

## **Abstract**

Lincoln Elementary School serves a diverse student population of approximately 470 students in Waterloo, Iowa. Recent declining trends in student achievement in both Reading and Math have created urgency around comprehensive reform efforts. The building is in Year 1 of School in Need of Assistance (SINA) status for both Reading and Math. The recent designation of Persistently Low Achieving (PLA) status has prompted a serious consideration of intense efforts to turn the achievement trend around.

In collaboration with the Waterloo Education Association (WEA), the district has selected the Transformation Model as the model most aligned to the needs of the building. Conversations began in February and continue to occur as the details of the reform effort are confirmed. The major actions include:

- a. Extended school day/school year
- b. Intensive professional development with a focus on fidelity of implementation
- c. Evaluation tied in part to student growth
- d. Leadership realignment
- e. Financial incentives for reaching achievement target goals
- f. Clear expectations, job descriptions and contract parameters to support changes

Grant funding is essential to support the intense, direct engagement of students in extended instructional time and teachers in collaborative professional development time.

Implementation will focus on:

- Instructional Decision Making (IDM)-a process by which teachers use data from formative assessments to respond to student learning needs to ensure mastery of major skills and knowledge.
- Positive Behavior Intervention Support (PBIS)-a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. PBIS emphasizes the use of data for decision making, measurable outcomes supported and evaluated by data, practices with evidence that these outcomes are achievable, and systems that efficiently and effectively support implementation of these practices.
- Intensive Professional Development-extra hours and days will be added to the contract for professional development on research-based instructional strategies as well as peer observation, collaboration and data analysis.
- Curriculum, instruction and assessment alignment with the Iowa Core Curriculum –the alignment process has recently been completed and implemented for literacy with the process to be replicated for Math during the 2010-11 school year. Precision of instructional delivery aligned to student needs along with the newly adopted curriculums will be monitored frequently by the instructional coach and building administrators.

## **Part 1**

### **Needs Assessment and Analysis**

The Waterloo Community School District is a data-driven district that utilizes the data analysis process to make decisions at the district and building levels. The procedure for data collection and analysis includes the participation and involvement of various stakeholders in periodic conversations to determine their expectations about student learning needs. The process involves seeking answers to questions about student learning and behavior. These answers are supported by data to help determine priorities, and to align actions to meet the priorities. The following stakeholders are involved in the data analysis process leading to the identification of student learning needs.

#### Administrative Leadership Team

District and building level administrators identify trends, gaps, points of concern, and generate questions. Information from specific program action plans is incorporated into these analysis sessions as well. In addition, evaluation of this data as it relates to district goals and building goals is addressed. These discussions lead to identification of potential needs and professional development to address these needs. Building principals, in turn, communicate this data and the discussion points to their buildings for continued analysis and breakdown of the information at the building level.

#### Building Staff

Lincoln has assigned data teams to facilitate the data collection and analysis process. Building principals, data teams, and all other staff examine the building level data for both standardized

(formal) measures and district/ building (informal) measures. Classroom teachers with the support of building principals and data team members analyze the assessment data for their classes as a whole, as well as for individual students. While this process was begun over five years ago, the faculty intensified their efforts in the 2009-2010 school year. Students are now supported through the Instructional Decision Making (IDM) process to access supplemental and intensive assistance aligned to academic need. Data teams analyze the building level data using the Data Driven Decision Making (DDDM) process. These discussions lead to identification of potential needs, building goals, and implementation plans to meet these needs.

#### Curriculum Development Teams

Depending on the curriculum development cycle, various curriculum development teams review the curriculum-specific student achievement data at the district and building levels. Specifically, these teams facilitate the adoptions, implementation and assessment process to measure the impact on student performance and achievement. These discussions lead to development of curricular needs, criteria for selection of new curricular materials, implementation plans, and staff development plans for each updated curricular area. The focus for the 2009-10 school year is Reading and Writing. During the Spring of 2010 and the 2010-11 school year the curriculum team's focus will be Math.

As the result of the needs assessment and analysis processes, the following data sources/points were organized and analyzed for Lincoln Elementary School:

## Reading:

- Iowa Test of Basic Skills in the Spring of 2009: Grades 3-5 showed deficiencies in the area of reading as determined by the reading comprehension and vocabulary portions of the Iowa Test of Basic Skills. The subgroups of particular concern in the identified areas are SES, Special Education, ELL, and Hispanic. In reading comprehension:
  - 43% of 5<sup>th</sup> grade students were proficient.
  - 51% of 4<sup>th</sup> grade students were proficient.
  - 48% of 3<sup>rd</sup> grade students were proficient.
- Curriculum and instruction: Teachers are not fully implementing evidence-based teaching strategies with fidelity and integrity. Learning environment data indicates that teachers have not consistently used data to drive instruction. The district curriculum is difficult to navigate and does not align with the Iowa Core Curriculum.
- Assessments: Teachers have the beginning training in Data Driven Decision Making (DDDM) and the use and development of Common Formative Assessments (CFA), and Skills Iowa resources.
- Professional Development: Teachers have been given professional development on comprehension, fluency and vocabulary, but are not consistently implementing the strategies as a part of regular practice. Teachers have not been provided regular opportunities for peer coaching.
- Parent involvement: The major focus of parent involvement has been through the Title One Literacy Nights. Grade level teams have provided literacy activities approximately twice a year.

- Reading First Grant: The K-3 data showed that Lincoln met 18 out of 28 Reading First benchmarks in phonological awareness, reading comprehension, and fluency. Students have been unable to master performance benchmarks over the 1-year and 2-year spans. The deficiencies are in fluency and comprehension, as measured by the Basic Reading Inventory (BRI). Students did not meet any of the Reading First performance benchmarks on the Iowa Test of Basic Skills.
- Title I School-Wide Plan: Data reveals that the majority of children continue to enter kindergarten lagging in pre-literacy skills. Because of program limitations, approximately 60% of eligible students are receiving Reading Recovery services.

Math:

Iowa Test of Basic Skills in Spring 2009: Grades 3-5 showed deficits in the areas of concepts, estimation, problem-solving, and data interpretation as determined by the math portions of the Iowa Test of Basic Skills. All groups at the 5<sup>th</sup> grade level had less than 40% of the students proficient. In math total without computation:

- 33% of 5<sup>th</sup> grade students were proficient.
- 46% of 4<sup>th</sup> grade students were proficient.
- 33% of 3<sup>rd</sup> grade students were proficient.
- Curriculum and instruction: The instructional techniques and practices have not been aligned with what is assessed on the Iowa Tests of Basic Skills. The curriculum identifies power standards but does not clearly define the teaching strategies needed to bridge gaps in students' existing knowledge. Analysis through the SINA process identified Meaningful Distributive Practice as a research-based instructional model to strengthen teaching and improve learning. Teachers recently began professional

development on using Meaningful Distributive Practice to get students ready for new math concepts. While some teachers adjusted their instruction, full implementation will be expected in the 2010-11 school year.

- **Assessments:** Teachers have the beginning training in Data Driven Decision Making (DDDM) and the use and development of Common Formative Assessments (CFAs), and Skills Iowa resources. While data indicate the students who are not proficient in various areas of mathematics, teachers are unclear on what strategies to teach to bridge gaps in students' existing knowledge. While all teachers have a 70-minute block for mathematics instruction, the best practice instructional techniques and components of the block are not defined.
- **Professional Development:** Teachers have been provided with approximately five hours of building-wide professional development in the area of mathematics.
- **Parent involvement:** There has not been a school-wide focus on providing families with information on how families can support learning in mathematics at home.

#### Reading:

Based upon the results of the audit and diagnosis process, the building leadership team determined the following steps are necessary to impact student achievement in reading.

- **Curriculum and Instruction:** Provide professional development in the areas of Picture Word Inductive Model (PWIM) and Gradual Release of Responsibility. Teachers will strengthen the informative writing component of PWIM including writing in response to reading. Continued training will be provided to all teachers to implement the revised standards and benchmarks. Teachers will move the strategies from the workshop to the workplace to ensure full implementation of the strategies learned in professional

- Assessments: Professional development will be provided on the use of formative assessment and the tools necessary for progress monitoring. Grade level teams will support each other as they administer and analyze CFAs. Data from these assessments will help determine instruction to meet the needs of all learners. Teachers will receive additional support to ensure consistency in the administration of the DRA and BRI. The DRA II will be introduced in the Fall of 2010. Professional development will be provided in analyzing, connecting, and using cause and effect data to change instructional practices and replicate effective practices.
- IDM: District and building leadership teams will provide continued support to grade level teams to fully implement the IDM process. Teachers will provide supplemental and intensive assistance to students who are not mastering learning targets during core instruction.

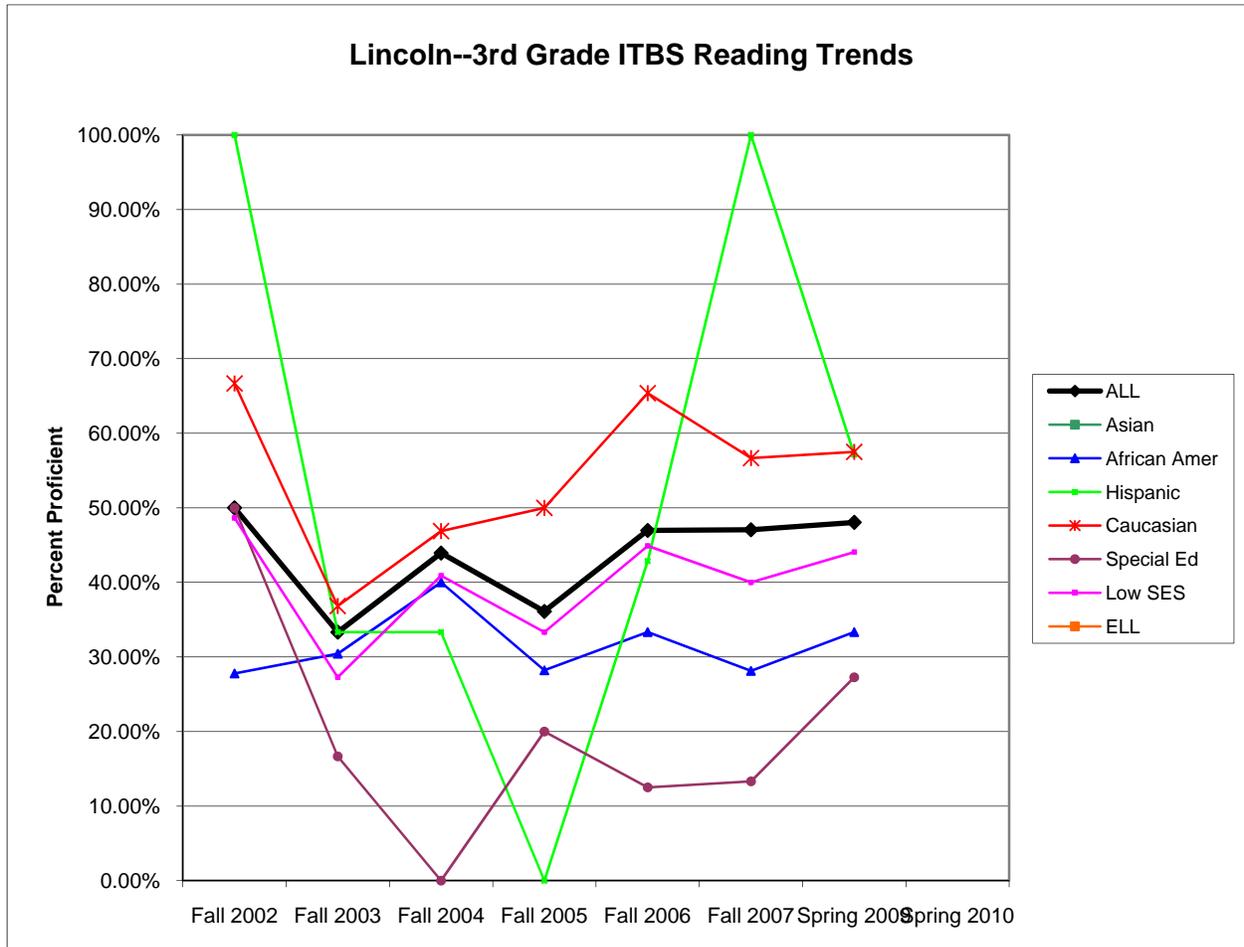
Math:

