

Maquoketa Valley Community School District Comprehensive School Improvement Plan Fall 2004 - Fall 2009

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

A. What data do we collect?

The Maquoketa Valley Community School District is very proud of the strides it has made to involve stakeholders in the development of the school improvement plan and review of data over the past several years. The district has traditionally sought community feedback once every five years for input on major educational issues. Information received from these surveys is reviewed by the district's school improvement advisory committee and school board. The district developed its 2001-02 survey around the district's student learning goals. The survey results, as well as the input received from the scheduled Department of Education School Improvement and Perkins visit in January 2002, has helped the district in the development of our new plan. One year and five year graduate follow up surveys are also distributed. This feedback has helped in course developments and modifications over the years.

In addition to community and graduate surveys, the district collects and reviews several areas of data annually. The data sources indicated below are utilized by committees, the school board, staff, and administration to make decisions about the progress the district is making in regard to its school improvement initiatives. The district makes decisions on all initiatives only after careful consideration and examination of all appropriate sources of data.

The district has several sources of data including: Trendline data for ITBS/ITED disaggregated by proficiency levels and subgroups for grades 3-9,11; Initial data for Measures of Academic Progress (MAP) data for grades 3-10; Local science assessment data for 8th grade students; Trendline data for Gates MacGinitie Reading Assessments (K-2); Trendline data on state indicators (ACT data; graduation & drop out rates, percentage of graduates completing a core course load in high school, graduation plans); Trendline data on local indicators (7-12 extra-curricular participation; P/T conference participation; Stage 3 referrals; discipline data; and attendance); Trendline data for Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data (K-3); Annual Title I survey data from teachers, students, and parents as well as parent SIAC representation; CHOICES data; BEDS; Trendline data for Iowa Youth Survey (grades 6, 8, & 11) administered every 3 years; Annual surveys conducted by substance abuse counselor of scientifically-researched-based program, "Prime for Life"; Annual feedback on Teens Against Tobacco Use (TATU); Technology surveys; Enrollment trends; Course enrollment trends; Scholastic Reading Counts program data; Number of job shadowing experiences and involvement in other programs and activities; Financial records and annual budget; ALEKS math data (gr. 4 & 5); Career and technical education (CTE) student data reported out by all vocational programs; and IEP results summary data.

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

The district utilizes several committees and subcommittees in its continuous efforts to improve student achievement and learning. The district utilizes Subject Area Review Committees for reading, math, science, school climate, and technology. These committees are made up of building representatives who review building data to assist in the development of district plans. Plans are then reviewed by the School Improvement Advisory Committee. The school improvement advisory committee appointed by the school board is made up of students, teachers, parents, administration, community members, AEA personnel, and non-instructional staff. The committee meets at least 2-4 times each year. The SIAC is responsible for the following based upon needs assessment survey results and student achievement data: understand and exemplify the school improvement process; review programming including Title I, G/T, Technology, STW, Safe and Drug Free Schools and Career and Technical (CTE) programs; work collaboratively to analyze achievement data, and make recommendations to the school board about major educational needs, annual goals, and long range goals; and analyze state and local indicator data. A Long Range Planning Committee is responsible for reviewing district information and formulating a strategic plan identifying those programs and expenditures deemed critical for the district to maintain. The committee's recommendations are passed on to the school board for final review and approval. The committee is made up of people representing a cross-section of the communities that make up the district.

C. What did we learn through this data analysis?

Through the analysis of the district's many sources of data and committees, the following areas were identified as those in which the district needs to further examine instructional strategies and methods to promote student achievement gains.

In the area of reading, the district found the following areas of need: making inferences and understanding information in new context (K-12); main idea (K-6); vocabulary development (K-12); roots, affixes, suffixes, and prefixes (3-12); and critical thinking skills (K-12).

In the area of math, the district found the following areas of need: multiple step problem solving (K-12); computation (K-12); geometry (3-5); standard and metric measurement (3-5); math vocabulary (K-12); estimation (6-8); and multiplication of decimals (6-8).

