

APPLICATION COVER SHEET

DUE: March 30, 2011, by 4:30 pm

Application for School Improvement Grant

NOTE: A separate application must be submitted for each school in your district for which you are requesting funding

Applying LEA:

Dubuque Community School: District: Prescott Elementary Charter School

Contact person

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School building name for this application Prescott Charter School

Designation for this building: Tier I X Tier II Tier III

Statement of Assurances

Should a School Improvement Grant Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

- 1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.
3. If the district would receive a School Improvement Grant it would comply with all Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age.

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Typed or Printed Name of Authorized Official Title

Signature of Authorized Official Date

Prescott Elementary, *An Expeditionary Learning Charter School for the Arts*
ABSTRACT

Since opening as a charter school in 2006, Prescott School has implemented an instructional design that uses Expeditionary Learning as a framework. The EL framework is a comprehensive design that transforms curriculum, instruction, assessment, school culture and school organization to enable all students to achieve at a high level. Expeditionary Learning is an approved model for school reform that achieves results, improved teacher practice, higher student achievement and engagement, and a positive and productive school culture. A study by Polly Ulichney, Ed.D, at Brown University in 2000, examined student achievement results at two Expeditionary Learning schools. Ulichney concludes, “Expeditionary Learning’s implementation appears to be providing strong academic curriculum that allows students from typically disadvantaged backgrounds to thrive.”

Prescott has been involved in the SINA process for 5 years. During that time, Prescott was also reviewed on a yearly basis by the Department of Education as a charter school. There are numerous reports on which to draw a review of Prescott’s performance. In reviewing information, it was determined there were four areas that should be addressed as Prescott continues to improve the educational program. Those areas are a focus on building capacity for stronger school structures and support systems, additional professional development, supports to continue to build the social-emotional climate of the school and stronger family and community connections.

To build capacity for stronger school structures and support systems, Prescott proposes building on supports that complement ongoing efforts. This includes additional support for a math instructional coach, and co-teaching in grades kindergarten through grade 2. Professional development needs are met through the request for funds to support an additional 10 days or 74.5 hours of time for collaboration, data analysis or focused learning, dedicated building leadership time for team planning as well as training for implementation and program evaluation. Specific topics of professional development include CGI and Assessment for Literacy. Continuing to build social and emotional climate is valued in this proposal. Prescott re-affirms the decision to participate in the PBIS program. Additionally, Prescott recommends the addition of a clinical social worker to support the density of need for pediatric stress and mental health issues.

Finally, the school would like to compliment the success of the Parent As Teacher program and establish a Family Resource Center. The Family Resource Center would offer entry into the school learning community for parents with young children, offer explicit instruction to parents on child development and math and language literacy and provide the opportunity for families to make connections.

The request for funding over the three-year life of the grant is \$1,703,329. Prescott currently offers programming that serves to meet the needs of their families but embraces this challenge to improve their program.

PART 1

Name of School: Prescott Elementary, Dubuque		Tier: 1
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	
1. Curriculum and Resources <ul style="list-style-type: none"> • Iowa Core essential concepts and skills • Alignment between assessments and curricula • Assessment data from other district-wide assessments • Iowa Test of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED) for the past 3 years, including subgroup breakdown 	Page 17	
	Pages 17-18	
	Pages 14-15	
	Pages 11-13	
2. Schedule and Classroom <ul style="list-style-type: none"> • School vision and mission • School Safety • Summary data for attendance, truancy and school mobility rate • Climate surveys, if available 	Page 20	
	Pages 20-21	
	Page 7	
	Pages 16-17, Pages 22-24	
3. Administration and staffing <ul style="list-style-type: none"> • Teacher-student ratios • Supplemental Support • Use of Iowa Professional Development Model • Implementation data from professional development activities 	Page 21	
	Page 22	
	Pages 22-24	
	Pages 22-24	
4. Student and parent involvement <ul style="list-style-type: none"> • Iowa Youth Survey data • Evidence of parent/community involvement in school 	Pages 24-27	
	Pages 24-27	

NEEDS ASSESSMENT

In the summer of 2010, Prescott School went before the Iowa Board of Education seeking renewal of the charter school. The Iowa State Board of Education reviewed the student achievement efforts and discussed Prescott's progress. They approved renewal of Prescott's Charter status for another 4 years. Their recommendations were considered and are incorporated into this plan.

In the fall of 2010, staff members were given a perception survey to identify their own perceptions of their individual learning needs as related to the school goals and improvement efforts. That survey was tabulated and given to the leadership team. This perception data was reviewed along with the student achievement data, and implementation data to create the goals for the 2010-2011 school year. (Appendix B, Prescott Staff Survey)

The Prescott School Improvement Leadership Team met in the fall of 2010, reviewed new fall student data and incorporated that data into the recommendations that were made in the spring of 2010. The goals and action steps were shared with the staff on Wednesday, October 13, 2010. This proposal incorporates the suggestions from those conversations as well as the data analysis.

Prescott School Improvement Leadership Team:

Chris McCarron, (Principal) Sue Diedrich, (Instructional Coach)Amanda McTague, (Advisory Council Representative, Classroom /Special Education Teacher) Amber Blum, (Classroom /Special Education Teacher) Crissy Johnson, (Special Education Department Chair) and Val Loewenberg (Classroom Teacher).

Prescott Charter School Advisory Council 2010-2011 – Reviewed Data of 2009-2010 SINA

Plan and made recommendations for goals for 2010-2011 plan.

Chris McCarron (Principal), Nancy Bradley (DCSD Director of Elementary Education), Cheryl Werner (DCSD Fine Arts Director), Amanda McTague (Classr), Sue Dietrich (Support Teaching Staff Representative), Kischel Harris (Parent), Elizabeth Wiskus (Parent), Sharon Kress (Community Member).

Parents and Community Members Involved in this Process: Kischel Harris , Elizabeth Wiskus, and Sharon Kress

Pertinent Background Information Regarding Student Achievement

1. During the 2004-2005 school year as part of the district strategic review of facilities, an extensive review of Prescott’s student achievement data and instructional practices was completed. Due to declining student achievement data in both reading and math, an increasing number of requests for transfers out of the Prescott School the district made the decision to replace Prescott in its current downtown location. Following that review, the Prescott School staff knew that dramatic changes in our instruction needed to occur. The staff researched a variety of instructional strategies that were showing progress in other at-risk schools and discussed their potential for implementation at Prescott School. Staff spent 2004-2006 reviewing research, planning, and finally creating a new instructional design model for the proposed new Prescott School. The staff then decided to make an application to become one of Iowa’s first charter schools. As part of the application process, Charter School legislation required that at least 50% of the staff and 50% of the parents of the current school had to agree to become a charter school; 90% of the staff approved and 70% of the parents signed papers approving the Charter School design. The instructional model

was first approved by the Dubuque Community School Board, and then the charter school instructional plan was adopted by the Iowa Department of Education on April 3, 2006. In that plan we needed to provide a research base for all of the strategies selected. (Appendix C, Bibliography) Prescott officially opened as a charter school in the fall of the 2006- 2007 school year.

2. Prescott School had been a school for ONLY preschool through second grade students until it's opening as a charter school. In the years prior to the 2006-2007 school year, students stayed at Prescott only until 2nd grade and then moved to Fulton School for grades 3, 4, 5, and 6. At the same time we opened as a charter school, in August 2006, the Dubuque Community School District also changed Prescott to become a preschool through 5th grade school. Both Fulton School and Prescott School had approximately half of their school population change.
3. As Prescott opened its doors in the fall of the 2006- 2007 school year, it had a brand new school building, was a Charter School, had a new PK through 5th grade population, had teachers relocated to new grade levels, and was also cited as a School In Need of Assistance, Year 1. This citation was based upon the student achievement data from past ITBS scores of Fulton Elementary School back-mapped to Prescott.
4. The data received on the 2006-2007 ITBS scores actually serve as the baseline of Prescott's student achievement. This is the data from the first year in the new school as a PreK-5 school. Prescott has been using the data starting in the 2006-2007 school year as the baseline to determine if the interventions are increasing student achievement. Therefore, there is limited trend-line data to review.

5. The 2008-2009 data will be the first year of ITBS testing that will reflect students who did not have a split between Prescott and Fulton. The students in grades 3 through 5 will have been at Prescott for their school career, except for those who had typical moves.
6. Prescott has struggled to retain staff over time. Both Prescott and the district continue to examine reasons why, when given an opportunity, teachers opt into other positions. While a definitive answer has not emerged, some hypotheses include the high density of need among Prescott students and the accompanying pressure on teachers, the intensity and depth of professional development to implement the instructional design, and high expectations for staff. Ongoing change of the classroom teaching staff directly impacts the depth of the implementation of the charter design. Because of staff turn-over, implementation of the school's instructional design has slowed down to allow individuals the chance to learn foundational elements. The leadership teams try to bridge the gap of keeping Prescott's veteran staff deepening their practices of the charter design, while providing new staff the opportunity to learn the fundamentals. We utilize the Iowa Professional Development Model to teach the instructional strategies, monitor implementation, review student achievement data and adjust our instruction and further staff development based on results of the data. Differentiated expectations of implementation are made based on the teacher's experience and depth of knowledge with the instructional design.
7. Mentoring for New Professionals: Since so many of the staff are new to the teaching profession, we have to have many different supports in place to help to mentor the new professionals.
 - Each new professional receives a mentor who works with that person individually through the State Mentoring Program. All of the mentors who are assisting new teachers are teachers who have been at Prescott since the opening of the charter school. These

mentors are most familiar with the school improvement efforts and able to not only assist teachers through the mentoring program, but also serve as support for school improvement efforts.

- Prescott differentiates professional development by offering tiered layers at many of the sessions. More modeling and direct support are given in the sessions for the new professionals. Sometimes it is in the form of a totally different session, or other times, it is through scaffolded expectations until they “catch-up” on strategies that have been in place.
- The District added an additional day of professional development for new teachers before the school year began to acquaint them with improvement initiatives that had already begun.
- The veteran teachers provide the new professionals with the names of staff who are willing to have them come into their classroom to demonstrate instructional strategies for them. The principal and coach help to arrange for coverage for the new professionals so that these collaborative observations and demonstrations can take place.

Prescott annually reviews the demographics and other related information to answer the question: Who is Prescott? The most recent data reveals the following:

Prescott School Characteristics: 2006-2010 Trend						
	2009-2010 School	2009-2010 District	Trend			
			2006-2007	2007-2008	2008-2009	2009-2010
Average Days Present by Students	94.9%	95.7%	95.1%	94.5%	94.5%	94.9%
Average Days Absent per Teacher	5.1%	5.3%	NA	7.6%	5.5%	5.1%
% Special Education	30%	15.7%	19%	19.4%	23%	30%
% ELL	6.3%	1.5%	6.0%	6.6%	5.6%	6.3%
% Mobility	18%	13%	36%	36.3%	14%	18%
Certified Enrollment Over Time	266	10697	246	272	265	266
Highly Qualified Teachers	100%	100%	100%	100%	100%	100%
% Poverty	89.7%	39%	90.3%	79.7%	82.2%	89.7%
% Diversity	52%	13.7%	38.7%	39.7%	41.9%	52%
% Participation on Accountability Test	98.4%	99.4%	94%	96.7%	95.2%	98.4%

Data Analysis

Do Prescott Students make Annual Yearly Progress (AYP) in Reading and Math? Are

Prescott students increasing proficiency in Science?

As the data below indicates, in reading comprehension, over a five-year period, Prescott students in all subgroups with a minimum “n”, show increased performance for proficiency over time. Reading comprehension performance is “hard earned” and, in some cases, shows slight gains. However, when compared with the trajectory, Prescott continues to lag significantly behind meeting targets. Prescott is consistently 20+ points below the required targets. At this point, while the instructional design has enabled Prescott to maintain achievement in light of an increasingly high need and at-risk population, it has not accelerated the number of students meeting proficiency.

In math proficiency, over a five-year period, Prescott students in all subgroups with a minimum “n”, show increased performance for proficiency over time. Math performance is promising and shows some acceleration of the number of students who are proficient when compared to the trajectory.

In science proficiency, over a five-year period, Prescott students in all subgroups with a minimum “n”, show increased performance for proficiency over time. Science performance is promising and shows some acceleration of the number of students who are proficient.

It should be noted that the gains in proficiency for students identified for special education services is strong.

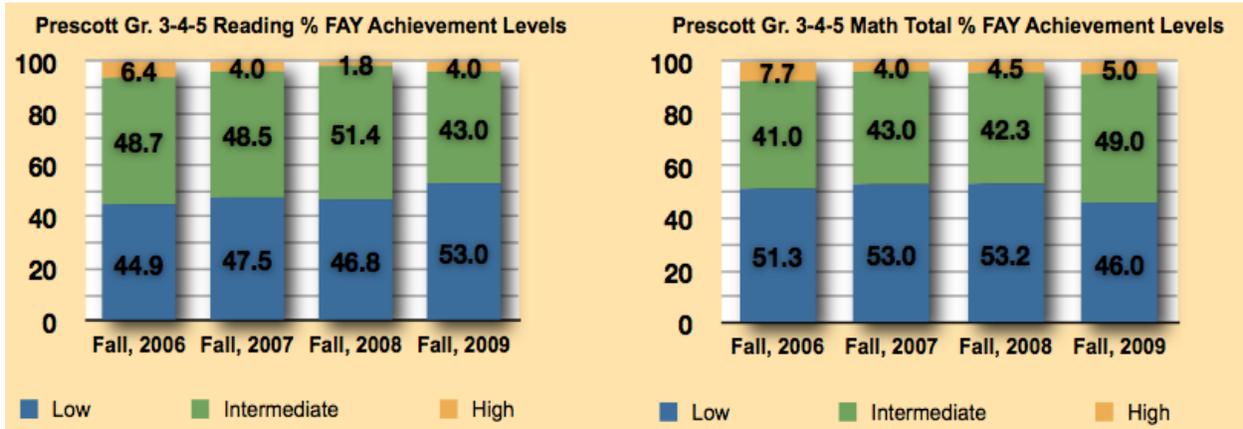
Year 1 for Prescott to house PreK-5 students and Charter school status

Prescott
Grades 3-4-5 ITBS Collapsed Data Per Annum
Created: 2010-2011

2010-2011 Academic Year (FAY) Proficiency by Subgroup															
	Fall, 2006			Fall, 2007			Fall, 2008			Fall, 2009			Fall, 2010		
	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient
Reading Comprehension	Fall, 2006			Fall, 2007			Fall, 2008			Fall, 2009			Fall, 2010		
NCLB Target Score	68.6%*			75.5%*			75.5%*			75.5%*			81.6%*		
All Students	99	71	50.7	120	75	58.7	117	102	53.9	122	93	48.4	110	91	54.9
Female	43	29	72.4	68	47	59.6	63	56	57.1	59	45	53.3	45	36	63.9
Male	56	42	35.7	52	28	57.1	54	46	50	63	48	43.8	65	55	49.1
White	60	46	58.7	76	58	67.2	68	65	64.6	48	44	59.1	47	42	64.3
African American	31	19	36.8	34	14	28.6	41	32	34.4	53	33	33.3	35	30	40
Asian	2	2	50	0	0	N/A	0	0	NA	1	0	NA	1	1	100
Native American	0	0	N/A	0	0	N/A	0	0	NA	0	0	NA	0	0	NA
Hispanic	6	4	25	10	3	33.3	8	5	40	12	10	30	11	8	37.5
Pacific Islander										1	0	NA	7	1	0%
Other										7	6	83.3	9	9	77.8
Low SES	81	58	46.6	96	55	50.9	98	83	49.4	109	80	43.8	95	76	51.3
Non-low SES	18	13	69.2	24	20	80	19	19	73.7	13	13	76.9	15	15	73.3
IEP	14	12	25	21	10	60	20	17	47.1	30	23	26.1	40	35	28.6
Non-IEP	85	59	55.9	99	65	58.5	97	85	55.3	92	70	55.7	70	56	71.4
Math Total	Fall, 2006			Fall, 2007			Fall, 2008			Fall, 2009			Fall, 2010		
NCLB Target Score	68%*			75.1%*			75.1%*			75.1%*			81.3%*		
All Students	99	71	43.7	119	74	50	117	102	45.1	122	93	53.8	108	89	58.4
Female	43	29	44.8	67	46	43.5	63	56	37.5	59	45	55.6	44	35	60
Male	56	42	42.9	52	28	60.7	54	46	54.3	63	48	52.1	64	54	57.4
White	60	46	58.7	75	57	54.4	68	65	63.1	48	44	61.4	45	40	70
African American	31	19	21.1	34	14	28.6	41	32	9.4	53	33	42.4	35	30	40
Asian	2	2	0%	0	0	N/A	0	0	NA	1	0	NA	1	1	0%
Native American	0	0	N/A	0	0	N/A	0	0	NA	0	0	NA	0	0	NA
Hispanic	6	4	0%	10	3	66.7	8	5	40	12	10	60	11	8	50
Pacific Islander										1	0	NA	7	1	0%
Other										7	6	50	9	9	88.9
Low SES	81	58	39.7	95	54	44.4	98	83	41	109	80	50	94	75	56
Non-low SES	18	13	61.5	24	20	65	19	19	63.2	13	13	76.9	14	14	71.4
IEP	14	12	25	21	10	50	20	17	41.2	30	23	30.4	38	33	39.4
Non-IEP	85	59	47.5	98	64	50	97	85	45.9	92	70	61.4	70	56	69.6
Science	Fall, 2006			Fall, 2007			Fall, 2008			Fall, 2009			Fall, 2010		
NCLB Target Score	Not Established														
All Students	99	71	43.7	117	73	52.1	117	102	49	122	93	59.1	110	91	69.2
Female	43	29	51.7	67	46	54.3	63	56	48.2	59	45	57.8	45	36	69.4
Male	56	42	38.1	50	27	48.1	54	56	50	63	48	60.4	65	55	69.1
White	60	46	58.7	74	56	55.4	68	65	64.6	48	44	63.6	47	42	81
African American	31	19	15.8	33	14	28.6	41	32	21.9	53	33	57.6	35	30	60
Asian	2	2	0%	0	0	N/A	0	0	NA	1	0	NA	1	1	0%
Native American	0	0	N/A	0	0	N/A	0	0	NA	0	0	NA	0	0	NA
Hispanic	6	4	25	10	3	100	8	5	20	12	10	40	11	8	37.5
Pacific Islander										1	0	NA	7	1	0%
Other										7	6	66.7	9	9	88.9
Low SES	81	58	36.2	93	53	45.3	98	83	42.2	109	80	58.8	95	76	65.8
Non-low SES	18	13	76.9	24	20	70	19	19	78.9	13	13	61.5	15	15	86.7
IEP	14	12	50	20	10	70	20	17	41.2	30	23	47.8	40	35	54.3
Non IEP	85	59	42.4	97	63	49.2	97	85	50.6	92	70	62.9	70	56	78.6

• NCLB Target Score for collapsed data is an approximate target based on individual grade level targets.

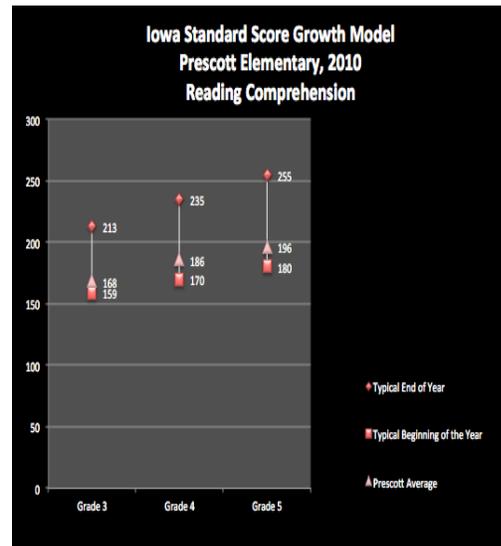
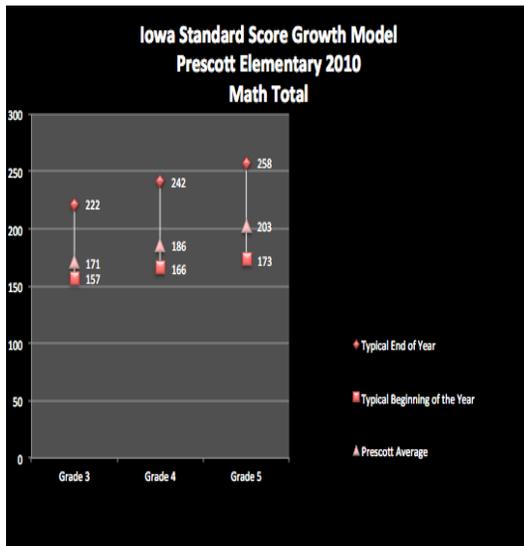
A review of data related to the all three achievement levels over time indicates that interventions in math appear to have more impact but both subject areas continue to be problematic.



Do Prescott students make a year of growth from one year to the next?

In order to assess whether Prescott students make growth over time, the district examines National Standard Scores (NSS) using vertical scaling. This allows us to create a method of reporting for students in grades 3, 4 and 5 that assesses growth over time and to determine students’ location on the learning continuum. Earlier discussion in this grant indicated that there is a density of high need and at-risk children at Prescott. It is apparent that these students are not making trajectory as defined by NCLB. However, the district needed to find ways to determine if Prescott’s instructional design is solid in theory, implementation and delivery. Even in light of not making trajectories, did the district have evidence to support that student’s were making progress compared to their peers.

Below you will find data for Prescott Math and Reading Comprehension using vertical scaling to determine Prescott students learning on a continuum. While students are lower on the continuum, they are making growth over time within the range of their grade level peers.



Further review of Prescott Fall, 2010 Math NSS, All Students, data how the following growth between grade levels:

	Grade			Growth		
	3	4	5	3-4	4-5	3-5
AVERAGE	171.4	186.3	203.4	18.3	20.5	37.1

Review of Prescott Fall, 2010 Reading Comprehension NSS, All Students, data shows the following growth between grade levels:

	Grade			Growth		
	3	4	5	3-4	4-5	3-5
AVERAGE	168.7	186.7	196.6	17.6	10.2	28.8

Finally, a review of Prescott Fall, 2010 Science NSS, All Students, data:

	Grade			Growth		
	3	4	5	3-4	4-5	3-5
AVERAGE	175.8	193.1	204.9	18.7	15.8	38.1

A review of the table below shows the National Student Score (NSS) that have been assigned to typical performances of grade groups on each test at grade levels in the SPRING of the year.

Grade	3	4	5
Typical Growth, Spring	185	200	214
Typical Growth Range	170-204	181-223	191-239

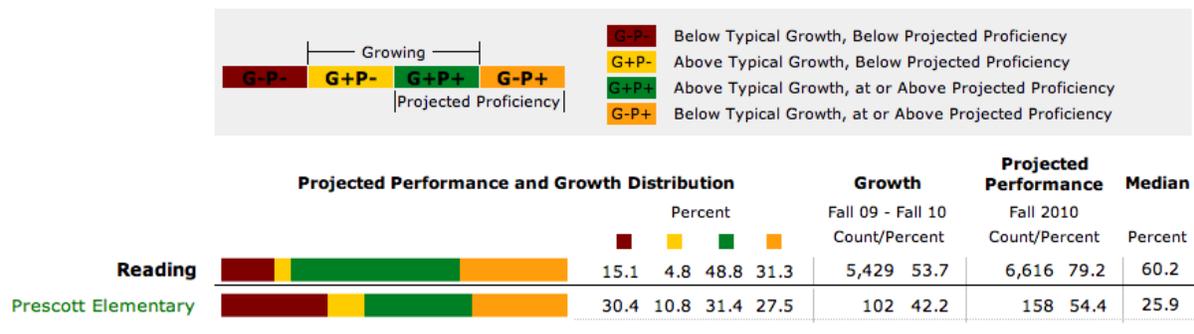
In each grade level, Prescott students, while starting in the Fall at the lower end of the typical growth range, but are achieving at expected grade levels. Another item to note is that the expected growth from grade 3 to 4 is anticipated to be 15 points by the end of the year. Prescott students this year grew by a minimum of 18 points (Math), 17 points (Reading), and 18 points (Science). Growth from grade 4 to 5 is anticipated to be 14 points by the end of the year. Grade 4 students to grade 5 grew 20 points (Math), 10 points (Reading) and 15 points (Science). Prescott students are exceeding growth expectations when data is examined from the point at which they are first assessed and reviewed one year later. When these same reports were run and sorted for mobility, no significant change was noted in achievement levels.

Do Prescott Students Make Individual Growth Targets?

Dubuque Community School District uses the Measures of Academic Growth (MAP) each fall, winter and spring so students and teachers may benchmark progress and adjust instruction during the course of the year. This assessment is individualized to each student. That is, fall testing will identify where each student is in the learning continuum and allow teachers and students to set goals as to where it is anticipated each student should be in the spring. The report below tells us what percentage of Prescott students met their yearly 2009-2010 goal and also compares that information to the district.

District: Dubuque Community School District (MISIC)

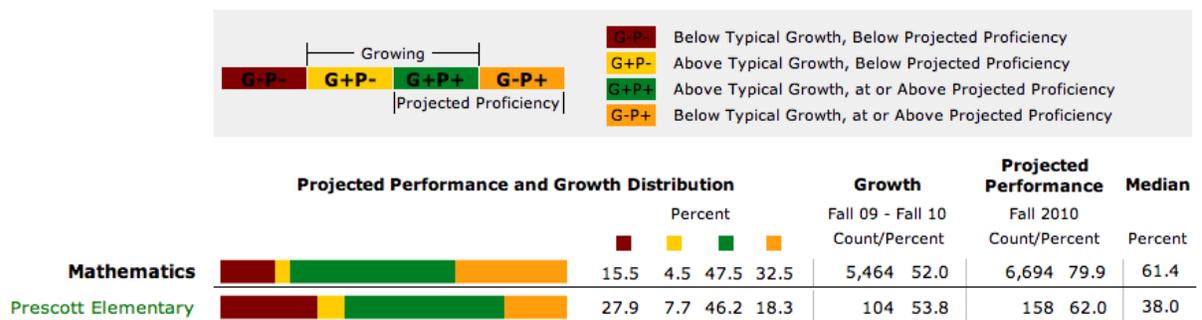
Roster Term: Spring 2011



Reading data would indicate that Prescott should concentrate on those section marked with red and orange; that is, students achieving below their typical growth as measured by MAP. While the number of students scoring below their MAP growth target and below proficiency on the Iowa Test is greater than the district, Prescott is actually doing better than the district for students who are ITBS proficient but not working to their ability. However, between these two groups of students, Prescott is not meeting the district goal that 50% or more students meet their growth target.

District: Dubuque Community School District (MISIC)

Roster Term: Spring 2011



Math MAP data repeats the pattern identified for reading in that children who are not proficient on the Iowa Tests are also not meeting their growth targets on MAP and this is in a greater degree than their district counterparts. However, the great success story for Prescott is that a greater percentage of students overall meet their growth targets than the rest of the district in math!

Summary of Other Progress toward Charter School/SINA Plan

- External Evaluator: Since 2006, the Iowa Department of Education accepted Prescott's Charter School plan as the SINA plan. Therefore, as required by Charter School legislation, progress toward ALL school goals were also monitored by an external evaluator. Dr. Linda Munger served as external evaluator for the Charter/SINA school

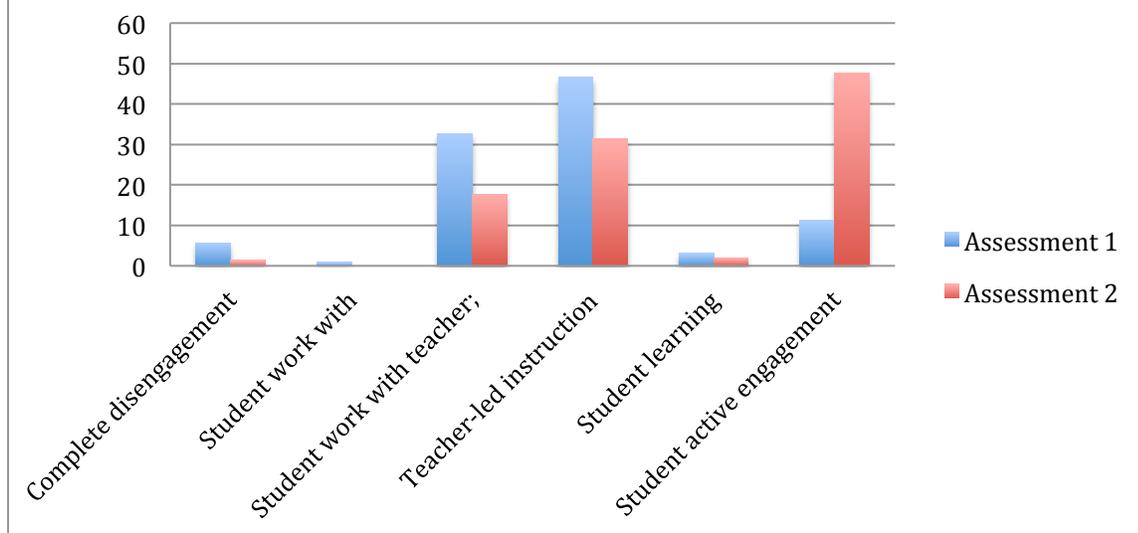
improvement plan. Her review of the data as an external evaluator has also helped to shape this plan.