Based upon the results of the audit and diagnosis process, the building leadership team determined the following steps are necessary to impact student achievement in mathematics.

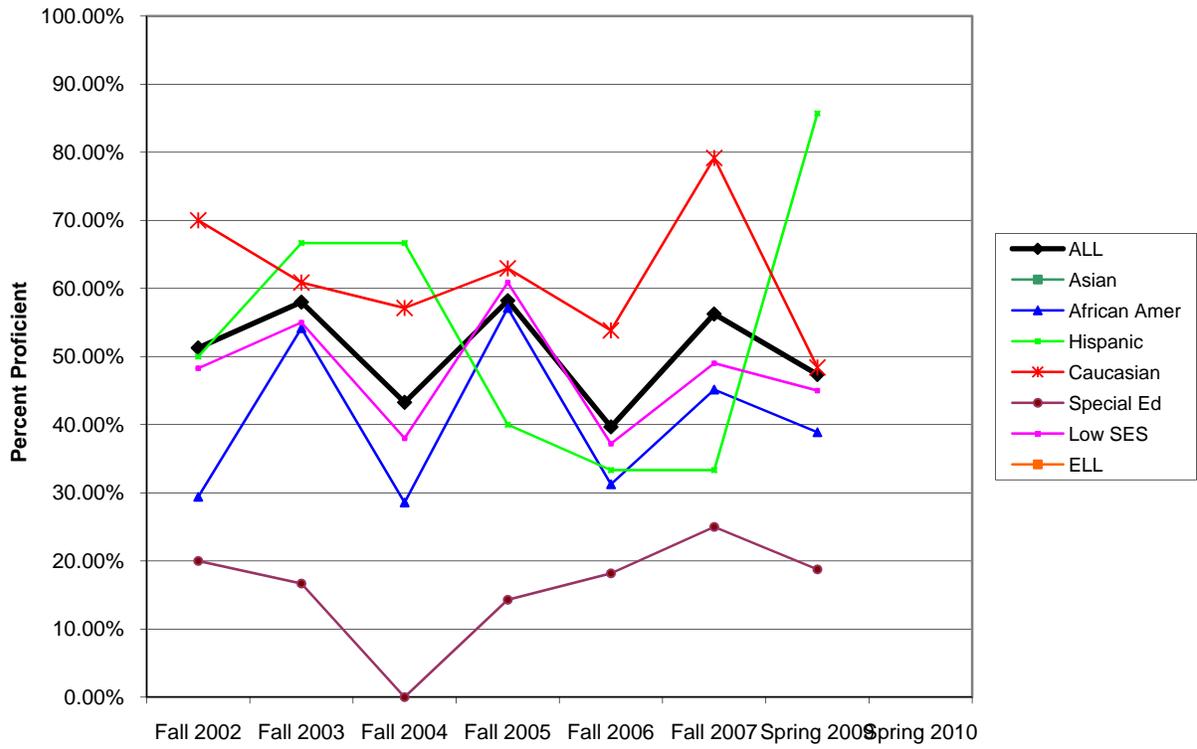
- Curriculum and Instruction: AEA and selected technical assistance providers will facilitate professional development in effective evidence-based mathematic and problem solving strategies. Implementation and monitoring plans will be determined. Instructional coach will provide additional support in the areas of peer coaching and collaboration at and across grade levels.

- Assessments: Continued utilization of Instructional Decision Making and data analysis in the areas of high need as identified on the Iowa Test of Basic Skills and other formative and summative assessments.
- IDM: Central office and building administrators will provide continued support to grade level teams to fully implement the IDM process. Teachers will provide supplemental and intensive assistance to students who are not mastering learning targets during core instruction.

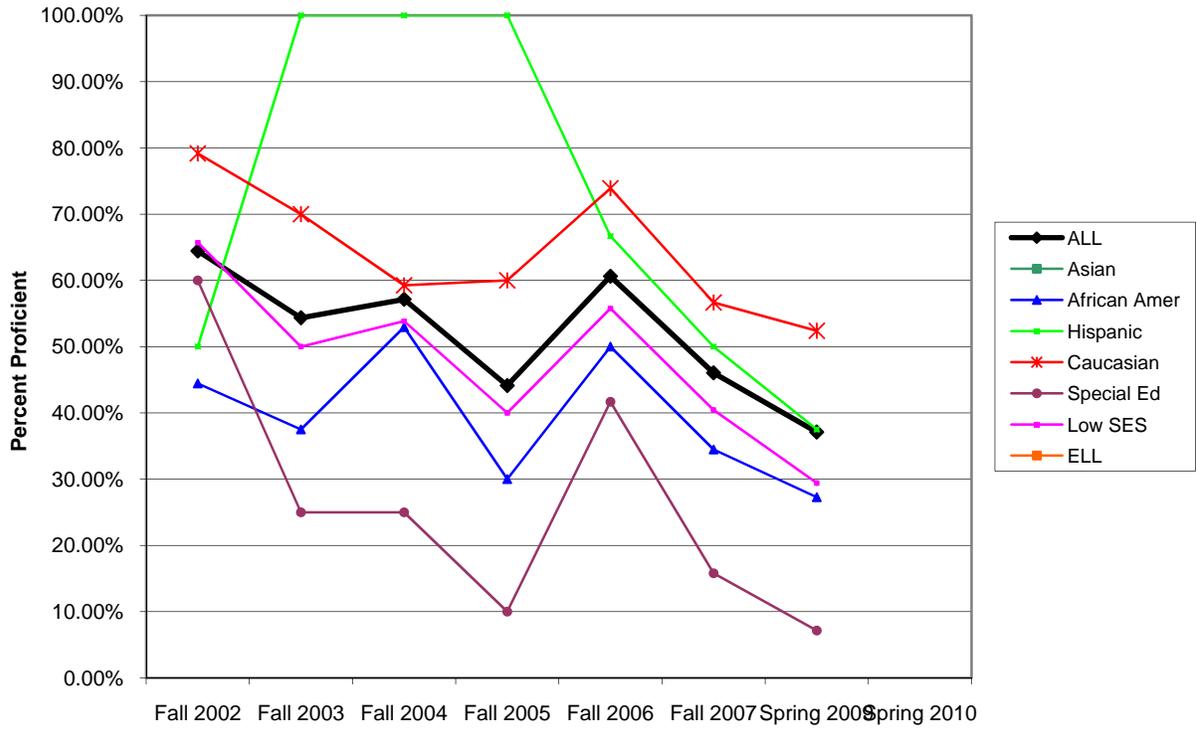
## Reading Trend Data



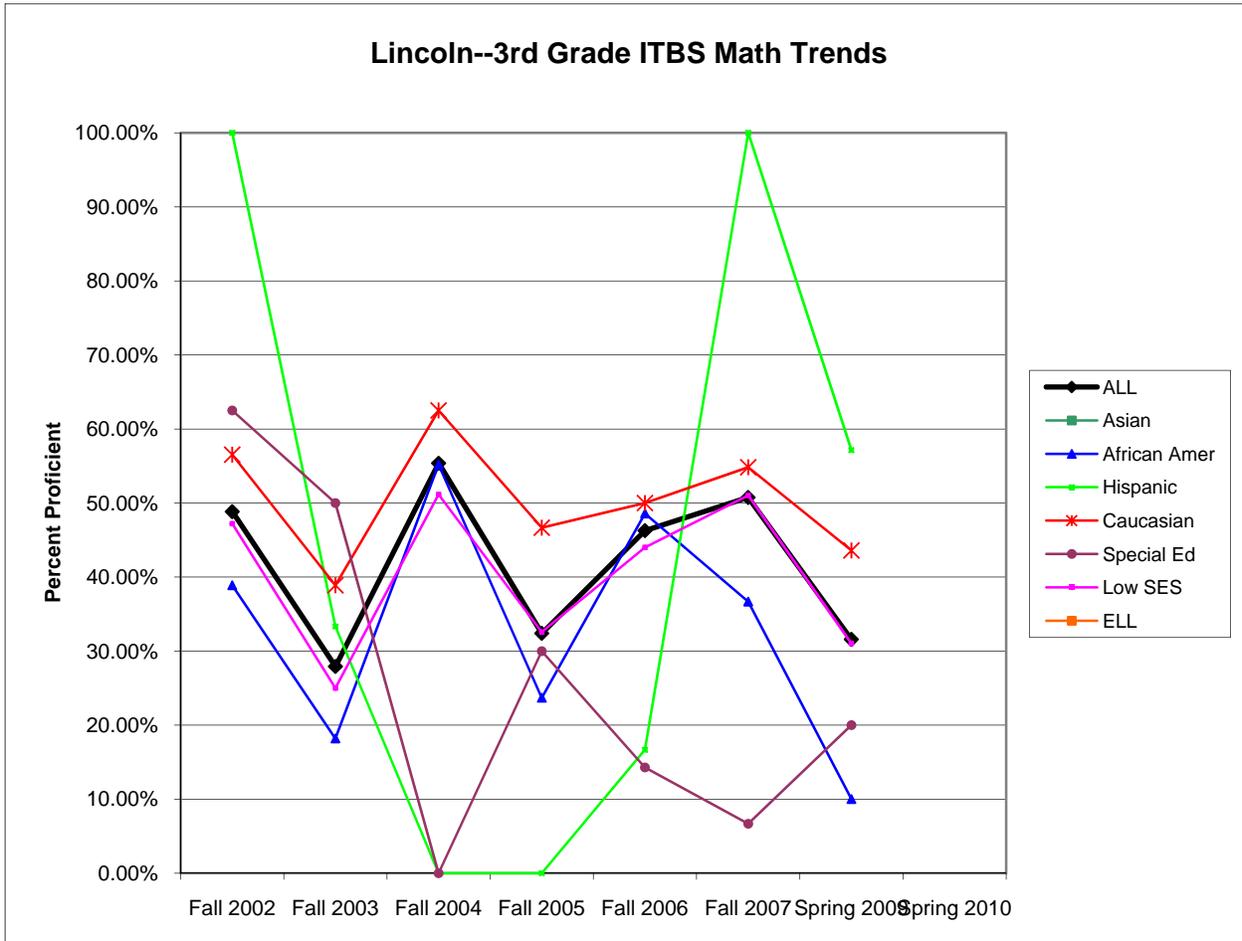
### Lincoln--4th Grade ITBS Reading Trends