In the area of science, the district found the following areas of need: content area reading strategies (K-12); process of experiments (K-8); training on inquiry-based science (K-12); terminology related to scientific process (9-12); problem solving skills (processes) (6-12); and evaluating and interpreting data (6-12).

Other than the 2001-02 students taking the ACT, the 5 year trend has been downward in the English core. The students taking core classes have much better ACT scores than those taking less than the core courses. Math ACT scores are declining slightly.

Upon review of the Iowa Youth Survey data, the following data points were noted: Problem solving, decision making, and anger management were concerns (6th grade); misconceptions about substance abuse, namely alcohol (MS/HS); respect self, others, and property (MS/HS); continue with tobacco education (MS/HS); overall tobacco use was down from 1999 IYS (11th grade '99 - 50% use compared to 11th grade '02 - 13% use); 8th grade alcohol 2002 use (27%) was higher than the 1999 IYS results (15%); Though still a concern, 11th grade alcohol use was down in 2002 (47%) from 1999 IYS (70%). In many aspects, drinking seems to be considered "OK" by students, best friends, and school overall. (11th grade - 80% felt their peers would not see anything wrong with drinking) Student perception is that parents do not disapprove of use of alcohol. (30% indicated parents would see this as a little wrong or not wrong at all).

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

Based upon the review of the data, the following areas have been identified as our major educational needs:

In the area of reading, the district will focus on making inferences and understanding information in new context (K-12).

In the area of math, the district will focus on multiple step problem solving and computation (K-12).

In the area of science, the district will work to provide more training on inquiry-based science and process of experimentation (K-12).

In the area of school climate, the district will continue to further educate students on substance use, choices, and consequences.

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

Data analysis results will be reviewed annually by district-level teams and the district's school improvement advisory committee. Recommendations based on those results will then be presented to the school board for final approval.

Question 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 district seeks input through community surveys once every five years on major educational issues. Information received from these surveys are reviewed by the district's school improvement advisory committee and school board. Graduate surveys also provide the district with information that helps determine the effectiveness of meeting student needs.

Student learning goals were first written during the 1998-99 school year. These goals are reviewed by the School Improvement Advisory Committee (SIAC). The long-range goals are developed through the district's subject area review committees and reviewed by the SIAC. All goals are then board approved. Graduates of the Maquoketa Valley Community School District will be: Effective Communicators, Problem Solvers, Contributing Citizens, Effective Personal Managers, and Knowledgeable People.

Long range goals were written to address needs as identified through careful data analysis.

Goal 1: The district will increase K-12 student achievement in reading comprehension as measured by districtwide assessment tools.

Indicators of progress toward goal achievement for Goal 1 will be determined from at least one of the following:

- 1a. Percentage of students who score at the proficient level or above (41st percentile of above using national norms) on the ITBS Reading Comprehension Test in grades 3-8 and the ITED Reading Comprehension Test in grade 11. This will also include disaggregation by subgroups.
- 1b. Percentage of students in grades K-3 who meet established benchmarks for phoneme segmentation fluency, letter naming fluency, nonsense word fluency, initial sound fluency, and oral reading fluency using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) diagnostic assessment.
- 1c. Percentage of students in grades 3-10 who meet expected academic growth using the Measures of Academic Progress (MAP).

Goal 2: The district will increase K-12 student achievement in mathematics as measured by districtwide assessment tools.

Indicators of progress toward goal achievement for Goal 2 will be determined from at least one of the following:

- 2a. Percentage of students who score at the proficient level or above (41st percentile of above using national norms) on the ITBS Mathematics Total Test in grades 3-8 and the ITED Mathematics Test in grade 11. This will also include disaggregation by subgroups.
- 2b. Percentage of students in grades 3-10 who meet expected academic growth using the Measures of Academic Progress (MAP).

Goal 3: The district will increase K-12 student achievement in science as measured by districtwide assessment tools.

Indicators of progress toward goal achievement for Goal 3 will be determined from at least one of the following:

- 3a. Percentage of students who score at the proficient level or above (41st percentile of above using national norms) on the ITBS Science Test in grades 5 and 8 and the ITED Science Test in grade 11. This will also include disaggregation by subgroups.
- 3b. Percentage of students in grade 8 who achieve at the proficient level or above on a locally developed science assessment.