- Charter School/SINA End of the Year Report: The most recent end-of-the-year Charter School report completed by Department of Education staff (Appendix D, Charter School State Board of Education) provides further analysis of Prescott's progress toward the Charter/SINA goals.

Some areas of our school improvement that Prescott continues to strengthen and give a considerable amount of time and attention to are:

- Strengthening the climate and culture for students:
- Strengthening the climate and culture for staff:
- Active engagement:
 - At the beginning of the citation as a charter school, the external evaluator, Linda Munger came to Prescott to conduct an IPI (Instructional Practices Inventory). As noted in her final report, Prescott had many students who were not actively engaged in their instruction. As Prescott continued the implementation of Expeditionary Learning, ECR, and CGI, lessons became more engaging for students. This remains an essential goal for the school.

Prescott Engagement Pre- and Post-IPI Walk-through Observations



Another area that Prescott attends to deals with attendance. Many students who are not meeting grade level academic expectations have a poor attendance record. They are often absent or experience many tardies. Last year staff, teachers, nurses, and paraprofessionals volunteered to become attendance coaches to these children. The staff members make contact with the children on a regular basis and work with the families to increase attendance and to solve problems that make regular attendance a challenge.

Iowa Core Essential Concepts and Skills

Alignment between assessments and curricula

Curriculum: Prescott teaches the curriculum identified in the Iowa Core Essential Concepts and Skills through three major learning expeditions at each grade level. Each learning expedition is a multi-disciplinary, thematic, in-depth study of learning. One learning expedition is the primary focus of the trimester's learning at each grade level. The learning expeditions are built *primarily* around themes from the science and social studies standards of the Dubuque Community School

District, although there are some themes from other disciplines. Within each learning expedition, a strong emphasis is placed on the integration of not only science and social studies, but also reading, writing, speaking, the arts, character development and service. If there are specific standards and benchmarks that do not naturally fit into the expeditions, these subjects are taught in a more contained learning experience and are not forced to fit into the expedition.

Instruction: The learning expeditions require the students to take an active role in discovering the answers to the guiding questions of each expedition. Protocols and instructional strategies that foster student engagement are central to the delivery of content. The two instructional strategies that Prescott has, and will continue to focus on are Every Child Reads and Cognitively Guided Instruction.

Assessment: Assessment takes many of the traditional forms, but Expeditionary Learning also places emphasis on performance assessments. Students are active participants in the assessment process. Students are required to share their learning with a public audience at the end of each trimester at a Celebration of Learning. The Celebrations of Learning vary in the way that students demonstrate their learning. Demonstrations vary from a musical production, to portfolio sharing, to the creation of a museum, to teaching their parents and guests at stations. Learning targets are posted for all lessons, and students and teachers continually measure their progress of learning against the targets.

Schedule and Classroom

Prescott is designed to be a two or three section school for PreK through grade five. The Charter does call for enrollment limits within classrooms. The current classroom enrollment is:

- Kindergarten and first grade: 20 students per class
- Second and third grade: 22 students per class
- Fourth and fifth grade: 24 students per class

There is currently a waiting list for all grade levels at Prescott. The Advisory Council has the authority to extend the number of students in a classroom within reason. Prescott operates on the same calendar as other schools in the district. Prescott along with other Title 1 schools have an early release each Wednesday afternoon to support time for teacher collaboration, data analysis and professional learning.

Teachers and students stay together for two years: kindergarten and first, second and third, and fourth and fifth. This “looping” helps to develop stronger connections among the teacher, the students, and the families. We also have teamed special education teachers to co-teach with general education teachers as much as possible. In our second and third grades, co-teaching takes place on a full-time basis. Because of this co-teaching, the individual needs of all students are differentiated right within the classroom. The expertise of both instructors is utilized to meet student needs. We also have structured our schedule so that the arts instructors collaborate and co-teach with the general education teacher and utilize their areas of expertise to support the classroom curriculum.

School Vision and Mission

The mission of Prescott elementary School is to empower each child to achieve his/her highest potential and to become a strong contributing member of the community.

Anticipated Outcomes for the student at Prescott:

- Increased student achievement

- Increased opportunities for students to engage in meaningful and authentic learning opportunities
- Increased engagement in the arts
- Increased learning experiences within the community
- Increased community involvement in the school
- Increased parent involvement
- Increased economic and cultural diversity of the school population
- Increased daily attendance

School Culture and Safety

The school day is structured so that all classes begin their day with a Morning Meeting. During the Morning Meeting ALL support staff are assigned to classes on rotating monthly basis.

During Morning Meeting, social skills and the 10 Design Principles of Expeditionary Learning are explicitly taught and practiced. Each Morning Meeting involves students being greeted, an activity, and the recitation of the Pledge of Allegiance and the Steps to Success. The Steps to Success are general school rules. Twice each month, the school community comes together for what is called our Dolphin Gathering. The Dolphin Gathering provides a public forum for students to share their learning through performance for an authentic audience and celebration of student achievements Opportunities for students to be engaged in service are integrated into the learning expeditions. Students are encouraged to demonstrate their understanding of the Steps to Success and the Design Principles through their service to others. Community mentors and community experts help students to see the connection between school and the real world.

Acknowledging that school attendance impacts the culture of the school, Prescott has been diligent in setting expectations that school attendance is a priority. The number of truancy mediations has decreased in each of the last three years. The meetings with staff attendance coaches (classroom teachers) has replaced some of the formal truancy mediations.

- 2006-2007 25 mediations
- 2007-2008 13 mediations
- 2008-2009 8 mediations

We created a new structure of attendance coaches to encourage better school attendance. Staff members agree to mentor a family who is struggling with attendance. These staff members meet with students on a regular basis to problem-solve and prevent the need for truancy mediations. 16 students were served with an attendance coach in 2007-2008, and 26 were served in 2008-2009

Administration and Staffing

Prescott is a PreK-5 school. As such, there is a principal and 14 classroom teachers. Prescott follows an inclusive model for all students. As such there is a cadre of special education teachers that are involved in a variety of program delivery models including co-teaching, pull out primarily co-teach, although there is a behavior program located at Prescott that does have a classroom for pull-out and classroom pull-aside. There are 9 special educators located at Prescott.

Teacher/Student Ratios

As a charter, there are required enrollment caps at each grade level.

- Kindergarten and first grade: 20 students per class
- Second and third grade: 22 students per class

- Fourth and fifth grade: 24 students per class

Prescott has 2 sections of preschool, 3 sections of Kindergarten, 2 sections each of grades 2, 3, 4 and 5. Because Prescott uses a co-teaching model in some classrooms and the enrollment caps, classroom size will vary between a 1:20 ratio to 1:10. Preschool uses ratios as recommended by the Voluntary Four Year Old Program guidelines.

Supplemental Support

Prescott has infused the arts (visual arts, music, drama, and dance) into the learning expeditions and has dramatically increased the number of opportunities students have to participate in enrichment classes for the arts. Each learning celebration highlights one aspect of the arts and an arts specialist is assigned to support the grade level as it incorporates the arts into the expedition. Just as concepts from the various arts are used to help to teach the content areas, the art concepts are taught within the content from other curricular areas. Arts specialists co-teach with general education teachers. Not only did we increase the inclusion of the arts into the curriculum, we also dramatically increased arts programming opportunities for students beyond the school day. In addition, a 1.0 FTE (each) music, art and physical education teacher is assigned to the school, Prescott is assigned a full-time instructional coach, guidance counselor, media center/librarian and FTE 4.0 Title 1 Reading Specialists.

Use of the Iowa Professional Development Model

Implementation data from professional development activities

It is an expectation of the Dubuque School District that all schools use the Iowa Professional Development Model. However, due to the development of the instructional design for Prescott through the charter system, an infrastructure has been created at to provide many different levels

of leadership opportunities for the staff. The Prescott School Leadership Team is comprised of teacher representatives who lead action teams within the school. The Advisory Council determines our school goals, the Leadership Team then determines how best to reach the goals, and the action teams assume the responsibility for implementing the plan using the Iowa Professional Development Model. Dr. Linda Munger, the consultant who served as Prescott's external evaluator for three years of charter implementation, studied the leadership structures of Prescott as part of her evaluation process. In her year-end report in the spring of 2009, at the conclusion of the third year of the Charter School implementation, Dr. Linda Munger stated,

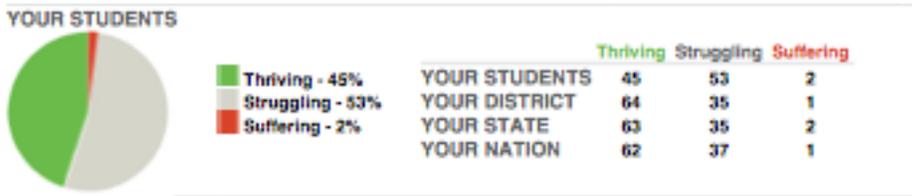
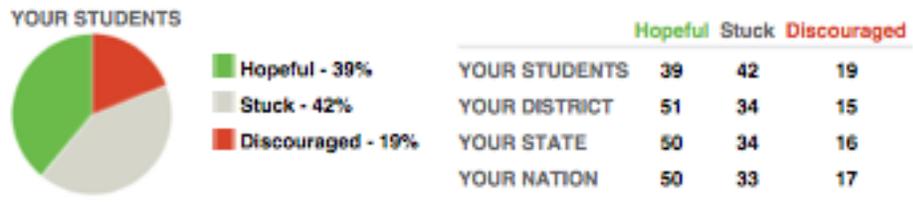
“Through multiple sources of data, it is evident that Prescott has a strong instructional leader who consistently sets high expectations for students and staff and monitors and provides constructive feedback to teachers relative to their instructional practices and student achievement (e.g., lesson plans, student achievement data, classroom observations). Teachers have multiple opportunities to engage in ongoing, job-embedded professional learning (e.g., planning learning expeditions, examining student work, learning and practicing instructional strategies, observing colleagues, co-teaching) linked to improving teacher effectiveness and student achievement. Involvement with families and community is evident through celebrations held at the end of the grade level learning expeditions and ongoing communication with parents (e.g., verbal communication between school and parents, newsletters, attendance coaches).”

The Iowa Support Team for Schools in Need of Assistance also included the following statement in their summary of their spring visit to Prescott School in 2009, highlighting the school's improvement efforts,

“Celebrate the improvements that have occurred due to having a shared vision for improving teaching and learning for all students; having an effective and dedicated instructional leader; having hard working and dedicated teachers who care and support their students; having numerous opportunities and participating in ongoing, job-embedded professional learning focused on student achievement; and being in a caring and learning environment.”

Student and Parent Involvement

As a PreK- 5 building, Prescott is not involved in the Iowa Youth Survey. However, in addition to local surveys administered on climate and culture as part of Expeditionary Learning and involvement in PBIS, Prescott has data from their fifth grade students from the Gallup organization. This Gallup Poll, administered across the United States, identifies indicators of engagement, hope and well-being and gives a measure of the “Promise Index” for the district and each school. Engagement is defined as the involvement in, and enthusiasm for school. Hope is defined as the ideas and energy we have for the future and well-being is defined as how we think about and experience our lives. The “Promise Index” is the percentage of students who experience four or five of the promises that change lives (caring adults, safe places, a healthy start, effective education and opportunities to help others). The Dubuque Community School District in collaboration with the City of Dubuque and our local America’s Alliance chapter have agreed to administer the Gallup over a 10 year period. This data also serves to inform our work for the district Learning Supports goal. The last administration of this survey for Prescott was Fall, 2009. Here is what Prescott 5th grade students told us:



Data for Prescott is not available for engagement as a minimum number of 100 students is required at a location. Certainly the data is eye opening. Larger percentages of Prescott fifth graders self-identify themselves as stuck or discouraged for the quality of hope. The same is true for 55% of Prescott students who identify themselves as struggling or suffering when thinking about their lives. Only 63% of Prescott fifth grade students identified they experienced 4 or 5 of the Promise indicators. This data is what Prescott used to identify some of the items in this proposal. We look forward to future administration of this survey to trace our progress. The entire Prescott report can be found in the Appendix E, Gallup Survey.

While this proposal contains activities and programming to improve parent and community involvement in school, Prescott’s charter has called the faculty and staff to “open the walls of the schoolhouse” to the community. Prescott has an active Advisory Council which meets monthly. The Advisory Council has by-laws and rules for operation. Membership to the Advisory Council includes the principal, 2 faculty, district leadership, one Board of Education member, 2 parents and 2 community members. As a charter school, the Advisory Council makes recommendation to the principal on the goals and reviews the data analysis of action teams. Additionally, parents, community members and business partners are invited and encouraged to attend the exhibitions

of learning associated with the Learning Expeditions. Data over time indicates that parent participation in the learning exhibitions have increased with each year of operation of the charter.

Prescott has measured parent/family/friend involvement by tracking the percentage of students who had a parent or other representative at each learning celebration. They have increased involvement from 80% of the students having representation in 2006 to 89% having representation in 2008-2009. However, the numbers only tell part of the story. In 2005, the year prior to opening the Charter School, less than 50% of Prescott student had a parent attend school events. When learning celebrations were implemented, Prescott made a commitment to encouraging involvement from families. In the first year of 2006, many of the participants who attended learning celebrations with students were people whom teachers arranged to accompany the child. Last year, the 89% participation rate represented actual family participation.

All schools in the district, including Prescott, measure attendance at parent/teacher conferences. The year before the charter school opened, the attendance rate at conferences averaged 62%. This past year, attendance at conferences was 95%.

Prescott has experienced a dramatic increase in the number of mentors working with students.

- 2006-2007 31 community mentors
- 2007-2008 31 community mentors
- 2008-2009 75 community mentors
- 2009-2010 101 community mentors

Additionally, at the annual volunteer recognition, the number of volunteers invited has increased from 120 in 2006-2007, to 175 in 2007-2008, to nearly 287 in 2008-2009.

When Prescott opened as a charter school in 2006, it simultaneously opened as a School In Need of Assistance. Each year as part of the SINA citation, parents are notified of the citation and of their right to transfer their children from Prescott to other schools within the district. No parent has selected to have their child removed from Prescott. Another indication of stakeholder satisfaction with the school is the fact that there has been a waiting list for the school each of the past four years.

An indicator of community support was the editorial by the local newspaper in November of 2009. *The Telegraph Herald* editorial was written indicating their support for Prescott to proceed to seek renewal of Charter School status. The “Ruth and Russell Nash Community Award for Excellence” was presented to Prescott School by the Dubuque Main Street Association. This award was given to the school in recognition of the arts programming.

Prescott has also formed partnerships with other agencies that support arts programming. Both The Prudential Foundation and the Dubuque Arts Center have helped Prescott support arts programs with financial funding. With the current and proposed budget cuts for education both within the district and across the state, funding for professional development and new program adaptations have been a challenge. Prescott has established three new partnerships with community agencies: The Dubuque Arts Museum, The Colts Drum and Bugle Corp and Bio Life. Most recently, the Colt’s Drum and Bugle Corp has helped to support our music program through sponsorship of piano keyboard lab, our steel drum band and our choir.

While Prescott does not relish the fact they have been identified as a Persistently Low Achieving School, receiving this grant will provide the opportunity for them to build upon the success they have created thus far.

CAPACITY

As part of the review of information needed to present a proposal for this School Improvement Grant, it was determined there were four areas that should be addressed as Prescott continues to improve the educational program. Those areas, as indicated by data analysis, are a focus on building capacity for stronger school structures and support systems, additional professional development, supports to continue to build the social-emotional climate of the school and stronger family and community connections. We will outline our proposal in this section under those four organizers.

School Structures and Support Systems

The capacity to implement the Transformation model is an area that the district and Dubuque Education Association have had ongoing discussions about long before the identification of Prescott as a Persistently Low Achieving School (PLAS). Prescott has struggled with the demands of requirements associated with charter school implementation and School in Need of Assistance. As a result of the oversight provided to Charter schools, the Iowa SINA Support Team through our area education agency was available and offered assistance as the Iowa SINA Support Team. As the district and the AEA reviewed the work required as both a SINA school and oversight of the charter school, it was mutually agreed :

1. Prescott would not use the SINA protocols normally associated with that designations.
2. Prescott would use protocols associated with the charter school.
3. Prescott would complete all required paperwork and planning required of SINA schools.

At this juncture, we will move forward with a more active role with the Keystone AEA team in their SINA support role function. We will complete yet this spring, the Teacher Instructional Practice Inventory and then through the summer and early fall, have the Prescott staff engage in

the formal audit, diagnosis, design, and implementation planning with the SINA support team. The SINA support team has been contacted and preliminary planning is in place.

Prescott currently has one full-time Instructional Coach assigned to work with grade level teams on the improvement of instruction and the implementation of Instructional Decision Making within the school. We recommend that this job description be revised to address only literacy issues as they relate to instruction and IDM. Then we propose that a second coach be added to Prescott to address issues related to mathematics instruction. Jointly, these two coaches are expected to model expert teaching and re-enforce through explicit instruction evidence-based strategies in literacy and mathematics and support Instructional Decision-Making at the classroom and grade level through the analysis of student work and assessment data. Sample job descriptions are attached in the Appendix F, Literacy Coach and Appendix G Math Coach. The literacy and mathematics coach are also entrusted with the responsibility of implementing where necessary or re-enforcing core, supplemental and intensive interventions for students through Instructional Decision-Making. The IC Map and Logic Model for the Dubuque Community School District is located in Appendix H IDM IC Map and Appendix I IDM Logic Model. An overview of this document will highlight expectations for Prescott. Prescott will use the *iplan* program which Dubuque Community Schools developed with the Department of Education for use in the deployment of Instructional Decision-Making for general education students.

Prescott is on the right track in their journey to improve student achievement. However, the Spring, 2010 SINA review raised some concerns about the consistency of implementation of evidenced-based strategies and as well as a lack of evidence regarding data analysis of the building leadership team. Implementation data for evidenced-based reading strategies as

requested by the district is sparse and inconsistent for Prescott for the 2009-2010 school year and for the first half of the 2010 school year. Interview conducted for the Spring, 2010 state review indicate that leadership teams conducted walk-throughs on implementation of evidenced-based strategies. Evidence for the implementation of CGI is quite strong but weak for balanced literacy initiatives. Additional building leadership team agendas, notes or schedules of meetings were not provided to the SINA evaluator. For these reasons, time and resources will be provided to Prescott for monthly or nine (9) data days for the building leadership to coordinate implementation efforts and analyze student achievement data. This activity will include instructional coaches, the principal and representatives from appropriate grade levels. District math and language arts consultants as well as the district Title 1 SINA coach will also be members of the team. The group will be led jointly by the principal and the district Lead Instructional Coach.

Co-teaching is an instructional model that Prescott used as part of the SINA re-structuring expectation in year 3. Students enjoyed greater achievement success through this strategy and climate and culture measures indicate that this additional support mechanism aided in the density of issues that Prescott deals with on a daily basis (i.e. mobility, poverty, disengaged youth).

While co-teaching is traditionally associated as a strategy to support special education students, we would add one co-taught classroom at grades K, 1 and 2 to address issues inherent in an at-risk school. Grades 3 and 4 already support co-teaching through support of special education dollars. Some the issues that co-teaching can help address include:

- Serving students in a special education pull-out model addresses their instruction in an isolated reading and math block of time. The more that the general education teacher and

the special education teacher are in the same classroom, the more differentiation can be made throughout the entire school day.

- Many students come to school lacking behaviors that empower them to be successful in school. Having two teachers available in the classroom allows one teacher to continue to teach while the other teacher can address behaviors as they occur. Our students tend to have many behavioral issues when there are substitutes in the building. Having two teachers in the room allows for the routine to remain more consistent when one teacher is gone. This is especially significant during maternity leaves and long-term absences.
- There are a large number of students who come to school with substantial gaps in their learning. By having two teachers in the classroom, we believe that we can provide more intensive interventions to all students who are achieving below grade level.
- When many of our students are achieving below grade level, it can be challenging to meet the differentiated needs of the TAG students. Having two teachers allows for greater differentiation for these students.
- We know that peer collaboration deepens the understanding and implementation of instructional strategies. Having two teachers in the room to plan and demonstrate for each other should increase the skills of both teachers.
- Each year there is turn-over of staff at Prescott. When the reasons for staff leaving were evaluated, there were a number of reasons known: district reassignment of staff, staff moving out of town, staff leaving teaching, staff choosing to leave Prescott. The leadership team believes that one of the major reasons that staff chose to leave Prescott is because of the stress. They named the following issues as stressful: the many students who require significant interventions and/or modifications in their curriculum – both students with IEPs and those without; pressures and extra expectations of being a SINA,

the additional planning requirements for Expeditionary Learning, the high number of students with significant behavioral challenges, the high poverty level of our students requires teachers to help to meet many basic needs for students in addition to academic needs. We believe that having two teachers teamed together to meet these stressors should reduce the stress level for teachers.

- Many of our teachers are new to teaching or in their first few years of teaching. Having another teacher in the room to share ideas with and to collaborate with should increase the skills of new teachers more quickly than if they were on their own in the classroom.
- Co-teaching of an arts education teacher with the general education teacher and special education teacher has also increased our ability to infuse the arts into the classroom. This co-teaching configuration has not only enable the arts to taught in the classroom, but has increased the knowledge of the arts specialists in the standards, benchmarks and learning targets for other core curricular areas.

Finding creative ways to retain experienced, highly qualified staff at a high-need school is an area of ongoing concern. As part of the planning process, our proposal includes financial incentives for longevity as well as student performance. As part of recognizing longevity at Prescott, we propose to award an additional 5% to the current district early retirement incentive in return for 3 years or more continuous service prior to retirement at Prescott. Our goal is to increase the numbers of experienced educators at Prescott. Our hypothesis is that this financial incentive will allow and encourage people to opt into Prescott's instructional design while affording the student's access to highly experienced and qualified teachers.

Secondly, through agreement with the Dubuque Education Association, we believe that rigorous, transparent and equitable teacher and leader evaluation systems using student growth as a criteria for financial incentive is an option we are willing to pursue. We propose a two prong approach to evaluation; first, we will use the district's current evaluation system based on the Iowa Teaching Standards and Criteria as demonstrated competency of teaching; second, we will analyze student MAP achievement data as the basis for a financial incentive to be awarded yearly to the teachers, administrator and support staff. We have agreed with the Dubuque Education Association that the current evaluation system is satisfactory to both parties in identifying effective personnel and removing ineffective personnel. Teachers engage in a three (3) year cycle of continuous improvement through:

- the annual expectation of writing, discussing with an administrator and completing data collection for the Individual Teacher Professional Development Plan (ITPDP) based on the needs of students and the School Improvement Plan,
- the collection of artifacts or evaluator observation of the forty-two (42) criteria associated with the Iowa Teaching Standards and serve as evidence of demonstrated teacher competency,
- the summative observations and conversations around the teaching standards held yearly and formally evaluated in year three of the process.

The use of student growth data as a measure in effective teaching was more challenging! We propose to use the Measures of Academic Progress (MAP) as the indicator of student achievement growth. We will monitor fall to spring MAP achievement for each classroom, grades 2-5. In working through the issue of incentive pay, decisions are based on the following assumptions and beliefs:

- Any plan to disburse financial incentives should be developed in such a way that the process does not become divisive to the school community; the ultimate goal is the work to improve student achievement; incentive pay for achievement is a secondary consideration in this process. Distribution of incentive pay should be aggregated across grade levels; to all teachers, administrator and support staff. It is our belief that the contribution of every grade level, content area and support structure adds to the instructional quality of the school. The instructional design of Prescott through Expeditionary Learning is particularly well suited to this challenge as teams of teachers currently collaborate designing interdisciplinary expeditions.
- The Iowa Tests serve many valuable purposes for understanding student achievement. However, it is not the best source of information we have in diagnosing interventions and offering benchmark assessment so teachers can revise classroom instruction. By moving to a second assessment, we preserve the integrity of the Iowa Tests, not only as the accountability assessment, but to continue to develop meaningful analysis of ITBS data to meet the district school, students and their families.
- Measures of Academic Progress (MAP) is a readily available source of standardized assessment information known to the faculty and administration. It is offered three times a year so teachers can revise instruction during the fall and winter assessment periods. The Dubuque Community School District has a longitudinal history with MAP. The instructional guidebook, “Des Cartes”, is available to all teachers to assist in the revision of instruction and is aligned with this assessment and to the Iowa Essential Concepts and Skills. MAP has recently released the Dynamic Reporting Suite which aligns projected proficiency of students to the Iowa Tests, therefore, enabling teachers to revise

instruction with the goal of improving instruction as well as improving NCLB trajectories.

As a result, the Dubuque Community School District will use the following procedures to determine improved student achievement for the distribution of financial incentives:

- Financial incentives will be distributed to para-educators and other support staff (6 hours or more), teachers and the administrator in the aggregate; not as individuals.
- Financial incentives will be distributed each June after data from the spring MAP assessment is analyzed.
- The financial incentive for teachers and the administrator will be the equivalent of one (1) week's compensation based on the individual teacher's average yearly pay for that school year. This will include only base and longevity pay. Teacher Salary Supplement (TSS) is not included in calculations.
- The financial incentive for support staff will be distributed to those working 6 or more hours a day. The financial incentive for support staff will be an additional \$100.00.
- There are two sources of information that are used to calculate student growth: 1) The NWEA Dynamic Suite report entitled, "District by School: Projected Performance and Growth Distributions" and 2) from the Grant Wood Online Assessment System, "Performance Levels by Subgroup".
- Each September/October the MAP test is administered to students in grades 2 through 5.
- After testing Prescott will use the NWEA report entitled, "District by School: Projected Performance and Growth Distributions" to determine four areas of student growth:

Table 1: Explanation MAP Growth



An example of this data is shown below for Prescott’s Fall, 2010 MAP data.

Table 2 MAP Reading

27.5% (44) Below Typical Growth, at or Above Projected Proficiency	31.4% (51) Above Typical Growth, at or Above Projected Proficiency
30.4% (49) Below Typical Growth, Below Projected Trajectory	10.8% (17) Above Typical Growth, Below Projected Proficiency

Table 1 is an explanation of information found in Table 2. Table 2 indicates that a total of 161 students were tested in grades 2 through 5 during the Fall MAP assessment window. The 1st number that is used to calculate increased school achievement is the percentage and number of students who are projected to achieve proficiency on the Iowa Test of Basic Skills; 58.9% (95 students). That is represented on Table 1 as 27.5% (44 students) and 31.4% (51 students).

- The Iowa Test of Basic Skills is administered in November.
- Using the Fall, 2010 ITBS results (in our example) from the Grant Wood Online Assessment System, “Performance Levels by Subgroup” report will be consulted to determine the number of students needed to reach proficiency on the ITBS using Safe Harbor. Safe Harbor requires a school to “reduce the percentage of non-proficient students by at least 10%.” The data below represents the Prescott data from Fall, 2010 Reading Comprehension on the Iowa Test of Basic Skills.

Table 3: Reading Comprehension

	Low	Intermediate	High	Proficient
All	45.1%/41	47.3%/43	7.7%/7	54.9%/50

Table 3 indicates that the number of students generated on the “Performance Levels by Subgroup” report is 41 students or 45.1% of Prescott students. In order to reduce the percentage

of these non-proficient students, Prescott needs to maintain the current proficient percentages and add 4.1 or 5 students to the proficient category in order to make Safe Harbor.

- Taking this information and calculating the new target percentage of improvement on the Spring MAP assessment, the number five (5) is added to the projected proficient number on Fall MAP (95 students) for a new target number of students (100 students). The re-calculated target percentage for the Spring MAP is 62.1%. Faculty and staff at Prescott know they need to work to increase their Spring MAP assessment data for students projected in achieve proficiency on the ITBS by 3.2%. Should this target number be achieved for the Spring MAP, incentive pay will be distributed.

The administration and the Dubuque Education Association re-affirms that the negotiated agreement for the movement of staff within, in and out of Prescott (as in other schools) will remain the same as outlined in the master contract.

Professional Development

As discussions emerged regarding the needs of Prescott, an additional ten (10) days of staff development time or 74.5 hours will be made available for the school. This time is intended to support the staff development plan as needed. The Spring, 2010 Action Plan Review conducted by Lou Howell of the Iowa Department of Education indicates that some of the identified reasons for lack of student achievement success include ineffective implementation of instructional strategies, teacher turnover, staff absenteeism, inconsistent implementation of professional development, students not actively engaged in instruction, poor attendance by struggling learners and new and inexperienced teachers. It should be noted that five (5) or 71%

of the identified weaknesses of the plan deal directly with teacher competency in the delivery or lack of fidelity in the administration of evidence-based strategies.