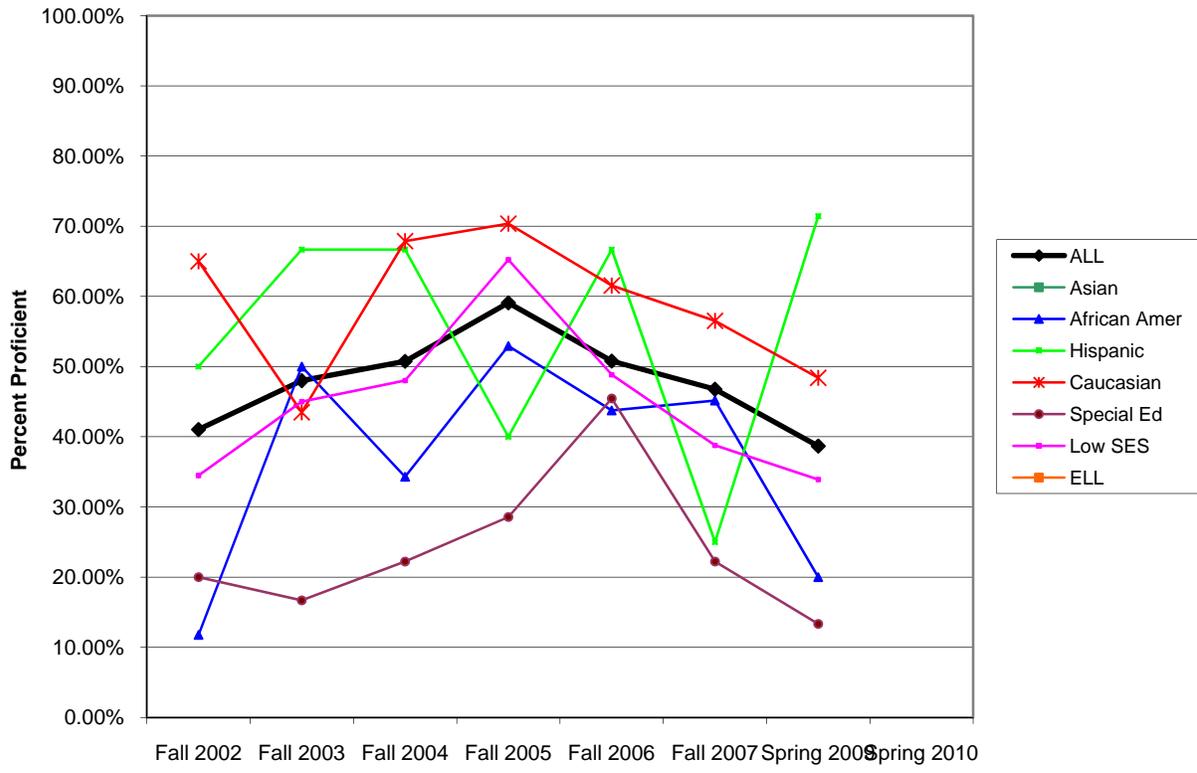
**Lincoln--5th Grade ITBS Reading Trends**



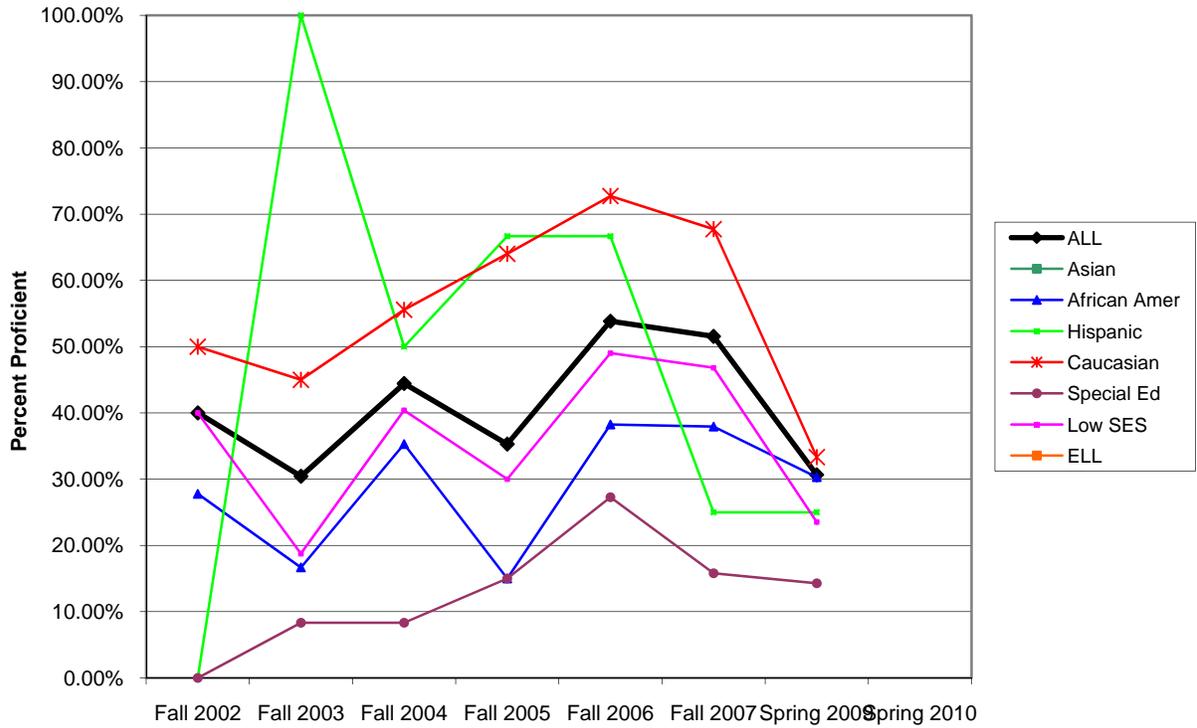
# Math Trend Data



**Lincoln--4th Grade ITBS Math Trends**



Lincoln--5th Grade ITBS Math Trends



Name of School: Lincoln Elementary	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment	LEA’s summary and conclusion of its analysis of each of the areas considered in the needs assessment
<p>1. Curriculum and Resources</p> <ul style="list-style-type: none"> <li>• Iowa Core essential concepts and skills</li> <li>• Alignment between assessments and curricula</li> <li>• Assessment data from other district-wide assessments</li> <li>• Iowa Test of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED) for the past 3 years, including subgroup breakdown</li> </ul>	<p><b>Iowa Core</b></p> <p>Approximately seven years ago, the district created reading comprehension guides that were based on best practices known at that time. Professional development for teachers and administrators was provided, implementation occurred and monitoring of implementation was varied. District reading comprehension scores improved slowly. Recently, reading comprehension scores stagnated or, in some cases, declined. Today, district personnel are more knowledgeable about the cognitions required to learn to read. Teachers are being trained on how students learn to read and read to learn and are expected to implement the Instructional Decision Making model to ensure student improvement in reading comprehension and math. Reading comprehension and math “best practices” are continually studied and reflected in new curriculum guides/maps and materials. Professional development is being delivered for teachers and administrators, and</p>

monitoring of implementation is underway. A total and newly created reading and literacy framework has been developed and will be implemented in order to bring district curriculum and expectations up to expected standards and quality aligned with the Iowa Core Curriculum Essential Concepts and Skills. The Iowa Core work provides a foundation for all curricular work being done in the district with our plan being prepared for submission on July 1, 2010.

**Alignment**

Careful analysis has taken place to insure alignment between curriculum, instruction and assessment.

Instructional cards containing district objectives, Iowa Core Curriculum alignment and instructional implications have been developed in reading in the areas of comprehension, vocabulary, and word analysis and distributed to teachers and administrators. The adoption of a new Literacy Program for the elementary grades took place this spring and will be fully implemented in the 2010-11 school year.

The same process will be followed for a math curriculum review and materials adoption for the 2011-2012 school year.

**Assessment data-other**

Grade K: Rhyming, Deletion, and Blending

- Spring 2010 data show a student proficiency range of 88-98% on all three subtests. The fall scores ranged from 39-43% proficiency. Spring data is at a four year high in all areas.

Grade 1: 6 Phonemic Awareness Subtests, 2 Phonics Subtest, Fluency, and Comprehension

- Spring 2010 data show a student proficiency range from 95-98% on the phonemic awareness subtests. The fall scores ranged from 43-96%. This is a four year high in five out of the six areas.
- Spring 2010 data show a student proficiency range from 80-96% on the phonics subtests. The fall scores ranged from 19-60%. Spring data is at a four year high in both areas.
- Spring 2010 data show a student proficiency range from 58-76% on fluency and comprehension subtests. Data is not gathered in the fall. Spring data is at a four year high in both areas.

Grade 2: BRI Fluency and Comprehension

- Spring 2010 data show a student proficiency range from 71-91% on fluency and comprehension

subtests. The fall scores ranged from 36-54%.

