:
  - Works well with others and develops supportive relationships.
  - Demonstrates concern for the welfare of others.
  - Tries to improve the quality of life for all people.
  - Creates quality products and/or provides quality services.
- Informed Citizen who:
  - Participates in the political process.
  - Recognizes product value and makes responsible personal economic decisions.
  - Makes responsible consumer decisions based on the well being of people and the environment.
- Self-directed Learner who:
  - Makes decisions based on the positive core values.
  - Sets priorities and achievable goals.
  - Pursues involvement in creative activities that enhance the quality of life for all people.
  - Evaluates the quality of his or her performance and adjusts accordingly.

Targeted Values for District Learners include:

- Respect for life
- Respect for diversity
- Respect for authority
- Respect for property
- Citizenship
- Peaceful conflict resolution
- Honesty
- Responsible sexual behavior

#### **District Long-Range Goals**

Storm Lake's long-range goals define the desired targets to be reached over an extended period of time. These long-range goals serve two purposes: 1) to meet locally determined student needs goals and 2) to address state and federal student accountability.

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

The following indicators will measure district progress with Goal 1:

- a. Percentage of students who score at the proficient level or above (41<sup>st</sup> 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.
- b. Percentage of students in grades 1-8, 11 who are independent readers at grade level on the Basic Reading Inventory (BRI).

*Goal 2: All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school. (LRG2, MCGF3, AR6, EIG1)*

The following indicators will measure district progress with Goal 2:

- a. Percentage of students who score at the proficient level or above (41<sup>st</sup> 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.
- b. Percentage of students in grades 3- 8 and 11 who achieve at a proficient level or above on the locally developed assessment for district standards and benchmarks.

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

The following indicators will measure district progress with Goal 3:

- a. Percentage of students who score at the proficient level or above (41<sup>st</sup> percentile or above using national norms) on the ITBS Science Test in grades 3 through 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.
- b. Percentage of students in grades 3- 8 and 11 who achieve at a proficient level or above on the locally developed assessment for district standards and benchmarks.

*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:

- a. The indicators identified for Goals 1, 2 and 3.
- b. Percentage of students at grades 4 and 8 who score at the proficient level or above on a locally developed technology assessment.

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

The following indicators will measure district progress with Goal 5:

- a. Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR).
- b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.
- c. Percentage of student body in middle and high school that receives any discipline referrals (i.e., office referrals, suspensions and expulsions). (SDF5, SDF6, SDF7)
- d. 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)

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

The stakeholders impacted by our goals should have a voice in determining how to meet them. As a result, the Administrative Team, District School Improvement Team and the Storm Lake Citizens Advisory Committee will identify stakeholder groups most directly impacted and they will meet to determine actions and strategies to meet the goals. Additionally, our middle school has been identified as a School in Need of Assistance (SINA) and we will be working closely with the Statewide Support System for Schools in Need of Assistance – the SINA Support Team. Our district will use the Iowa Professional Development Model process to develop its District Career Development Plan and an action research design to guide conversations and assist making goal progress. As actions are developed to support each goal, implementation plans will be developed at the appropriate levels (e.g., elementary, middle school and high school) to provide K-12 system alignment of efforts.

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

### **1. Instructional Strategies Currently Used in the District**

- Cooperative learning integrating the following (K-12 in some content areas)
- Leveled reading groups (1-6)
- Hands-on science (K-12)
- Reading in Content Area (K-12)
- Daily Oral Language (2-10)
- Flexible small group instruction (K-8)
- Standards-Based Instruction
- Leveled Vocabulary (5-8)
- Leveled math groups (5-12)
- Reading First comprehensive program strategies which include: Read Aloud, Word Journeys, Choral Reading, Partner Reading, Readers Theater, Picture Word Induction Model, Concept Oriented Reading Instruction and Timed Repeated Readings (K-8)

### **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 (9-12)
- Child Study Team (preK-12)
- Student Assistance Team (9-12)
- Reading Rescue (1-4)
- E2T2 (5-8)
- NCTM based process math strategies (K-12)
- Technology-based reading and mathematics programs:
- Perkins: Vocational and Technical Education Programs (9-12)
- Title I, Part A: Reading Program/Services (1-6)
- Title II, Part D: Technology Usage
- Title III, Language Instruction for Limited English Proficient and Immigrant Students (K-12)
- Title IV, Safe and Drug-Free Schools Program/Services
- English Language Learner instruction and support
- Juvenile Court Liaison/Tracker and Student Resource Officer (SRO)