Additionally, the Spring, 2010 review indicates that multiple, major initiatives are currently in various stages of implementation at Prescott. These initiatives include co-teaching, Cognitively Guided Instruction, Assessment for Learning, balanced literacy strategies, climate and culture strategies (student attendance, classroom routines, Expeditionary Learning procedures), PLC work, Japanese Lesson study and Parents as Teachers. The report indicates that there is a lack of clear focus for professional development due to the number and intensity of the identified initiatives. The commitment to provide an additional ten (10) staff development days or 74.5 hours for the Prescott teachers is intended to acknowledge the sense of urgency around the need for increased student achievement, the need to refine and re-focus staff development around fewer initiatives identified through the SINA audit and diagnosis phase and provide time for shared learning and collaboration of teachers. It is the intent that in providing the additional staff development time, the school leadership team in collaboration with the teachers will identify how the division of that the ten days or 74.5 hours will used to further advance teachers' professional knowledge and practice. This proposal does focus on Cognitively Guided Instruction as a focus area for Prescott because initial data indicates that the staff is getting some traction in the implementation of this strategy. (Appendix J, CGI Logic Model) Assessment for Learning is identified because Prescott has been actively training in the area for four (4) years and it aligns the school in the implementation of the Iowa Core since it is one of the Characteristics of Effective Instruction. (Appendix K, Assessment for Learning Structured Overview)

In reviewing the achievement data, the Spring, 2010 SINA review as well as consulting the anecdotal evidence, it would appear that Prescott would be well served to increase the emphasis on monitoring the implementation of selected initiatives. Currently, the primary documentation offered as implementation data is the review of lesson plans by the principal and the expectation that read-alouds and think-alouds are written into each trimester's expeditions. The accountability of implementation should be expanded beyond what is written of what "will be done" to include what has actually happened. It is recommended that the building leadership team be included in additional training in the development of an implementation plan that includes a detailed evaluation plan. This training should occur after the SINA team has worked with Prescott to refine and re-commit to scaled back initiatives. A minimum of two days of training and work will be made available to the Prescott building leadership team using the *Assessing Impact* model and delivered by a Learning Forward facilitator. The Prescott team will be joined by the district math and language art consultants as well as the district Lead Instructional Coach and district Title 1 SINA coach assigned to Prescott.

Social-Emotional Climate

One component of the instructional design for Prescott is Iowa's Positive Behavior Support system. Prescott has been involved in this program since 1998. At that time Prescott created school-wide structures to address climate, culture, and discipline. In 2002, Prescott became a demonstration site for Positive Behavior Supports. The strong emphasis on common school-wide expectations, routines, procedures and language has added a positive dimension to the school. Students receive explicit social skills instruction. Individual students as well as groups of students are provided with specially designed supports to enable each child to become positive contributors to the school community. It is the intent of this proposal to re-affirm Prescott's

commitment to PBIS and to continue to build capacity for this initiative. The marriage of Expeditionary Learning principles and PBIS is natural. Applying the Expeditionary Learning principles of cooperative learning and inquiry-based learning and the elements of PBIS has made a difference at Prescott. It is the intent of Prescott to build upon their current work.

A review of Prescott data in the area of climate and culture reveals that the density of need exhibited by Prescott students is great. We propose the addition of a clinical social worker to help design as needed but also coordinate aspects of the culture and climate of the school. It would be highly desirable to have experience with issues related to pediatric mental health. The intent of this position would be to integrate with the Instructional Decision-Making team and assist with the co-ordination of student, family, and community agencies that contribute to the overall treatment of the student. Additionally the clinical social worker is to serve as a liaison with other agencies including social, medical and legal services as needed by the student. We also envision this position as coordinating learning supports that include mentoring, parent education and community liaison to such agencies as the community health center and juvenile court services. We would note that it NOT the intent of this position to become a behavioral interventionist. We maintain that it is first, and foremost, the responsibility of the classroom teacher to model and teach the behaviors required in school through the PBIS program. A sample job description the clinical social worker is attached in Appendix L, Clinical Social Worker. Additionally, the district currently supports Prescott with a full time guidance counselor and to the extent possible, expects to continue to do so. We believe the guidance counselor and the mental health/clinical social worker will collaborate together toward common outcomes but with different activities. The guidance counselor is expected to be involved in individual and group counseling within the building. Counselors are expected to support classroom teachers with explicit instruction in social skills as well as deliver individual or small group instruction in

social skills with high need children. The clinical social worker will build on this foundation to expand those efforts in the broader community by developing family and agency collaboration and if necessary, interventions.

Family and Community Connections

Prescott has worked to establish strong family/parent connections to school. These connections include traditional approaches to communication including school and classroom newsletters, parent-teacher conferences and family involvement in student exhibitions as part of the expeditionary learning framework. Prescott also has a number of thriving school-business partnerships. During the 2010-2011 school year, a parent educator trained in the Parents as Teacher program was available to every 4-year-old preschool and kindergarten student. Every parent received at least one home visit by the parent educator and those that desired to fully participate in the Parents as Teacher program received 24 home visits during the course of the school year and summer where the entire age 3-5 curriculum was delivered to parents. This parent educator is financed through a blended funding stream of the Voluntary Four Year Old Preschool and Title 1 funds. Prescott fully embraced this opportunity as the parent educator was included in grade level teacher meetings as well as the Instructional Decision-Making meetings. However, the high needs and at-risk needs of students indicate that additional efforts are required to invite parents into the educational process.

This application includes a vision for a second position that focuses on families; a Family Support Educator who would add an additional element with a focus on providing the foundation for successful math and language literacy. Our vision of family support is a school/ community partnership program designed to prevent family problems by strengthening parent-child relationships and providing whatever supports parents need in order to be successful nurturers

and providers. In fact, if we were to realize a successful family support program, Prescott would enhance families' capacity to support the growth and development of all family members - adults, youth and children.

We believe that when families participate in family support, parents share ideas and strategies with one another, children have the opportunity to learn and practice new social skills in interaction with other children, parents feel comfortable coming to a place just for parents and young children designed for safety and promotion of learning, parents develop and enhance community support systems that reduce their isolation and stress, parents learn from watching other parents interact with their own children and parents gain confidence in their own abilities to decide what is best for their family.

This position could be a district employee but currently is envisioned as a position contracted through a mutual community partner; most likely, the Dubuque Multi-cultural Center (located across the street from Prescott) or through Four Oaks, our partner in the Parents as Teacher program. (Appendix R: Job Description, Family Support Educator) The district would provide oversight of this program through the Early Childhood Supervisor who currently works with all management and curriculum development of programs for birth through age eight (8).

It is the intent of Prescott to include implement a Family Support Center through the focus of three strands. These strands are an Early Literacy in Math and Reading Center that includes a focus on school readiness, an ongoing “Drop In Play and Learn” Center and a Parent Resource Library.

Early Literacy in Math and Reading / School Readiness

The program offers activities and environments designed to support the development of pre-literacy or school-readiness skills through play but more importantly, happen with the educator

AND the parent so that Many of these programs benefit from partnerships with public libraries, preschool programs and elementary schools.

- **Family Literacy Playroom** – The Family Literacy Playroom features a number of activity stations, amongst which children and parents can move freely, each offering opportunities for the rehearsal of key pre-literacy skills. The staff guides parents to understand and support the development of skills such as counting, sorting, reading, writing, and listening, all while engaged in fun, play activities.
- **Portable Play-a-Day Program** - This program is designed to bring interactive literacy activities to families in community or school settings. It has been used successfully with families of children ages 2 - 8 years to promote the development of literacy skills, and to empower parents to be involved in their child's educational development. The program combines a family meal, parent discussion, guided interactive play with portable dramatic prop boxes, a story time and book giveaway.
- **Kindergarten Kickoff** – Prescott will develop a program to help ease the transition into Kindergarten for children and parents alike. This three session program, generally offered three consecutive weeks before the beginning of the new school year, provides parents with information about what and how their children will learn in kindergarten, supports parents in their efforts to be involved in their child's educational development, gives incoming kindergarteners a taste of the classroom experience, and creates opportunities for the families of new kindergarteners to meet one another, the school principal and kindergarten teachers.

Drop-in Play and Learn Sessions

The Family Resource Center will operate a number of drop-in sessions during the week, creating

opportunities for families to play together, support one another and build community. During drop-in sessions, children through parent-child play and interaction with other children, families get to know one another, and parents exchange parenting and other information with one another and with staff. Some sessions are geared towards certain age and interest groups. During certain program sessions, parents and children also engage in semi-structured activities such as crafts, music or story-time. The environment resembles a preschool classroom with learning centers, but is arranged to facilitate parent-child interactive play. Everything is designed to be fun, and everything has a purpose. Emergent literacy concepts are reinforced throughout the room.

Written “Play Pointers” are posted at each center, explaining the benefits of certain types of play, providing questions to ask and actions to encourage problem-solving, and suggesting ways to follow-up at home. Staff models the kind of conversations and behaviors that foster children’s literacy development. The program environment and play experiences offered are designed to: 1) develop the social-emotional and cognitive skills of children, 2) increase parents’ knowledge of child development and literacy acquisition, and 3) foster change in parent-child interaction to support literacy development.

Parenting Resource Library

The center would offer a multi-media variety of resources related to child development parenting issues, available for parents to use on site or borrow for use at home.

Family Fun Activities

The center should offer a variety of events throughout the year, designed specifically to bring families with young children together for a fun community-based activities. Examples might include Family Day Run/Walk and the Family Fall Funfest; Family Fun Night at the middle

school to support the next school transition for 5th grade students, or ice cream social and super Sunday Preschool Fair to support the 1st transition into formal schooling.

Parent Education Programs

The center will offer periodic classes focusing on various aspects of child development and parenting, such as the challenges of parenting a toddler, nurturing the marital or romantic relationship in the midst of family life, and choosing the best education and care programs for the family's needs. Examples of programs might include play time with Dad, working with grandparents raising the next generation, meeting needs with children with special learning needs or behavioral challenges.

Support Groups

The center would operate support groups designed to meet needs identified in the school. For instance, options might include regularly scheduled support groups specifically for non-English speaking parents new to the Prescott community, one for teenage mothers, support groups specifically for parents or caregivers of children diagnosed with ADHD, and one for adoptive or foster parents.

Toy Lending Library – The Toy Lending Library will loan out high quality toys and play kits to families, supporting increased family interaction and developmentally appropriate learning. Parents can borrow toys for several weeks at a time, and children birth to age 8 years benefit from an often-changing array of toys which enhance creativity and learning skills without "breaking the family bank".

DESIGN AND RE-STRUCTURING

The Dubuque Community School district will use the Transformation Model as part of the plan for re-structuring Prescott Elementary School.

REQUIRED LEA Activities	TRANSFORMATION
Replace Principal (except those hired previously as part of turn-around or transformation effort)	The principal will be replaced. Currently, the position is posted for consideration by internal candidates.
Operational flexibility (calendar, time, budget, staffing)	Through mutual agreement, the school calendar for students will remain the same. However, an additional 74.5 hours (10 days) of time is added to the faculty calendar. It is the intent that the building leadership team, lead by the principal will determine the use of this time. It is envisioned that this time may be used for ongoing professional development, collaboration or building or grade level team projects.
Replace >50% of Staff using "locally adopted competencies"	Not Applicable
Close & reopen under Charter School Operator/CMO/EMO	Not Applicable
Close the school and send students to nearby schools - including but not limited to charter schools or new schools	Not Applicable
Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input	<p>We propose to use the Measures of Academic Progress (MAP) as the indicator of student achievement growth. We will monitor fall to spring MAP achievement for each classroom, grades 2-5. In working through the issue of incentive pay, decisions are based on the following assumptions and beliefs:</p> <ul style="list-style-type: none"> • Any plan to disburse financial incentives should be developed in such a way that the process does not become divisive to the school community; the ultimate goal is the work to improve student achievement; incentive pay for achievement is a secondary consideration in this process. Distribution of incentive pay should be aggregated across grade levels; to all teachers, administrator and support staff. It is our belief that the contribution of every grade level, content area and support structure adds to the instructional quality of the school. The instructional design of Prescott through Expeditionary Learning is particularly well suited to this challenge as teams of teachers currently collaborate designing interdisciplinary expeditions. • The Iowa Tests serve many valuable purposes for

	<p>understanding student achievement. However, it is not the best source of information we have in diagnosing interventions and offering benchmark assessment so teachers can revise classroom instruction. By moving to a second assessment, we preserve the integrity of the Iowa Tests, not only as the accountability assessment, but to continue to develop meaningful analysis of ITBS data to meet the district school, students and their families.</p> <ul style="list-style-type: none"> • Measures of Academic Progress (MAP) is a readily available source of standardized assessment information known to the faculty and administration. It is offered three times a year so teachers can revise instruction during the fall and winter assessment periods. The Dubuque Community School District has a longitudinal history with MAP. The instructional guidebook, “Des Cartes”, is available to all teachers to assist in the revision of instruction and is aligned with this assessment. MAP has recently released the Dynamic Reporting Suite which aligns projected proficiency of students to the Iowa Tests, therefore, enabling teachers to revise instruction with the goal of improving instruction as well as improving NCLB trajectories.
<p>Identify/reward effective personnel & remove ineffective personnel</p>	<p>We propose a two prong approach to evaluation; first, we will use the district’s current evaluation system based on the Iowa Teaching Standards and Criteria as demonstrated competency of teaching; second, we will analyze student MAP achievement data as the basis for a financial incentive to be awarded yearly to the teachers and the administrator. We have agreed with the Dubuque Education Association that the current evaluation system is satisfactory to both parties in identifying effective personnel and removing ineffective personnel. Teachers engage in a three (3) year cycle of continuous improvement through:</p> <ul style="list-style-type: none"> • the annual expectation of writing, discussing with an administrator and completing data collection for the Individual Teacher Professional Development Plan (ITPDP) based on the needs of students and the School Improvement Plan, • the collection of artifacts or evaluator observation of the forty-two (42) criteria associated with the Iowa Teaching Standards and serve as evidence of demonstrated teacher competency, • the summative observations and conversations around the teaching standards held yearly and formally

	evaluated in year three of the process.
High-quality, ongoing, job-embedded, instructionally aligned professional development	<p>READING Professional Development</p> <ul style="list-style-type: none"> ▪ Professional development in the following will increase teacher knowledge of and implementation of best-practices in reading: <ul style="list-style-type: none"> ○ Continued implementation of the Iowa Essential Concepts and Skills ○ Rationale for a comprehensive literacy program ○ The components of s comprehensive literacy program ○ Explicit lessons for all components of a comprehensive literacy program. ○ Creating literacy-rich learning expeditions ○ Expeditionary Learning protocols ○ The Seven Strategies of Effective Assessment ○ Using Formative Assessment to Drive Reading Instruction <p>MATH Professional Development</p> <ul style="list-style-type: none"> ▪ Professional development in the following will increase teacher knowledge of and implementation of best-practices in Math: <ul style="list-style-type: none"> ○ Continued implementation of Iowa Essential Concepts and Skills ○ Explicit instruction for Cognitively Guided Instruction ○ Math Interventions ○ The Seven Strategies of Effective Assessment ○ Using Formative Assessment to Drive Math Instruction
Financial incentives, career opportunities and flexible work conditions	<p>Financial incentives include additional compensation through ongoing professional development, performance pay for higher student achievement, an early retirement incentive to recruit experienced teachers.</p> <p>There are a number of new positions created as part of this proposal that will allow for teachers to determine a altered or new career pathway; e.g. instructional coaching, parent educator.</p>
New governance structure	Not Applicable
Use data to identify and implement an instructional program that is research-based and vertically aligned	<p>READING</p> <ul style="list-style-type: none"> ▪ Comprehensive Literacy Program: Strengthen the implementation of a comprehensive, well-balanced literacy program which includes: phonemic awareness, phonics instruction, vocabulary, fluency, comprehension instruction, writing instruction and assessment. <ul style="list-style-type: none"> ○ <i>Create a lesson plan format</i> for guided reading for

	<p>all grade levels that include common language and the components for an effective guided reading lesson.</p> <ul style="list-style-type: none"> ○ <i>Phonemic awareness and phonics instruction:</i> Continue with implementation of the new Fountas and Pinnell phonics program in grades K, 1 and 2 and extend initial implementation of this phonics program into grade 3. <ul style="list-style-type: none"> ▪ Restructure staffing patterns so that Title 1 teachers co-teach phonics at K, 1 and 2 ▪ Provide interventions in phonics and phonemic awareness to students at grades 3, 4 and 5 who still need direct instruction in these areas. ○ <i>Vocabulary:</i> Assure that vocabulary instruction is explicit and included in guided reading groups and within whole group instruction within the expedition. <ul style="list-style-type: none"> ▪ Provide examples of explicit lessons in vocabulary for primary and intermediate ○ <i>Comprehension:</i> Assure that comprehension is explicit and included in guided reading groups and within whole group instruction with the expedition. <ul style="list-style-type: none"> ▪ Implementation of the Every Child Reads comprehension strategies of Read Alouds, Talk Alouds, Think Alouds. ○ <i>Fluency:</i> Assure that fluency instruction is explicit. <ul style="list-style-type: none"> ▪ Provide examples of explicit lessons in fluency for primary and intermediate. ○ <i>Writing:</i> Assure that writing instruction is explicit. <ul style="list-style-type: none"> ▪ Increase understanding of the stages of writing and the steps in the process of writing. ▪ Increase explicit writing instruction in both guided reading and within the expedition. ○ <i>Assessment:</i> Formative assessment is used to monitor progress in reading <ul style="list-style-type: none"> ▪ Teachers will know the <i>7 Strategies of Effective Assessment</i> ▪ Teachers will use the running record to inform instruction. ▪ Teachers will assess comprehension and use the assessment to inform instruction. ○ <i>Reading at Home-</i> Just Read: Encourage more independent reading <ul style="list-style-type: none"> ▪ Increase reading beyond the school day by adding a before-school Just Read Program ▪ Recognition at Dolphin Gatherings
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	<p>MATH</p> <ul style="list-style-type: none"> ▪ Cognitively Guided Math Instruction: Fully implement and strengthen the practice of Cognitively Guided Math Instruction. <ul style="list-style-type: none"> ○ All classes implement CGI at least 3 times per week ○ Number work is included in math instruction ○ Instruction within Trailblazers will be modified and presented utilizing the CGI approach whenever possible. ▪ Guided Math Groups: Implementation of differentiated guided math groups based on instructional needs identified through formative assessments. <ul style="list-style-type: none"> ○ Implement Kathy Richardson and Marilyn Burn interventions ○ Utilize the Creative Curriculum to create interventions for early primary students in math ▪ Assessment: Formative assessment is used to monitor progress in math. <ul style="list-style-type: none"> ▪ Teachers will know the <i>Seven Strategies of Effective Assessment</i> ▪ Teachers will utilize the Strategies within math instruction. ▪ Co- Teaching: Utilize co-teaching to increase student achievement in the area of math. <ul style="list-style-type: none"> ○ Teachers work together in teams to create CGI problems and to review student work ○ When possible, general education teachers and special education teachers will co-teach in math. ○ Paraprofessionals will have specific staff development in assisting students in CGI and in Math Trailblazer’s
<p>Promote the use of student data to inform and differentiate instruction in order to meet the academic needs of individual students</p>	<p>Dubuque is training all principals and instructional coaches on the Edinsight web site to promote data use and efficiency. Additionally, we have used the Grant Wood Online Assessment system for the past 7 years.</p> <p>A major portion of the resources requested help support the IDM process at Prescott. The IC map and intervention overview are provided in Appendix H and I.</p>
<p>Establish schedules and implement strategies that provide increased learning time</p>	<p>Staff will have an additional 74.5 hours of time that can be dedicated to professional learning, collaboration or data analysis. This time is flexible and is established by the school.</p>
<p>Socio-emotional and community supports</p>	<p>A review of Prescott data in the area of climate and culture reveals that the density of need exhibited by Prescott students is great. We propose the addition of a clinical social worker to help design as needed but also coordinate aspects of the culture</p>

	<p>and climate of the school. It would be highly desirable to have experience with issues related to pediatric mental health. The intent of this position would be to integrate with the Instructional Decision-Making team and assist with the coordination of student, family, and community agencies that contribute to the overall treatment of the student. Additionally the clinical social worker is to serve as a liaison with other agencies including social, medical and legal services as needed by the student. We also envision this position as coordinating learning supports that include mentoring, parent education and community liaison to such agencies as the community health center and juvenile court services. We would note that it NOT the intent of this position to become a behavioral interventionist. We maintain that it is first, and foremost, the responsibility of the classroom teacher to model and teach the behaviors required in school through the PBIS program. A sample job description the clinical social worker is attached in Appendix L. Additionally, the district currently supports Prescott with a full time guidance counselor and to the extent possible, expects to continue to do so. We believe the guidance counselor and the mental health/clinical social worker collaborate together toward common outcomes but with different activities. The guidance counselor is expected to be involved in individual and group counseling within the building. Counselors are expected to support classroom teachers with explicit instruction in social skills as well as deliver instruction in social skills with high need children.</p>
<p>Ongoing family and community engagement</p>	<p>Prescott has a worked to establish strong family/parent connections to school. These connections include traditional approaches to communication including school and classroom newsletters, parent-teacher conferences and family involvement in student exhibitions as part of the expeditionary learning framework. During the 2010-2011 school year, a parent educator trained in the Parents as Teacher program was available to every 4-year-old preschool and kindergarten student. Every parent received at least one home visit by the parent educator and those that desired to fully participate in the Parents as Teacher program received 24 home visits during the course of the school year and summer where the entire age 3-5 curriculum was delivered to parents. This parent educator is financed through a blended funding stream of the Voluntary Four Year Old Preschool and Title 1 funds. Prescott fully embraced this opportunity as the parent educator was included in grade level teacher meetings as well as the Instructional Decision-Making meetings. However, the high needs and at-risk needs of students indicate that additional efforts are</p>

	<p>required to invite parents into the educational process.</p> <p>This application includes a vision for a second position that focuses on families; a Family Support Educator who would add an additional element with a focus on providing the foundation for successful math and language literacy through a family support concept. Our vision of family support is a school/ community partnership program designed to prevent family problems by strengthening parent-child relationships and providing whatever supports parents need in order to be successful nurturers and providers. In fact, if we were to realize a successful family support program, Prescott would enhance families' capacity to support the growth and development of all family members - adults, youth and children.</p> <p>We believe that when families participate in family support, parents share ideas and strategies with one another, children have the opportunity to learn and practice new social skills in interaction with other children, parents feel comfortable coming to a place just for parents and young children designed for safety and promotion of learning, parents develop and enhance community support systems that reduce their isolation and stress, parents learn from watching other parents interact with their own children and parents gain confidence in their own abilities to decide what is best for their family.</p> <p>This position could be a district employee but currently is envisioned as a position contracted through a mutual community partner; most likely, the Dubuque Multi-cultural Center (located across the street from Prescott) or through Four Oaks, our partner in the Parents as Teacher program. The district would provide oversight of this program through the Early Childhood Supervisor who currently works with all management and curriculum development of programs for birth through age eight (8).</p>
<p>Ongoing intensive technical assistance from LEA, SEA or external partner</p>	<p>Prescott has juggled the requirements associated with charter school implementation and School in Need of Assistance. As a result of the oversight provided to Charter schools, the Iowa SINA Support Team through our area education agency was made available and offered assistance. Through mutual agreement many of the SINA protocols normally associated with SINA schools were not used because oversight was provided through the Charter school process. At this juncture, we will move forward with a more active role with the Keystone AEA team in their SINA support role. We will</p>

	<p>complete yet this spring the Teacher Instructional Practice Inventory and then through the summer and early fall, have the Prescott staff engage in the formal audit, diagnosis, design, and implementation planning with the SINA support team. The SINA support team has been contacted and preliminary planning is in place.</p>
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<p>PERMISSIBLE Activities*</p>	<p>TRANSFORMATION</p>
<p>New school model (e.g. themed, dual language)</p>	<p>CHARTER SCHOOL: Prescott School is in a unique situation because of the fact that it actually restructured at the first year of our SINA citation. Prescott School was restructured from a preschool through second grade traditional elementary school to become an official Charter School serving preschool through fifth grade in the 2006-2007 school year. At the same time we opened as an official Iowa Charter School. The original SINA citation was based on scores from the combined Prescott/Fulton school configuration that existed prior to 2006. The 2010-2011 represents our 5th year of existence as a charter school. The students in this year's 4th grade class are the first group of students to have begun in the charter school. The current 5th grade students are the last students who attended the Prescott/Fulton combined school configuration.</p> <p>Prescott will continue to implement the restructuring plan that was outlined in the charter school application to the Iowa Board of Education. In July, 2010, the Iowa Board of Education renewed the Prescott Charter School reconfiguration plan as a charter school. Prescott was approved by the Iowa Board of Education to operate as a charter school for the next four years through the 2014-2015. The rationale for this form of restructuring came from the following data, discussion points, and hypothesis by the staff.</p> <ul style="list-style-type: none"> ▪ The Expeditionary Learning design model encourages active student engagement. We know that students who are more engaged in their learning increase achievement and are more likely to persevere through tasks. ▪ The interdisciplinary approach to learning makes the learning more authentic for students rather than teaching skills in isolation. This approach to learning clearly aligns with the Iowa Core Curriculum. ▪ Students have multiple-year connections with students. The looping design of students staying together for K-1, 2-3 and 4-5 with the same teacher allows teachers to know students more deeply, decreases the loss of instructional time during the second year of the loop

	<p>learning routines and procedures, promotes strong relationships between the teacher and the family.</p> <ul style="list-style-type: none"> ▪ The emphasis of teaching in the natural context (fieldwork) and the practice of bringing community experts into the classroom to teach the concepts of the expeditions creates a context for learning, helps students to see how the learning can be applied to real-world situations and increases active engagement. ▪ The emphasis on service work and the building of a strong school climate and culture provides a framework and structures to support academic school achievement and character development. ▪ Research indicates that students who participate in the arts have higher academic achievement and more positive connections with school. ▪ Many of our students do not have the opportunity to participate in programming for the arts beyond the school day due to the cost of participation in these community events. Offering classes in the arts at school provides students with this opportunity at no cost to them.
Additional compensation to attract and retain staff	
System to measure impact of professional development	
Ensure that school is not required to accept teacher without mutual consent of teacher and principal regardless of teacher seniority	
Periodic reviews of curriculum	
Response to Intervention model	See Appendix H and I.
Additional supports to address students with disabilities and English language learners	<p>CO-TEACHING: In 2009-2010 Prescott will begin a pilot of two full-time co-teaching in two classrooms and during as many instructional blocks as possible in the other classrooms.</p> <p>CHARTER SCHOOL: Prescott School is in a unique situation because of the fact that it actually restructured at the first year of our SINA citation. Prescott School was restructured from a preschool through second grade traditional elementary school to become an official Charter School serving preschool through fifth grade in the 2006-2007 school year. At the same time we opened as an official Iowa Charter School. The original SINA citation was based on scores from the combined</p>

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- The Expeditionary Learning design model encourages active student engagement. We know that students who are more engaged in their learning increase achievement and are more likely to persevere through tasks.
- The interdisciplinary approach to learning makes the learning more authentic for students rather than teaching skills in isolation. This approach to learning clearly aligns with the Iowa Core Curriculum.
- Students have multiple-year connections with students. The looping design of students staying together for K-1, 2-3 and 4-5 with the same teacher allows teachers to know students more deeply, decreases the loss of instructional time during the second year of the loop learning routines and procedures, promotes strong relationships between the teacher and the family.
- The emphasis of teaching in the natural context (fieldwork) and the practice of bringing community experts into the classroom to teach the concepts of the expeditions creates a context for learning, helps students to see how the learning can be applied to real-world situations and increases active engagement.
- The emphasis on service work and the building of a strong school climate and culture provides a framework and structures to support academic school achievement and character development.
- Research indicates that students who participate in the arts have higher academic achievement and more positive connections with school.
- Many of our students do not have the opportunity to participate in programming for the arts beyond the school day due to the cost of participation in these community events. Offering classes in the arts at school provides students with this opportunity at no cost to them.

	<ul style="list-style-type: none"> ▪ Co- Teaching: Utilize co-teaching to increase student achievement in the area of reading. <ul style="list-style-type: none"> ○ Increased co-teaching between general education teachers and special education teachers ○ Increased co-teaching between Title 1 teachers and classroom teachers ▪ Implement Expeditionary Learning Design Model: Utilize the learning expedition to increase reading and writing skills. <ul style="list-style-type: none"> ○ Create learning expeditions that clearly align with grade level standards, benchmarks and grade level expectations ○ Create learning expeditions with literacy-rich learning opportunities that reflect all of the components of a comprehensive literacy program and teach students to read and write in the content areas. ○ Utilize protocols within learning expeditions that promote literacy such as: Chalk Talks, Science Circles, Question Circles, Last Word Protocol, Building Background Knowledge Protocol.
Using and integrating educational technology	
Increasing opportunities for advanced coursework, AP, IB, STEM, early college, dual enrollment, thematic learning academies	Not Applicable
Summer transition or freshman academies (middle to high school)	Not Applicable
Graduation rate improvement reforms	Not Applicable
Early warning systems for at-risk youth	
Partner with organizations, clinics, agencies, etc to meet students' social, emotional, health needs	
Extend or restructure school day	
Implement approaches to improve school climate and discipline	<p>Each year since the opening of the charter in 2006 AND the first citation of SINA, we have continued to build our staff development around instructional strategies that have been shown to have a positive impact on student achievement for at-risk students. In addition, we have maintained and continue to monitor those implementation action steps as well as these additional steps that are listed in this plan. Maintaining still developing skills and adding new</p>

skills is a balancing task for the staff of Prescott.