Spring data is at a four year high in both areas.

### Grade 3: BRI Fluency and Comprehension

- Spring 2010 data show a student proficiency range from 74-90% on fluency and comprehension subtests. The fall scores ranged from 49-55%.  
Spring data is at a four year high in fluency and 2% short of being a high in comprehension.

The math computational scores reflect proficiency levels of students in grades 2-5. The district level assessment was administered the end of third quarter of this year and provides information regarding the fluency level of the students performing math facts. The results show the following ranges:

- 79-87% mastery of addition facts in grades 2-5.
- 49-57% mastery of subtraction facts in grades 2-5.
- 32 and 74% mastery of multiplication facts in grades 4 and 5 respectively.
- 16 and 21% mastery of division facts in grades 4 and 5 respectively.

(Requested data included in charts above)

<p>2. Schedule and Classroom</p> <ul style="list-style-type: none"> <li>• School vision and mission</li> <li>• School Safety</li> <li>• Summary data for attendance, truancy and school mobility rate</li> <li>• Climate surveys, if available</li> </ul>	<p><b>Vision:</b> Engaged in Learning. Prepared for Success</p> <p><b>Mission:</b> The mission of Lincoln Elementary School is to create and maintain an environment that ensures that every member of the school community reaches a high level of academic achievement as determined by state and national standards. We commit to a comprehensive system of support to assure this outcome.</p> <p><b>Safety</b></p> <p>PBIS is encouraging positive changes in responsible student behavior in the classroom as well as school wide. School safety is a priority. As a relatively newly constructed building, Lincoln’s physical environment includes best practices in safety. School restricted dress code is being considered for students in order to foster an environment of appropriate conduct. Staff members are trained in safety procedures and have participated in multiple tabletop activities and scenarios.</p> <p>A School Resource Officer (SRO) serves the building in collaboration with the Waterloo Police Department. Cameras, a keyless entry system and a controlled entryway assist in security measures. Alternate sites are identified in case there is a need for evacuation.</p>
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	<p>SWIS data as appendix</p> <p><b>Summary Data</b></p> <table border="1"> <thead> <tr> <th></th> <th>2006-07</th> <th>2007-08</th> <th>2008-09</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>94.64%</td> <td>94.08%</td> <td>95.09%</td> </tr> <tr> <td>Truancy</td> <td>22.48%</td> <td>23.28%</td> <td>21.48%</td> </tr> <tr> <td>15 or more days absent</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mobility</td> <td>29%</td> <td>23.5%</td> <td>15.7%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		2006-07	2007-08	2008-09	Attendance	94.64%	94.08%	95.09%	Truancy	22.48%	23.28%	21.48%	15 or more days absent				Mobility	29%	23.5%	15.7%				
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<p>3. Administration and staffing</p> <ul style="list-style-type: none"> <li>• Teacher-student ratios</li> <li>• Supplemental Support</li> <li>• Use of Iowa Professional Development Model</li> <li>• Implementation data from professional development activities</li> </ul>	<p><b>Teacher Student Ratio</b> 11.3:1(certified staff)</p> <p><b>Supplemental Support</b></p> <p><b>IDM</b> Instruction Decision Making is a process by which teachers use data from formative assessments to respond to student learning needs to ensure mastery of major skills and knowledge. During the 2009-2010 school year, this process is being implemented PK-12 in all 19 buildings. We began the training process with the administrators during administrative retreat in June 2009, and we continued with that professional development in August-October 2009. All schools have a core team of individuals who have been trained, and they are delivering</p>																								

professional development in their buildings. The IDM process requires that students be taught during Core instruction, with students who didn't master those targeted learning objectives having multiple opportunities to learn. We have refocused our at-risk and Title I budget dollars to align with intensive instruction (most often delivered after school.) This initiative has been and will continue to be monitored and adjusted as needed to ensure increased frequency, duration and intensity of interventions. This initiative is a DIRECT response to the low level of student achievement in reading and math, as measured by the ITBS/ITED and reported in the AYP. Many of the Lincoln students are performing at very low levels. The benefit of this approach is that teacher is prompted to (and learn how to) respond to student achievement needs based on data. Students master key curricular concepts aligned to ITBS leading to increased achievement on the state-wide assessment.

**PBIS**

The district was cited for disproportionality in the number of suspensions, expulsions and special needs classification of African American and Hispanic students. PBIS has been identified as a tool in addressing this issue. PBIS is

decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. PBIS emphasizes the use of data for decision making, measurable outcomes supported and evaluated by data, practices with evidence that these outcomes are achievable, and systems that efficiently and effectively support implementation of these practices. PBIS in conjunction with the IDM initiative will improve both behavior and academic performance.

**Other supports include:**

Reading Recovery

Reading Coach

Class Size Reduction/Early Intervention

Preschool and Pre-Kindergarten Programs

Title I, Part A: Reading Program/Services

English Language Learner Programs

Summer School

Extended Day Academic Support

### **Iowa Professional Development Model**

The Iowa Professional Development Model will continue to serve as the framework for our professional development. We will continue to incorporate the following components:

- Collect and analyze student data,
- Determine our focus and SBRR strategies,
- Design our professional development process, training, collaborating/implementing,
- Use spring and fall data for formative evaluation of student data, and the implementation studies for evaluation of implementation.

As a Reading First school, Lincoln will continue to follow an extensive professional development plan.

Professional development will delve deeper into explicit instruction with a focus on the strategies of a writing talk-aloud and a composing think-aloud. Picture Word

Induction Model (PWIM) will be used as the model for implementing these strategies. Teachers will continue to revisit the vocabulary strategies and fluency activities that were introduced and implemented in previous years.

In addition, math strategies aligned to the new math program will be a focus of professional development.

	<p>During the school year, staff will engage in a minimum of 75 hours of professional development that will include days prior to the start of the school year, extended hours throughout the school year and district days that have been built into the school calendar. The Reading Coaches, Title I consultant, and/or AEA 267 Reading and Math Consultants and external expert providers will provide this training that will include theory, demonstration, practice, collaboration, and implementation. The staff will focus on PWIM to incorporate the strategies of writing talk-alouds and composing think-alouds to improve student performance in the 5 components: comprehension, phonemic awareness, phonics, vocabulary, and fluency. Teachers will focus on math problem solving, meaningful distributive practice, writing in math and clear targets for each specific lesson.</p> <p>Part of the extended professional development will focus on expanding teachers' knowledge and implementation of the gradual release of responsibility framework, using the resource <i>Better Learning Through Structured Teaching</i> by Douglas Fisher and Nancy Frey.</p> <p>All Special Education teachers will participate in research-based professional development on designated</p>
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	<p>professional development days and throughout the year, as indicated by their data.</p> <p>Classroom technical assistance will be provided by the school district's reading coaches, building instructional coach, Title I Reading and Math consultants and/or the AEA 267 Reading and Math consultants. Time will be spent in the building to support individual teachers and provide modeling and demonstration directly in the classroom. Any teacher who needs additional technical assistance will be provided this assistance by the instructional coach assigned to the building.</p> <p>The Instructional Coach, with the support of the district leadership team, will be responsible for the collection and analysis of implementation data to insure implementation of all aspects of the comprehensive reading and math programs and to determine the training needs of participants. This data will be provided to the Leadership Team each month for further determination of next steps and recommendations.</p> <p>All participating staff will be required to log implementation and use of SBRR strategies and materials.</p> <p>Instructional Coach and building principals will collaborate to support the full implementation of</p>
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strategies.

In order to continue the professional development from the past three years in the areas of comprehension, vocabulary and fluency, Picture Word Inductive Model (PWIM) was introduced during the 2008-09 school year and studied intensively during the 2009-2010 school year. This model incorporates all of the previously studied areas and strengthens student engagement and inquiry.

The District introduced the Gradual Release of Responsibility Model (Fisher and Frey) as an instructional structure that ensures better student learning through intentional and explicit teaching.

Implementation will continue to be monitored through observations by coaches, principals, Curriculum Coordinator and Central Office Support. Lesson plan logs and PWIM diaries will continue to be collected and analyzed on a quarterly basis along with math strategy logs. This analysis will inform the professional development and instructional coach support.

Teachers will continue to collaborate in multiple types of settings. They will collaborate with grade level teams at their own school and across grade levels at their own schools. Job-embedded collaborative opportunities will

occur frequently throughout the school year with additional opportunities available beyond the school day. The District will continue to provide tools and professional development on the use and analysis of formative assessment and the Instructional Decision Making Model (IDM). Teachers will continue to meet in grade level data teams on a weekly basis to analyze the data and determine instructional implications. Formative data includes student work, assessment checklists, and common formative assessments. The data will continue to drive the instruction as the staff implements IDM to meet the needs of all learners.

**Implementation data**

- As a Reading First school, implementation data is collected and analyzed on a regular basis. The staff participated in four implementation cycles which clearly outlined the expectations. The results of the observations and lesson plan analysis provided teaching points for professional development. Results of one learning environment study include:
  - 18 of 19 teachers were observed.