Goal 4: All students will receive a fair and equitable education that meets their individual learning needs. (Technology, At-Risk, TAG, Special Needs, LEP, Perkins)

Indicators of progress toward goal achievement for Goal 4 will be determined from at least one of the following:

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

Goal 5: The district will work to establish a safe, disciplined, drug-free learning environment and to promote positive decision-making skills through character education.

Indicators of progress toward goal achievement for Goal 5 will be determined from at least one of the following:

- 5a. Percentage of students who receive discipline referrals
- 5b. Percentage of students in grades 6, 8, and 11 who report the use of alcohol, drugs, or tobacco on the Iowa Youth Survey

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

The district has made a commitment to careful and deliberate ongoing data analysis. Each building will use a building committee to review data. Building representatives will attend district subject area review committee meetings to share building analysis results and review how identified strategies and actions are helping to meet district goals as identified in the Comprehensive School Improvement Plan. These actions will be shared and reviewed by the School Improvement Advisory Committee (SIAC). Our district has also developed our District Career Development Plan. The district used the Iowa Professional Development Model as a valuable resource during the development of the plan. Annual review of teachers' career development plans help the district to review the implementation of strategies and progress that is being made towards meeting goals.

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

The district utilizes several strategies, programs, and services to help to meet student learning needs and long-range goals.

Current Instructional Strategies include:

- Cooperative learning strategies (K-12)
- Flexible small group instruction
- Reflective journals (K-12)
- Inquiry-based science (7-12)
- Leveled Reading Groups (K-5)
- Think alouds (K-6)
- Graphic organizers (K-12)
- Content area reading strategies (6-12)
- Daily Oral Language (K-8)

Current Programs and Services include:

- Gifted and Talented Program (K-12)
- District Career Development Plan (JK-12)
- Special Education Program - Level I and II (K-12)
- Reading Counts (K-6)
- AP Online Learning Academy
- NICC - Regional Academy Classes and ICN Course Offerings
- Title I, Part A: Extra reading support and staff (K-3)
- Title II, Part D: Technology Usage - Implementation of ALEKS math software program (4-6)
- Title IV: Safe and Drug Free Schools - substance abuse counselor contracted (6-12)
- Building Assistance Teams (K-12)
- At-Risk Program/Services (JK-12)
- Mentoring and Induction Program
 - Rocket Math (1-5)
- Dual credit classes/PSEO
- Kirkwood Learning Center

Current System-wide Support includes:

- AltonaEd Student Management System
- Curriculum development
- District evaluation process modeled after Iowa Professional Development Model
- School policy development and review
- Iowa Technical Adequacy Project (ITAP)

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

The district will continue to work to identify programming that has scientifically-based research supporting it. We use the Iowa Content Area Networks, our Area Education Agency consultants and their expertise; professional journals, articles, and books; and local district content area teachers to support those efforts.

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

Curriculum/Assessment Alignment: During the past two years, we have focused on aligning math and science curriculum. The mapping has been completed both vertically and horizontally. The district successfully completed the Iowa Technical Adequacy (ITAP) process in 2002-03. The district is part of the Mid-Iowa School Improvement Consortium so all standards and benchmarks for reading, math, and language usage are assessed through the Measure of Academic Progress assessment each fall and spring. We will work with the consortium schools, AEA representatives, and local district educators to further define grade level expectations for these core area benchmarks and learn how to best utilize the students' results.

Literacy Leadership Training: The district is beginning work with the AEA and its Statewide Reading Team members on a training entitled Literacy Leadership for Elementary Educators. The content is based on scientifically based reading research. The district will attend the trainings and then organize building level literacy leadership teams to implement the in-district professional development and complete records of implementation. This will be new to the district so we will need to identify how to coordinate efforts so that the time and effort put forth are most effectively utilized.