Some areas of our school improvement that we continue to strengthen and give a considerable amount of time and attention to are:

- Strengthening the climate and culture for students:
 - We have instituted a common morning routine in all classrooms for all students. All support teachers in the building including the principal, rotate each month so every classroom has AT LEAST two certified staff members in each room. During this time, all students are greeted, students are engaged in an activity to build climate and culture, and expectations are taught and practiced. Each month teachers go to other classrooms to observe each other and complete a rubric to determine if everyone is focusing on the critical attributes of Morning Meeting.
 - We have increased supervision of common areas.
 - We have incorporated more arts into our curriculum, enabling students to express themselves in a variety of ways.
 - We are working to decrease our students' dependency on extrinsic motivators and foster and develop intrinsic motivation.
 - This year we are actively recruiting more mentors for students to develop strong one-on-one relationships. For the 2009 school year, we have increased our mentors from 74 to 100.
- Strengthening the climate and culture for staff:
 - Prescott has had many changes in staff and despite this, the staff has grown in their willingness and openness to team and collaborate each year.
 - This year, as you will see noted in the plan, the teachers are making their own teaching much more public. Teachers are observing each other teach a variety of different lessons, and then are coming together to use a debriefing protocol to share the learning they gained from this observation in the other teacher's classroom.
 - The staff have a variety of social events planned and all staff are encouraged to join.
- Active engagement:
 - At the beginning of our citation as a charter school, our external evaluator, Linda Munger came to Prescott to conduct an IPI (Instructional Practices Inventory). As noted in her final report, we had many of our students who were not actively engaged in

	<p>their instruction. As we learned and implemented the learning strategies we used through infusing the arts, through Expeditionary Learning, and ECR, we continued to make our lessons more engaging for students. This remains an essential goal for our school. We continue to teach and practice protocols for enhance engagement.</p>
<p>Full-day kindergarten or pre-K</p>	<p>The district has offered all day, every day kindergarten for the past 9 years. Additionally, the district supports preschool through the Shared Visions programs as well as the Voluntary Four Year Old Preschool</p>
<p>Per-pupil school-based budget formula weighted by student needs</p>	<p>The district is moving in that direction but have not completed all the work to meet that goal.</p>

Part II –

Recruit, screen, and select external providers, for Tier I and II schools only, and ensure their quality

The capacity to implement the Transformation model is an area that the district and Dubuque Education Association have had ongoing discussions about long before the identification of Prescott as a Persistently Low Achieving School (PLAS). Prescott has juggled the requirements associated with charter school implementation and School in Need of Assistance. As a result of the oversight provided to Charter schools, the Iowa SINA Support Team through our area education agency was made available and offered assistance. Through mutual agreement many of the SINA protocols normally associated with SINA schools were not used because oversight was provided through the Charter school process. At this juncture, we will move forward with a more active role with the Keystone AEA team in their SINA support role. We will complete yet this spring the Teacher Instructional Practice Inventory and then through the summer and early fall, have the Prescott staff engage in the formal audit, diagnosis, design, and implementation planning with the SINA support team. The SINA support team has been contacted and preliminary planning is in place.

While we are sure that the readers of this proposal are more than aware of the work of the Iowa SINA Support Team, this proposal will also serve as an outline of expectations for others within our community in the event we should receive the grant or as an outline of work to discuss as we establish expectations for future work. Thus, work that Prescott will collaboratively engage in with the Iowa SINA support team is outlined by the Department of Education from their web site:

The Iowa Support System for Schools and Districts in Need of Assistance (SINA and DINA) has been developed in response to state and federal legislation. A two-year plan will be developed

that:

- addresses core academic subjects;
- utilizes scientifically researched strategies;
- implements new teacher mentoring;
- includes parent involvement activities; and
- provides for a peer review of the plan.

The purpose of the Iowa Support System for Schools and Districts in Need of Assistance (SINA and DINA) is to assist the districts'/schools' achievement of the following:

- Educate all students to high standards;
- Strengthen the internal capacity of each district and school;
- Focus accountability on results; and
- Integrate quality educational practices with local decision making

There are five phases in the Iowa Support System for Schools and Districts in Need of Assistance:

- Audit Phase
- Diagnosis Phase
- Design Phase
- Implementation/Monitoring Phase
- Monitoring/Assessment Phase

The Audit Phase focuses on the collection and analysis of district/school data to identify strengths and areas of concern in order to design the action plan to increase student

achievement. The audit team will:

- Collect and analyze district/school data;
- Develop a district/school profile; and
- Determine the strengths and area(s) of concern based on the preliminary analysis in preparation for a more focused review by the district/ school.

As part of the support framework for Schools and Districts in Need of Assistance (SINA/ DINA), the *Diagnosis Phase* reviews prioritized areas from the audit summary. Through a comparison of the current reality with the desired state, a gap analysis is completed. The root causes that are contributing to the area(s) for further study are identified. If/then statements and/or a theory of change based on possible solutions are created as a final step to set the stage for the goals or action plan steps in the design phase.

The *Design Phase* provides for the development of an action plan to address the prioritized areas of concern in order to increase student achievement. The district/school collaborates with the support team to design a two-year action plan that:

- increases the proficiency of their students in the identified area(s) of concern;
- incorporates the Iowa Professional Development Model to provide teachers with additional or enhanced skills within the area(s) of concern;
- develops the capacity of leadership within the district/school;
- integrates statewide initiatives/programs where appropriate;
- demonstrates how resources (e.g., time, dollars, expertise) are dedicated to the achievement of the plan;
- aligns with the district's Comprehensive School Improvement Plan (CSIP);

- provides both formative and summative evaluation strategies;
- includes strategies for increasing the involvement of parent engagement; and
- incorporates actions for appropriate primary elements for the domains based on the identified areas of concern:
 - Academic Domain: standards, curriculum, instruction, assessment;
 - Quality Educator Domain: professional development, leadership/supervision, internal communications, climate and culture;
 - District/School Domain: external environment, stakeholders/family and community, resource allocation, technology, accountability, and completed peer review.

The *Implementation/Monitoring Phase* provides the professional development that develops the capacity of teachers and leaders in the School/District in Need of Assistance (SINA/DINA) to provide opportunities that increase students' achievement. The building/ district leadership team in collaboration with the support team lead:

- Assures the delivery of the intervention;
- Facilitates ongoing support to the building/district staff members;
- Provides for ongoing formative assessment and data collection; and
- Builds the capacity of the district/school for ongoing school improvement.

The *Monitoring/Assessment Phase* provides for the evaluation of the effectiveness of the intervention(s) for student achievement and provides the support for recommendations that assure sustainability. The building/district leadership team in collaboration with the support team:

- Evaluates the effectiveness of the intervention(s);
- Reports findings and recommendations to district/school, their stakeholders, and the Iowa Department of Education; and determines recommendations for adjustments to the action plan.

Expeditionary Learning

The Dubuque Community School District has a long-standing relationship with Expeditionary Learning. This reform model was first implemented in Dubuque schools in 1993 under the leadership of then superintendent, Diana Lam. Prescott was one of the original implementers of this school reform model. While EL principles are held in high regard within the district, it became financially difficult to maintain Expeditionary Learning in all schools. When Prescott became a Charter School, the administration, staff and parents re-affirmed their commitment to Expeditionary Learning principles as the instructional design on which their work would be based. Following is a compilation of the national support that has evolved around Expeditionary Learning.



In **1987** the Harvard Outward Bound Project was established at the Harvard Graduate School of Education. This project sought to increase the profile of experiential education at Harvard's school of education while also bringing increased academic rigor to Outward Bound's work in schools.

In the early **1990's** Outward Bound drew on many years of urban and school-based programming and the work of the New York City Outward Bound Center and the Harvard Outward Bound Project to begin an Education and Urban Initiative. This initiative, supported by a three year \$2.6 million grant from the DeWitt Wallace-Reader's Digest Foundation, sought to identify, develop, and replicate effective models of school-based urban programming. It informed what would eventually become the Expeditionary Learning model.

In **1991** the New American Schools Development Corporation issued a call for proposals for comprehensive “break the mold” school reforms to improve achievement in the country’s lowest performing schools. In response, Outward Bound organized a design team made up of members of the Harvard Outward Bound Project, Harvard University professors, and organizations such as Project Adventure, Facing History and Ourselves, and the Technical Education Research Center (TERC), to write the proposal for Expeditionary Learning.

In **1992** New American Schools Development Corporation awarded \$9 million in grant funding to Expeditionary Learning, selecting its model from among 800 applicants.

By **1993** ten demonstration schools in five cities—New York, Boston, Denver, Portland, ME and Dubuque – signed on to partner with Expeditionary Learning.

In **1995** the Academy for Educational Development (AED) found marked improvement on standardized tests in 9 of Expeditionary Learning's 10 demonstration schools. AED also found that teaching through learning expeditions resulted in high quality work that met district and professional standards, improved student engagement and motivation, and increased parent participation.

The RAND corporation noted in a **1998** study that Expeditionary Learning was one of only two New American Schools designs to show significantly high levels of implementation in partner schools.

Research by the National Staff Development Council in **1999** concluded that Expeditionary Learning was the only program of 26 studied to meet all of their standards for quality professional development. They also concluded that Expeditionary Learning students’ math and

reading scores had increased significantly.

A **2000** study out of Brown University determined that “Expeditionary Learning implementation appear[ed] to be providing a strong academic curriculum that allow[ed] students from typically disadvantaged backgrounds to thrive.

In **2001** the American Youth Policy Forum gave Expeditionary Learning a five-star rating for linking community service to academics.

The **2002** National Staff Development Council report What Works in the High School: Results Based Staff Development noted the efficacy of Expeditionary Learning’s professional development with its "heavy emphasis on teacher content development and the rigorous expectation of adult learning and collaboration for all teachers."

In **2003** Expeditionary Learning began intensive professional development on student-engaged assessment, based upon the research of Rick Stiggins. Teachers in Expeditionary Learning schools gained significant expertise in formative and summative assessments as tools to engage students and increase achievement.

The Bill & Melinda Gates Foundation granted Expeditionary Learning \$12.6 million in **2003** to help create 14 small public secondary schools throughout the U.S.

In **2004** Fund for Teachers selected Expeditionary Learning as a partner to provide competitive fellowships to teachers to improve their teaching practice.

Beginning in **2005**, funding from local foundations in Kansas City, Boston, California, and Washington granted Expeditionary Learning over \$2 million for regional expansion.

In **2007** The Bill & Melinda Gates Foundation granted an additional \$11.1 million for the creation of 9 more small high schools.

Expeditionary Learning's research on student engagement and motivation began in **2008** with support from the Nellie Mae Education Foundation.



In **2009** President Barack Obama visited Capital City Public Charter School, an Expeditionary Learning school in Washington, D.C., and cited it as an “example of how all our schools should be.”

In **2010** Expeditionary Learning expanded its model to include Turnaround Schools, a major focus of federal education policy.

Two research reports published in **2010** highlighted Expeditionary Learning's impact. In Rochester, NY, students in Expeditionary Learning schools made statistically significant and substantial gains compared to students in non-Expeditionary Learning schools. In a larger study of more than 11,000 students in 8 states, students attending schools with strong fidelity to the model experienced significantly greater test score gains than non-EL students on math, reading,

and language usage tests. 10 of Expeditionary Learning's 47 high schools boasted 100% college acceptance in 2010.

Research on Expeditionary Learning

Expeditionary Learning has been reviewed a number of times regarding the impact of the program on climate and culture as well as student achievement gains.

Center for Research on the Education of Students at Risk (CRESPAR) Comprehensive School Reform and Student Achievement: a Meta-Analysis, 2002.

In "Comprehensive School Reform and Student Achievement: A Meta-Analysis," researchers from the University of Wisconsin, John Hopkins University, and the University of North Carolina looked at twenty-nine Comprehensive School Reform models including Expeditionary Learning. The study looked at the research base, design characteristics, and student achievement results for each of the models. The report's conclusions were, among others, that "the overall effects of CSR are statistically significant, meaningful, and appear to be greater than the effects of other interventions that have been designed to serve similar purposes and student and school populations," (p.34) and that model effects were strongest for schools in their fifth year of implementation. The report characterized Expeditionary Learning's research base as showing "highly promising evidence of effectiveness." Only three of the twenty-nine other CRS models received higher ratings.

National Staff Development Council (NSDC) What Works: Results-Based Staff Development, 2002 and 1999.

A series of NSCD reports entitled "What Works: Results-Based Staff Development" have featured Expeditionary Learning as a leading professional development organization. The 2002

report on high school professional development mentions EL's "heavy emphasis on teacher content development and the rigorous expectation of adult learning and collaboration for all teachers." The 1999 middle school report concluded that EL was the only program of 26 studied to meet all 27 standards for high quality professional development.

Center for Research in Educational Policy Rocky Mountain School of Expeditionary Learning Evaluation Report, 2002.

This study of the Rocky Mountain School of Expeditionary Learning (RMSEL) in Denver compared teacher practice and the school's student achievement data to those of the four Denver-area districts from which the student population is drawn. In comparison to a group of schools with similar demographics, teachers at RMSEL used significantly more coaching and project-based learning and significantly less direct instruction and independent seatwork. The study found that RMSEL students consistently outscored the weighted average of students from its four feeder districts across all grade levels for each year of the five-year study period on the Colorado State Assessment Program. RMSEL students scored on average 11.9 percentage points higher in reading than those of the comparison group.

American Youth Policy Forum Finding Common Ground: Service Learning and Educational Reform, 2001.

Finding common ground between service learning and comprehensive school reform was the theme of the American Youth Policy Forum's (AYPF) survey of twenty-eight leading school reform models. The AYPF gave Expeditionary Learning a five-star rating for being "highly compatible" in linking community service to academics and building "an ethos or characteristic spirit and belief of service to others."

Center for Research in Educational Policy and the University of Memphis Fourth-Year Achievement Results on the Tennessee Value-Added Assessment System for Restructuring Schools in Memphis, 2000.

This study evaluated student achievement gains that have resulted since the 1995 implementation of school reform designs, including Expeditionary Learning, in the Memphis City Schools. In general, the findings indicated that those schools implementing reform designs such as Expeditionary Learning have demonstrated noticeable gains in academic achievement since the adoption of these designs.

RAND Corporation Implementation and Performance in New American Schools: Three Years into Scale-up, 2000.

This study evaluated the implementation and performance trends of 104 New American Schools (NAS), including 16 Expeditionary Learning schools, nationwide. The report suggests that while overall performance results were mixed due to the wide variety of designs and cities included in the evaluation, the cities including Expeditionary Learning schools demonstrated promising results, considering the relatively short period of time the schools had been implementing the design.

Polly Ulichny, Ed.D., Brown University Academic Achievement in Two Expeditionary Learning/Outward Bound Demonstration Schools, 2000.

Polly Ulichny, Ed.D., an independent researcher at Brown University, studied two New England Expeditionary Learning schools. King Middle School in Portland, Maine serves 700 primarily low-income students, 22 percent of whom are English Language Learners. Before the

implementation of the Expeditionary Learning design, King scored lower than its district and state on the Maine Educational Assessment (MEA). In 1998-1999, however, King students outscored the state average in six of seven disciplines and scored the same as the state average in the seventh area. The Rafael Hernandez School is a K-8 two-way Spanish bilingual school in Boston. When Massachusetts introduced the Massachusetts Comprehensive Assessment System, a standards-based criterion-referenced test, in 1998, Hernandez performed better than a district school with a demographically similar population. Ulichney concludes: “Expeditionary Learning implementation appears to be providing a strong academic curriculum that allows students from typically disadvantaged backgrounds to thrive.”

American Institutes for Research An Educators’ Guide to School-wide Reform, 1999.

The American Institute for Research’s 1999 report evaluated the effectiveness of 24 models for comprehensive school reform including EL. The report concluded that “Expeditionary Learning has already amassed a promising research base on student achievement” and that the professional development provided by EL was a particular strength of the design.

RAND Corporation Lessons from New American Schools’ Scale-up Phase, 1998.

The RAND Corporation prepared this study for New American Schools (NAS) assessing the ability of each of the design teams to implement its design from 1995 to 1997. The report, based on case studies of 33 schools in seven different districts, found that Expeditionary Learning was one of two designs that “show significantly higher levels of implementation than the other teams.” Expeditionary Learning was successfully implemented in five out of six schools, the second highest rate of successful implementation among the seven designs studied, and Expeditionary Learning was one of only two designs with schools that had reached an exemplary

level of implementation.

Center for Research in Educational Policy and the University of Memphis Evaluation of Implementation of Expeditionary Learning Outward Bound at Middle College High School, Springdale Elementary School, and Macon Elementary School, 1997.

In November, 1997 the Center for Research in Educational Policy at the University of Memphis published an evaluation for the Memphis City Schools of the implementation of New American School designs in 34 Memphis schools. Three Expeditionary Learning schools were included in the study: Middle College High School, Springdale Elementary School, and Macon Elementary School. These evaluations represent a snapshot of the progress that schools had made toward the end of their second year of implementation.

Academy for Educational Development Expeditionary Learning Outward Bound Project, 1995.

The Academy for Educational Development (AED) in 1995 found that nine of the ten original demonstration site EL schools showed significant improvement in student achievement on the standardized tests mandated by their districts. Teachers reported that their classroom practices changed markedly, including collaborating with other teachers, systematically addressing content and skill learning in designing expeditions, and developing clear criteria for assessing student work. The report found that students produced high quality work, often higher than they had ever attained in the past. AED also found a strong level of student engagement.

University of Colorado School of Education An Assessment of Outward Bound USA's Urban/Education Initiative, 1994.

This study investigates the effects of Outward Bound's Urban Education Initiative, the early work of Expeditionary learning Outward Bound, on schools' students, staff, programs, partnerships, and practices. According to the report, early Expeditionary Learning implementation seemed to have noticeable effects on a variety of areas within schools.

Dr. Linda Munger

Prescott intends to continue their relationship with Dr. Munger as an outside evaluator of their ongoing work. Dr. Munger worked with Prescott during the first three years of the charter school to determine if outcomes were being met. (Appendix M, Charter School 2009 Report) Dr. Munger has worked with the district leadership for a number of years on *Assessing Impact*, a process for developing implementation and program evaluation plans for professional development. This proposal includes funding for Dr. Munger to do the *Assessing Impact* workshop for the building leadership team at Prescott. This workshop was selected because as the review of information was gathered to prepare this proposal, it was evident that Prescott is doing a number of excellent things in their efforts to provide a quality program for students. However, accountability for implementation and a clear focus on program evaluation can be improved.

Linda Munger, Director of Munger Education Associates, (Appendix N, Munger Resume) holds a doctorate degree in Educational Leadership from Iowa State University. She was a classroom teacher for 20 years prior to becoming an educational consultant. She works with diverse groups, which include schools, districts, and agencies, in facilitating and evaluating professional development/school improvement initiatives. Most of her work has been the result of her dissertation research, which focused on monitoring the change process when components of an effective training design and support structures (i.e., administrative support, learning teams, and coaching) were used to implement an innovation. Some of her publications, including two articles in the *Journal of Staff Development*, reflect on this work.

Her work on evaluating professional development has mainly focused on organization support

and change and teachers--use of knowledge and skills, which have been identified as Levels 3 & 4 in Thomas Guskey's book, *Evaluating Professional Development*. She frequently uses the CBAM tools, which are identified in Gene Hall and Shirley Hord's book, *Implementing Change: Patterns, Principles, and Potholes*.

Some of her evaluations have included monitoring implementation of various professional development/school improvement initiatives, such as conflict resolution, cooperative learning, the writing process, classroom assessments, Success4, early intervention for reading, block scheduling, mentoring, and technology. She received the best non-dissertation award from NSDC at the 2001 Annual NSDC Conference.

Linda is past president and past executive director of Iowa Staff Development Council. She serves as a consultant for the NSDC Custom-Designed Services, which include using the standards to design and implement effective professional development and professional development audits to determine the current status of professional development. She has been working with Joellen Killion and has made numerous presentations across the nation on *Assessing Impact: Evaluation Staff Development*.

Dr. Carol Commodore

Dr. Carol Commodore has worked with the Dubuque Community School District for the past three years. When UEN districts were invited to establish an ongoing relationship with a nationally known presenter as part of the Wallace grant support on leadership, the district determined the focus would be on Assessment for Learning. As a result, Dr. Commodore worked for a year, first, with district leadership and central office and then worked for two years with building leadership teams. This proposal includes the opportunity for Dr. Commodore to work specifically with building leadership and teachers at Prescott to advance the Iowa Core and integration of assessment principles with Expeditionary Learning.

Dr. Carol Commodore is the founding member of Leadership, Learning and Assessment, LLC. (Appendix O, Commodore Resume) Carol is also one of the founding members of the Wisconsin Assessment Consortium and an independent consultant with Rick Stiggin's Assessment Training Institute of Portland, Oregon. Carol was a classroom teacher for over 20 years and was a district-level administrator for eleven years. Carol's research interests focus on the impact of assessment and instruction on learners and their learning. Carol strives to provide meaningful ways to assist educators in their reflective practice and in the acquisition of tools that will bring insight and joy to them and their students in the educational process. Carol's work centering on standards, assessment, learning, and leadership takes her across the United States, Canada, Asia, Europe and the Middle East. Carol has provided numerous keynote addresses, workshops, and consultations for school districts, schools, and educational and nonprofit organizations.

Resource Alignment

The Dubuque Community School District continues to work for an integration of programming and resources to meet the needs of individual schools and their students. In recent years, we have worked for equitable resource allocation based on the work of Allen Odden. The district has not yet met all the financial goals we set for ourselves in this area but we continue to transition in our financial philosophy and subsequent decisions. Here is the current work we have accomplished for Prescott in light of this proposal. It should be noted that 2011-2012 allocations are still under revision in light of budgetary restrictions and decisions pending in the Iowa Legislature.

Current Resource	Current 2010-2011 District Allocation	SIG Program Proposal to Align Funding and Program Current Initiatives	Alignment with the Transformation Model
FEDERAL			
Title I	\$300,751	Parents as Teacher; Family Resource Center	Increase supplemental instructional support in reading in alignment with district goals. Increase parent engagement and family literacy Socio-emotional and community supports Ongoing family and community engagement. Establish schedules and implement strategies that provide increased learning time
Title II	\$44,344		
IDEA	\$0		
Jobs Funding	\$10,209		
ARRA Stabilization	\$48,148		
STATE			
Beginning Teacher Induction	\$5200	CGI training, Assessment for Learning, add'l 74.5 hours PD,	Ongoing intensive technical assistance from LEA, SEA and external partner. High-quality, ongoing, job-embedded, instructionally aligned professional development. Use data to identify and
Iowa Core: Teacher Quality PD	Not calculated by school for Professional Development purposes	CGI training, Assessment for Learning, add'l 74.5 hours PD, Data analysis days for leadership team; <u>Assessing Impact</u> training	
ELL	\$45,000	CGI training, Assessment for Learning, add'l 74.5 hours PD,	

Shared Vision/Voluntary Preschool	\$79,693		implement an instructional program that is research-based and vertically aligned. Promote the use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.
Early Intervention	\$43,322		
TAG	\$42,300	CGI training, Assessment for Learning, add'l 74.5 hours PD,	
LOCAL			
General Fund Management Fund	\$922,349	3 additional teacher to co-teach in grades K-2 Financial incentives for student achievement	Ongoing intensive technical assistance from LEA, SEA and external partner.
Instructional Support Levy	\$114,680		Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input.
Special Education	\$761,970	CGI, Assessment for Learning, add'l 74.5 hours PD,	Identify/reward effective personnel & remove ineffective personnel. Financial incentives, career opportunities and flexible work conditions. High-quality, ongoing, job-embedded, instructionally aligned professional development. Use data to identify and implement an instructional program that is research-based and vertically aligned. Promote the use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.
Drop Out Prevention	\$57,013	Add'l math instructional coach, clinical social worker	High-quality, ongoing, job-embedded, instructionally aligned professional development. Promote the use of student data to inform and

			<p>differentiate instruction in order to meet the academic needs of individual students.</p> <p>Socio-emotional and community supports</p> <p>Ongoing family and community engagement.</p> <p>Establish schedules and implement strategies that provide increased learning time</p>
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Practice and Policy Modification

For the most, part, practice and policy modifications were implemented when Prescott became a charter school for the 2006-2007 school year. Since that time, the Dubuque Community School District has agreed to the required Iowa Public School Program Assurances. (Appendix S: Iowa Public School Assurances).

The following policies are policy areas that are commonly impacted through the Dubuque Community Schools decision to support a charter school. In each instance, the Prescott Advisory Council brings concerns to the administration and at this point, we have found common ground with through mutual agreement or through a waiver.

1100 Curriculum Development, Implementation and Evaluation: The charter school will utilize research-based curricular strategies approved by Iowa's Department of Education, adhere to district and state standards and expected outcomes, but may deviate from the materials and textbooks approved by the district.

4000 School Calendar: Charter schools are required by law to set their own calendar and submit the calendar to the state for approval. Prescott, up to this point, has adhered to the DCSD school calendar. It is the expectation of the district that should deviation from the district calendar, the Advisory Committee will make recommendation to do otherwise. Calendar options have been explored by the Advisory Council throughout the years.

4002 Extension of the School Year: Because the charter school has the option to change the school calendar, it may also extend the school year. This option has, and remains open to the charter school.

5201 Boundary Lines for Attendance Centers: The state prohibits charter schools from having boundary lines that dictate attendance priority. The entire district must be able to apply to come to the school. Throughout the spring and summer, Prescott accepts enrollment from throughout the district.

6218 In-District Open Enrollment: According to charter school legislation, enrollment to the charter a school must meet specific criteria. That criteria differs from the DCSD open enrollment policies.

Iowa's charter schools must:

- Have an application period for at least two weeks,
- Be advertised throughout the district
- Be open to all students in the district
- Include evening and weekend hours for parents to submit their applications
- Include a lottery to be conducted by a third party for situations where the application numbers exceed enrollment caps.

5201: Fund Raising by and for School Approved Organizations: It is most likely that Prescott's charter school will adhere to the district's revised fund raising policies in relationship to student sales, but the charter school will develop a foundation to support the unique needs of the instructional design.

6215 Elementary Class Size: Charter schools are required to identify their enrollment caps for each class, grade and school. The DCSD Instructional Programs Committee of the Board, DCSD administration, and the Charter School Advisory Council have compromised to establish the following enrollment caps:

- Kindergarten and first grade classes= 20 students per class
- Second and third grade classes= 22 students per class
- Fourth and fifth grade= 24 students per class

As part of the charter school system, the district has demonstrated an openness to changes in the operational nature of “school” as we know it. Prior to this application, there is an established system for providing flexibility in operation, curriculum and budgetary considerations.

As we engage in the Transformation Model, the following areas were reviewed and we have re-affirmed previous operational flexibility or instituted changes:

Human Resources: Major changes agreed upon with the Dubuque Community School District and the Dubuque Education Association include incentive pay for improved student achievement and a longevity incentive through an early retirement policy. These are described in detail in the Capacity Section of the proposal.

Evaluation will include student achievement information but not be the only factor. Both groups re-affirm their commitment to the current evaluation process using the Iowa Teaching Standards.

DCSD and the DEA both agree that the language in the Master Contract meets the needs of assignment to and from schools in the district. All teachers, regardless of seniority, must interview for positions within the district. Prescott, due to the charter school instructional design, has designed and uses an interview protocol to ensure that all parties entering the school understand and accept the mission and instructional design of the school.

Budget and Finances: Prescott will continue to utilize the regular school budget to support the instructional design. Because of decreasing financial resources, we have had to decrease our contract with Expeditionary Learning. Partnerships with the community will need to continue to bring in additional financial resources to provide arts programming beyond the school day. The staff at Prescott is committed to continuing to utilize all resources that are available to continue to implement the instructional design of the Charter School. Fortunately, Expeditionary Learning is not dependent upon materials, but rather is reliant upon instructional strategies and structures that support active student engagement. The leadership team at Prescott is prepared to help new teachers to learn these strategies as well to continue to strengthen the skills of the new teachers even if we must continue to decrease our support from outside resources.

Prescott's administration has the flexibility to use school budget allocations as needed to meet the instructional design. The district has increasingly moved to resource allocation based on student need. This is discussed in the section on resource alignment. Additionally, currently, Prescott has a generous staffing pattern which this proposal could further support. This is an acknowledgement of the density of need of Prescott and the district's acknowledgement that "fair does not mean equal" when the goal is move high-need schools faster and deeper in knowledge and learning skills with inclusive support for the students.

Issues related to curriculum, instruction and assessment were identified through the charter school application in 2006 and re-affirmed through the charter school re-application the spring and summer of 2010. As demonstrated, Prescott has determined an instructional design different from practices used in other schools. The district is comfortable with the practices of Expeditionary Learning within the perimeters of using the Iowa Essential Concepts and Skills as the knowledge base and evidence-based practices.

Sustainability

The district has the commitment of blending other federal, state and local resources to maintain the intervention model and its required elements. The Dubuque Community School District has demonstrated willingness to undertake new educational directions in effort to raise student achievement at Prescott and other high-need schools. The charter designation was welcomed although the district struggled mightily with some of the requirements; i.e. no school boundaries, the need to support transportation across the city for any family desiring charter programming and class size caps. The possibility of what this proposal may do for Prescott is very exciting. We believe we have put together a proposal that will re-define how schools operate, what they do and what we can accomplish. The possibility of working with the community through the Family Resource Center can reap benefits for years to come and can help families re-envision what the word “school” means for themselves and their families.