- 3 long term substitute teachers were not observed.
- 1 absent teacher will be observed at a later date.
- We observed 18 of 19 teachers.
- All teachers used quality nonfiction text.
- 18/18 teachers built context for their read-aloud.
- 13/18 teachers used social studies text and 5/18 used science.
- 18/18 aligned with curriculum.
- 15/18 activated listening comprehension.
- 15/18 RA's were inductive.
- 13/18 read the entire passage uninterrupted.
- 11/18 provided for student collaborative thinking prior to checking for understanding (e.g. Think Pair Share, Turn to your partner, etc.)
- 18/18 elicited student response to check for understanding of the information shared in the read aloud.
- 9/18 teachers reread parts of the passage based on student response, for 2/18 RR was not

	<p>necessary, and 7/18 would have strengthened their read-aloud if they had re-read a portion of the text.</p>
<p>4. Student and parent involvement</p> <ul style="list-style-type: none"> <li>• Iowa Youth Survey data</li> <li>• Evidence of parent/community involvement in school</li> </ul>	<p><b><u>Iowa Youth Survey</u></b></p> <p>Lincoln students did not participate in the Iowa Youth Survey.</p> <p><b>Parent/ Community Involvement</b></p> <p>Girl Scouts of Conestoga Council serves 25 girls in 3 troop, grades 1<sup>st</sup> – 5<sup>th</sup></p> <p>Winnebago Council of Boy Scouts serves 51 boys</p> <p>Big Brothers Big Sisters of Northeast Iowa serves 15 students through either its school-based or school-based mentor plus program.</p> <p>The YWCA of Black Hawk County operates a before and after child care program at the school, serving approximately 15 to 20 students in the morning and 20 to 25 afterschool</p> <p>Partners in Education-Lincoln has a well-established school business partnership program called Partner in Education. The partners program supports the academic and social growth of our students at each school. At Lincoln, the school’s teacher leader chairs the monthly meeting of partners. Major activities and projects of the</p>

	<p>partnership have included:</p> <p>Support the school’s annual Parent Literacy Night by serving supper and helping with family activities.</p> <p>Students visit partners and perform and sing for them.</p> <p>Bank partners have visited classrooms to teach money management</p> <p>Participated in Character Counts celebrations.</p> <p>Classroom pen pals.</p> <p>Campus tour of the University of Iowa.</p> <p>Hockey players read to kids in their classroom.</p> <p>Partners at Lincoln and their start dates are as follows:</p> <table data-bbox="706 997 1445 1837"> <tr> <td>Showers Insurance</td> <td>November 23, 1987</td> </tr> <tr> <td>University of Iowa</td> <td>September 26, 1988</td> </tr> <tr> <td>Waterloo Black Hawks</td> <td>June 15, 1995</td> </tr> <tr> <td>International Paper Company</td> <td>February 28, 1994</td> </tr> <tr> <td>EPICS</td> <td>December 13, 1999</td> </tr> <tr> <td>PepsiAmericas</td> <td>December 13, 1999</td> </tr> <tr> <td>Parkview Nursing and Rehab</td> <td>December 10, 2001</td> </tr> <tr> <td>Iowa Business Machines, Inc.</td> <td>September 27, 2004</td> </tr> <tr> <td>Van G. Miller &amp; Associates</td> <td>September 27, 2004</td> </tr> <tr> <td>Principal Financial Group</td> <td>September 27, 2004</td> </tr> <tr> <td>US Bank</td> <td>September 27, 2004</td> </tr> <tr> <td>Greater Cedar Valley Alliance</td> <td>September 27, 2004</td> </tr> </table>	Showers Insurance	November 23, 1987	University of Iowa	September 26, 1988	Waterloo Black Hawks	June 15, 1995	International Paper Company	February 28, 1994	EPICS	December 13, 1999	PepsiAmericas	December 13, 1999	Parkview Nursing and Rehab	December 10, 2001	Iowa Business Machines, Inc.	September 27, 2004	Van G. Miller & Associates	September 27, 2004	Principal Financial Group	September 27, 2004	US Bank	September 27, 2004	Greater Cedar Valley Alliance	September 27, 2004
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	<p>Cedar Valley Community Healthcare March 8, 2010</p> <p>Communities In Schools of Cedar Valley, Inc. (CIS) provides health and social services to Lincoln by collaborating with more than 20 area providers, removing significant barriers to access among low resource and traditionally hard-to-reach populations. Last year, 21 students received 73 services.</p>	

## **Capacity**

The interventions outlined in the grant will be fully and effectively implemented as addressed in the Transformation Model. The support structure has been established to significantly impact the amount and level of intensity of academic instruction for students and professional development for adults. The professional development will be closely monitored by Central Office staff, building administrators, instructional coach, the reading coach and lead teachers. Implementation logs, observation data, data team minutes and student work will be examined to determine the level and fidelity of implementation and to identify the need for additional professional development, coaching and feedback. Teacher collaboration time will be built into the schedule through common planning time and additional time outside of the school day. This structured process for the examination of data and student work will also be monitored through observation, written minutes and reflections. Formative data attained through the administration of common formative assessments will be utilized to make instructional decisions relative to the adequacy of the core curriculum and the need for supplemental or intensive instruction. These supports will be provided through the IDM process. Additional resources will be aligned to the implementation demands of these reform efforts through extra hours and days as well as additional materials and supports for implementation of strategies.

A highly qualified administrator at Lincoln Elementary, Stephanie Mohorne, was selected to facilitate the transition to full implementation of the reform model.

Implementation will begin in August of 2010 and continue through September of 2013 around three primary goals:

- 1. Implementation of a Comprehensive Literacy Program**

2. Implementation of a Comprehensive Math Program
3. Implementation of Positive Behavior Supports

## Reading Goal

<b>Student learning goal (performance target)</b>  What knowledge and/or skills will students gain?	<b>Research-based teaching and/or learning strategies</b>  What will staff and students do to reach the goal?	<b>Monitoring implementation</b>  How will you ensure the strategy happens consistently, well, and is differentiated as necessary?	<b>Monitoring impact</b>  How will you measure the impact (success) of the strategy?	<b>Professional development</b>  What do we need to learn before-during-after we can employ this strategy?
The percent of FAY students in grades 3-5 who are proficient in reading comprehension will increase by 12.1 percentage points from 47.9% to 60% as measured by the Iowa Test of Basic Skills.	Implement Instructional Decision Making (IDM) Process –by identifying the needs of all students through the analysis of a variety of assessments, including ITBS, looking for trends and patterns of various subgroups	Weekly Data Driven Decision Making Minutes, Observation and Feedback	Results on Formative Assessments	Administrative and staff training on the IDM process;  CFA and Skills Iowa training

<p>100% of students in grades 1-2 will be at or above instructional level on spring DRA.</p> <p>(16-28 1<sup>st</sup> grade)(28-38 2<sup>nd</sup> grade)</p> <p>100% of students in kindergarten will demonstrate phonemic awareness on spring D-PAT and YOPP (50-72 on both)</p>	<p>Teachers will use effective research based, highly engaging strategies such as: 90 minute block, Teacher Collaboration 2x weekly, Daily 5, Small group, Large group, Explicit Instruction, Effective Instructional Strategies- Marzano, active boards, Parent Involvement Activities, PWIM (Picture Word Inductive Model)</p>	<p>Assessment Center Reports, Weekly DDDM Minutes, Observation and feedback, lesson plans</p>	<p>Results on formative assessments and summative assessments</p> <p>Quantitative results are closer to or at proficiency</p>	<p>Administrative and staff training on Wed. afternoon and/or Planning Time District Provided Reading Professional Development</p>
	<p>Students not achieving mastery during core instruction will receive Tier 2-Supplemental Instruction (outside of regular classroom time)</p>	<p>Assessment Center Reports, Weekly DDDM Minutes, Observation and feedback, lesson plans</p>	<p>Results on formative assessments and summative assessments</p> <p>Quantitative results are closer to or at proficiency</p>	<p>Administrative and staff training on Wed. afternoon and/or Planning Time District Provided Reading Professional Development</p>
	<p>Students who fail to reach mastery after Tier 2 will continue to work toward mastery in tier 3-Intensive Instruction</p>	<p>Assessment Center Reports, Weekly DDDM Minutes, Observation and feedback, lesson plans</p>	<p>Results on formative assessments and summative assessments</p> <p>Quantitative results are closer to or at proficiency</p>	<p>Administrative and staff training on Wed. afternoon and/or Planning Time District Provided Reading Professional Development</p>

	CFA developed for K-2	Weekly DDDM minutes, observations and feedback, lesson plans	Results on formative assessments and summative assessments  Quantitative results are closer to or at proficiency	Administrative and staff training during additional professional development time and/or Planning Time District Provided Reading Professional Development
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## Math Goal

<b>Student learning goal (performance target)</b>  What knowledge and/or skills will students gain?	<b>Research-based teaching and/or learning strategies</b>  What will staff and students do to reach the goal?	<b>Monitoring implementation</b>  How will you ensure the strategy happens consistently, well, and is differentiated as necessary?	<b>Monitoring impact</b>  How will you measure the impact (success) of the strategy?	<b>Professional development</b>  What do we need to learn before-during-after we can employ this strategy?
The percentage of FAY students in grades 3-5 who are proficient on math total will increase by 12.6 percentage points from 37.4% to 50% proficient as measured by the Iowa Test of Basic Skills.	Implement Instructional Decision Making (IDM) Process –by identifying the needs of all students through the analysis of a variety of assessments, including ITBS, looking for trends and patterns of various subgroups	Weekly Data Driven Decision Making Minutes, Observation and Feedback, lesson plans	Results on Formative Assessments: chapter tests, basic facts, concepts and estimation, data interpretation	Administrative and staff training on the IDM process;  CFA and Skills Iowa training
100% of k-5 students will be proficient on the end of the year math assessment.	Teachers will use effective research based, highly engaging strategies such as: Teacher Collaboration 2x weekly, 70 minute math block, instructional skills grouping at each grade level, small group math, daily 5 in math, computation, problem solving, writing about math, time, measurement, money,	Assessment Center Reports, Weekly DDDM Minutes, Observation and feedback, lesson plans	Results on formative assessments and summative assessments  Quantitative results are closer to or at proficiency  Assessments: Fast Math  Chapter Tests,	Administrative and staff training on Wed. afternoon and/or Planning Time districted provided math professional development

	manipulatives, mental models, active boards, explicit instruction, and Meaningful Distributive Practice			
	Students not achieving mastery during core instruction will receive Tier 2- Supplemental Instruction (outside of regular classroom time)	Assessment Center Reports, Weekly DDDM Minutes, Observation and feedback, lesson plans	Results on formative assessments and summative assessments  Quantitative results are closer to or at proficiency	Administrative and staff training on Wed. afternoon and/or Planning Time  Districted provided math professional development
	Students who fail to reach mastery after Tier 2 will continue to work toward mastery in tier 3- Intensive Instruction (outside of the regular day)	Assessment Center Reports, Weekly DDDM Minutes, Observation and feedback, lesson plans	Results on formative assessments and summative assessments  Quantitative results are closer to or at proficiency	Administrative and staff training on Wed. afternoon and/or Planning Time  Districted provided math professional development
	CFA developed for K-2	Weekly DDDM minutes, observations and feedback, lesson plans	Results on formative assessments and summative assessments  Quantitative results are closer to or at proficiency	Administrative and staff training on Wed. afternoon and/or Planning Time  Districted provided math professional development

## Climate/Culture Goal

<b>Student learning goal (performance target)</b>  What knowledge and/or skills will students gain?	<b>Research-based teaching and/or learning strategies</b>  What will staff and students do to reach the goal?	<b>Monitoring implementation</b>  How will you ensure the strategy happens consistently, well, and is differentiated as necessary?	<b>Monitoring impact</b>  How will you measure the impact (success) of the strategy?	<b>Professional development</b>  What do we need to learn before-during-after we can employ this strategy?
100% of staff, students, and parents identify Lincoln Elementary as an environment of mutual respect as measured by the EOY climate survey.  The climate at Lincoln will be a climate where relational trust and open communication are established so that real or perceived problems are addressed in a timely manner(i.e. high expectations for both staff and students)	<ul style="list-style-type: none"> <li>• Staff will implement building expectations at beginning of year and midyear.</li> <li>• Quarterly Positive Behavior Supports newsletter</li> <li>• Utilizing connect ed to communicate with parents</li> <li>• Monthly Newsletters</li> <li>• Home visits (each teacher will do 5)</li> <li>• Parent Teacher Conferences</li> <li>• Parent Led Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor minors/majors-data</li> <li>• Teachers will turn in home visit reflection form</li> <li>• Connect ed data</li> <li>• Data from parent teacher conferences</li> <li>• PBIS</li> </ul>	<ul style="list-style-type: none"> <li>• Referral data</li> <li>• Intervention data</li> <li>• Results of pre/post climate survey</li> <li>• Spring SET evaluation</li> <li>• Monthly meetings to monitor the implementation of PBS</li> <li>• Phone logs</li> <li>• Visitation logs</li> <li>• Parent sign in sheets at conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Training staff, students, and parents on positive behavior supports</li> </ul>

**Intervention Model Design and Implementation Plan**

Meetings began in late February and continue to take place as the district and the Waterloo Education Association collaborate around the selection of the reform model and the specific implementation components. The team met on February 25, March 9, March 12, March 31, April 9, April 10 and April 21. Decisions regarding the selection of the reform model and changes to contract language are reflected in the Transformation Model specifics listed below.