Instructional Strategies: The district will need to further review instructional strategies that are being used in the classrooms. Time has been spent working on pre-reading, during reading, and post-reading strategies at the secondary level. More research-based strategies need to be identified and included in staff development days and incorporated into career development plans. Further training on differentiating curriculum to meet varying student needs will also be explored. Further analysis of implementation will need to be done.

Mathematics Instruction: The district has purchased new math curriculum. Teachers on a district-wide committee spent time reviewing articles on math instruction. Many teachers were involved in study groups which reviewed numerous articles on best practices in math instruction made available through McREL. Teachers will now need to further review student achievement in math, implementing those research-based activities and strategies to maximize student achievement, and document their findings.

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 1,2,3,4:

1. Continue implementation of the district career development plan (professional development program).

Our focus for the career development plan will be based upon identified student needs as determined by the subject area review committees and SIAC in determining district goals by working to meet the needs of all students.

The long range goal is to increase student achievement in K-12 reading with current emphasis on making inferences and understanding information in new context. In the area of math, the emphasis for the district will be learning new ideas for teaching multi-step problem solving and acquisition of computational skills to support the district's long range math goal. Inquiry-based science strategies at the elementary and middle school will be another area in which the district will work to improve to support the long range science goal.

Professional development activities to meet long range goals 1, 2, 3, and 4 will emphasize the following Iowa Teaching Standards and Criteria:

Standard #1: Demonstrates ability to enhance academic performance (Criteria B)

Standard #2: Demonstrates competence in content knowledge (Criteria D)

Standard #3: Demonstrates competence in planning and preparing for instruction (Criteria D)

Standard #4: Uses strategies to deliver instruction that meets multiple learning needs (Criteria A-F)

Standard #5: Uses a variety of methods to monitor student learning (Criteria C)

Standard #7: Engages in professional growth (Criteria A-D)

Professional Development Content

The district has a mentoring/induction program for all beginning teachers in the profession. Mentors attend trainings at the AEA. Charlotte Danielson's Pathwise materials are used by mentors and their new teachers to establish a framework for growing professionally and for applying effective practices in the classroom. Portfolios are created that allow teachers to be reflective and show an understanding of the teaching standards and criteria.

Whenever professional development is provided as part of our plan, it will be implemented utilizing the following framework.

- Student achievement will be analyzed. This includes subgroup and whole-group data.
- Student performance in reading, math, science, and technology will be considered in setting goals for student learning.
- Building representatives on subject area review teams will meet to study data, review professional development, and support one another as they learn and implement new strategies.
- Providers will be selected based on their experience and knowledge. Approved providers will be AEA consultants and/or local district content area educators.
- Professional development will include the components of analysis of student achievement data, theory, demonstration, practice, observation, collaboration, and evaluation (reflection).
- Opportunities for trainings will occur during scheduled staff development days. All staff responsible for instruction including the guidance counselors and administrators will be involved in the trainings. All training will infuse the following areas as appropriate: career and technical education and related issues; differentiation of instruction for all students including Limited English Proficiency students; emphasis on multicultural, gender-fair; and technology.
- Many opportunities will be made available for collaboration through peer observations, study groups, learning teams, departmental meetings, and sharing at building and district-level meetings. Teachers will be held accountable for providing evidence of implementation by sharing at meetings, use of logs, and written feedback submitted to principals each quarter. An annual review of each teacher's career development plan with building principals will take place each spring. Career development plans identify district identified goals, Iowa Teaching Standards and criteria, and teachers' progress in meeting the career development plans' goals.
- Teachers meet regularly to discuss specific strategies and ideas to implement. Teams use student achievement feedback and data to discuss the implementation of strategies and make further decisions on implementation.
- Summative evaluation of the professional development program is provided through annual review of career development plans. Student achievement data through standardized, classroom, and diagnostic testing also provides valuable information on the effectiveness of professional development initiatives.