Having said that, we are concerned should funding be eliminated after year 1 of the grant. We accept the three-year grant commitment but the elements of this grant will be difficult, if not impossible for us, should we be funded only for 1 year in the current funding environment of Iowa.

Mentoring and training actions for staff new to the school has been a challenge that Prescott has already encountered. Ongoing change of the classroom teaching staff directly impacts the depth of the implementation of the instructional design. Because of staff turn-over, implementation of the school’s instructional design has slowed down to allow individuals the chance to learn foundational elements. The leadership teams try to bridge the gap of keeping Prescott’s veteran staff deepening their practices of the charter design, while providing new staff the opportunity to learn the fundamentals. We utilize the Iowa Professional Development Model

to teach the instructional strategies, monitor implementation, review student achievement data and adjust our instruction and further staff development based on results of the data.

Differentiated expectations of implementation are made based on the teacher's experience and depth of knowledge with the instructional design.

Mentoring for New Professionals: Since so many of the staff are new to the teaching profession, we have to have many different supports in place to help to mentor the new professionals.

- Each new professional receives a mentor who works with that person individually through the State Mentoring Program. All of the mentors who are assisting new teachers are teachers who have been at Prescott since the opening of the charter school. These mentors are most familiar with the school improvement efforts and able to not only assist teachers through the mentoring program, but also serve as support for school improvement efforts.
- Prescott differentiates professional development by offering tiered layers at many of the sessions. More modeling and direct support are given in the sessions for the new professionals. Sometimes it is in the form of a totally different session, or other times, it is through scaffolded expectations until they “catch-up” on strategies that have been in place. Should Prescott be awarded this grant, Prescott will be able to support more fully the individualized needs of new professionals through the co-teaching model, the use of two instructional coach (literacy and math) to support through explicit instruction evidence-based strategies and support for the high social-emotional needs of students through the guidance counselor and clinical social worker.
- The District added an additional day of professional development for new teachers before the school year began to acquaint them with improvement initiatives that had already begun.

- The veteran teachers provide the new professionals with the names of staff who are willing to have them come into their classroom to demonstrate instructional strategies for them. The principal and coach help to arrange for coverage for the new professionals so that these collaborative observations and demonstrations can take place.

Prescott has implemented some specific actions to assure that the hiring process they use supports the continuation of focus and action consistent with instructional design of the school and the subsequent intervention. As stated earlier, Prescott has experienced staff turn over. A specific interview protocol has been developed at Prescott that includes assembling a team familiar with the expectations of the school and knowledge of the instructional design; the principal ultimately makes recommendation to the Executive Director of Human Resources on hiring selections. Secondly, a set of questions have been designed, with input from the faculty and staff, that deal with the instructional design of Expeditionary Learning and expectations of teaching behavior as candidates seek to join the Prescott staff. This protocol has allowed for consistency in interviewing over time. In fact, the movement out of Prescott by personal choice of teachers has slowed considerably over the past two years. An area that has yet to be addressed is the impact on faculty and staff for two expectations that have emerged as a result of this study: first, the focus of professional development must be narrowed and secondly, implementation must be deep and more consistent. These expectations may be met with some relief or trepidation as accountability will go up.

Specific strategic training is designed around the four focus areas discussed throughout this grant. Below, each of the four focus areas and their subsequent actions are identified.

Strategic training and action is identified throughout the logic models.

Focus	Inputs	Initial Process	Mid-term Process	Outputs	Short Term Goals	Intermediate Goals	Impact Goal
School Structure and Support	Co-teaching	Faculty and staff understand the elements involved in the financial incentives. Faculty conceptually IDM as it is expressed with the DCSD.	Faculty identify pertinent data related to their classroom in order to develop individualized target goals. Faculty understand specific elements of core, supplemental and intensive instruction for grade level and classroom. Faculty understand and act on their role in the IDM process.	Faculty are using IDM Faculty have iplans developed for all students who are identified. Faculty understands and acts on the role within the IDM process.	Faculty, lead by the Building Leadership team actively analyze fall data. Faculty use IDM as grade level teams to improve instruction.	Faculty use core, supplemental and intensive instruction. Students are engaged in school. Students achieve with higher success rates.	Increased student achievement
	Add'l math coach						
	SINA support						
	Financial Incentives						

Focus	Inputs	Initial Process	Mid-term Process	Outputs	Short Term Goals	Intermediate Goals	Impact Goal
Professional Development	Cognitively Guided Instruction	Big Idea: There are 14 different problem types.	Big idea: Relational thinking Base 10 concepts	Teachers give problems to students.		Teachers can implement all elements of a practitioner and can also articulate a variety of strategies to do so in order to help other teachers improve their practice.	Increased student achievement
		The problem types correspond to how children think of addition, subtraction, multiplication and division.	Writing problems based on the needs of students Large group: Teachers need experiences with number work and relational thinking.	Teachers ask questions. Students solve problems and communicate strategies.		To teach others, teachers must have CGI train-the-trainer training sponsored by the Iowa Department of Education.	
		Recognize and describe student solution methods. Large group: Teachers need practice with the 14 different	Teachers need practice determining what a student knows, what they need to know next and what problem type and number choices will get him/her there. Observation:				

Focus	Inputs	Initial Process	Mid-term Process	Outputs	Short Term Goals	Intermediate Goals	Impact Goal
		<p>problem types and identifying and describing a variety of solution strategies.</p> <p>Observation: Observe teachers to see how they introduce problems, the questions they ask while students are solving problems and who they choose to share.</p> <p>Planning: Teachers need to work together in groups at least once a week to sort student work, describe strategies and plan problems.</p>	<p>Teachers need to observe each other working with students.</p> <p>Teachers need to observe the summary of the lesson in order to purposefully pick students to share and connect solution strategies to teach a big idea.</p> <p>Planning: Teachers need to work together to sort student work, determine a learning goal and write problems based on the goal.</p>				
	Assessment for Learning	<p>Teachers know the 7 actions of a balanced literacy program.</p> <p>Teachers know where to locate and how to use support documents relating to assessment for literacy.</p>	<p>Teachers identify which assessment action is most appropriate for them (or school).</p> <p>Teachers demonstrate use of one or more of the assessment actions.</p>	<p>The assessment system used in the classroom is aligned with the DCSD Standards, benchmarks and grade level expectations.</p> <p>The assessment system informs the administrator, teachers and students what content is to be learned, how content will be assessed and appropriate instructional methods.</p> <p>The assessment system ensures that student progress is gathered in</p>	<p>Teachers demonstrate the Essential Concepts and Skills as part of their daily instruction.</p> <p>Students can discuss what they are learning and know how it will be assessed.</p> <p>Students know and can state the multiple ways in which they can share their knowledge.</p>	<p>Data will show increases in the students' knowledge of the Essential Concepts and Skills.</p> <p>Students will engage in their learning.</p> <p>Students can share how their learning has grown since the beginning of the year. (Quarter, semester, etc...)</p>	

Focus	Inputs	Initial Process	Mid-term Process	Outputs	Short Term Goals	Intermediate Goals	Impact Goal
				multiple and varied ways.			
	Monthly data analysis for Leadership Team	Leadership Team is assembled. Leadership Team defines role and responsibilities. Leadership Team determines meetings	Leadership Team actively involved in dissemination of information to staff. Leadership Team rolls out responsibilities of work on focus area (in conjunction with program plans written below)	Data is easily disseminated and available to staff. School and classroom decisions are informed by the data. Data is efficiently collected for further review by the Leadership Team.	Teachers increase the number of formative assessments. Quality of iplan writing is better via rubrics. Leadership Team begins to build more leadership capacity among grade levels.	Students are more engaged in school due to increased success and satisfaction in school	
	Training in developing implementation plans. (Assessing Impact)	Staff reviews elements of long range planning already in place. Building leadership team is trained.	Building leadership determines what areas are focused on for writing implementation and program evaluation plans. Program implementation plans and program evaluation are written.	Areas of focus begin to implement plans. Evaluation framework is put in place.	Faculty and administration implement activities in the focus area. Faculty and administration collect required implementation data for fidelity. Faculty and administration collect student data on selected focus.	Building leadership team reviews data from both implementation and student achievement. Faculty and staff are engaged in results. Re-deployment of activity, resources or strategy happens as a result of data review. Process begins again.	

Focus	Inputs	Initial Process	Mid-term Process	Outputs	Short Term Goals	Intermediate Goals	Impact Goal
Social-Emotional Climate	PBIS	Re-affirm support for PBIS Identify school staff for PBIS team	Establish training staff as needed. Review and “publish” common expectations.	SCHOOLWIDE Establish and maintain PBIS team. Define behavioral expectations. Implement systems: <ul style="list-style-type: none"> Teaching expectations Reinforcing expectations Applying consequences CLASSROOM Train teachers All classrooms have explicit instruction of expectations and are in place.	Increased capacity Staff model and reinforce positive behaviors Staff define problem behaviors. Staff handle students with persistent misbehaviors or understand referral	Students treat each other respect. Students and staff treat each other with respect. Students and staff are safe. Faculty and administration treat each other with respect.	Increased student achievement
	Clinical Social Worker	Clinical Social Worker is acclimated to the work of the school. With the principal, the position is integrated along side other support staff (guidance, instructional coach, Family Support, PAT)	Collaboration with agencies is actively sought. Interventions are available for students as needed.	Referrals are made to the clinical social worker through the IDM process; classrooms teachers, Family Support Educator, PAT or others. Collaboration with agencies brings additional support to Prescott. Families are referred to or are “case managed” to appropriate support structures in the community.		Students attend school ready to learn. Students are engaged in the learning process.	

Focus	Inputs	Initial Process	Mid-term Process	Outputs	Short Term Goals	Intermediate Goals	Impact Goal
Family and Community Connections	Parents as Teachers	Parent Educators are available for kindergarten round-up in the spring. Parent Educators are available at August registration. Parent Educators meet	Families are exposed to the core tenets through home visitation: <ul style="list-style-type: none"> Parent-Child Interaction 5 parent behaviors child development parent-child activities Development Centered Parenting <ul style="list-style-type: none"> Link between child development and parenting 	Personal Visits (24 home visits each year) Group Connections (Monthly gathering with school or community gathering) Screening (referral or organized) Resource Network	Increase in healthy pregnancies and improved birth outcomes. Increase parent’s knowledge of their child’s emerging development and age-appropriate child development. Improved parenting capacity, parenting practices and parent-child relationships. Early detection of	Parent Involvement in Education Prevention for Abuse and Neglect Increased School Readiness Health Prevention	Increased student achievement

Focus	Inputs	Initial Process	Mid-term Process	Outputs	Short Term Goals	Intermediate Goals	Impact Goal
		families during beginning of the year school activities. Parent Educators make personal contacts to preschool and kindergarten families. Parent Educators join the grade level and IDM school meetings.	<ul style="list-style-type: none"> 7 Developmental topics Family Well-Being <ul style="list-style-type: none"> Family strengths, capabilities and skills Protective factors Resourcing 		developmental delays and health issues. Improved family health and functioning.		
	Family Resource Center	Parents become aware of the program. Parents have access to materials and use them. Parents observe staff.	Parents learn about play as learning. Parents engage regularly in the program. Staff re-enforce behavior.	Families and children learn about, engage and use math and literacy skills.	Math and literacy skills are used at home. Parents are more actively involved in education.	Satisfaction Survey Parent Understanding of Literacy Changes in the Parent-Child Literacy Skill Acquisition	

We believe the four focus areas will increase student achievement. However, there are initiatives built into this plan that serve as building a foundation for current and future work of the Iowa Core. First and foremost, the work of the additional staff identified in the school structures and support focus need to use the process of Instructional Decision-Making. The district IC map for instructional Decision-Making identified expectations for Prescott teachers.

Instructional Decision Making IC Map

The goal of instructional decision-making is to provide a structure for teachers to become reflective practitioners in order to use data to meet the needs of all of their students.

	Practicing	Emerging	Beginning to use
Assessment for Learning	<p>Students know the learning targets and are involved in tracking their own progress towards them.</p> <p>The teacher plans the assessment based on the learning goals before teaching the material.</p> <p>Information from formative and summative assessments is used to differentiate instruction within the classroom as well as to pre-teach or re-teach students as necessary.</p>	<p>Learning targets are on the board and the teacher refers to them in the lesson.</p> <p>The teacher uses information from formative and summative assessments to break the students in to small groups and pre-teach or re-teach concepts.</p>	<p>Learning targets are on the board.</p> <p>The teacher uses both formative and summative assessments.</p>
Core Instruction	<p>Interventions are an integral part of core instruction.</p> <p>The teacher uses knowledge of standards/benchmarks/GLE to plan instruction.</p> <p>The teacher uses a variety of ways to present instruction (whole group, small skill group instruction, station teaching, cooperative learning, etc.)</p> <p>Teacher actively uses research based strategies consistently throughout the day.</p> <p>Differentiation opportunities exist within the majority of lessons.</p>	<p>Interventions are consistent part of instruction but are separate and not integral.</p> <p>Teachers are beginning to use research based strategies.</p> <p>Knowledge of standards/benchmarks/GLEs help teachers pick things from the teacher's manual.</p> <p>Teachers use small group instruction and teacher-led instruction.</p> <p>Teachers use re-teaching, but not differentiation to meet the needs of the students.</p>	<p>Instruction is based on the teacher's manual.</p> <p>Teacher led presentation makes up the majority of instruction methods.</p> <p>Teachers teach the material in the manual but move on even though students might not understand.</p>
Knowledge of student data	<p>Teacher independently determines the needs of his/her students based on formative and summative data and provides instruction based on those needs.</p> <p>Teacher flexibly groups students based on data and keeps track of grouping information.</p> <p>Teacher keeps data on interventions consistently and independently based on the intervention plans.</p>	<p>The teacher has knowledge of his/her students' MAP and ITBS scores but relies on the instructional coach to interpret the data.</p> <p>The teacher only focuses on MAP and ITBS data and doesn't look at convergence of data. For example, classroom performance, OS, BRI, etc.</p>	<p>The instructional coach provides the data and interprets it for the teacher.</p>
Meetings	<p>Teacher is able to conduct IDM meetings using the protocol and minutes without the coach.</p> <p>Teacher tracks data and brings results to meetings to discuss student progress.</p>	<p>Teacher is an active participant in IDM meetings by bringing data and/or student concerns based on data or ideas for interventions.</p> <p>Coach may not always facilitate meeting or take minutes.</p>	<p>Teacher attends the meeting.</p> <p>Teacher concerns may not be based on data.</p> <p>Coach is responsible for running the meeting and taking minutes.</p>
Intervention plans	<p>The intervention plans have a SMART goal.</p> <p>The teacher collects data appropriately based on the goal.</p> <p>The data is collected weekly for intensive interventions and class data may be used for supplemental interventions.</p> <p>The plan includes a summary that</p>	<p>Teacher writes the plan but may be missing components.</p> <p>For example, the goal may not be measurable, the intervention lacks data, the summary is superficial or limited to progress in the intervention.</p>	<p>Teacher sits down with the coach and writes the plan together.</p> <p>Goal is not measurable.</p>

	details progress as well as accommodations necessary for the student to make progress.		
Supplemental and intensive instruction	Teacher does both supplemental and intensive interventions as an integral part of core instruction for all students including those that need enrichment.	The teacher recognizes the difference between supplemental and intensive interventions but is able to only do one or the other. Research based strategies are selected. The teacher can locate materials for supplemental or intensive interventions. Interventions are based on students who struggle not on providing enrichment opportunities.	Coach helps the teacher find time to schedule interventions in their day and locate all of the materials needed for the interventions. Teacher relies upon coach or volunteer to conduct intensive or supplemental interventions for students who struggle.
Fidelity of intervention/extension plan implementation	Interventions and extensions are a consistent part of core instruction. Data is collected according to the intervention plan. Forms are filled out correctly, completely and independently.	Supplemental or intensive interventions are consistently implemented. Data is collected according to the plan inconsistently. Forms are filled out with assistance.	The intervention form is filled out but data is not collected or recorded accurately. Interventions are inconsistently implemented.

Teachers at Prescott are fairly adept at employing a variety of interventions to meet student needs. However, as stated, new staff at Prescott needs support as they learn to integrate the curriculum and the program options in a variety of content areas to support interventions. The IDM Overview has been developed to assist district curriculum coordinators, principals and instructional coaches to train teachers on methods and materials used to support the IDM process.

<p>Intensive: Instruction that is provided individually or not more than 3 students that is in addition to the core instruction. Intensive includes special materials and/or the intensity of the</p>	<ul style="list-style-type: none"> Daily instruction for 15+ minutes by a certified teacher focused on area of need Double dose of small group reading instruction and/or multiple times a day on multiple interventions <p>Monitor:</p> <ul style="list-style-type: none"> Use probes for the skill you are teaching. Exp: letter ID, sounds, etc. 	<p>Reading Recovery:</p> <ul style="list-style-type: none"> Reading and writing intervention <p>Title I or other extra reading group support</p> <ul style="list-style-type: none"> 1 on 1 or 1 on 3 daily instruction for 15+ minutes by a certified teacher focused on area of need. (See Protocol) Double dose of small group reading instruction <p>Writing</p> <ul style="list-style-type: none"> Correct writing sequence 	<p>Double dose of small group reading instruction and/or multiple interventions</p> <p>Fluency:</p> <ul style="list-style-type: none"> Neurological impress: see protocol Individually, daily for 5 minutes Monitored by Read Naturally Probes <p>Decoding:</p> <ul style="list-style-type: none"> Open Court
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<p>intervention is more than or equivalent to what an entitled student would receive. *Intensive interventions should be at least 20 minutes of additional instruction time.</p>		<p>(cheat sheet) Sight words</p> <ul style="list-style-type: none"> • Protocol, games and other activities • Monitored by Dolch Revised sight word list • Must be paired with another intervention or be more than 3 days a week to be intensive. 	<ul style="list-style-type: none"> • Individual explicit instruction on decoding strategies • Monitored by Running Record at instructional level <p>Comprehension:</p> <ul style="list-style-type: none"> • Extra time, more frequently, smaller group • SOAR • Monitored by retell rubric for SOAR at the end of the story <p>Writing:</p> <ul style="list-style-type: none"> • 1 on 1 conference with the teacher 3 days a week or more • Monitored by writing rubric
<p>Supplemental: Instruction that is provided for an individual or small group of students that re-teaches the core but is in addition to the time allotted to core instruction for the rest of the students.</p>	<ul style="list-style-type: none"> • Parent/Teacher/Volunteer meets with small group focusing on an area of concern • 10+ minutes, 2-3 days a week. • Take home books or take home work • Letter ID <p>Big Ideas:</p> <ul style="list-style-type: none"> • Letter ID/letter sound • Rhyming/segmenting/blending • Phonemic awareness <p>Best Practice:</p> <ul style="list-style-type: none"> • Multi-sensory • 3 trials: See it, say it, do it • Variety of tools • Movement <p>Monitor: Use probes for the skill you are teaching. Exp: letter ID, sounds, etc.</p>	<ul style="list-style-type: none"> • Parent/Teacher/Volunteer meets with small group focusing on an area of concern • 10+ minutes, 2-3 days a week. • Take home books or other take home work <p>Sight Words:</p> <ul style="list-style-type: none"> • Protocol, games, and other activities • Monitor with Dolch revised list <p>Monitor:</p> <ul style="list-style-type: none"> • Sight words • Letter ID • Text level 	<p>Fluency:</p> <ul style="list-style-type: none"> • Familiar rereads with a partner, paraprofessional, or other non-certified staff with adult modeling familiar reread first then echo reading. • Take home books to reread. • Read along with a tape • 2-3 days a week 10+ minutes • Monitor with Read Naturally Probes <p>Decoding:</p> <ul style="list-style-type: none"> • Open Court used in small group setting • Reteaching/preteaching Open Court current grade below for 2nd or 3rd grade • Use screening tool from SOAR then making or decoding long words from SOAR <p>Comprehension:</p> <ul style="list-style-type: none"> • Use data to determine a skill focus for small group instruction. (MAP, BRI, etc.) <p>Monitor:</p> <ul style="list-style-type: none"> • Classroom Data • Read Naturally probes • Decoding Probe <p>Writing:</p> <ul style="list-style-type: none"> • Small group instruction on use of graphic organizers • Monitored by writing rubric

Grade Level	K	Grade 1	Grades 2-5
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Having identified IDM as a foundational process by which we deliver all content, there are two areas that represent processes that have been areas of work for Prescott and which this grant proposal seeks to support: Cognitively Guided Instruction and Assessment for Literacy. We consider both of these areas as foundational because they can be applied widely to a variety of content areas, they support implementation of the Iowa Core and they are areas that Prescott is beginning to see some success with students. We believe Prescott should build on this success.

The logic model we have built for CGI represents training and work we expect the Prescott staff to engage in with students. The evaluation framework is the accountability built into the system for district, school and teachers.

CGI Descriptors and Professional Development		
	Descriptors	Professional Development Needed
Teaching	Teachers can implement all elements of a practicing teacher and can also articulate a variety of strategies to do so in order to help other teachers improve their practice. To teach others, teachers must have CGI train-the-trainer training sponsored by the Iowa Department of Education.	<ul style="list-style-type: none"> • Meet with other professional development leaders. • Work with children on a regular basis
Practicing	<p>Teachers believe</p> <ul style="list-style-type: none"> • Students can solve a variety of problems without instruction. Memorization and explicit instruct instruction play a minor role, if any, in mathematics instruction. <p>Teachers give problems to students</p> <ul style="list-style-type: none"> • Teachers present problems to students daily that are an integral part of their math instruction. • Teachers determine problems based on knowledge of students and specific mathematical goals. • Problems are written in a series to develop a big idea. • Teachers purposefully choose students to share solution strategies at the end of a lesson in order to 	<p>Big ideas:</p> <ul style="list-style-type: none"> • Relational thinking as a unifying theme • Writing problems based on the needs of students • Mathematical notation • Connections among problem types <p>Large Group:</p> <ul style="list-style-type: none"> • Teachers need experiences with number work and relational thinking and their relationship to problem types • Follow year 3 agenda <p>Planning:</p> <ul style="list-style-type: none"> • Teachers need to work together to sort student work, determine a learning goal, write problems based on the goal, and write number work to support the development of conjectures. <p>Embedded professional development is critical</p>

	<p>teach a big mathematical idea.</p> <p>Teachers ask questions.</p> <ul style="list-style-type: none"> Teachers ask open ended questions that not only probe student thinking, but enable students to think deeper about a math concept or make connections between mathematical ideas. Assessments are integrated with instruction. <p>Students solve problems and communicate their strategies.</p> <ul style="list-style-type: none"> Students use their intuitive strategies to solve problems. There is typically a good deal of variation in children's strategies throughout the class. <p>Number work</p> <ul style="list-style-type: none"> Number work is connected to problems and is used to teach big mathematical ideas. Students use mathematical notation to record their strategies. 	<p>during this year.</p>
<p>Emerging</p>	<p>Teachers believe</p> <ul style="list-style-type: none"> Students can solve problems without being explicitly taught. However, some students in some situations may need direct instruction in order to solve problems. <p>Teachers give problems to students</p> <ul style="list-style-type: none"> Teachers present problems more than once a week. Problems are connected to regular math instruction. Teachers begin to show evidence that knowledge of students help determine what problem to pose. Teachers purposefully choose students to share solution strategies at the end of a lesson. Teacher helps students to compare and contrast solution strategies. <p>Teachers ask questions</p> <ul style="list-style-type: none"> Teachers ask open ended questions to probe student thinking. <p>Students solve problems and communicate their strategies.</p> <ul style="list-style-type: none"> Students use their intuitive strategies to solve problems. There is typically a good deal of 	<p>Big idea:</p> <ul style="list-style-type: none"> Relational thinking Base 10 concepts Writing problems based on the needs of students <p>Large group:</p> <ul style="list-style-type: none"> Teachers need experiences with number work and relational thinking. Teachers need practice determining what a student knows, what they need to know next and what problem type and number choices will get him/her there. Follow year 2 agenda <p>Observation:</p> <ul style="list-style-type: none"> Teachers need to observe each other working with students. Teachers need to observe the summary of the lesson in order to purposefully pick students to share and connect solution strategies to teach a big idea. <p>Planning:</p> <ul style="list-style-type: none"> Teachers need to work together to sort student work, determine a learning goal and write problems based on the goal. <p>Embedded professional development is critical during this year.</p>

	<p>variation in children’s strategies throughout the class.</p> <p>Number Work</p> <ul style="list-style-type: none"> Teachers use number work to promote relational thinking. 	
<p>Beginning</p>	<p>Teachers believe</p> <ul style="list-style-type: none"> Students need to be told how to solve problems. Teachers need to demonstrate strategies for students to use to solve problems and then monitor students’ progress in using these strategies. <p>Teachers give problems to students.</p> <ul style="list-style-type: none"> Teachers give problems at least once a week. Problems are random and lack a focus. They are outside of the regular math instruction. Problems lack a mathematical focus. Teacher may tell students up front how to solve the problem or give suggestions for how to solve the problem. Teachers randomly ask students to share solution strategies at the end of a lesson based on reasons that aren’t linked to mathematical objectives.. <p>Teachers ask questions.</p> <ul style="list-style-type: none"> Teachers ask few questions designed to understand or extend student thinking. Questions that teachers ask are designed to check students’ progress in using demonstrated strategies. <p>Students solve problems and communicate solution strategies.</p> <ul style="list-style-type: none"> There is typically little variation among the class in the strategies students use to solve problems. Students may have a limited repertoire of tools for explaining their thinking. They may only draw pictures to show how they got their answers. When students are called on to explain their thinking teachers do not probe for clarification or elaboration. Students work individually or only interact with the teacher. <p>Students share solution methods.</p>	<p>Big Idea:</p> <ul style="list-style-type: none"> There are 14 different problem types. The problem types correspond to how children think of addition, subtraction, multiplication and division. Recognize and describe student solution methods. <p>Large group:</p> <ul style="list-style-type: none"> Teachers need practice with the 14 different problem types and identifying and describing a variety of solution strategies. Follow the year 1 agenda <p>Observation:</p> <ul style="list-style-type: none"> Observe teachers to see how they introduce problems, the questions they ask while students are solving problems and who they choose to share. <p>Planning:</p> <ul style="list-style-type: none"> Teachers need to work together in groups at least once a week to sort student work, describe strategies and plan problems.

	<ul style="list-style-type: none"> The teacher does not have a mathematical goal in mind when choosing students to share strategies.. <p>Number work</p> <ul style="list-style-type: none"> Teachers use number work sporadically to make sure students understand equality. Example: 3+4= ___ + 5 Students do not use intuitive strategies for problems presented as number sentences. 	
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CGI Evaluation Framework			
Types of Changes (KASABs)	Evaluation Questions	Data Sources	Data Collection Methods
Recognize the developmental problem solving level of the students and design problems to meet their needs.	To what extent do teachers recognize the developmental problem solving stage of the students and adjust instruction to meet the needs of a variety of learners?	<ul style="list-style-type: none"> Teacher 	<ul style="list-style-type: none"> Student work Monthly meeting notes
Utilize the power of small group and peer interaction to extend and stimulate learning.	To what extent do teachers use small groups and peer interaction?	<ul style="list-style-type: none"> Observations 	<ul style="list-style-type: none"> Observation checklist Levels of interventions
Capitalize on a variety of student responses to illustrate multiple solution strategies for the class.	To what extent do teachers capitalize on a variety of student responses to illustrate multiple solution strategies for the class?	<ul style="list-style-type: none"> Observer 	<ul style="list-style-type: none"> Observation checklist
Purposefully pick problems, numbers, number work, etc. to teach a big mathematical idea.	To what extent do teachers use a variety of CGI strategies to teach big mathematical ideas?	Teacher	<ul style="list-style-type: none"> Observations Students work

Finally, the strategic actions employed within the Assessment Literacy initiative are outlined within the structured overview below. As a process employed through a variety of content areas, we encourage Prescott as they continue to evaluate their progress on one or more of the seven actions and select through strategic planning their focus on assessment literacy.

Outcome #6a

Characteristics of Effective Instruction: Assessment

Theory of Change

Assessment OF and FOR learning assures a quality education for each and every child. A balanced assessment system is aligned with the DCSD Standards, benchmarks and grade level expectations. A balanced assessment system will inform administrators, teachers and students what content is to be learned, how content will be assessed and appropriate instructional methods for the child. A balanced assessment system ensures that student progress is gathered in multiple and varied ways.