**Transformation Model**

	<b>2009-2010</b>	<b>2010-2013</b>
Length of school year for students (Extended Year)	180 Days	Approximately 187
Length of contract for instructional staff	192 Days	202 Days 5 additional Professional Days 7 additional student contact days (two replace beginning of year teacher in-service) 2 days equivalent-hours in extended time/days throughout year
Length of School Day (Extended Day)	8:50-3:35 Students 8:30-4:00 Staff	8:50 – 3:35 Students 8:30 – 4:30 Staff
Number of Certified Staff	41	43 Additional administrator 1 additional instructional coach
Number of Inst. Support Staff (Reading Coach, Lead Teacher, AP, etc.)	10-plus reading coach	Add 1 instructional coach
Number of Students	461	No change

% F/R Lunch	80.8 %	82.06%
Number of Administrators	1—plus lead teacher	Add 1 Administrator New Administrator named to replace current administrator
<b>(1) DEVELOPING AND INCREASING TEACHER AND SCHOOL LEADER EFFECTIVENESS</b>		
<b>REQUIRED ACTIVITIES—EVALUATION, INCENTIVES AND PROFESSIONAL DEVELOPMENT</b>		
Evaluation System (Teachers)	Iowa Model based on Iowa Teaching Standards and Criteria	Iowa Model based on Iowa Teaching Standards and Criteria with emphasis on Instructional Practices and Assessment results.
Evaluation System (Teachers) Data on student growth	Not currently doing	Buildings and teams use growth data to make strategic decisions. We need to enhance what we are doing, finding multiple measures of student growth information that can be tied to individual teacher evaluation. Student growth will not be the sole determiner of teacher proficiency or lack of proficiency, merely one measure per agreement with our Association
Evaluation System (Teachers) Multiple observation-based assessments	Currently Doing	Will expand the role of multiple assessment data in evaluation and conferencing
Evaluation System (Teachers) Ongoing collections of professional practice	Currently Doing	Will continue to utilize multiple observations and artifacts in the evaluation system.

Evaluation System (Teachers) Are developed and designed with teacher and principal input	Done by State of Iowa	Will provide feedback for enhancing legislated system of evaluation
Evaluation System (Principals)	Iowa Model Once every three years—Full evaluation Other two years—self evaluation and Individual Administrator Professional Development Plan	Annual Full Observation
Evaluation System (Principals) Data on student growth	Not currently doing	Principals will participate in the reward incentives based on student achievement data with evaluation linked to student performance
Evaluation System (Principals) Multiple observation-based assessments	Currently Doing	Enhanced data collection system will lead to more comprehensive principal evaluation.
Evaluation System (Principals) Ongoing collections of professional practice	Currently Doing	Will continue to utilize multiple observations and artifacts in the evaluation system.
Evaluation System (Principals) Are developed and designed with teacher and principal input	Done by State of Iowa	Will provide feedback for enhancing legislated system of evaluation
Identify and reward school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high-school graduation rates	Not currently doing	Plan developed in collaboration with Teacher's Association to reward certified and support staff for building level academic improvement.
Remove those who, after ample opportunities, have been provided for them to improve their professional practice have not done so	Mechanism is in place with current system.	Fireside chats with certified staff were held in April to determine staff competency and desire to continue at Lincoln. Evaluation system provides procedures for on-going monitoring of performance.

Provide staff with ongoing, high-quality, job-embedded professional development	Currently doing	Intensive professional development with monitoring of implementation and additional time for collaboration and feedback will be provided in both Reading and Math.
Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in a transformation school	Not currently doing	Increased time requirements and work load will lead to significantly higher salaries for the instructional staff in this building.
<b>PERMISSABLE ACTIVITIES— EVALUATION, INCENTIVES AND PD</b>		
Additional compensation to attract and retain staff	Not currently doing	
Institute a system for measuring change in instructional practices resulting from professional development	Structure in place; coaching around student work	The addition of an instructional coach will allow us to move to a more results driven system
Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority	Not currently doing	Prior to commitment and selection, clear expectations will be published and a teacher’s qualifications will be matched with expectations. The ideal individual must believe that all children can learn at significantly higher levels AND must accept that Failure is NOT an option. Job postings will contain locally adopted competencies. Teachers not selected will be afforded involuntary transfer rights.

<b>(2) COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES</b>		
<b>REQUIRED ACTIVITIES—COMP INST. REFORM</b>		
Use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the other and with the state standards	New Literacy Curriculum and material adopted in the Spring of 2010. Alignment verified and professional development on research-based instructional strategies is underway	Math Summit held May 2010 with planning for materials adoptions and curricular revision planned for fall 2010.
Promote the continuous use of student data to inform and differentiate instruction	Currently Doing	Instructional Decision Making (IDM) implemented during 2009-1010 school year with a focus on the use of formative assessment to facilitate instructional decisions.
<b>PERMISSABLE ACTIVITIES—COMP INST. REFORM</b>		
Curriculum implementation fidelity reviews and pacing	Not currently doing	New Literacy curriculum provides guidance on pacing. Monitoring implementation facilitated by building principal and coaches.
Implement a school wide RTI model	Doing--IDM	IDM implemented during 2009-2010 school year with continuous monitoring and feedback provided.
Additional professional development for staff who work with students with disabilities and ELL students.	Currently Doing	Enhanced professional development for ELL and Special Needs staff planned for fall 2010.
Using and integrating technology based supports	Currently Doing	Promethean training and instructional technology supports provided
<b>(3) INCREASING LEARNING TIME AND CREATING COMMUNITY-ORIENTED SCHOOLS</b>		

<b>REQUIRED ACTIVITIES— INC LRNG TIME &amp; COMMUNITY</b>		
Increase learning time	Not currently doing	Extended number of days for student instruction built into 2010-2011 calendar (Appendix)
Provide ongoing mechanisms for family and community engagement	Doing	Strategic Plan includes extensive work in parent involvement and community engagement.
<b>PERMISSIBLE ACTIVITIES—INC LRNG TIME &amp; COMMUNITY</b>		
Partnering with organizations	Doing	Full listing included in needs assessment section
Extend day for advisories	Not currently doing	Under consideration
Implement positive behavioral supports	Doing	Planning for District-wide PBIS implementation in 2008-2009, Lincoln in Year 1 during 2009-2010 school year
Full day kindergarten or Pre-K	Doing Full Day Kindergarten	Pre-K half-day Title I and full day Headstart
<b>(4) PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT</b>		
<b>REQUIRED ACTIVITIES</b>		
Operational flexibility with staffing, calendars/time, and budgeting.		Flexible calendar and staffing outlined for 2010-2011 school year
School receives ongoing technical assistance	SINA (AEA support) Technical Assistance provided	District, AEA and state supports will be utilized
<b>PERMISSIBLE ACTIVITIES</b>		
New governance arrangement		
Per-pupil school based budget formula		

## **Part 2**

**External Providers-**Support for the design, delivery and implementation of the initiatives aligned to the Transformation Model will be provided through district, AEA and state level supports.

The district will assign one Central Office administrator to facilitate the work and monitor the progress of the plan and data analysis. An additional administrator and an additional instructional coach will be assigned to Lincoln to provide additional support to the current administrator, administrative assistants and reading coach. The addition of personnel will allow the principal to serve as the instructional leader in the implementation of the initiatives.

The AEA will provide technical support, professional development, and on-going assistance through the SINA process. Expert consultants will be sought to provide professional development in support of specific teacher learning needs.

## **Resource Alignment**

The district has embarked on the implementation of an aggressive, five-year strategic plan that encompasses the initiatives outlined in this grant. The commitment of district time and resources to the elements of the grant began late in the 2008-2009 school year and continues to be evidenced in the intensive efforts of the district staff and community aligned with high levels of academic achievement for each student.

In addition to SIG grant funding, Title I, IDEA Part B funding, Teacher Quality, Stimulus ARRA and Local General Fund budgets will be utilized to support these initiatives. Total project resources listed below with Lincoln representing approximately 11% of the total budget allocation.

<b>IDM: Total</b>	<b>\$595,989</b>
Existing General Fund	\$35,700
New General Fund	\$62,500
ARRA Title I	\$497,789
<b>Reading Model: Total</b>	<b>\$2,252,800</b>
Existing General Fund	\$700,000
New Ongoing General Fund	\$600,000
New One Time Gen Fund	\$402,500
ARRA Title I	\$550,300
<b>Math Model: Total</b>	<b>\$2,252,800</b>
Existing General Fund	\$700,000
New Ongoing General Fund	\$600,000
New One Time Gen Fund	\$402,500
ARRA Title I	\$550,300
<b>PBIS: Total</b>	<b>\$347,500</b>
Existing General Fund	\$210,000
One Time Gen Fund	\$35,000
IDEA Part B	\$102,500
<b>Professional Development : Total</b>	<b>\$712,000</b>
Existing General Budget	\$462,000
(of which \$330,000 is TQ ICC funding)	
New General Fund	\$250,000

## **Practice and Policy Modifications**

After review of current policies and practices, it is determined that the bargained contract will need to contain special provision to support the needed reforms. In agreement with the Waterloo Education Association (WEA), the following side agreements have been determined.