- Even Start (ages 0-5, adult)
- Migrant Worker Program, Language Assistance (K-8)
- Buena Vista University, Iowa Central Community College, Iowa State Extension
- 21<sup>st</sup> Century Grant programming (K-8)
- CommUnity Education Programming:
  - Rockin' Readers (K-4)
  - Partners in Excellence
  - Breakfast Buddies
  - Recreation programming

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

- Resource allocation (e.g., financial and personnel)
- Technology (e.g., data management system and infrastructure)
- Policy development
- Personnel evaluation systems (includes administrators, teachers and paraeducators)
- Curriculum development
- Iowa Technical Adequacy Project (ITAP) (curriculum/assessment alignment)
- Leadership for CSIP implementation

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

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

**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:

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|--------------|---|
| Reading:     | Cooperative learning strategies that integrate: <ul style="list-style-type: none"> <li>▪ Read Aloud</li> <li>▪ Word Journeys</li> <li>▪ Choral Reading</li> <li>▪ Partner Reading</li> <li>▪ Readers Theater</li> <li>▪ Timed Repeated Readings</li> <li>▪ Picture Word Induction Model</li> <li>▪ Concept Oriented Reading Instruction</li> </ul> Flexible small group instruction |
| Mathematics: | Cooperative learning strategies applied to mathematics content<br>NCTM standards based that include conceptual learning by students regarding problem solving   |
| Environment: | Love and Logic<br>Bully Awareness and Prevention<br>Drug and Alcohol Resistance Education (DARE)  |

**Research Needed.** The District School Improvement Team and curriculum committees will collect and review the literature base on practices beyond reading and mathematics. This committee will establish timelines within the next five years for each of the following areas of study.

- |                        |  |
|------------------------|--|
| Science: <b>(AMN3)</b> | Hands-on science instruction<br>Cooperative Learning strategies applied to science content |
|------------------------|--|

Technology:	Strategies designed to enhance instruction in reading, mathematics and science
Environment:	Alternative high school programming ( <b>AR7</b> ) Alcohol, Tobacco and Drug Resistance programming ( <b>SDF2, SDF4</b> )

**Program/Services Current Practice.** The committee will also use a goal-oriented approach to program evaluation (clear expectations, results data and targeted program/service evaluation) to determine program effectiveness relative to CSIP goals and other program goals.

<p><b>E. What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)?</b></p>
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**Curriculum/Assessment Alignment.** We have developed standards and benchmarks in all content areas. Over the past two years, we have focused on aligning our reading and mathematics curriculum, both vertically and horizontally. 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. Alignment issues were noted in reading and math. During the 2003-04 school year, the district adopted the state reading and math standards, separated reading and language arts in curriculum committees to further look at strategies more effectively, created a comprehensive math assessment that covers grade 11 and adopted more comprehensive reading assessments in grades K-8 (BRI, PAT, DIBELS, Stanford). All teachers were involved in curriculum mapping in 2005-06 school year to facilitate vertical and horizontal alignment of taught curriculum in district.

**Instructional Strategy Decisions.** In review of our instructional practices, it became apparent that we have some practices with a documented research base, some practices with a weak research base and some practices with no research base. Within the next five years, we must address the following two issues:

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

**Cooperative Learning.** In the process of considering possible gaps in reading and mathematics practices, we studied the area of cooperative learning. We wanted to know if cooperative learning had a research base and if we were implementing cooperative learning strategies with fidelity. We reviewed the literature base and are confident that cooperative learning is well grounded in the literature. We examined implementation data and found evidence the strategies are being implemented in reading instruction at all levels, but more frequently at the elementary and middle school. We suspect that the cooperative learning strategies used in mathematics instruction are implemented primarily in grades K-6 and not in the upper grades. We will collect implementation data to see if this is the case.

**Reading Rescue.** We also studied research related to Reading Rescue. Although the research base on Reading Rescue 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. However, further evaluation over the last two years indicated better SBRR practices that are being implemented and this program was phased out in 2005-06 school year.

**Reading First.** We also studied research related to our reading instruction. Through implementation of the Reading First programming, we have begun utilization of scientifically based reading research (SBRR) programming such as: Read Aloud, Word Journeys, Choral Reading, Partner Reading, Readers Theater and Timed Repeated Readings in grades K-4. We have reviewed the literature base and are confident that these strategies are well grounded in the literature. We have primarily focused on these strategies at the elementary level and will continue to implement these at the middle school in grades 5-8 in 2006-07.