Action #1: Balanced Assessment Systems	Action #2: Establish and Refine Clear and Appropriate Achievement Standard	Action #3: Assure Assessment Quality	Action #4: Help Learners Become Assessors	Action #5: Make Maximum Use of Descriptive Feedback	Action #6: Motivate with Manageable Challenges and Learning Success	Action #7: Promote Assessment Literacy throughout the System
1a. Educators understand formative and summative assessment.	2a. Achievement standards align with state standards and are rigorous and relevant.	3a. The district has established criteria to judge the quality of assessments.	4a. All stakeholders understand and embrace the idea of assessment FOR learning.	5a. Descriptive feedback and evaluative feedback are used appropriately by educators.	6a. All stakeholders embrace student-involved assessment.	7a. Assessment FOR learning is a very high priority; resources have been allocated at the district and school levels.
1b. Students develop capacity to assess their own achievement.	2b. Curriculum presents learning expectations unfold within and across grade levels.	3b. Professional development exists to learn to apply assessment quality criteria.	4b. Professional development exists to build the capacity/ disposition of students in the assessment process.	5b. Professional development exists to implement descriptive and evaluative feedback.	6b. Professional development exists to build capacity/ dispositions in assessment FOR learning to motivate students for educators.	7b. Leaders have assessment literacy to maintain vision, infrastructure, and support of teachers.
1c. There is an assessment system in each classroom, in each school and the district.	2c. Educators have deconstructed standards for deep student understanding.	3c. Evaluation exists to assess the quality of assessments and S/B/ GLE.	4c. Students are able to understand and act productively on assessment results.	5c. Educators balance descriptive feedback and evaluative feedback (e.g. grades).	6c. Classroom assessment relies on student involvement to maintain confidence and motivation.	7c. Professional development is readily available for all who wish or need to complete it.
1d. The district has an information management system for all users.	2d. Classroom assessment and instruction are translated into student and family-friendly language.	3d. Educators know that the assessments we use are of high quality throughout the systems.				7d. Faculty members are actively engaged in learning teams and professional development.
1e. Our school board and community are aware of balanced assessment.	2e. Educators are confident, competent masters of the standards.					7e. Program evaluation reveals balance, quality, student involvement, and student achievement.
1f. We have inventoried all assessments to check for the balance.	2f. Educators have received training in understanding curricular documents.					
1g. The district has developed a comprehensive assessment action plan.	2g. A district curriculum plan with school and classroom alignment exists to ensure consistency in achievement expectations across teachers.					
1h. The district and schools have established assessment planning teams.						

The strategic actions that will be taken to maintain high levels of community and parent understanding and engagement with Prescott include maintaining the inclusion of the community in the life of the school. Actually, Prescott has developed some wonderful support systems within the community from a variety of perspectives. Whether a citizen has a passion for support of the arts or for the children that attend the school or for support of a downtown school which is considered a lynchpin in the city's re-design of the warehouse district, the Dubuque community has come to support Prescott. In fact, while Prescott and the district understand the advantages this grant may give the school; the announcement of Prescott as a Persistently Low Achieving School has been met with some indignation within the community. Prescott's first challenge will be to maintain this level of support. However, the analysis of the data calls the district and Prescott to a higher level. Looking at Gallup poll data, the demographics the school is currently pulling from, forced us to look at the next level. The response is the development the continuation of the Parents as Teacher program (Appendix P, Parents As Teacher Logic Model) and the development of the Family Resource Center (Appendix Q, Family Resource Center Logic Model). If we realize that parents are truly partners in the educational process, then the Family Resource Center can assist in helping parents become more fully involved in the educational process as children enter formal school.

The evaluation framework listed below is intended to offer summative answers at the conclusion of a school year. However, embedded within the questions, data needs to be collected and analyzed throughout the school year. Data that deals with IDM which happens on a bi-weekly basis, MAP testing which occurs three times a year or

Assessment for Learning data (collected daily if desired) will force the Leadership Team to make as one of their first priorities the procedures needed to efficiently measure their success in these areas.

Impact Goal: Increased student achievement			
Situation	Inputs	Evaluation Framework	Person/Group Responsible
School Structure and Support	Co-teaching	<p>The re-structuring of support systems is based on the ability of Prescott to meet the needs of all students. Therefore, evaluation questions are rooted in the IDM process.</p> <ul style="list-style-type: none"> To what extent do teachers understand, use and apply Assessment for Learning processes? To what extent is core instruction delivered with fidelity to all students? To what extent do teachers understand, use and apply knowledge of student data? To what extent is each teacher able to manage the protocols associated with IDM? To what extent do teachers write effective intervention plans? To what extent is supplemental or intensive instruction delivered to identified students with fidelity? To what extent do teachers deliver interventions with fidelity? 	District Lead Instructional Coach
	Add'l math coach		Instructional Coach
	Monthly data analysis for Leadership Team		Principal
	SINA support		
	Financial Incentives	<ul style="list-style-type: none"> Have students increased achievement? Are more experienced teachers opting to teach at Prescott? 	Classroom Teacher Human Resource
Professional Development	Cognitively Guided Instruction	<ul style="list-style-type: none"> 80% of students will achieve 80% or better on MTB end of year benchmark sections. 50% of students will achieve target RIT growth projections on Math MAP tests fall to spring. 75% of students will be proficient on ITBS. Implement CGI with fidelity 	District Math Coordinator Prescott Instructional Coaches
	Assessment for Learning	<ul style="list-style-type: none"> To what extent does Prescott demonstrate clear and appropriate achievement targets based on the Iowa Essential Concepts and Skills? To what extent do Prescott students demonstrate they can act productively on their own assessment results? To what extent do teachers make maximum use of descriptive feedback and use evaluative feedback appropriately? To what extent are students engaged on school? 	Building Leadership Team Principal
	Training in developing implementation plans	<ul style="list-style-type: none"> Does the Prescott Leadership Team create implementation plans that include a theory of action, logic model and evaluation framework? To what extent does the building leadership team follow their planning? 	Building Leadership Team Principal
Social-Emotional Climate	PBIS	<p>Context</p> <ul style="list-style-type: none"> What are/were the goals and objectives for PBIS implementation? Who provided support for PBIS implementation? Who received support during PBIS implementation? <p>Input</p> <ul style="list-style-type: none"> What professional development was part of PBIS implementation support? Who participated in the professional development? What was the perceived value of the professional development? <p>Fidelity</p> <ul style="list-style-type: none"> To what extent was PBIS implemented as designed? To what extent was PBIS implemented with fidelity? <p>Impact</p> <ul style="list-style-type: none"> To what extent is PBIS associated with changes in student outcomes? To what extent is PBIS associated with changes in academic performance, dropout rates and other areas of schooling? 	Building Leadership Team Principal

		<p>Replication, Sustainability, and Improvement</p> <ul style="list-style-type: none"> To what extent did PBIS implementation improved capacity for the state/region/district to replicate PBIS practices, sustain PBIS practices, and improve social and academic outcomes for students? To what extent did PBIS implementation change educational/behavioral policy? To what extent did PBIS implementation affect systemic educational practice? 	
	Clinical Social Worker	<p>(Baseline)</p> <ul style="list-style-type: none"> What is the number of students using the services of the clinical social worker over the course of the year? What are the issues the clinical social worker is called upon to help resolve? To what extent does the clinical social worker and the guidance counselor collaborate? To what extent does the clinical social worker and the Family Support Educator collaborate? PAT Educator? To what extent does the clinical social worker collaborate with the community? 	Principal
Family and Community Connections	Parents as Teachers	<p>Parent Involvement in Education</p> <ul style="list-style-type: none"> To what extent are parents knowledgeable of their child’s current and emerging language, intellectual, social-emotional and motor development? To what extent do parents recognize their child’s developmental strengths and possible delays? <p>Prevention for Abuse and Neglect</p> <ul style="list-style-type: none"> To what extent are there improved home environments as a result of PAT? To what extent do families link with other families and build social connections? To what extent are parents resilient and less stressed? To what extent are parents empowered to identify and utilize resources and achieve family and child goals? To what extent are families connected to concrete support in times of need? <p>Increased School Readiness</p> <ul style="list-style-type: none"> To what extent do parents display more literacy and language promoting behaviors? To what extent do parents display positive parenting skills, including nurturing and responsive parenting behaviors and positive discipline techniques? To what extent do parents show increased frequency, duration and quality of parent-child interactions? <p>Health Prevention</p> <ul style="list-style-type: none"> To what extent are parent familiar with key messages about healthy births attachment, discipline, health, nutrition, safety, sleep and transitions/routines. To what extent do children have increased identification and referral to services for possible delays and vision/hearing /health issues? 	Four Oaks
	Family Resource Center	<ul style="list-style-type: none"> Do parents value the program? (satisfaction survey) To what extent has parent understanding of literacy improved? To what extent have changes occurred in the interaction between parent and child in promoting literacy? To what extent has skill acquisition changed in math and language literacy for children involved in the program? 	<p>Family Resource Educator</p> <p>DCSD Early Childhood Coordinator</p> <p>Prescott Principal</p>

Budget Narrative

A review of the proposal for this grant reveals that the largest expenditure is in the area of salaries. Prescott does enjoy a number of advantages as a newly constructed school.

Access to technology such as computers and classroom materials were recently refreshed and the building itself is conducive to the use of technology. The district also has

confidence in the evidenced-based curricular materials available Prescott. The language arts program is the oldest program in place and that area is currently in a study that will culminate in new program materials for the district during the 2012-2013 school year.

Math Trailblazers is district program used to deliver the curriculum and we are seeing progress across the district, including Prescott. Prescott recently trained a small team in the use of CGI to enhance the delivery of math standards and grade level expectations.

The science program from the VAST Center (Van Allen Science and Technology; University of Iowa) is in the 2nd year of implementation and a new social studies program using *History Alive* is in the first year of implementation. As a result, this budget will not reflect financial investment in a lot of materials, supplies or program materials. It will reflect an investment in staff that we have identified as critical to support high need, at-risk students.

Salaries:

All salaries represent Dubuque's average wage for the proposed positions and reflect a 3% increase in wages and benefits over the life of the grant. Additionally, sections of the proposal reflect the cost of a substitute teacher where applicable (e.g. substitutes used for the 9 data analysis days and the *Assessing Impact* training) for the Prescott leadership team. Substitute teacher costs were used to calculate costs associated with the Prescott trainer in CGI.

	Year 1 Budget		Year 2 Budget	Year 3 Budget	3- Year Total
Personnel	Pre-implementation	Year 1 – Full Implementation			
Salary (yearly increase calculated at 3%)					
Licensed Clinical or Psychiatric Social Worker		\$40,500	\$41,850	\$43,105	\$125,455
K Co-Teacher 1		\$45,000	\$46,350	\$47,740	\$139,090
Gr. 1 Co-Teacher 2		\$45,000	\$46,350	\$47,740	\$139,090
Gr. 2 Co-Teacher 3		\$45,000	\$46,350	\$47,740	\$139,090
Math Instructional Coach		\$50,000	\$51,500	\$53,045	\$154,545
9 days team data analysis (sub costs)		\$6,174	\$6,359	\$6,549	\$19,082
Train the Trainer costs for Prescott staff Year 1: 5 days summer; 4 days c sub, Y2and Y3: 2 days summer; 4 days c sub	\$1,150		\$880	\$880	\$2,910
74.5 hours Faculty (\$30 per hour average) 36 teachers and administrator		\$80,460	\$82,873	\$85,559	\$248,892
2 days team training Assessing Impact	\$1,372		0	0	\$1,372
Salary Total		\$314,656	\$322,512	\$332,358	\$969,526

Professional Services

Honorariums and Expenses:

There are four areas of focus in professional services. Two of these four are ongoing throughout the life of the grant. We envision being able to move the Prescott faculty forward by offering foundational knowledge and experience in developing well-grounded, rigorous programs and program evaluation through training in *Assessing Impact* by the National Staff Development Council (Learning Forward). The Assessing Impact workshop will be led by Dr. Linda Munger. (Appendix R, Assessing Impact) The district will always provide oversight and direction to Prescott, as will a SINA/PLAS state team, but we believe that giving each school the capability to write and evaluate

quality implementation and program evaluation for which they hold themselves accountable equates to the metaphor, “give the man a fish...or teach the man to fish.” Access to this workshop will actually give the Prescott staff a measure of knowledge usually given to central office and not individual schools. We envision such programming as allowing for greater collaboration as district and school must move forward together. This workshop will occur during the summer or fall and it is two days in length.

Secondly, this grant provides individualized support for Prescott in the Assessment for Literacy initiative the district has been involved in for three years. Dr. Carol Commodore, associated with ETS/Pearson and co-author of three books, *The Power of SMART Goals: Using Goals to Improve Student Learning* along with *Beyond School Improvement: Embracing Innovative Leadership*, and *Assessment Balance and Quality: An Action Guide for School Leaders*, 3rd edition, will lead the Prescott staff through one or more of the seven strategic action for literacy assessment. (Appendix O, Commodore Resume) The exact action strands identified will emerge as part of the SINA review process and/or work with program development and evaluation in *Assessing Impact*. It is intended that Dr. Commodore work with the Prescott staff once during the 1st semester and again later during the 2nd semester. This is a process we have used throughout the district for several years as it allows the opportunity to determine work-flow over a period of time.

We have included a Cognitively Guided Instruction (CGI) trainer for the staff at Prescott. During the 2010-2011 school year, a team of Prescott teachers participated in the initial CGI training and implemented in their classrooms. This experience was well received by

the participating staff. The long-range goal is to expand the training to all classroom teachers including all special education and general education teachers. This grant would provide the opportunity to bring an outside year trainer for year 1 and concurrently, build internal capacity by training one or more Prescott teachers in the train the trainer model. This budget reflects that option.

Finally, as described in the Capacity section of the grant, Prescott intends to expand its vision for parent collaboration and participation in the educational process. There is a professional services contract envisioned to hire a family support educator to develop (in collaboration with the building leadership team) and implement a family support/parent education program that includes parent training in early math and language literacy and a parent resource library.

Professional Services					
Honorarium: <i>Assessing Impact</i> Dr. Linda Munger		\$4,000	0	0	\$4000
Honorarium: Assessment for Literacy (2 days) Dr. Carol Commodore		\$2,600	\$2,600	\$2,600	\$7,800

Honorarium: CGI Trainer	\$2,500		0	0	\$2,500
Honorarium: Parent Educator		56,000	\$57,680	\$59,410	\$173,090
Expenses (Mileage, Meals, Lodging): <i>Assessing Impact</i> (2 days) Munger		\$1,050	\$1,050	\$1,050	\$3,150
Expenses (Mileage, Meals, Lodging): Assessment for Literacy (2 days) Commodore		\$1,800	\$1,800	\$1,800	\$5,400
Expenses (Mileage, Meals, Lodging): Parent Educator; PAT training or other		\$1,200	0	0	\$1,200
Expenses (Mileage, Meals, Lodging): CGI Trainer Year 1	\$500		0	0	\$500
Expenses (Mileage, Meals, Lodging): CGI classroom visits/collaboration; 14 classroom teachers		0	\$3,150	\$3,150	\$6,300
Expenses sub-total		\$69,650	\$66,280	\$68,010	\$203,940

Instructional Materials

Prescott was re-opened for the 2006-2007 school year with a new building, updated library and media lab, classroom computers and student materials. While the school, would have some needs in updating and accessing computer hardware, the district is currently working on a long-range technology plan with Dr. Scott McLeod and Dell Computer Services. We see the financial opportunities of this School Improvement Grant being better served by deploying resources toward specific instructional materials that have emerged as a result of ongoing development of core, supplemental and intensive resources needed for implementation of Instructional Decision-Making.

The major resources required in this category support the initial development and implementation of the Family Support Center. Materials would include adult learning materials related to child development, developmentally appropriate behaviors in both the cognitive and social development of young children. Additionally, we would support materials for early

childhood literacy and math centers. This would include materials for young children but the materials needed for parents to re-create activities at home. The Family Resource Center would also need to create the toy lending library.

Instructional Materials					
Curriculum based instructional materials					
Fiction/Nonfiction classroom libraries (16 classrooms @ \$1,100 per)	\$17,600		0	0	\$17,600
Leveled Literacy Intervention kits (16 classrooms @ \$2,500 per)	\$40,000		0	0	\$40,000
Classroom Math Intervention kits (16 classrooms @ \$1,000 per)	\$16,000		0	0	\$16,000
Family Support Materials (emphasis on math and language acquisition for children and adult resource materials)	\$100,000		0	0	\$100,000
Instructional Materials sub-total		\$173,600	0	0	\$173,600

Materials and Supplies

We have worked hard to make sure that we are blending funding streams, not only in support of Prescott, but for all our schools. Materials and supplies needed for the implementation of the grant is focused on training and professional development materials associated with *Assessing Impact*. The Iowa Core Curriculum funding streams, as well as Teacher Quality dollars, have been used to provide materials that support the Assessment for Literacy initiative. The Prescott CGI initiative that we started during the 2010-2011 school year purchased materials and supplies this year and was funded through Iowa Core, General Fund and Talented and Gifted funding.

Supplies and Materials					
<i>Assessing Impact materials @ \$50.00 per</i>	\$1,800		0	0	\$1,800
Supplies and Materials sub-total		\$1,800	0	0	\$1,800

Other and Totals

Other: Merit Pay

A description of how pay for performance would be distributed is described in Capacity section. This budget reflects salary averages and cost of living increases of 3% over the three-year life of the grant. It is anticipated that a teacher could potentially earn an average additional \$1,200 should achievement targets be met. Support staff may be awarded a sum of \$100.00 should achievement targets be realized. Please note that the calculation of for teacher pay for performance will not include the Teacher Supplemental Salary dollars.

Other: Conferences

Prescott has trained a team of four teachers in Cognitively Guided Instruction. This grant assumes an implementation of the entire staff. As we continue to build capacity, we have included funding for an outside trainer while simultaneously providing resources to train Prescott’s own trainer within the school. This, in turn, will allow for training teacher cohorts. We seek support for teachers, over time, to attend professional development opportunities within the state that support CGI. This may be in the form of conferences and/or outside school visits.

Other – specify:					
Merit pay teachers/admin (average 36 teacher/admin at \$1,200 per)		\$43,200	\$44,496	\$45,830	\$133,526
Merit pay others		\$2,900	\$2,900	\$2,900	\$8,700
Benefits Merit pay (average 36 teachers/admin)		\$6,048	\$6,229	\$6,415	\$18,692
Merit pay others (average 29 other staff @ \$100)		\$450	\$450	\$450	\$1,350
Other – specify: Conference: CGI (5 teachers each year at CGI conference/state gathering)		\$3,000	\$3,000	\$3,000	\$9,000
Other sub-total		\$55,598	\$57,075	\$58,595	\$171,268
Sub-total		\$660,484	\$492,276	\$506,759	\$1,659,519
Administrative Costs (allowable indirect cost rate) 2011-2012 (2.64%)		\$17,436	\$12,996	\$13,378	\$43,810
Total		\$677,920	\$505,272	\$520,137	1,703,329

An item not covered in the budget but discussed in the overall proposal is an option to encourage experienced teachers to opt into Prescott school. This early retirement incentive of an additional 5% increase in the cash incentive for three consecutive years of service prior to retirement at Prescott is intended to encourage retention of staff and encourage teachers to join the Prescott learning community. This is not included in the budget as part of the grant because the funding stream is approved by the board and comes from the management fund.

Itemized Budget

Budget Form: Applicants must use the budget provided with the application materials. The budget must align with the actions described in the application.

	Year 1 Budget		Year 2 Budget	Year 3 Budget	3- Year Total
Personnel	Pre-implementation	Year 1 – Full Implementation			
Salary		\$314,656	\$322,512	\$332,358	\$969,526
Benefits		\$45,180	\$46,409	\$47,796	\$139,385
Expenses (Mileage, Meals, Lodging)					
Professional Services					
Honorarium		\$65,100	\$60,280	\$62,010	\$187,390
Expenses (Mileage, Meals, Lodging)		\$4,550	\$4,950	\$6,000	\$15,500
Instructional Materials		\$173,600	0	0	\$173,600
Supplies and Materials		\$1,800	0	0	\$1,800
Other – specify: Merit Pay		\$52,598	\$54,075	\$55,595	\$162,268
Other – specify:		\$3,000	\$3,000	\$3,000	\$9,000
Administrative Costs (allowable indirect cost rate)		\$17,436	\$12,996	\$13,378	\$43,810
Total		\$677,920	\$505,272	\$520,137	1,703,329

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.

<i>Y1</i>	<i>Y2</i>	<i>Y3</i>	<i>Date</i>	<i>Person Responsible</i>	<i>Focus</i>
X	X	X	Early August	Building Leadership Team	Assessment for Learning Data Analysis and Professional Development Planning
X			Early August	Principal, EC Coordinator	Plan for Family Support Center; including hiring
X	X	X	July/August	Principal	Co-teachers
X			Early August	Principal	Plan for Clinical Social Worker; hiring
X	X	X	September	Building Leadership Team	Fall Literacy Data Analysis; PBIS SINA Planning- Setting Priorities
X	X	X	September	Building Leadership Team	SINA Planning- Review of Draft
X			October	District	Assessing Impact Training
X			October	Teachers	CGI outside trainer
X			Throughout the Year	Lead Teacher	CGI train the trainer
	X	X		Teachers	CGI Training
X	X	X	October	Building Leadership Team	Student Achievement Data Analysis- Fall MAP; PBIS Staff Implementation Data Analysis- RA Log, Professional Development Planning
X	X	X	November	Building Leadership Team Instructional Coach District Principal Team	Staff Implementation Data Analysis- CGI Walk-through, TA E-Walk Professional Development Planning
X	X	X	December	Building Leadership Team	Assessment for Learning Professional Development Planning
X	X	X	January	Building Leadership Team	Data analysis- winter literacy assessment: PBIS Professional Development Planning
X	X	X	February	Building Leadership Team	Assessment for Learning Professional Development Planning
X	X	X	March	Building Leadership Team Instructional Coach	Staff Implementation Data Analysis- CGI Walk-through, Think aloud Professional Development Planning

				District Principal Team	
X	X	X	March	Building Leadership Team	Professional Development Planning Student Achievement Data Analysis- Winter MAP; PBIS Prepare spring perception surveys to administer at conferences
X	X	X	April	Building Leadership Team	Assessment for Learning District Comprehensive School Planning
X	X	X	April	Building Leadership Team Instructional Coach District Lang Arts Coordinator	Staff Implementation Data Analysis- CGI Walk-through, Think aloud Professional Development Planning
X	X	X	May/June	Building Leadership Team	End –of- the Year review of data.

Projected Professional Development for Staff - Dates, Times, and Focus for 2011-2012:

<i>Date</i>	<i>Time</i>	<i>Focus</i>
DCSD Elementary Symposium Days (4 days) Exact dates TBD	8:30-3:00	FOCUS: Assessment for Learning Training for the Prescott Leadership Team. The team will learn the 7 Strategies of Assessment and Bring the Information Back to the Staff.
Leadership Team Planning Days	9 Full days of Leadership Meetings (Days TBD) Average of 8 Hours per month of Meeting Time . Time may vary depending on data and professional development needs.(TBD)	FOCUS: Collaborative Planning to Provide Leadership to the Staff to Implement the School Plan <ul style="list-style-type: none"> ▪ Data analysis ▪ Professional Development Planning
DCSD Language Arts Study Committee 4 days TBD	Two Prescott staff members Chris Flanagan and Sue Diedrich will participate on the languages arts study	FOCUS: Review best practices in teaching literacy and select text or materials for the DCSD
Professional Learning Communities <ul style="list-style-type: none"> ▪ Small groups of teachers collaborate in PLCs on a regular basis to support the accomplishment of the Charter/ SINA goals ▪ Teachers on each PLC determined their own priority for their learning based on the Charter/SINA goals and the 	Minimum of (2) 30-minute sessions per month.	FOCUS: Teachers self-select PLC groups that align with the SINA plan. <u>PK PLC</u> - early literacy strategies <u>K PLC</u> - Strengthening core practices in a K literacy program. <u>2nd PLC</u> - Strengthening Guided Reading <u>3rd PLC</u> - Strengthening writing instruction <u>3rd PLC and Coach</u> - Strengthening explicit comprehension instruction.

own classroom data.		<p>4th PLC- Strengthening guided reading. 5th PLC- Implementation of CGI into the intermediate classroom Title 1- Strengthening guided reading instruction Guidance: Implementing a results-based guidance program. Instructional Coaches PLC: Increasing effective comprehension instruction. Music: Effective Assessments in the Music Classroom</p>
Grade Level Collaborative Expedition Planning and Professional Development Sessions	<p>Each team will receive</p> <p>Members of the Leadership Team will team with each grade level to provide professional development, assure that the planning time addresses the identified targets for the planning day, AND to offer assistance to the collaborative planning process.</p>	<p>FOCUS: Assessment, Literacy Infusion Write and revise current learning expeditions to strengthen :</p> <ul style="list-style-type: none"> ▪ A clear link between standards, benchmarks, instruction and assessment. ▪ Clarifying learning targets ▪ Including strong literacy strategies in the expedition ▪ Creating meaning products and projects that encourage active engagement ▪ Creating learning celebrations that demonstrate progress toward the learning targets ▪ Document the learning expedition on the EL Planning Template
Instructional Decision Making Meetings On going throughout the year.	Each grade level meets at least 2 times per month for 45 minutes per session to review student data and progress toward the grade level expectations. If students are not making expected progress, interventions are put in place to address the areas of need.	<p>FOCUS: Reading, Writing, Math, Behavior The instructional coaches and grade level teachers will peer collaborate to review student achievement data, discuss interventions, and monitor student progress.</p>
Language Arts Staff Development Days All classroom teachers, special education teachers and Title 1 staff will participate in 3 LASD.	1.5 hours per grade level on each of the 3 planning days	Focus on Literacy Standards and Benchmarks, A Compressive Literacy Program and the ECR comprehension strategy of a Think Aloud.
Collaborative Demonstrations In Literacy Strategies	At least two observations- Date to determined by the leadership Team	<p>FOCUS: Comprehensive Literacy Program Staff will observe another staff member demonstrate an explicit lesson in one of the components of a comprehensive literacy lesson.</p>
CGI Professional Development by Chris Nugent, DCSD Math Coordinator 8 sessions throughout 2011-2012. Days TBD	2 hours of professional development each month during Wednesday early dismissals.	<p>FOCUS: CGI Ongoing professional development in CGI using student work and assessments to drive math instruction and differentiate needs.</p>
Collaborative Demonstrations In CGI	At least two observations- Date to determined by the leadership Team	<p>FOCUS: Assessment, Math CGI Teaching partners will observe each other teaching a CGI lesson and debrief</p>
Paraprofessional Professional Development Session for Support Math Instruction in Trailblazers	Two sessions for 1 hour each	<p>FOCUS: Math All Prescott paraprofessionals will attend the DCSD session for paraprofessionals to strengthen their skills in assisting students in math.</p>
Paraprofessional Professional	1 hour session	FOCUS: Math

<p>Development Session for Support Math Instruction in CGI</p> <p>The 3rd grade teachers provided an overview of CGI terminology and strategies for assisting students during CGI.</p>		<p>All Prescott paraprofessionals will attend the DCSD session for paraprofessionals to strengthen their skills in assisting students in math.</p>
<p>Weekly Wednesday Early Dismissals</p>	<p>2 hours every Wednesday.</p>	<p>FOCUS- Action Steps of the SINA Plan The weekly early dismissal will be used to provide staff development in the following: Reading, Math, Assessment, Expeditionary Learning with integrated curriculum including integration of the arts.</p> <p>Schedule will be determined by availability of presenters, staff implementation data and student achievement data. Agendas of topics covered will provide link to SINA plan action steps.</p>
<p>Professional Mentoring Staff Development</p> <p>Days TBD for 2011-2012</p>	<p>4 full days of training provided by DCSD</p>	<p>FOCUS- Increase Peer Mentoring Skills and Provide 2 of our new professional mentors will participate in 4 days of mentor training</p>
<p>New Teacher Professional Development</p> <p>Days TBD for 2011-2012</p>	<p>2 full days of professional development prior to the start of the school year</p> <ul style="list-style-type: none"> ▪ 1 full-day in CGI Training ▪ ½ day in Expeditionary Learning <p>All new professionals have an assigned mentor who offer on-going support and professional development.</p>	<p>FOCUS: Provide Background information to Teachers New to Prescott</p> <p>FOCUS: Provide support and staff development to teachers new to the profession.</p>

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.

DCSD Student Competencies	Iowa Core Curriculum Outcomes
<p>Academic Learning:</p> <ul style="list-style-type: none"> ▪ Meet expected standards in academic performance ▪ Demonstrate authentic application of learning to real life ▪ Communicate effectively in a variety of ways ▪ Use technology effectively and appropriately ▪ Demonstrate an appreciation of the fine arts ▪ Solve problems independently and cooperatively ▪ Think creatively and creatively <p>Character/ Citizenship</p> <ul style="list-style-type: none"> ▪ Demonstrate respect for themselves and others ▪ Exhibit civic involvement ▪ Display global awareness and multi cultural understanding <p>Personal Development</p> <ul style="list-style-type: none"> ▪ Demonstrate life management and social skills ▪ Demonstrate a commitment to personal wellness ▪ Achieve goals by working cooperatively with others ▪ Anticipate and constructively react to change 	<p>LEADERSHIP: School leaders build and sustain system capacity to implement the Iowa Core Curriculum.</p> <p>COMMUNITY: Community members and other supporting agencies work together to support the implementation of the Iowa Core Curriculum.</p> <p>ONGOING SCHOOL IMPROVEMENT: A continuous improvement process to improve teaching and learning is used at the district and school level.</p> <p>DATA USE: Educators monitor and use data to increase the degree of alignment of each and every student’s enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum.</p> <p>PROFESSIONAL DEVELOPMENT: Educators engage in professional development focused on implementing Characteristics of Effective Instruction and assessment and demonstrate understanding of Essential Concepts and Skill Sets.</p> <p>INSTRUCTION AND ASSESSMENT: Educators implement effective instructional practices and ensure high levels of learning for each and every student.</p> <hr/> <p align="center">DCSD 2010-2011 Goals</p> <p>Goal 1: Classroom-based Approaches to Learning for Academic Achievement Increase the number of K-12 students who improve their performance in areas of core academic learning through classroom based efforts.</p> <p>Goal 2: Prevention and Intervention for High Student Achievement Increase the number of K-12 students who improve their performance in core academic learning by increasing knowledge and capacity regarding crisis prevention and assistance of student and adults in the district as well as decreasing transition barriers to student success.</p> <p>Goal 3: Home and Community Based Initiatives for High Student Achievement Increase the number of K-12 students who improve their core academic learning through increased efforts in the area of community, home and student assistance programs.</p>

Prescott 2010-2011 Goals

Goal 1: Classroom-based Approaches to Learning for Academic Achievement

Increase the number of K-12 students who improve their performance in areas of core academic learning through classroom based efforts.