2. Align instructional materials and resources

- Develop pacing guides so that standards and benchmarks become the primary focus of instruction in all areas.
- Further define grade level expectations for language arts, math, and science benchmarks
- Complete curriculum mapping for all areas of curriculum
- Review technology scope and sequence

3. Use support services that are available to the district

- Actively participate in AEA workshops and trainings (i.e.: Career and Technical Curriculum Days, Literacy Leadership, Middle and Secondary Instructional Strategies Course of Study)

ACTIONS FOR CSIP GOAL 5:

The district will utilize several resources to help to make the school climate safe and conducive to learning for all students.

1. Discipline referrals, attendance, and students' classroom performances will be tracked in our student management system.
2. Character Counts and its six pillars will continue to be emphasized in classrooms and through visual displays throughout the school.
3. The district will continue implementing the "Prime for Life" research-based curriculum with students through the substance abuse counselor.
4. Students will continue to be trained in conflict management.
5. Continue to work with the AEA during weekly problem solving team meetings to monitor the progress of low achieving students.

G. How will we support implementation of the identified actions?

Action plans have been developed to meet the needs identified through careful data analysis. All action plans utilize the following steps:

- Identify data sources
- Identify findings from those data sources
- Goals are developed from the findings
- Tasks and actions are identified for professional development
- Timelines, responsible parties, and resources are determined
- Monitoring and evaluation of the actions identified

It is only through persistent and focused attention that the plan will be carried out and real student achievement will occur. The steps identified above will provide the framework for consistent and ongoing analysis.

Question 3: How do/will we know that student learning has changed (student data)?

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

Long range goals focus on increasing student achievement. The district uses several measures to assess student learning.

All students in all attendance centers at Maquoketa Valley CSD are participating in district wide assessments in reading and math (ITBS/ITED) unless otherwise specified by their Individualized Education Plans (i.e. Iowa Alternate Assessment). Evidence for the technical adequacy of our assessments is on file through the Iowa Technical Adequacy Project (ITAP).

The district administers the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) diagnostic reading assessment to measure phonemic awareness, fluency, and comprehension for students in grades K-3 each fall, winter, and spring. Results are reported to parents after each testing. Progress monitoring is also used to closely monitor those students who are identified as at-risk of not meeting the established benchmarks.

Our students are assessed in reading, math, and science as per Iowa Administrative Code. We assess students using the Measures of Academic Progress (MAP) assessment through Northwest Evaluation Association for a multiple assessment measure. The MAP tests provide information specific to the district's standards and benchmarks for reading and math. Students are currently assessed through a local science assessment written to obtain feedback on district standards and benchmarks. The district will be investigating the use of the science assessment through NWEA to determine if it adequately assesses the district's science standards and benchmarks.

The district currently has only a few Limited English Proficient students enrolled at this time. The district has been using the Pre-LAS and LAS assessments for these students to monitor their achievement. Results of those assessments are shared annually with parents.

Question 4: How will we evaluate our programs and services to ensure improved student learning (implementation data)?

A. What strategies/process will we use to evaluate how well the activities included in section II(F) were implemented?

Maquoketa Valley has developed a plan for evaluating programs and services to determine if the CSIP's goals and identified needs are being met. The district will ask these questions on a formative and summative basis within a five year timeframe to meet legal mandates and the district's needs for feedback so that appropriate modifications can be made and successes celebrated.

•What was the program/service supposed to do?

The district will review program descriptions, expected outcomes and results, and pre-test data.

•How will we know if the program/service is "working"?

District personnel will review questionnaires, item analysis, pre- and post-test data, fall to spring growth on assessments, classroom assessment data, and action research.

•What is the definition of "working"?

The district will have to determine what is acceptable growth and progress in service and programming data. The use of formative and summative data, specific desired outcomes, and clear expectations will aid the district in determining if programs and services are meeting district needs.

• Are all students, as a whole and within subgroups, showing improvement?

The district will review assessment data for groups, subgroups, and individuals. District personnel will also review item analysis to determine areas of improvement and areas of concern.

•What will we do if the program/service is "not working"?

The district will need to make sure that the district data collected matches what we wanted the students to achieve. We will compare results and review questionnaires. The district will then determine student needs based on data and set a plan in place to work to improve in those areas.