### ARTICLE XIII - EVALUATION

Although student achievement data continues to be a data point considered in the evaluation process it will not be the sole determining factor in the decision to place a teacher on an intensive plan of assistance.

### ARTICLE X - EMPLOYEE HOURS

The normal work day for a teacher assigned to a PLAS school will consist of up to eight and one-half hours; included in that day shall be a duty free lunch period, a minimum of thirty (30) minutes per day.

### PROPOSED PAY FOR PERFORMANCE PARAMETERS

Building Award (no individual or team)

Eligible recipients –certified staff; administrators; clerical support staff

Award amount based on one week of pay at the average annual earnings of the employee group.

(Prorated for part-time pay)

MUST HAVE 80 Points to earn award

## Growth Measures

NSS growth 25 pts

Increase percent proficient 25 points (must show increase over past three years in order to gain these pts)

Safe harbor 25 pts

Additional measures 25 pts

PAT, DRA, Observation survey, Gold Standard Assessment, District-determined assessments

## PLAS PLAN PARAMETERS

Proposed Clock Hours 8.5 (Maximum)

8:50 – 3:35 Students

8:30 – 4:30 Staff

School Year adds 7 additional school days and 3 additional professional development days plus

16 hours per year for:

- Additional professional development
- Parent connections
- Collaboration

## **Sustainability**

The district has embarked on the implementation of an aggressive, five-year strategic plan that encompasses the initiatives outlined in this grant. The commitment of district time and resources to the elements of the grant began late in the 2008-2009 school year and continues to be evidenced in the intensive efforts of the district staff and community aligned with high levels of academic achievement for each student. Intense work in professional development during the three years of funding will build capacity for the foundation for sustainable improvements. All new teachers will be assigned a mentor and will participate in the district mentoring and induction program. Staff new to the building will participate in additional professional development during the first days of school in order fully participate in the implementation of selected strategies. Ongoing coaching will be provided by the instructional coach. Additional time and hours will end with full implementation established during the grant period will provide for lasting benefit to students. Postings for the hiring of new positions will incorporate the specific criteria included in the Fireside Chats (See Appendix). The Transformation Intervention Model will be the focus of initial professional development opportunities as well as incorporated into the content delivery of professional development on the focused initiatives outlined in the grant proposal. Parents and community engagement will be secured through business partnerships and on-going work in parent involvement. Evaluation will be done at the building and district level through a formal process utilized in the district for program evaluation. Student achievement results (ITBS) will be the primary indicator of success. Professional development, partnerships, mentoring relationships and broad commitment to meeting the needs of all students will provide the foundation for lasting reform.

<b>Budget</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Personnel Salary Subtotal</b>	<b>\$403,000</b>	<b>\$419,120</b>	<b>\$435,885</b>	<b>\$1,258,005</b>
<b>10 Additional Contract Days for 42 teachers</b>	<b>\$78,000</b>	<b>\$81,120</b>	<b>\$84,365</b>	<b>\$243,485</b>
<b>Teachers .5 hours per day for Intensive Assistance and Collaboration = \$ in salary</b>	<b>\$135,000</b>	<b>\$140,400</b>	<b>\$146,016</b>	<b>\$421,416</b>
<b>1 Instructional Coach= in salary</b>	<b>\$80,000</b>	<b>\$83,200</b>	<b>\$86,528</b>	<b>\$249,728</b>
<b>1 Additional Assistant Principal = in salary</b>	<b>\$75,000</b>	<b>\$78,000</b>	<b>\$81,120</b>	<b>\$234,120</b>
<b>Substitute Teachers = \$ in Salary</b>	<b>\$5,000</b>	<b>\$5,200</b>	<b>\$5,408</b>	<b>\$15,608</b>
<b>Extra Para Support = \$ in Salary</b>	<b>\$30,000</b>	<b>\$31,200</b>	<b>\$32,448</b>	<b>\$93,648</b>
<b>Years Two and Three include an increase of 4% for each category of personnel.</b>				

<b>Benefits</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Benefits calculated using the following formula:</b>	<b>\$92,690</b>	<b>\$96,398</b>	<b>\$100,254</b>	<b>\$289,341</b>
<b>New Administrator      30%</b>				
<b>New Teacher                30%</b>				
<b>Current Teacher          14.6%</b>				
<b>Sub Teacher                7.65%</b>				
<b>Paraprofessional         66%</b>				
<b>Years Two and Three include an increase of 4 % for each year.</b>				
<b>Professional Services</b>				
<b>Honorarium</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$30,000</b>

<b>Support for data analysis, research-based instructional strategies and implementation of reform efforts will be accessed throughout the grant period.</b>				
<b>20 days per year @ \$500 per day</b>				
<b>Expenses (Mileage, Meals, Lodging)</b>	<b>\$3,000</b>	<b>\$3,000</b>	<b>\$3,000</b>	<b>\$9,000</b>
<b>20 days per year @\$150 per day</b>				
<b>Instructional Materials</b>	<b>\$50,000</b>	<b>\$30,000</b>	<b>\$25,000</b>	<b>\$105,000</b>
<b>Resource materials, software and supplemental materials</b>				
<b>Supplies and Materials</b>	<b>\$25,000</b>	<b>\$25,000</b>	<b>\$25,000</b>	<b>\$75,000</b>
<b>Professional materials for teachers and administrators aligned to instructional strategies</b>				

<b>Other – specify: Transportation</b>	<b>\$25,000</b>	<b>\$30,000</b>	<b>\$35,000</b>	<b>\$90,000</b>
<b>Additional transportation for students</b>				
<b>Other – specify: Parent Involvement</b>	<b>\$20,000</b>	<b>\$20,000</b>	<b>\$20,000</b>	<b>\$60,000</b>
<b>Other-Incentive Pay – equivalent of one week’s pay per staff member if goals are met.</b>	<b>\$58,000</b>	<b>\$60,320</b>	<b>\$62,733</b>	<b>\$181,053</b>
<b>Administrative Costs (allowable indirect cost rate) 2.48%</b>	<b>\$17,029</b>	<b>\$17,083</b>	<b>\$17,530</b>	<b>\$103,781</b>
<b>Total</b>	<b>\$703,719</b>	<b>\$710,921</b>	<b>\$734,401</b>	<b>\$2,201,180</b>

## **Budget Narrative**

### **(Year 1 totals listed)**

Teacher/Administrator Extra Days-\$78,000

Description: Staff members will be contracted for an additional ten days per year, seven of which will be student contact days and two of which will be differentiated throughout the school year with extended time and days devoted to professional development.

Teacher/Administrator Extra Hours - \$135,000

Description: Staff members will be contracted for .5 hour per day beyond the normal contract time for collaboration, professional development, data analysis and intensive academic supports for students.

Instructional Coach - \$80,000

Description: An instructional coach will support Transformation Model implementation through classroom coaching, observation, modeling, data analysis and delivery of professional development.

Additional Assistant Principal- \$75,000

Description: Assistant principal will support Transformation Model implementation through instructional leadership and management support to building principal, coaches and teachers.

Substitute Teachers - \$5,000

Description: Substitutes will be hired as needed so that teachers may attend professional development, collaborate, participate in peer observation and data analysis.

Additional Paraprofessionals - \$30,000

Description: Paraprofessionals will be hired as needed to support teachers in the implementation of the Transformation Model and to provide additional academic support to students.

Benefits:-\$92,690

Description: Calculated on percentage basis with insurance included where appropriate

Professional Services - \$13,000

Description: Honorarium and expenses for professional development providers to assist in delivery of content aligned to reading and math strategies.

Instructional Materials - \$50,000

Description: Funding will provide resource materials, software and supplemental materials that will provide academic support for each child at their instructional level.

Supplies and Materials - \$25,000

Description: Professional Development supplies and materials

Transportation- \$25,000

Description-Additional transportation services to accommodate the extended days and extended hours of instruction for students

Parent Involvement -\$20,000

Description:-Materials, supplies and incentives for parent involvement to support the academic achievement of students. Take home activities, support guides and on-line resources will be provided.

Incentive Pay- \$58,000

Description: Building Award for eligible recipients (certified staff; administrators; clerical support staff). Award amount based on one week of pay at the average annual earnings of the employee group. (Prorated for part-time pay)

**Implementation Timeline**  
(Required – No points awarded)

The LEA must provide an implementation timeline that clearly identifies the occurrence of required activities over the course of the three year grant period. The timeline must delineate activities and persons responsible

**PBIS**

<b>Date</b>	<b>Focus</b>	<b>Person Responsible</b>
Fall 2010/Spring 2011	PBIS – Tableau data management system	Principal and Lead Teacher
Fall 2010/Spring 2011	PBIS – Analysis of and adjustment of actions based on PBIS surveys	PBIS Committee
Fall 2010/Spring 2011	PBIS – Building posters, flyers and handbook	
Fall 2010/Spring 2011	District level PBIS informational brochure	Felicia Hagerstrom
Fall 2010/Spring 2011	Implement lesson plans for common area	Lincoln staff
Fall 2010/Spring 2011	Implement behavior expectations	Lincoln staff
Fall 2010/Spring 2011	Implement rewards system	Lincoln staff
Fall 2010/Spring 2011	Monthly building-wide celebrations	PBIS Committee
Fall 2010/Spring 2011	Weekly/bi-weekly classroom celebrations	Teachers
Fall 2010/Spring 2011	Daily classroom meetings	Teachers
Fall 2011/Spring 2012	Create major/minor behavior matrix	PBIS Committee
Fall 2011/Spring 2012	Implement major/minor matrix	Lincoln staff
Fall 2011/Spring 2012	Create Behavior Support Team	PBIS Committee
Fall 2011/Spring 2012	Provide wrap around supports	Lincoln staff
Fall 2012/Spring 2013	Continue implementation of all PBIS components	Lincoln staff