READING	WHAT DO I WANT (STUDENTS, ADULTS) TO KNOW?	HOW WILL I KNOW IF THEY KNOW IT?
Prescott	<p>Reading</p> <ul style="list-style-type: none"> ▪ Professional development in the following will increase teacher knowledge of and implementation of best- practices in reading: ▪ Understanding grade level standards, benchmarks, and grade level reading expectations. ▪ Rationale for a comprehensive literacy program ▪ The components of s comprehensive literacy program ▪ Explicit lessons for all components of a comprehensive literacy program. ▪ Creating literacy-rich learning expeditions ▪ Expeditionary Learning protocols ▪ The Seven Strategies of Effective Assessment ▪ Using Formative Assessment to Drive Reading Instruction 	<p>Reading</p> <p>In the fall of 2010, 54% of the of ALL Full Academic Year Students at grades 3, 4, and 5 will be performing at the proficient level and above in reading comprehension as measured by the reading comprehension assessment of ITBS with at least a 95% participation rate. (This is a 10% increase over the 2009 scores.)</p> <p>On the spring 2011 Read MAP test, the average RIT score for each grade, 2 through 5, will increase over the 2010 average RIT average scores.</p> <p>On the spring 2011 MAP Reading Assessment, 50% of the students will meet their individualized RIT Target score.</p>

Goal 1: Classroom-based Approaches to Learning for Academic Achievement
Increase the number of K-12 students who improve their performance in areas of core academic learning through classroom based efforts.

MATH	WHAT DO I WANT (STUDENTS, ADULTS) TO KNOW?	HOW WILL I KNOW IF THEY KNOW IT?
Prescott		<p>Math In the fall of 2010, 60% of the of ALL Full Academic Year students at grades 3, 4, and 5 will be performing at the proficient level and above in Math Total as measured by the I TBS with least a 95% participation rate. (This is a 10% increase over the 2009 scores.)</p> <p>On the spring 2011 Math MAP test, the average RIT score for each grade, 2 though 5, will increase over the 2010 average RIT average scores.</p> <p>On the spring 2011 MAP Math Assessment, 50% of the students will meet their individualized RIT Target score.</p> <p>Has student performance in mathematics increased in the areas of problem solving, math reasoning, measurement, computation and concept attainment?</p> <ul style="list-style-type: none"> ▪ Were least 60% of students in grades 3, 4, and 5 proficient on the Iowa Test of Basic Skill in math total or on the Iowa Alternative Assessment? ▪ Did the average RIT scores increase at each grade level, 2-5 on the math section of the Measures of Academic Performance (MAP)? ▪ Did 50% of all students meet their RIT Target score on the math section of the Measures of Academic Performance (MAP)?

Waiver Request
(Optional- No points awarded)

The Dubuque Community School District requests a waiver of the requirements listed below. These waivers would allow the **Prescott Elementary School** that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants.

The **Dubuque Community School District** believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling the **Prescott Elementary School** to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools.

Check all that apply:

Waive section 1116(b)(12) of the ESEA to permit the Dubuque Community School District to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline.

List the eligible school(s):

____ Prescott Elementary School _____

The **Dubuque Community School District** will implement the waiver(s) only if the **Prescott Elementary School** receives a School Improvement Grant.

Consultation with Relevant Stakeholders

(Required – No points awarded)

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

January 11, 2011	DCSD and Dubuque Education Association
January 12, 2011	Superintendent with the DEA and Prescott staff
January 14, 2011	DCSD and Dubuque Education Association
January 17, 2011	DCSD and Dubuque Education Association
January 18, 2011	Board of Education: information update on PLAS
January 27, 2011	DCSD and Dubuque Education Association
January 28, 2011	Dubuque Education Association with Prescott staff
February 8, 2011	DCSD and Dubuque Education Association
February 11, 2011	DCSD and Dubuque Education Association
February 16, 2011	DCSD, Dubuque Education Association and Prescott staff
February 22, 2011	Board of Education: review of preliminary work
March 2, 2011	Dubuque Education Association with Prescott staff
March 21, 2011	DCSD and Dubuque Education Association
March 22, 2011	Board of Education: review of work, draft #1
March 28, 2011	Board of Education/ Dubuque Education Association: Signed agreement

Appendices
(Optional- No points awarded)

Appendix A	2009-2010 Prescott Annual Report of Progress
Appendix B	Fall, 2010 Prescott Staff Survey
Appendix C	Bibliography
Appendix D	Charter School Report to the State Board of Education
Appendix E	Gallup Survey
Appendix F	Job Description: Literacy Coach
Appendix G	Job Description: Math Coach
Appendix H	Instructional Decision-Making IC Map
Appendix I	Instructional Decision-Making Logic Model
Appendix J	CGI Logic Model
Appendix K	Assessment for Learning Structured Overview
Appendix L	Job Description: Clinical Social Worker
Appendix M	2009 Charter School External Evaluation: Dr. Linda Munger
Appendix N	Dr. Linda Munger, Resume
Appendix O	Dr. Carol Commodore, Resume
Appendix P	Parents as Teacher Logic Model
Appendix Q	Family Resource Center Logic Model
Appendix R	Job Description: Family Support Educator
Appendix S	Charter School Policy Assurances

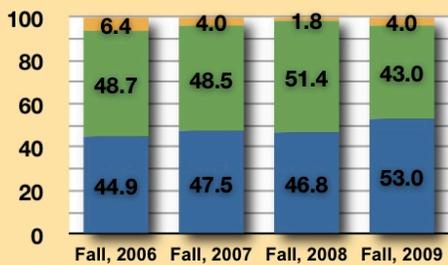
PRESCOTT ELEMENTARY

ANNUAL REPORT OF PROGRESS 2009-2010

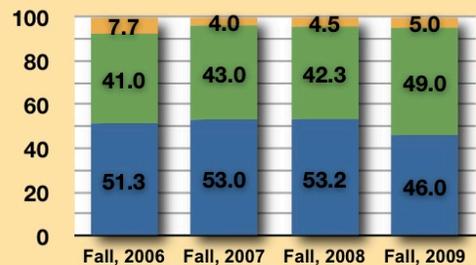
The original Prescott School opened in 1913 and served students through 12th grade. At other times in Prescott's history, the school served K through sixth and later, preschool through second grade, sharing students with Fulton School for third through fifth. In 2004-2005 the planning and building for a new replacement school began. The new school was built one block to the south of the old building, and in August of 2006, not only did the new school open, but it became one of Iowa's first ten public charter schools. The mission of Prescott Elementary School, an Expeditionary Learning School for the Arts, is to empower each child to achieve to his/her highest potential and to become a strong contributing member of society.



Prescott Gr. 3-4-5 Reading % FAY Achievement Levels



Prescott Gr. 3-4-5 Math Total % FAY Achievement Levels



■ Low ■ Intermediate ■ High

■ Low ■ Intermediate ■ High

DISTRICT AND SCHOOL

The mission of Prescott School is to empower each child to achieve to his/her highest potential and to become a strong contributing member of society.

As an Expeditionary Learning School, one of our five Core Practices is Culture and Climate. Within the Core Practice of Culture and Climate, we strive to:

- Build a strong school culture and to foster character development
- Ensure equity and high expectations
- Foster a safe, respectful and orderly community
- Promote adventure and fitness
- Develop a collaborative professional community
- Engage families in the life of the school.

Two new initiatives are beginning at Prescott that specifically address our efforts to continue to grow in our practices in developing a strong "Culture and Climate" in our school.

You will see that we have begun a new Leadership Academy for our students in grades 2 through 5. Students who consistently demonstrate leadership skills were nominated by their classroom teachers and our support teachers throughout the building. Individuals who show strong leadership potential were then invited to join

Prescott Students Proficient Iowa Test of Basic Skills	2009-2010 School Score	2009-2010 District Score
Reading Comprehension Grades 3-4-5 Students Meeting or Exceeding Trajectory (41-99%ile)	47%	78.1%
Math Total Grades 3-4-5 Students Meeting or Exceeding Trajectory (41-99%ile)	54%	80.5%
Science Grades 3-4-5 Students Meeting or Exceeding Trajectory (41-99%ile)	59.1%	80.9%



Source: GWOAS, Fall, 2009, Building, FAY, In district

Prescott Students Highly Proficient Iowa Test of Basic Skills	2009-2010 School Score	2009-2010 District Score
Reading Comprehension Grades 3-4-5 Students Meeting or Exceeding Trajectory (90-99%ile)	4%	19.4%
Math Total Grades 3-4-5 Students Meeting or Exceeding Trajectory (90-99%ile)	5%	25.5%
Science Grades 3-4-5 Students Meeting or Exceeding Trajectory (90-99%ile)	3.2%	21.5%

our Leadership Academy. This group will receive leadership training and also lead school-wide service activities. We are anxious to watch the work of this new student leadership group.

The second initiative that is just beginning is the formation of our Parent Teacher Organization. Our first meeting was held last week. We had six people in attendance. The group was small in size, but mighty with

ideas! They are planning a variety of activities to "engage families in the life of our school."

Developing a strong school community is the foundation to developing strong life-long learners and tomorrow's leaders!

Chris McCarron, Principal

Prescott School Characteristics: 2006-2010 Trend

	2009-2010 School	2009-2010 District	Trend			
			2006-2007	2007-2008	2008-2009	2009-2010
Average Days Present by Students	94.9%	95.7%	95.1%	94.5%	94.5%	94.9%
Average Days Absent per Teacher	5.1%	5.3%	NA	7.6%	5.5%	5.1%
% Special Education	30%	15.7%	19%	19.4%	23%	30%
% ELL	6.3%	1.5%	6.0%	6.6%	5.6%	6.3%
% Mobility	18%	13%	36%	36.3%	14%	18%
Certified Enrollment Over Time	266	10697	246	272	265	266
Highly Qualified Teachers	100%	100%	100%	100%	100%	100%
% Poverty	89.7%	39%	90.3%	79.7%	82.2%	89.7%
% Diversity	52%	13.7%	38.7%	39.7%	41.9%	52%
% Participation on Accountability Test	98.4%	99.4%	94%	96.7%	95.2%	98.4%

Prescott Overview

As a charter school, Prescott serves students throughout the entire Dubuque Community School District. Prescott is an Expeditionary Learning School for the Arts. The curriculum revolves around interdisciplinary learning expeditions which focus on in-depth,

rigorous study of three different topics each year. Expeditionary Learning stresses the importance of service and active citizenship. The arts – music, drama, dance, and the visual arts are infused into all subject areas and students

have opportunities to participate in art programming before and after school.

Prescott Elementary School	
1151 White Street Dubuque, Iowa 52001	Grades Served: PreK-5
Phone: (563) 552.4200	Kindergarten: Full Day
Fax: (563) 552.4201	School Hours: 7:45 am-4:00 pm
Principal: Chris McCarron	Earliest Drop Off: 8:20 am
Secretary: Jean Pfeiler	Office Hours End: 4:00 pm
	Enrollment: 266

Before and After School Programs
Prescott partners with St. Mark Community Center and Dubuque Leisure Services for before- and after-school programming. The morning program begins at 7:00 a.m. and the after school program takes place from 3:30-5:30 p.m. The phone number to register for St. Mark is (563) 582-5655 and Leisure Services can be reached at (563) 589-4263.

School Activities
Our school offers band, choir and orchestra lessons. We have the only steel drum band in our school district, called the PanrhythmiXs. They perform throughout our community. Students also participate in Vocal Fusion, a district-wide choir. Both the PanrhythmiX and Vocal Fusion are sponsored by Dubuque Drum and Bugle Corps. We offer dance, sculpting, sewing, papermaking and scrapbooking classes, chess club, book club, a band experience called the 12th Street Band, computers, story time and a other classes.

**Average Class Size
2009-2010**

Grade K: 19
Grade 1: 18
Grade 2: 22
Grade 3: 22
Grade 4: 21
Grade 5: 23

Appendix B: Fall, 2010 Prescott Staff Survey

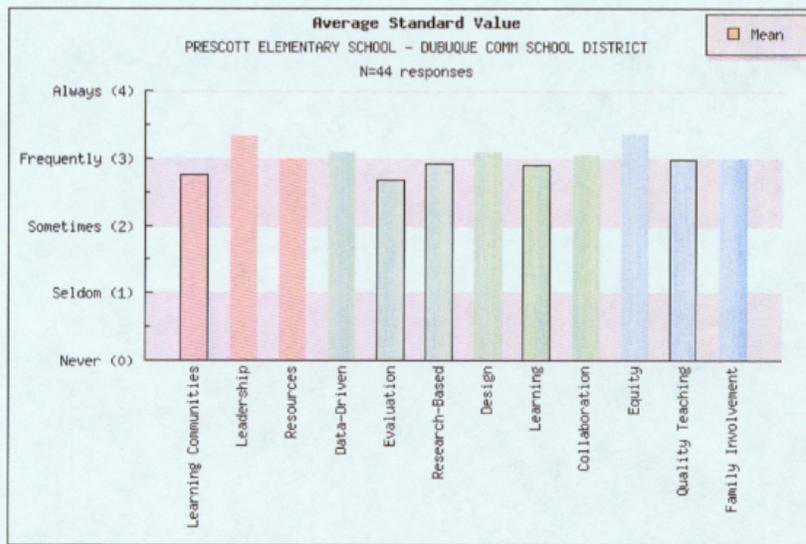
Standard and Question Averages

PRESCOTT ELEMENTARY SCHOOL - DUBUQUE COMM SCHOOL DISTRICT

This report shows the average for each standard and each question within each standard. It is based on 44 responses as of 2009-04-23 08:26:51.

Overall Standard Averages

This chart shows the average standard values calculated from the question responses. **The five standards needing the most improvement have been outlined.**



Details

The following table shows the average response values for each of the questions grouped by standard and standard category (Context, Process, Content). **Tip:** move your mouse over the question numbers to see the text of the question asked.

CONTEXT		
Learning Communities	Leadership	Resources
9: 3.4	1: 3.8	2: 3.3
29: 2.4	10: 3.0	11: 2.8
32: 2.6	18: 3.1	19: 2.8
34: 2.6	45: 3.5	35: 3.2
56: 2.6	48: 3.3	49: 3.0
Avg. 2.7	Avg. 3.3	Avg. 3.0
PROCESS		
Data-Driven	Evaluation	Research-Based
12: 3.1	3: 2.3	4: 3.2
26: 2.9	13: 3.0	14: 3.0
39: 3.2	20: 2.6	21: 2.6
46: 3.2	30: 2.6	36: 3.1
50: 3.1	51: 2.8	41: 2.7
Avg. 3.1	Avg. 2.7	Avg. 2.9
Design	Learning	Collaboration
15: 3.1	5: 3.3	6: 2.9
22: 3.0	16: 2.9	23: 3.1
38: 3.7	27: 2.7	28: 3.0
52: 2.8	42: 3.2	43: 3.1
57: 2.9	53: 2.3	58: 3.3
Avg. 3.1	Avg. 2.9	Avg. 3.1
CONTENT		
Equity	Quality Teaching	Family Involvement
24: 3.4	7: 2.8	8: 2.6
33: 3.7	17: 3.0	31: 3.1
37: 3.2	25: 3.2	40: 2.9
44: 3.5	54: 2.8	47: 3.3
59: 3.0	60: 3.1	55: 3.1
Avg. 3.4	Avg. 3.0	Avg. 3.0

Appendix C: Bibliography

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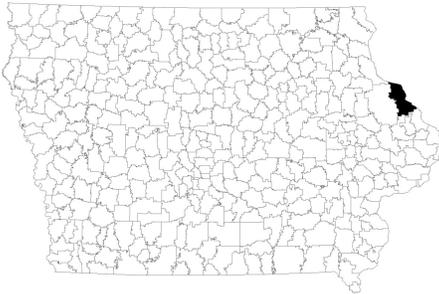
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PRESCOTT ELEMENTARY CHARTER SCHOOL

Renewal – May 2010



SCHOOL/DISTRICT INFORMATION

Prescott Elementary Charter School
1151 White Street
Dubuque, IA 52001
Administrator: Chris McCarron, Principal
October 2009 School BEDS Enrollment - 265

Dubuque Community School District
2300 Chaney Road
Dubuque, IA 52001
October 2009 District BEDS Enrollment – 10,578

CHARTER'S MISSION

The mission of Prescott Elementary Charter School, an Expeditionary Learning Charter School for the Arts, is to empower each child to achieve his/her potential and to become a strong contributing member of the community.

DESCRIPTION OF CHARTER

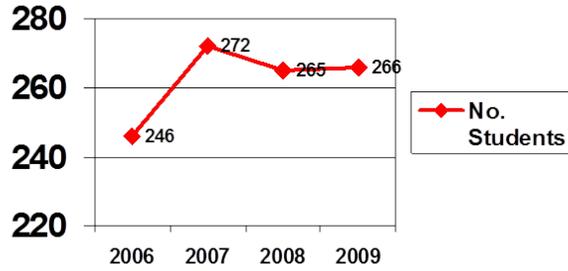
The Dubuque charter school serves students in grades K-5 intertwining Expeditionary Learning Outward Bound, Iowa's Positive Behavior Support (PBS) Initiative, and a visual and performing arts-infused curriculum. Instruction is provided in traditional academic subjects through in-depth, challenging, thematic learning expeditions with a strong emphasis on the arts. The arts will be utilized to teach all academic subjects. Learning expeditions will include a strong service learning component that links student learning to real-world application. The school is the charter (school-wide charter).

CHARTER HISTORY

Received a charter planning grant in 2005-2006 - \$50,000
Received charter status in 2006-2007 and a charter status grant - \$350,000

Students Enrolled in Charter: 266, Preschool-5th grade

	PS	K	1	2	3	4	5
2009-2010	19	38	36	44	43	41	45



Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: 32 (FTE)

Qualifications: All teachers hold Iowa licenses.

Number of Administrators: 1 (FTE)

Qualifications: Administrator holds an Iowa license.

**PRESCOTT ELEMENTARY CHARTER SCHOOL
GOALS AND PROGRESS**

GOAL 1: Increase student achievement in reading on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: The percentage of full academic year (FAY) students proficient in grades 3-5 decreased the last two years as measured on the Iowa Test of Basic Skills (ITBS). (It is important to note that this data does not include the Iowa Alternative Assessment. The charter had students who took the Alternative Assessment for both of the last two years. All students who took the assessment scored “advanced.” Six students took the assessment this year.)

**Grades 3-5 ITBS FAY Collapsed Data Per Annum Reading Proficiency
Scores for collapsed data is an approximate target based on individual grade level targets**

	2006-2007		2007-2008		2008-2009		2009-2010	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students	# of FAY Students	% of FAY Students
All Students	71	50.7	75	58.7	102	53.9	93	48.4
Female	29	72.4	47	59.6	56	57.1	45	53.3
Male	42	35.7	28	57.1	46	50	48	43.8
White	46	58.7	58	67.2	65	64.6	44	59.1
African American	19	36.8	14	28.6	32	34.4	33	33.3
Asian	2	50	0	NA	0	NA	0	NA
Hispanic	4	25	3	33.3	5	40	10	30
Low SES	58	46.6	33	50.9	83	49.4	80	43.5
Non-low SES	13	69.2	55	80	19	73.7	13	76.9
IEP	12	25	20	60	17	47.1	23	26.1
Non-IEP	59	55.9	10	58.5	85	55.3	70	55.7

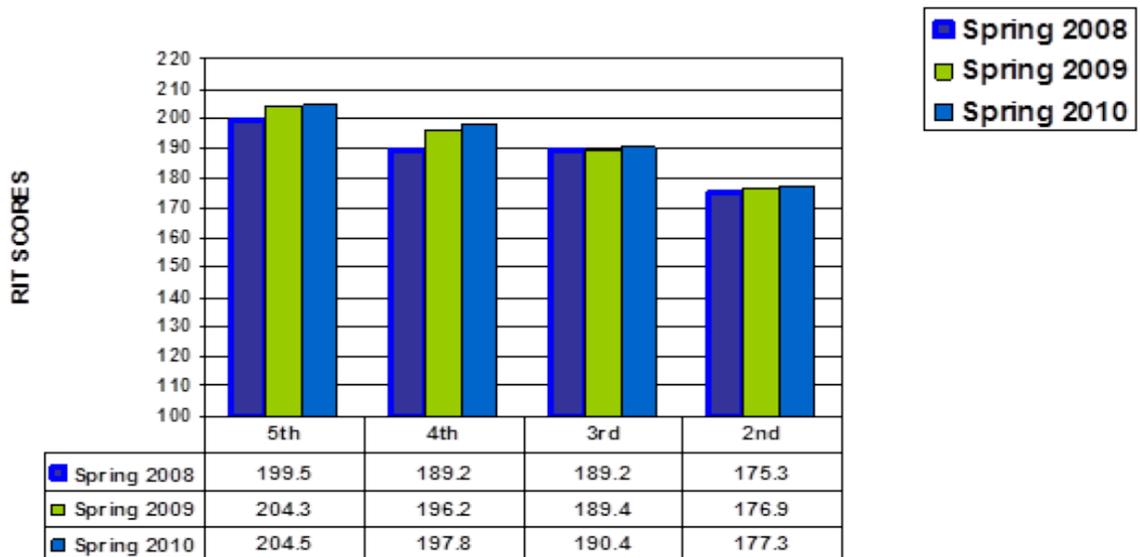
READING PROGRESS SINCE CHARTER INCEPTION

52% of the students in grades 3-5 in 2009-2010, have been at the charter school since it’s inception.

- 22/43 of the Fifth grade students—64% were proficient
- 21/43 of the Fourth grade students - 52% were proficient
- **23/44 of the Third grade students- 78% were proficient

** The 3rd grade students are the first student to take the ITBS who have had the charter school design since they began school in kindergarten.

Prescott School: Measures of Academic Progress MAP RIT SCORES- Reading



SUMMARY OF THE MAP TEST

This year's spring MAP assessment was the highest scores for reading for all grade levels since the charter began. (Only exception was that last year's fifth grade was higher than this year.) ALL special education students are included in this data.

OTHER NOTES REGARDING READING PROGRESS

- All students are involved in at least one guided reading group at their level. All students reading below grade level have reading interventions in place.
- Every Child Read strategies to improve reading comprehension have been implemented.
- A new research-based phonics program, Fountas and Pinnell has been implemented K-3.
- The instructional coach is demonstrating and working with new teachers to institute appropriate guided reading instruction.
- Special education, general education, and reading teachers are team-teaching to provide additional supports to struggling readers.

GOAL 2: Increase student achievement in math on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: The percentage of FAY students proficient in grades 3-5 in the “all students” category increased by 8.7 percent over last year as measured on ITBS.

Grades 3-5 ITBS FAY Collapsed Data Per Annum Math Proficiency
Scores for collapsed data is an approximate target based on individual grade level targets

	2006-2007		2007-2008		2008-2009		2009-2010	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient
All Students	71	43.7	75	50	102	45.1	93	53.8
Female	29	44.8	47	43.5	56	37.5	45	55.6
Male	42	42.9	28	60.7	46	54.3	48	61.4
White	46	58.7	58	54.4	65	63.1	44	61.4
African American	19	21.1	14	28.6	32	9.4	33	42.4
Asian	2	0	0	NA	0	NA	0	NA
Hispanic	4	0	3	66.7	5	40	10	60
Low SES	58	39.7	55	44.4	83	41	80	50
Non-low SES	13	61.5	20	65	19	63.2	13	76.9
IEP	12	25	10	50	17	41.2	23	30.4
Non-IEP	59	47.5	65	50	85	45.9	70	61.4

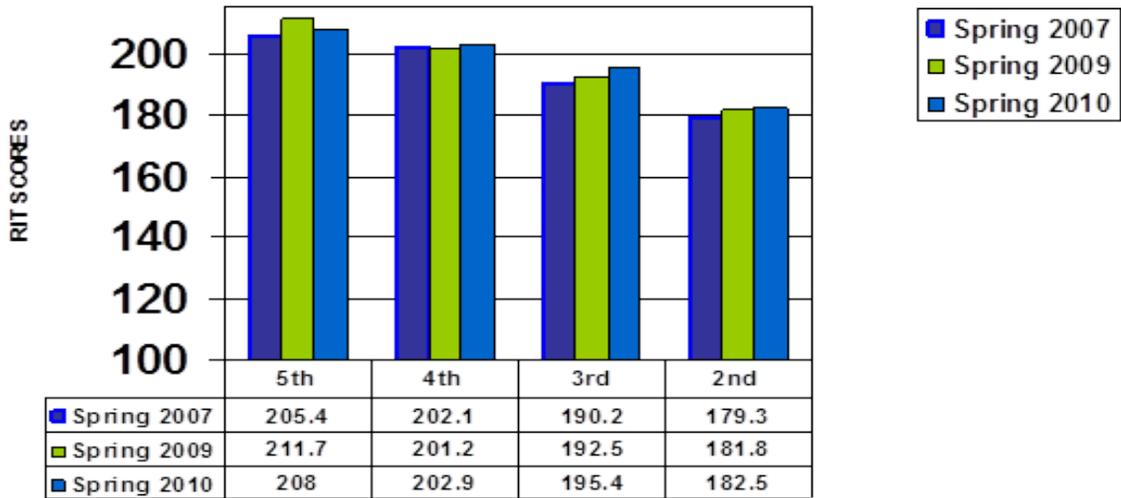
MATH PROGRESS SINCE CHARTER INCEPTION

52% of the students in grades 3-5 in 2009-2010, have been at the charter school since it’s inception.

- 13/43 of the Fifth grade students—59% were proficient
- 21/43 of the Fourth grade students - 48% were proficient
- **23/44 of the Third grade students- 74% were proficient

** The 3rd grade students are the first student to take the ITBS who have had the charter school design since they began school in kindergarten.

Prescott School: Measures of Academic Performance
MAP RIT SCORES- Math



SUMMARY OF THE MAP TEST

This year’s spring MAP assessment was the highest scores for math for all grade levels since the charter began. (Only exception was that last year’s fifth grade was higher than this year.) ALL special education students are included in this data.

OTHER NOTES REGARDING MATH PROGRESS

- All teachers are using a common lesson plan structure for their math instruction. The “launch,” “explore,” and “summarize” components are identifiable in teachers’ lesson plans.
- Special education teachers and general education teachers are team-teaching or co-teaching when special education students are not in an alternative math program to offer additional supports as needed.
- Guided math groups are in place at each level.
- Students who are performing below grade level have math interventions in place.
- The teachers are using learning targets that link with standards and benchmarks to clearly define the purpose of the instruction for both teacher and student.
- All teachers have implemented CGI- Cognitively Guided Math Instruction.

GOAL 3: Increase student achievement in science on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: The percentage of FAY students proficient in grades 3-5 in the “all students” category increased by 10.1 percent over last year as measured on ITBS.

Grades 3-5 ITBS FAY Collapsed Data Per Annum Science Proficiency
Scores for collapsed data is an approximate target based on individual grade level targets

	2006-2007		2007-2008		2008-2009		2009-2010	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient
All Students	71	43.7	75	52.1	102	49	93	59.1
Female	29	51.7	47	54.3	56	48.2	45	57.8
Male	42	38.1	28	48.1	46	50	48	60.4
White	46	58.7	58	55.4	65	64.6	44	63.6
African American	19	15.8	14	28.6	32	21.9	33	57.6
Asian	2	0	0	NA	0	NA	0	NA
Hispanic	4	25	3	100	5	20	10	40
Low SES	58	36.2	55	45.3	83	42.2	80	58.8
Non-low SES	76.9	61.5	20	70	19	78.9	13	61.5
IEP	12	50	10	70	17	41.2	23	47.8
Non-IEP	59	42.4	65	49.2	85	50.6	70	62.9

PROGRESS SINCE CHARTER INCEPTION

Of the 5th graders who have been at Prescott since the start of the charter school in 2006, the average National Grade Equivalent of these students has improved 2.9 years.

- 3rd Grade (2006-2007): 3.4
- 4th Grade (2007-2008): 4.3
- 5th Grade (2008-2009): 6.3

OTHER NOTES REGARDING SCIENCE PROGRESS

- All learning expeditions were aligned with the science and social studies standards and benchmarks.
- Alignment was reviewed of the expeditions in K-5 to monitor duplication of instruction and appropriate emphasis of the standards.
- Students were taken out into the community and/or community experts were brought into the classroom for almost every expedition to help students to connect science to the real world around them.

GOAL 4: Increase student achievement in social studies on an annual basis.