**Mathematics Instruction.** The research base in mathematics indicates that student achievement will improve if instruction is problem-centered and incorporates the use of representations. The literature further supports the teaching of math conceptually to students to encourage their determination of approximation of answers. During the 2003-06 school years our middle school math staff have piloted strategies from Every Student Counts that include these strategies. Further training with elementary and high school math staff occurred during 2005-06 school year, including elementary math team being part of Cognitively Guided Instruction academy. Process based materials were adopted and will be implemented with further professional development during 2006-07 school year.

**Behavioral Supports.** Storm Lake Elementary and Middle Schools currently employ the strategies of Love and Logic. Since scientifically based research indicates that this intervention is effective in reducing discipline problems, this intervention will address our need to improve attendance, graduation rate and learning environment. We found no gap between the research and the practice.

**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 4**

**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. In reading, the professional development target will be vocabulary acquisition and fluency, and comprehension. In mathematics, the emphasis will be on problem solving and use of representations. Further these areas will be emphasized with high school staff through high school reform strategies. The selection of the professional development target was based on student data. Teacher practices were also studied to help identify professional development needs. This aligns with long-range goals #1, #2 and #4. **(PD6, TQ1, TQ2)** The plan describes a cycle in which professional development efforts will be targeted at student learning and sustained until student gains are acquired. At least 80 percent of professional development time and resources will be focused on learning new content and instructional practices. **(TQ3, TQ4, FTP3, LEP1)**

**Research-based Strategies.** Our Administrative Team and District School Improvement Team, reviewed research on the strategies below and found that they have resulted in significant student achievement gains. In addition, we applied the following federal criteria to determine if a program/service has a quality research base:

- a) Evidence of positive student results demonstrated by research that employed systematic empirical methods
- 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. **(PD5, SDF9)**

**Participation.** All teachers and library/media staff 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 will work with the AEA so that teachers can receive licensure renewal credits for participation in district-wide and building-wide professional development meetings and for their work with implementation of new strategies within their classrooms. **(PERK1, SPED1, LEP1, TQ8)**

**Professional Development Content.** Beginning with the 2006-2007 school year, professional instructional staff will implement the following instructional strategies:

**(FTP2, FTP4, FTP5)**

- a) Cooperative learning processes that integrate (SBRR) programming such as: Read Aloud, Word Journeys, Choral Reading, Partner Reading, Readers Theater, Timed Repeated Readings, Picture Word Induction Model and Concept Oriented Reading Instruction in grades K-8 and with all district special education teachers.
- b) Cooperative learning processes applied to mathematics content utilizing NCTM process standards, including a conceptual and problem-centered approach to mathematics instruction and instruction in the use of mathematics representations (K-12).
- c) Technology integration into classroom instruction (K-12).
- d) All staff members are implementing the Iowa Professional Development Model by studying their data and working on selected strategies.

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

- Standard #2 Demonstrate competence in content knowledge (specifically criteria 2a, 2b, and 2d)
- Standard #3 Demonstrate 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: **(TQ8)**

- Common training sessions on inservice days during the school year and early release days for learning opportunities (theory presentations, reading literature, discussions)
- Monthly meetings of the District School Improvement Team (planning next building and curriculum meetings; collecting, organizing, and analyzing data; practicing demonstrations)
- Teachers working in collaborative teams on a monthly basis
- Building level meetings (observing demonstrations, working with data, developing lessons, reviewing theory)
- Monthly meetings of the Literacy and Math Teams at elementary and middle school levels (planning next building and level meetings; collecting, organizing, and analyzing data; practicing demonstrations)

**Professional Development Providers.** AEA consultants and the District Reading Strategist will serve as the professional development providers for the district. The Iowa Department of Education accredits this provider. **(TQ6)**

**2. Enhance instructional materials and resources.**

- Complete an audit/inventory of the non-fiction books and leveled books available for student use at grades K-8
- Complete curriculum mapping in the area of science **(AMN3)**
- Implement student performance and data organization tool

**3. Provide supports that will address ELL students' achievement.**

- Implement annual identification and provision of appropriate services to ELL students to increase language proficiency and academic achievement
- Implement programs and support services necessary to increase language proficiency and academic achievement **(AR7)**

**4. 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 **(PERK1)**

**5. Provide School in Need of Assistance support services for Storm Lake Middle School identified as a SINA in August 2006. (AR7)**