## Literacy Framework

<b>Date</b>	<b>District Focus</b>	<b>Building Focus</b>	<b>Person Responsible</b>
Fall 2010/2011 through Spring 2013	Define and identify a rigorous, easy to navigate curriculum and materials, aligned with the Iowa Core Curriculum	Implementation of district curriculum	Teachers
		Monitor the implementation of district curriculum	Principal, Lead Teacher, Reading Coach
Fall 2010/2011 through Spring 2013	Identify grade level standards, benchmarks and objectives	Implement lessons according to grade level standards, benchmarks and objectives	Teachers
		Monitor the implementation of lessons	Principal, Lead Teacher, Reading Coach
Fall 2010/2011 through Spring 2013	Identify, provide professional development and support of the gradual release of responsibility	Implement lessons according to the gradual release of responsibility model	Teachers
		Monitor the implementation of lessons using the gradual release of responsibility model	Principal, Lead Teacher, Reading Coach
Fall 2010/2011 through Spring 2013	Plan professional development for implementation of new curriculum	Attend district professional development of new curriculum	Principal, Lead Teacher, Reading Coach, Teachers
Fall 2010/2011 through Spring 2013	Create a standards based report card	Implement the standards based report card	Teachers
Fall 2010/2011 through Spring 2013	Identify high impact skills that students need to master at each grade level	Implement lessons using the identified high impact skills that students need to master at each grade level	Teachers
		Monitor the implementation of the lessons using the using the identified high impact skills that students need to master at each grade level	Principal, Lead Teacher, Reading Coach
Fall 2010/2011 through Spring 2013	Examine our current assessment tools and processes and make modifications as necessary	Implement the new assessment tools – including DRA2 and Skills Iowa.	Teachers
		Monitor the implementation of new assessment tools	Principal, Lead Teacher, Reading Coach
Fall 2010/2011 through	Identify and plan	Attend the professional	

Spring 2013	professional development and determine implementation of evidence based instructional practices	development and implement evidence based instructional practices; such as:	
		PWIM(Picture Word Induction Model)	Teachers
		20-20-20 structure during small group reading	Teachers, para educators
		Grade level collaboration	Grade level teachers
		Vertical collaboration	Teachers
Fall 2010/2011 through Spring 2013	Complete ITBS areas of concern instructional cards	Review the ITBS areas of concern instructional cards and current ITBS data	Principal, Lead Teacher, Reading Coach, Teachers, Para educators
Fall 2010/2011 through Spring 2013	Literacy framework developed	Implement the literacy framework	Teachers
		Monitor the implementation of the literacy framework	Principal, Lead Teacher, Reading Coach
Fall 2010/2011 through Spring 2013	Update grade level objectives and expectations	Instruct and assess students using grade level objectives and expectations	Teachers
		Monitor instruction and assessment of grade level objectives and expectations	Principal, Lead Teacher, Reading Coach
Fall 2010/2011 through Spring 2013	Curriculum maps	Implement Literacy curriculum map	Teachers
		Monitor implementation of Literacy curriculum map	Principal, Lead Teacher, Reading Coach
Fall 2010/2011 through Spring 2013	Reading curriculum materials, resources and support materials	Implement Reading curriculum materials, resources and support materials	Teachers
		Monitor implementation of Reading curriculum materials, resources and support materials	Principal, Lead Teacher, Reading Coach

## Math Framework

<b>Date</b>	<b>District Focus</b>	<b>Building Focus</b>	<b>Person Responsible</b>
Fall 2010/2011 through Spring 2013	Define and identify a rigorous, easy to navigate curriculum and materials, aligned with the Iowa Core Curriculum	Continue to implement current curriculum and materials and work to align with the Iowa Core Curriculum	Teachers
		Monitor use of current curriculum and materials and work to align with the Iowa Core Curriculum	Principal, Lead Teacher
	Identify grade level standards, benchmarks and objectives	Continue to implement current grade level standards, benchmarks and objectives	Teachers
		Monitor implementation of current grade level standards, benchmarks and objectives	Principal, Lead Teacher
Fall 2010/2011 through Spring 2013	Identify, provide professional development and support for gradual release of responsibility instructional framework	Implement lessons according to the gradual release of responsibility model	Teachers
		Monitor the implementation of lessons using the gradual release of responsibility model	Principal, Lead Teacher, Reading Coach
Fall 2011 through Spring 2013	Plan and deliver professional development for implementation of new curriculum	Attend district professional development of new curriculum	Principal, Lead Teacher, Reading Coach, Teachers
Fall 2010/2011 through Spring 2013	Create a standards based report card	Implement the standards based report card	Teachers
Fall 2010/2011 through Spring 2013	Identify high impact skills that students need to master at each grade level	Implement lessons using the identified high impact skills that students need to master at each grade level	Teachers
		Monitor the implementation of the lessons using the using the identified high impact skills that students need to master at each grade level	Principal, Lead Teacher, Reading Coach
Fall 2010/2011 through Spring 2013	Examine our current assessment tools and processes and make	Implement the new assessment tools – including Skills Iowa.	Teachers

	modifications as necessary		
		Monitor the implementation of new assessment tools	Principal, Lead Teacher, Reading Coach
Fall 2010/2011 through Spring 2013	Identify and plan professional development and determine implementation of evidence based instructional practices	Attend the professional development and implement evidence based instructional practices; such as:	
		Meaningful Distributive Practice	Teachers
		Problem based instruction	Teachers
		Use of manipulatives	Teachers
Fall 2010/2011 through Spring 2013	Complete ITBS areas of concern instructional cards	Review the ITBS areas of concern instructional cards and current ITBS data	Principal, Lead Teacher, Reading Coach, Teachers, Para educators

**Annual Goals for Student Achievement**  
(Required – No points awarded)

A district must establish annual goals for student achievement on the State's ESEA assessments (ITBS/ITED) in both reading/language arts and mathematics that it will use to monitor each Tier I and Tier II school that receives School Improvement Grant funds. Annual goals that a district could set might include making at least one year's progress in reading/language arts and mathematics or reducing the percentage of students who are non-proficient on the ITBS/ITED reading/language arts and mathematics assessments by 10 percent or more from the prior year.

**Annual Reading Goal:**

By the end of the 2010-2011 school year, the number of students who are proficient in grades 3-5 will increase by 12% in reading as defined by the Iowa Test of Basic Skills (ITBS) and/or

Annual Yearly Growth (AYG). Specifically targeted groups are African American and Special Education students.

By the end of the 2010-2011 school year, 90% of K-2 students will show proficiency on district reading assessment, DRA2.

**Annual Math Goal:**

By the end of the 2010-2011 school year, the number of students who are proficient in grades 3-5 will increase by 12% in math as defined by the Iowa Test of Basic Skills (ITBS) and/or Annual Yearly Growth (AYG).

## **Consultation with Relevant Stakeholders**

(Required – No points awarded)

Before submitting this application for a School Improvement Grant the Waterloo Community School District has consulted with relevant stakeholders, including:

Waterloo Community Schools Board of Education

Waterloo Education Association

Superintendent's Cabinet

School Improvement Advisory Committee

Lincoln Administrative Team

Lincoln Teaching Staff

Lincoln Support Staff

## Appendices

### Mission

The Waterloo Schools community commits to a comprehensive system of education and support to assure that each and every student will graduate prepared for college, career, and citizenship as evidenced by continuing education, pursuing a career path, and contributing to a community.

### Strategic Focus Areas and Goals

<p><b>Student Achievement and Development</b></p> <ul style="list-style-type: none"> <li>-Delivering the comprehensive curriculum through engaging instruction with a focus on measured results for student achievement.</li> <li>-Increase the percentage of the students proficient in reading, math, writing, and science.</li> <li>-Increase percentage of students who are prepared for college, career, and citizenship.</li> <li>-Increase the graduation rate and decrease the dropout rate while maintaining rigorous standards for learning.</li> <li>-Reduce the achievement gap between subgroups while accelerating learning for all students.</li> <li>-Utilize technology as a tool to improve student achievement.</li> </ul>	<p><b>Human Assets</b></p> <ul style="list-style-type: none"> <li>-Staffing our organization with high performing leaders, teams, and employees.</li> <li>-Create standards and performance measures to rate factors of customer service.</li> <li>-Maintain a workforce based on the identification of the number of employees required, best practices, and the skills needed.</li> <li>-Enhance and target employee recruitment to increase diversity and highly qualified personnel.</li> <li>-Optimize a workforce based on competencies and attitudes needed to accomplish the district vision.</li> <li>-Promote the alignment of talent with workforce needs.</li> </ul>
<p><b>Financial Sustainability and Operational Excellence</b></p> <ul style="list-style-type: none"> <li>-Operating with fiscal integrity, efficiency, and effectiveness.</li> <li>-Provide technology that meets District standards, is equitable, and current to ensure agility in information analysis and to achieve efficient and effective administrative systems.</li> <li>-Use District priorities to establish the budget.</li> <li>-Consistently implement proven security</li> </ul>	<p><b>Climate for Learning</b></p> <ul style="list-style-type: none"> <li>-Provide a safe, caring, engaging, and inviting environment for our students, staff, parents, and community.</li> <li>-Utilize research-based strategies that support integrity and respect toward others.</li> <li>-Optimize crisis prevention, mitigation, preparedness, response, and recovery to assure maximum safety and security of students, staff, and community.</li> </ul>

<p>practices for students, staff, and community, both during the school day and at other times of facility usage.</p> <ul style="list-style-type: none"> <li>-Deliver quality facilities and infrastructure.</li> <li>-Implement global best practices in the management of technology outages, changes, and configuration.</li> <li>-Secure additional funding sources to enhance the District budget.</li> <li>-Maximize equitable community access to and use of facilities.</li> <li>-Control operating expenditures and capital costs.</li> </ul>	<p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>-Interacting effectively with our students, staff, parents, and business communities.</li> <li>-Promote and strengthen partnerships within the community, the schools, and the homes of our students to increase student achievement, wellness, and development.</li> <li>-Enhance district resources through partnerships.</li> <li>-Communicate effectively with all stakeholders</li> </ul>
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## Waterloo Community School District DINA/Disproportionality Plan

Spring 2010

D-Deep

I-Implementation

N-Needed

A-Actions

### **The Goal:**

High Levels of Student Achievement for Each and Every Student

### **The Phases:**

1. Audit
2. Diagnosis
3. Design
4. Implementation
5. Evaluation

### **The Actions:**

1. **Believe in It**
  - ❖ Shared Knowledge Base/Instructional Research (FINO, PD, Values)
  - ❖ Cultural Competence/GESA
  - ❖ Communication
2. **Act Upon It**
  - ❖ Monitoring and Feedback-Principal Training
  - ❖ Professional Development Framework
  - ❖ Program Evaluation
  - ❖ Curriculum Alignment (Iowa Core Curriculum)
  - ❖ Common Formative Assessments
3. **Surround It with Supports**
  - ❖ Policy Revision-Suspensions
  - ❖ General Education Interventions (GEI)-Training and Consistent Implementation
  - ❖ Positive Behavior Supports-Training and Implementation
  - ❖ Cultural Competency-Poverty Training
  - ❖ Special Education-Best Practices/Delivery Services/Data Monitoring