Maquoketa Valley will use the following rotation for summative program evaluation. Student achievement data and teacher implementation data will be used where appropriate.

Professional Development Program (District Career Development Plan) - The district will continue with annual evaluations. The district has had career development plans in place since the 2003-04 school year.

Title I, Part A (Parent Involvement) - The district will continue with annual collection of data of students, teachers, and parents.

Title II, Part A (Teacher and Principal Training/Recruiting) - The district will continue with annual evaluations of how this funding is being used to lower class sizes.

Title II, Part D (E2T2): The district is part of the consortium which is providing ALEKS. The district will review the effectiveness of its involvement every two years, beginning in 2005.

Special Education Programs and Services: The district will review its programming every five years, beginning in 2005.

Title IV (Safe and Drug Free Schools): The district will review its program every three years, beginning in 2005.

Perkins (Vocational/Career and Technical Education Programs): The district will review its programming every five years, beginning in 2006.

Mentoring and Induction Program: The district will review its program every three years, beginning in 2006.

Title III (Language Instruction for LEP Students): The district will review its program every three years, beginning in 2007.

Talented and Gifted Program: The district will review its programming every five years, beginning in 2007.

At-Risk Program: The district will review its programming every five years, beginning in 2008.

The district will collect data each year to monitor progress with each program. Data collected will be shared with the School Improvement Advisory Committee, District Subcommittees, and School Board.

B. What implementation data will we collect, analyze, and use to determine how well each program/service selected in section II(G) has been implemented to support our CSIP goals?

The district will monitor throughout the school year and annually review the action plans for progress being made to attain the long range and annual goals. Reporting will be done through the Annual Progress Report each year. The district will annually report to the community on progress in regard to student achievement through the school newsletter.

The district will continue to conduct a variety of surveys amongst parents, community members, staff, and students. These will be other indicators of progress in the district's school improvement efforts.

Many factors must be taken into consideration when evaluating the effectiveness of programs and services. The district will use various sources of data to determine effectiveness.

Professional Development Program (district career development plan)

- Review indicator data and goals for Constant Conversation Question #2
- Percentage of teachers meeting their goals outlined in career development plans
- Percentage of students assessed as proficient on the DIBELS tests
- Gather data on implementation of staff development

Title I, Part A (Parent Involvement)

- Review indicator data and goals for Constant Conversation Question #2 disaggregated by program participants
- Percentage of parents participating in Title I activities and program evaluation
- Review of annual student, teacher, and parent surveys

Title II, Part A (Teacher and Principal Training)

- Review indicator data and goals for Constant Conversation Question #2 disaggregated by program participants

Title II, Part D (E2T2)

- Review indicator data and goals for Constant Conversation Question #2

Special Education Programs and Services

- Review indicator data and goals for Constant Conversation Question #2 disaggregated by program participants
- Percentage of students with IEP's who meet their goals

Title IV (Safe and Drug Free Schools)

- Review indicator data and goals for Constant Conversation Question #2

Perkins (Vocational/Career and Technical Education Programs)

- Review indicator data and goals for Constant Conversation Question #2 disaggregated by program participants
- Number of completers and concentrators for each career and technical education program
- Number of program completers graduating high school indicating postsecondary plans
- Review data on subgroup participation in career and technical programs
- Percentage of teachers attending consortium curriculum days to increase success for students

Mentoring and Induction Program

- Number of beginning teachers participating in the program
- Percentage of those teachers who meet goals and demonstrate competency

Title III (Language Instruction for LEP Students)

- Number of ELL students participating in the program
- Percentage of ELL students who are proficient in English

Gifted and Talented Program

- Review indicator data and goals for Constant Conversation Question #2 disaggregated by program participants
- Percentage of students meeting goals set forth in their individual plans
- Percentage of identified students actively involved in the program
- Review of annual student surveys
- Review of teacher and parent data compiled from surveys distributed every other year

At-Risk Program

- Review indicator data and goals for Constant Conversation Question #2

The district will continue to work towards acquiring even better skills and will provide further training for all of its educators on how to become more proficient at analyzing and using data results from assessments and other indicators more effectively.