- Participate with the SINA Audit Team to review existing building achievement data
- Create a SINA Action Plan with the assistance of the SINA Support Team members from the AEA

**Actions for CSIP Goal 5**

**1. Support students and families in order to increase student participation, attendance, and graduation.**

- Increase the number/type of community adult education opportunities, including English as a second language courses for non-English speaking students and parents, GED classes, after school programs at elementary, and middle school and community college courses.
- Implement/maintain an alternative education supports for at-risk students at the elementary, middle and high schools. **(AR7)**
- Continue with a follow-up procedure with parents at the elementary, middle and high schools, when absenteeism is a concern. For chronic absenteeism provide a family interview and follow-up support that may include a truancy referral to law enforcement when needed.

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

- Implement a mentoring program for students in the middle school's after school program **(AR7, SDF9)**
- Continue with a student-based conflict mediation process at the high school for responding to student disruptions. **(AR7, SDF9)**
- Maintain the work on systems of school-wide supports for managing student behavior through Love and Logic at the elementary and middle schools and expand it as appropriate at the high school level. **(AR7, SDF9)**

**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

### 3. 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?

Storm Lake Community School District 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 Administrative Team in conjunction with the building level and literacy teams will ensure that data from these assessment measures are collected, analyzed, and shared with the District School Improvement Team as outlined in question 1B. The district will ensure that all students enrolled at the specific grade level are included in district-wide assessments. **(DWAP1)**

#### **Monitoring Progress with Long-Range CSIP Goals**

As stated previously (see question #2A), Storm Lake Community School District will monitor progress on its long-range goals through analysis of aggregate and disaggregated trend line data from the following sources:

- ITBS reading and mathematics total tests at grades 2-8, and the science test at grades 5 and 8. (Goals#1-#4)
- ITED reading, mathematics and science tests at grade 11. (Goals#1-#4)
- BRI tests at grades 1-8 (Goal #1) **(DWAP6) (partially meets DWAP3, DWAP4)**
- Locally developed assessment for district standards and benchmarks for mathematics at grades 4, 8 and 11 **(DWAP7)**
- Locally developed assessment for district standards and benchmarks for science at grades 3- 8 and 11 **(DWAP8)**
- District Developed Technology Assessment at grade 8 (Goals #4)
- Attendance data from district's information management system (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 middle school and high school student body that receives a discipline referral more than two times (i.e. office referral, suspension, and/or expulsion). (Goal #5)

#### **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, Storm Lake Community School District completed the Iowa Technical Adequacy Project (ITAP) process for ITBS, ITED, DIBELS and ICAMs. Through completion of this process, the district found that it was necessary to revisit its reading and mathematics standards and benchmarks. During the 2003-04 school year, the district adopted the state reading and math standards, separated reading and language arts in curriculum committees to further look at strategies more effectively, created a comprehensive math assessment that covers grade 11 and adopted more comprehensive reading assessment in grades K-8 (BRI, PAT, Stanford).

#### **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 provided by Storm Lake Community School District.

- Professional development for teachers and principals (e.g. District Career Development Plan and Title II, Part A)
- Supplemental reading and mathematics services for eligible students (e.g. Title II, Part A)
- Use of technology to improve student achievement (e.g. Title II, Part D)
- Programs and services to assist English Language Learners (Title III, Part A)
- Drug and violence prevention program (Title IV, Part A)

- Early intervention program for grades PK-3
- K-12 at-risk program
- K-12 gifted and talented (TAG) program
- Special education services
- Career and Technical Education (CTE) programs

*Note: More specific details regarding Storm Lake Community School District's program/service evaluation process are included in the next section of the CSIP.*

### **Additional Data Gathering Analysis**

To help provide a more complete picture of student learning needs, Storm Lake Community School District 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 assessment.
- The percentage of students in the lowest (at-risk or deficit) category on PAT for grades K-2 and the percentage of students reading at grade level for instructional level on the BRI for grades 1-8. **(DWAP3, DWAP4, DWAP6)**
- Annual cohort performance from grade 3-11 as measured by ITBS and ITED in the areas of reading, mathematics, science and social studies.
- Career and technical education student data from the end-of-the-year program report (Perkins report).
- The percentage of students indicating a safe learning environment and that other students treat them with respect as reported by Iowa Youth Survey.
- English Language Development Assessment (ELDA) and/or Language Assessment Scale (LAS) to measure ELL students' English proficiency. **(LEP2)**

### **Future Data Gathering**

Storm Lake Community School District is aware that it will need to collect additional information to allow for more informed evaluation of programs and services: Currently, the district plans to add the following measures:

During the 2006-07 school year:

- Accessibility of comparable data through district database.
- Completion of climate surveys for students, staff and parents (K-12)
- Individualized Learning Plans for Talented and Gifted Students (grades 5-12)
- Completion of curriculum mapping for instructional units and strategies

4. 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**

Storm Lake Community School District 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. **(ECSIP1)** 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

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

The District School Improvement Team recommended the following program rotation and timelines for **in-depth summative** program evaluation, using both student achievement data and teacher implementation data. \*

<b>Program</b>	<b>In-Depth Program Evaluation Rotation</b>
Professional Development Program (District Career Development Plan)	Annually, beginning in 2005 <b>(TQ10,TQ11)*</b>
Title II, Part A (Teacher and Principal Training/Recruiting) <i>Note: Title II, Part A is embedded into Storm Lake's district career development plan.</i>	Annually, beginning in 2005 <b>(TPTR1)*</b>
Title I, Part A (Parent Involvement)	Annually, beginning in 2005 <b>(TITL1)*</b>
Title II, Part D (E2T2)	Every two years, beginning in 2005 <b>(FTP6)*</b>
Title IV, (Safe and Drug Free Schools)	Every three years, beginning in 2005 <b>(SDF10)</b>
Mentoring and Induction Program	Every three years, beginning in 2006 <b>(TQ9)*</b>
Title III (Language Instruction for LEP students)	Every two years, beginning in 2006 <b>(LEP3)*</b>
Talented and Gifted Program	Every five years, beginning in 2007 <b>(GT2)</b>
Perkins (Vocational/Career and Technical Education Programs)	Every five years, beginning in 2007 <b>(PERK2, PERK3)*</b>
At-risk Program	Every five years, beginning in 2008 <b>(AR4)*</b>
Special Education Programs and Services	Every five years, beginning in 2008 <b>(ESPE1, ESPE2)*</b>

Storm Lake Community School District 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 School Improvement Team, the Storm Lake Citizens Advisory Committee and the Board of Education.

**B. 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**

Storm Lake Community School District will evaluate the effectiveness of the majority of its programs and services, at least partially, through the examination of the indicator data, *disaggregated by program participants*, for each the goals listed in its CSIP Constant Conversation Question #2. Based on input from the program providers, building leadership teams, Administrative Team and District School Improvement Team, the district decided that evaluation of these data would be sufficient, at this time, to assist in determining 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 A (Teacher and Principal Training and Recruitment Program) **(TPTR1)**
- Title II, Part D (E2T2) **(FTP6)**
- Title III (Language Instruction for Limited English Proficient and Immigrant Students) **(LEP3)**
- Title IV, (Safe and Drug Free Schools) **(SDF10)**

#### **Additional Indicator 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 associate wit the CSIP goals listed in Storm Lake Community School District'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 (TQ10, TQ11, TQ12, TPTR1)**

- Percentage of faculty responsible for instruction who participate in district and building career development opportunities
- Percentage of K-8 teachers who accurately use the reading strategies as measured by observations and implementation logs
- Percentage of K-12 teachers who document technology usage in their implementation logs
- Percentage of K-8 students who are independent at grade level on the BRI
- Percentage of students in grades 3-8,11 who achieve at a proficient level or above on the locally developed assessment for district standards and benchmarks in mathematics.

#### **Gifted and Talented Program (GT2)**

Rather than judging the effectiveness of its gifted and talented program through CSIP goal indicators since Storm Lake Community School District does not believe that disaggregating its district-wide

assessment data by gifted and talented student participants provides meaningful information, the district is going to use the following indicator to determine the effectiveness of its gifted and talented program:

- Percentage of all students participating in the talented and gifted program who meet goals in their individualized learning plans (grades 5-12)
- Extended assessments as appropriate for students who are not identified officially as TAG but receive enrichment services in reading and math (grades K-4)

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

- Percentage of students by special population subgroups in career and technical programs who are proficient in occupational skills
- Percentage of graduates by special population subgroups 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 (TQ9)**

- Percentage of beginning teachers participating in the mentoring and induction program who meet goals of the district career development plan, as appropriate to their teaching assignment
- Percentage of beginning teachers participating in the mentoring and induction program who demonstrate competency in classroom management skills

**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