PROGRESS: The percentage of FAY students proficient in grades 3-5 in the “all students” category increased by 16.2 % since the charter opened.

Grades 3-5 ITBS FAY Collapsed Data Per Annum Social Studies Proficiency
Scores for collapsed data is an approximate target based on individual grade level targets

	2006-2007		2007-2008		2008-2009		2009-2010	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient
All Students	71	40.8	75	44	102	57.8	93	57
Female	29	41.4	47	44.7	56	57.1	45	60
Male	42	40.5	28	42.9	46	58.7	48	54.2
White	46	50	58	46.6	65	67.7	44	70.5
African American	19	21.1	14	21.4	32	40.6	33	42.4
Asian	2	50	0	0	0	NA	0	NA
Hispanic	4	25	3	100	5	40.0	10	40
Low SES	58	32.6	55	36.4	83	51.8	80	53.8
Non-low SES	13	61.5	20	65	19	84.2	13	76.9
IEP	12	33.3	10	60	17	41.2	23	39.1
Non-IEP	59	42.4	65	41.5	85	61.2	70	62.9

OTHER NOTES REGARDING SOCIAL STUDIES PROGRESS

- All expeditions from last year were revised to ensure social studies standards and benchmarks are being addressed.
- Staff development was provided in a variety of instructional protocols which focused on increasing student engagement and monitored implementation of the protocols through lesson plans.
- Each grade level team participated in three half-day collaborative planning sessions to refine the learning expeditions throughout the year. Special education teachers participated in the planning sessions.

GOAL 5: Increase student involvement with and staff implementation of the Expeditionary Learning Core Practices and Design Principles.

PROGRESS: See following chart for detailed scores on the Implementation Review.

- 13 out of 16 areas received a score of “3” which indicates most components for this are have been implemented with high quality last year and 6 of 16 received that score in 2009. All other scores were a “2” which indicates that many of the components have been implemented. The decline may be due to the fact that 5 of 12 classroom teachers were in their first year of teaching. Three of these teachers were new to the profession.

Other progress toward this goal:

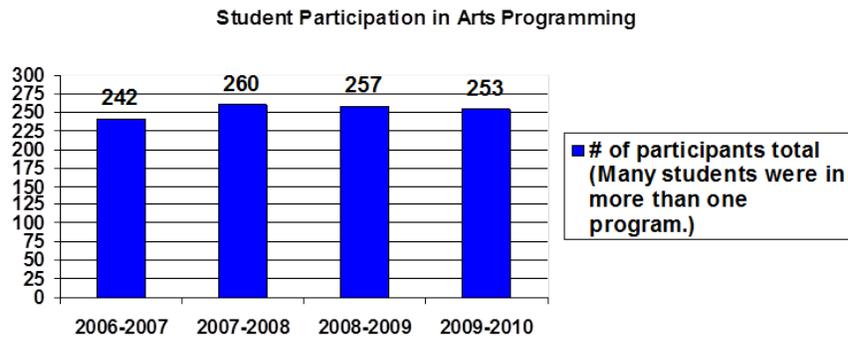
- A curriculum map for all grade level expeditions has been created.
- Professional development has been provided in a variety of areas and instructional protocols focused on increasing student engagement and monitored implementation.
- Each grade level team has participated in three half-day collaborative planning sessions to refine the learning expeditions throughout the year.

EXPEDITIONARY LEARNING OUTWARD BOUND IMPLEMENTATION REVIEW: PRESCOTT				
Scale: 0-4 (0=no implementation; 4=implementation at high level)				
	School Score in 2006	School Score in 2007	School Score in 2008	School Score in 2009
Learning Expectations				
Compelling topics	3	3	3	2
Linked projects and products	2	3	3	2
Fieldwork, service, experts	2	2	3	2
Producing and presenting high quality student work	2	3	3	2
Frequency of learning expeditions	2	3	No longer on assessment	No longer on assessment
Quality/frequency of learning experiences outside the expedition	2	2	No longer on assessment	No longer on assessment
Active Pedagogy				
Lesson design	2	3	3	2
Use of effective practices	2	3	3	2
Teaching reading through the disciplines	2	3	3	2
Teaching writing through the disciplines	2	3	3	2
Teaching literacy through the disciplines	3	3	No longer on assessment	No longer on assessment
NEW 2008 Teaching inquiry-based math			2	2
NEW 2008 Effective assessment practices			3	2
School Culture and Character				
Culture and character in the classroom	3	3	3	3
Fostering student character and	3	3	3	3

creating school culture				
Building a professional learning community	3	3	3	3
Leadership and School Improvement				
Leadership and school improvement	3	2	3	3
Structures				
School structures	3	3	2	3
NEW 2008 Effective grading and reporting structures			2	3

GOAL 6: Increase student participation and positive perceptions regarding the visual and performing arts.

PROGRESS: The number of students participating in arts programming has increased since the beginning of the charter. Prior to the charter school opening there were no after-school programs in the arts.



EXAMPLES OF PARTICIPATING IN VISUAL AND PERFORMING ARTS

- Partnerships with the Dubuque Colts Drum and Bugle Corp, The Dubuque Arts Center, St. Luke’s Church, and the Prudential Foundation have made these programs possible at no cost to the students or their families.
- Empty Bowl Project: A focus on the arts and service. Students created clay bowls for a soup supper. Participants bought tickets and all money raised went to a local church for their free community meal.
- Paper Dress Show: Each year as part of the 4th grade expedition on the human body, our students hosted a Paper Dress Show. Students designed paper dresses to model on a runway during a fashion show. This has become an annual event for the last 3 years. Now the entire school district is invited to participate.
- Mud Puppies: Each year we offer an after-school program called Mud Puppies for experiences in working with clay and three-dimensional art. The classes were taped and shown on our local television channel. Projects completed in this class have won national competitions.
- Prescott PanrhythmiXs: This is the school’s steel drum band. This group is sponsored by the Dubuque Drum and Bugle Corps. Students perform at various community events and were invited to perform at the National Expeditionary Learning Conference.

Students who left Prescott and went to the middle school wanted to continue with a steel drum. We have now started a middle-school steel drum band call Pandemonium.

SUMMARY OF CHANGES FOR THE PRESCOTT CHARTER SCHOOL

General statement: Prescott's demographics have changed over the course of the first four years of the charter school. There has been an increase in the percentage of students in each of the follow demographics:

- in poverty 80%-90%
- identified for special education 16%-26%
- diversity 29%-52%
- mobility 25%-36%

In addition, there has been a high mobility of staff at Prescott. Of the 31 current teachers at Prescott, only 6 teachers have been at Prescott for the full four years of charter implementation. Many factors have attributed to this:

- Some teachers transferred out of Prescott after the first year of implementation of the charter to return to a more traditional school.
- A new school opened in the district, drawing some staff.
- District budget cuts have caused staff reductions.
- Personal reasons

There have been teachers hired in the last two to three years who have selected the charter design and are building their leadership in and commitment to the charter design. This may decrease the mobility rate.

For the present:

- The preliminary data indicates a slight increase in almost all performance indicators.
- Prescott has implemented the charter school instructional design.
- The Charter School Advisory Council, The Dubuque Community School Board, and Prescott Staff have all voted in favor of continuing the instructional design.
- An additional section of kindergarten has been added because of the demands for enrollment into the school.
- There are waiting lists for the charter school in grades 1,2, and 3. Kindergarten, 4th, and 5th are nearly full.

	Department of Education	Department of Education
GOAL 1: Increase student achievement in reading on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.	<p>The ITBS data are mixed when comparing from 2006-2007 to 2009-2010. If making a comparison using the “all students” category, achievement has slightly dropped 2.3% for Full Academic Year (FAY) students. When examining the disaggregated achievement data, five of ten subgroups have an average increased achievement of 4.46%, four of ten subgroups have an average decreased achievement of -6.47%, and one subgroup is considered too small for reporting out to the public.</p> <p>Measures of Academic Progress (MAP) for Reading indicate increases in achievement.</p>	Generally Met
GOAL 2: Increase student achievement in math on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.	<p>FAY ITBS mathematics student achievement data indicate all subgroups have increased student achievement from 2006-2007 to 2009-2010. For the “all students” category, the percent of increase is 10.1%.</p> <p>Measures of Academic Progress (MAP) for Mathematics indicate increases in achievement.</p>	Met
GOAL 3: Increase student achievement in science on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.	<p>FAY ITBS science student achievement data indicate seven of ten subgroups have increased student achievement from 2006-2007 to 2009-2010. One subgroup decreased slightly (2.2%), one subgroup had no change, and one subgroup is considered too small for reporting out to the public. For the “all students” category, the percent of increase is 15.4%.</p>	Met
GOAL 4: Increase student achievement in social studies on an annual basis.	<p>FAY ITBS science student achievement data indicate 9 of ten subgroups have increased student achievement from 2006-2007 to 2009-2010. One subgroup is considered too small for reporting out to the public. For the “all students” category, the percent of increase is 16.2%</p>	Met
GOAL 5: Increase student involvement with and staff implementation of the Expeditionary Learning Core Practices and Design Principles.	<p>The data are mixed when making comparisons from year-to-year. Generally, increases are noted from 2006-2007 to 2009-2010. An increase in staff turn-over may be creating an “implementation dip”.</p>	Generally Met
GOAL 6: Increase	<p>The data are mixed when making comparisons from year-to-</p>	Generally Met

	Department of Education	Department of Education
student participation and positive perceptions regarding the visual and performing arts.	year. An increase is noted from 2006-2007 to 2008-2009. A participation drop of 1.6% occurred from 2008-2009 to 2009-2010.	
Improve student learning §256F.1(3)"a"	Reading – Mixed Mathematics – yes Science – yes Social Studies - yes	Generally Met
Increase learning opportunities for students §256F.1(3)"b"	The Dubuque charter school serves students in grades K-5 intertwining Expeditionary Learning Outward Bound, Iowa’s Positive Behavior Support (PBS) Initiative, and a visual and performing arts-infused curriculum. Instruction is provided in traditional academic subjects through in-depth, challenging, thematic learning expeditions with a strong emphasis on the arts. The arts will be utilized to teach all academic subjects. Learning expeditions will include a strong service learning component that links student learning to real-world application.	Met
Encourage the use of different and innovative methods of teaching §256F.1(3)"c"	Innovations include expeditionary learning and a visual and performing art-infused curriculum.	Met
Require the measurement of learning outcomes and create different and innovative forms of measuring outcomes §256F.1(3)"d" Establish new forms of accountability for schools §256F.1(3)"e"	To objectively measure the increase in active student engagement, Linda Munger, who was the external evaluator for Prescott’s Charter School use the T4S Class Observation Protocol. She systematically moved throughout the school and observed in every classroom in proportion to all classes. Each class was observed for a short time period, typically 1-3 minutes. Each observation was recorded anonymously. Over 150 observations were made on each assessment period. Active student engagement has increased from 11.21% to 47.1 %	Met

	Department of Education	Department of Education
Create new professional opportunities for teachers and other educators, including the opportunity to be responsible for the learning program at the school site §256F.1(3)“F”	<p>The charter school has provided professional development in the following areas:</p> <ul style="list-style-type: none"> • Active Student Engagement • Expeditionary Learning • Cognitively Guided Instruction • Every Child Reads • Assessment of Learning 	Met

Recommendation:

It is recommended that the Prescott Elementary Charter School be approved through the end of the 2013-2014 school year. The Charter School shall engage in continuous improvement with the Department to refine measurable goals and align to newly emerging data systems at the Department.

Thank you for participating in the Gallup Student Poll!



For more than 70 years, Gallup has built its reputation on delivering relevant, timely, and visionary research on what humans around the world think and feel. In partnership with America's Promise Alliance, the Gallup Student Poll is dedicated to measuring the hope, engagement, and well-being of America's students.

Gallup's research has shown that hope, engagement, and well-being are key factors that drive students' grades, achievement scores, retention, and future employment.

By measuring students' hope, engagement, and well-being, the Gallup Student Poll will help create a more hopeful story about American education in which students and teachers get to do what they do best every day, students' well-being and success matter to the community, and their personal flourishing leads to school and community success.

Over 1.2 million students drop out of high school every year. Everyone in the community is asked to do a small part to make a neighborhood a better place for young people.

Hope

Hope | The ideas and energy we have for the future, drives effort, academic achievement, credits earned, and retention of students of all ages.

- Hope is more predictive of academic success than traditional measures
- Hope items correlate positively with academic achievement and predict academic success in college better than high school GPA and ACT/SAT.

Engagement

Engagement | The involvement in and enthusiasm for school, reflects how well students are known and how often they get to do what they do best.

- Student engagement declines from grades 5 through 12*
- Engagement items distinguish between high and low performing schools.*

Well-Being

Well-being | How we think about and experience our lives, tells us how students are doing today and predicts their success in the future.

- 45% of U.S. students surveyed are either struggling or suffering*
- Suffering students are much more likely to be actively disengaged at school*

Your Scorecard >>

Use the following questions to prompt interpretation of the data on the Gallup Student Poll Scorecard:

- What is the biggest highlight on your Gallup Student Poll Scorecard?
- What result on the Gallup Student Poll Scorecard most concerns you?
- In addition to the highlight and biggest concern, what is the one finding you want to share with the broader community?

*Source: Gallup student survey data collected via Web and scan 2006 through 2008, ngt; 97,000

Fall 2009

The Gallup Student Poll is a brief measure of hope, engagement, and well-being. The poll taps into the hearts and minds of American students to determine what drives well-being and achievement. Distribution and discussion of the Gallup Student Poll data will help create a more hopeful story about American youth and education, and will engage parents, teachers, and community leaders in social entrepreneurship.

Hope | GrandMean: 4.34 (out of 5) n=36



Hopeful - 39%
Stuck - 42%
Discouraged - 19%

HOPE BY GRADE*
(GrandMean)
5th
4.34

HOPE and
ENGAGEMENT

n < 100

Your school must have an n-size of more than 100 in order to get an overall engagement chart

Hope by Grade values not show when n < 10

Engagement | GrandMean: 4.24 (out of 5) n=39

YOUR STUDENTS
n < 100

Your school must have an n-size of more than 100 in order to get an overall engagement chart

ENGAGEMENT BY GRADE*
(GrandMean)
5th
4.24

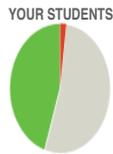
WELL-BEING and
ENGAGEMENT

n < 100

Your school must have an n-size of more than 100 in order to get an overall engagement chart

Engagement by Grade values not show when n < 10

Well-Being | GrandMean: 7.95 (out of 10) n=40



Thriving - 45%
Struggling - 53%
Suffering - 2%

WELL-BEING BY GRADE*
(GrandMean)
5th
7.95

WELL-BEING and
ENGAGEMENT

n < 100

Your school must have an n-size of more than 100 in order to get an overall engagement chart

Well-Being by Grade values not show when n < 10

PROMOTION
INDEX
85

The Promotion Index represents the percentage of students who graduate on time with a diploma, as reported by the Editorial Projects in Education (EPE) Research Center.

PROMISE
INDEX
63

Gallup's partner organization, America's Promise Alliance, focuses upon meeting the Five Promises to kids: caring adults, safe places, a healthy start, an effective education, and opportunities to help others. The Promise Index is the percentage of students who have four or five of the promises that change lives met.

- No data available

* Item Mean Score Comparison by Grade (Lowest scores by grade in red, highest scores by grade in green)

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	YOUR STUDENTS	YOUR DISTRICT	YOUR STATE	YOUR NATION
Hope GrandMean:	4.34 (out of 5) n = 36	4.36 (out of 5) n = 5456	4.34 (out of 5) n = 7261	4.37 (out of 5) n = 228508

YOUR STUDENTS



■ Hopeful - 39%
■ Stuck - 42%
■ Discouraged - 19%

	Hopeful	Stuck	Discouraged
YOUR STUDENTS	39	42	19
YOUR DISTRICT	51	34	15
YOUR STATE	50	34	16
YOUR NATION	50	33	17

n < 100

Your school must have an n-size of more than 100 in order to get an overall engagement chart

Hope Items	Total n	Item Responses					Item Mean Score Comparison by Grade								Overall Grade Item Mean Comparison	
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	5th	6th	7th	8th	9th	10th	11th	12th	Mean Score	
Graduate	YOUR STUDENTS	38	0	3	13	21	63	4.45	-	-	-	-	-	-	-	4.45
	YOUR DISTRICT	5666	2	1	3	9	85	4.63	4.70	4.82	4.72	4.76	4.78	4.85	4.82	4.76
Adult cares	YOUR STUDENTS	39	0	0	5	10	85	4.79	-	-	-	-	-	-	-	4.79
	YOUR DISTRICT	5725	2	1	2	8	87	4.80	4.83	4.84	4.75	4.75	4.74	4.78	4.72	4.78
Get good grades	YOUR STUDENTS	39	0	2	5	26	67	4.56	-	-	-	-	-	-	-	4.56
	YOUR DISTRICT	5723	2	3	9	32	54	4.31	4.41	4.48	4.34	4.29	4.26	4.30	4.34	4.34
Pursue goals	YOUR STUDENTS	39	0	5	23	36	36	4.03	-	-	-	-	-	-	-	4.03
	YOUR DISTRICT	5697	1	4	18	41	36	4.12	4.18	4.22	3.98	3.98	4.02	3.99	4.02	4.07
Ways around problem	YOUR STUDENTS	39	0	13	31	33	23	3.67	-	-	-	-	-	-	-	3.67
	YOUR DISTRICT	5711	3	6	25	40	26	3.78	3.76	3.86	3.76	3.72	3.87	3.85	3.97	3.82
Find a good job	YOUR STUDENTS	38	0	0	18	13	69	4.50	-	-	-	-	-	-	-	4.50
	YOUR DISTRICT	5612	1	3	12	30	54	4.51	4.50	4.46	4.29	4.20	4.23	4.23	4.11	4.32
Hope GrandMean by Grade	YOUR STUDENTS	36						4.34	-	-	-	-	-	-	-	4.34
	YOUR DISTRICT	5456						4.38	4.42	4.46	4.31	4.29	4.33	4.35	4.34	4.36

- No data available

Item Mean Score Comparison by Grade (Lowest scores by grade in red, highest scores by grade in green)

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	YOUR STUDENTS	YOUR DISTRICT	YOUR STATE	YOUR NATION
Engagement GrandMean:	4.24 (out of 5) n = 39	4.10 (out of 5) n = 5519	4.07 (out of 5) n = 7338	3.99 (out of 5) n = 230265

	Engaged	Not Engaged	Actively Disengaged
YOUR STUDENTS n < 100 Your school must have an n-size of more than 100 in order to get an overall engagement chart	0	0	0
YOUR DISTRICT	57	29	14
YOUR STATE	56	29	15
YOUR NATION	52	29	19

Engagement Items	Total n	Item Responses				Item Mean Score Comparison by Grade								Overall Grade Item Mean Comparison		
		Strongly Disagree	Disagree	Agree	Strongly Agree	5th	6th	7th	8th	9th	10th	11th	12th	Mean Score	Item Mean Score	
Best friend	YOUR STUDENTS	40	5	0	8	10	77	4.55	-	-	-	-	-	-	-	4.55
	YOUR DISTRICT	5712	3	3	5	13	76	4.70	4.68	4.74	4.66	4.50	4.48	4.42	4.24	4.56
Feel safe	YOUR STUDENTS	40	8	3	7	20	62	4.28	-	-	-	-	-	-	-	4.28
	YOUR DISTRICT	5719	4	4	12	31	49	4.47	4.35	4.21	4.12	3.92	4.12	4.11	4.01	4.17
Schoolwork important	YOUR STUDENTS	40	3	5	13	17	62	4.33	-	-	-	-	-	-	-	4.33
	YOUR DISTRICT	5726	3	4	14	32	47	4.50	4.45	4.32	4.15	4.02	3.98	3.87	3.82	4.15
*Adult calls home	YOUR STUDENTS	35	26	17	3	26	28	3.14	-	-	-	-	-	-	-	3.14
	YOUR DISTRICT	5122	36	16	14	14	20	3.00	3.14	2.93	2.50	2.82	2.43	2.15	2.19	2.64
Opportunity to do best	YOUR STUDENTS	39	3	0	21	20	56	4.28	-	-	-	-	-	-	-	4.28
	YOUR DISTRICT	5704	5	6	17	31	41	4.27	4.21	4.18	3.89	3.95	3.85	3.64	3.58	3.95
Recognition	YOUR STUDENTS	39	10	3	20	31	36	3.79	-	-	-	-	-	-	-	3.79
	YOUR DISTRICT	5645	12	11	17	25	35	3.98	3.98	3.89	3.64	3.48	3.44	3.25	3.13	3.61
*Volunteered time	YOUR STUDENTS	36	11	11	22	17	39	3.61	-	-	-	-	-	-	-	3.61
	YOUR DISTRICT	5587	10	12	21	25	32	3.87	3.73	3.63	3.54	3.42	3.46	3.44	3.48	3.57
Engagement GrandMean by Grade	YOUR STUDENTS	39						4.24	-	-	-	-	-	-	-	4.24
	YOUR DISTRICT	5519						4.39	4.34	4.28	4.11	3.98	3.98	3.86	3.77	4.10

- No data available

* Not included in Engagement Index or Engagement GrandMean calculations

Item Mean Score Comparison by Grade (Lowest scores by grade in red, highest scores by grade in green)

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	YOUR STUDENTS	YOUR DISTRICT	YOUR STATE	YOUR NATION
Well-Being GrandMean:	7.95 (out of 10) n = 40	8.29 (out of 10) n = 5759	8.31 (out of 10) n = 7677	8.46 (out of 10) n = 246682

YOUR STUDENTS



	Thriving	Struggling	Suffering
YOUR STUDENTS	45	53	2
YOUR DISTRICT	64	35	1
YOUR STATE	63	35	2
YOUR NATION	62	37	1

n < 100

Your school must have an n-size of more than 100 in order to get an overall engagement chart

Well-Being Items¹

YOUR STUDENTS Step at Step in This 5 Years	Item	YOUR STUDENTS	Total n	Item Mean Score Comparison by Grade								Overall Grade Item Mean Comparison		
				5th	6th	7th	8th	9th	10th	11th	12th	Mean Score	Mean Score	
best life %10 %9 %8 %7 %6 %5 %4 %3 %2 %1 Worst life %0	Step at this time	YOUR STUDENTS	40	7.30	-	-	-	-	-	-	-	-	-	7.30
	YOUR DISTRICT	5759	7.39	7.59	7.63	7.34	7.24	7.26	7.07	7.00	-	-	7.32	
	Step in five years	YOUR STUDENTS	40	7.95	-	-	-	-	-	-	-	-	-	7.95
	YOUR DISTRICT	5759	8.23	8.41	8.47	8.32	8.24	8.24	8.19	8.17	-	-	8.29	
	*Treated with respect	YOUR STUDENTS	33	58% No, 42% Yes	42	-	-	-	-	-	-	-	-	-
	YOUR DISTRICT	4906	33% No, 67% Yes	70	73	67	66	64	68	63	63	-	-	
	*Smile or laugh	YOUR STUDENTS	37	24% No, 76% Yes	76	-	-	-	-	-	-	-	-	
	YOUR DISTRICT	5418	16% No, 84% Yes	82	84	86	88	82	84	84	84	-	-	
	*Learn or do something	YOUR STUDENTS	36	22% No, 78% Yes	78	-	-	-	-	-	-	-	-	
	YOUR DISTRICT	5391	22% No, 78% Yes	84	86	81	79	73	74	74	73	-	-	
	*Enough energy	YOUR STUDENTS	36	14% No, 86% Yes	86	-	-	-	-	-	-	-	-	
	YOUR DISTRICT	5439	23% No, 77% Yes	90	89	85	83	69	71	67	64	-	-	
	*Health problems	YOUR STUDENTS	30	60% No, 40% Yes	40	-	-	-	-	-	-	-	-	
	YOUR DISTRICT	5309	87% No, 13% Yes	17	13	10	11	13	13	15	11	-	-	
	*Family or friends	YOUR STUDENTS	36	8% No, 92% Yes	92	-	-	-	-	-	-	-	-	
	YOUR DISTRICT	5366	6% No, 94% Yes	96	94	95	95	92	94	94	92	-	-	
			YOUR STUDENTS	40	7.95	-	-	-	-	-	-	-	7.95	
			YOUR DISTRICT	5759	8.23	8.41	8.47	8.32	8.24	8.24	8.19	8.17	8.29	

- No data available

Item Mean Score and "% Yes" by Grade (Lowest mean scores or % Yes responses by grade in red, highest by grade in green)

*Not included in Well-Being Index or GrandMean calculations

¹WB Index calculated from responses to "Step at this time" and "Step in five years". WB GrandMean calculated from responses to "Step in 5 Years".

Every school has a story ... what's yours?



The Gallup Student Poll Community Solutions are designed to get all Americans involved in preparing our young people for a promising future.

We need to come together to ensure that every student has the best chance of graduating from high school and college and landing a good job.

Without a sound education and a good job, the American dream becomes the American Myth.

The conversation about the future of American youth starts with a shared understanding of hope, engagement, and well-being and data collected through the Gallup Student Poll.

Preparing young people for the future serves many ends. One outcome that benefits us all is a higher high school graduation rate. Please see the America's Promise Alliance website and read the GradNation Report to learn more about how people can work together to encourage completion of high school.

1st Share Your Story

Is your school really known in your community? Share your Gallup Student Poll Scorecard with your local stakeholders. Consider the following questions:

- Which people (in and out of the school system) do you want to share the Gallup Student Poll Scorecard with today?
- How do you want to share a summary of data from the Gallup Student Poll Scorecard with parents next week?
- Which community members and afterschool programs do you want to share a summary of data from the Gallup Student Poll Scorecard within two weeks?

2nd Act on the Numbers

Your data is a springboard to action. Invite educators in your school and your community to work together and use the data to drive student hope, engagement, and well-being by answering these questions:

- What are your goals for changes you would like to see in your school in one, five, and ten years?
- How are these goals linked with specific indicators on the Gallup Student Poll Scorecard?
- The 10-year goals for the Gallup Student Poll are to double hope, build engaged schools, and boost well-being. Gallup aims to help 5 million students discover and develop their strengths. How can you achieve these goals in your school?
- As a nation, we must attain a high school graduation rate of 85% or better. What can you do to achieve this in your school?

3rd Your Solutions

How can you engage your community to pursue these goals with you?

Community Solutions

The 20 Community Solutions are designed to promote the best in American youth. Every person in a community can do one thing to enhance hope, engagement, or well-being. Five of these strategies involve making the most of a student's strengths. When we focus on what is right with students, we help them become more successful.

Learn more about the Gallup Student Poll Education and Consulting Services

	Hope	Engagement	Well-Being	Strengths
	"I can find lots of ways around any problem."	"At this school, I have the opportunity to do what I do best everyday."	"On which step of the life ladder (0-10) do you think you will stand in five years."	"I can quickly name my own strengths."
	Goal Double Hope	Goal Build Engaged Schools	Goal Boost Well-Being	Goal Discover and Develop Strengths
Parents and Other Caregivers	<p>Hope Talk to your child about the future. Make your child's goal(s) a topic of conversation at home. Help your child develop the ideas and energy needed to make a goal a reality.</p> <p>Conversation Starter "What are your hopes and wishes for the future? What do you need to get where you want to go?"</p>	<p>Engagement Give your child personalized feedback, recognition, and praise for effort and doing what he or she does best.</p> <p>Conversation Starter "Let's celebrate your great work on <i>name of specific task</i> by spending the next hour playing your favorite game."</p>	<p>Well-Being Spend quality social time with your child and create a place in the home where he or she can entertain friends.</p> <p>Conversation Starter "When do you want to invite your friends over to our home? I am happy to help you plan for that."</p>	<p>Strengths Name your child's strengths by administering a strengths measure, printing results, and posting them in the home.</p> <p>Conversation Starter "How did you use <i>name of a specific strength</i> at school today?"</p>
Teachers, Counselors, and Advisors	<p>Hope Help students develop numerous ways to overcome obstacles and to get good grades.</p> <p>Classroom Activity Students get stuck when real and perceived obstacles block academic goals. Ask students about the big obstacles to getting a good grade on an assignment or test. Encourage students to help each other overcome the personal and situational obstacles.</p>	<p>Engagement Get to know your students even better by connecting with them on an individual level and by identifying the interests and resources of every student.</p> <p>Classroom Activity Conduct a brief, 1 on 1 "Focus on You" with each of your students (during the first term of a school year if possible). Have students answer the following questions:</p>	<p>Well-Being Give students time each week to do what they do best with an emphasis on linking school success to future success in school and work.</p> <p>Classroom Activity Encourage the students to keep a weekly success log that is divided into three sections:</p> <ol style="list-style-type: none"> 1. My Successes 2. How Are My Successes Connected to my School 	<p>Strengths First, discover and develop your own strengths. Then, help students use strengths in good times and in bad.</p> <p>Classroom Activity Ask the students to write about and/or draw an illustration of a time when one of their strengths helped him/her succeed on a difficult task. Ask for volunteers who wish to read/explain their illustrations to classmates or just to you. Share</p>

	<ol style="list-style-type: none"> 1. "What name do you prefer to be called?" 2. "What are your "hot buttons" (i.e., activities/things that interest, excite, or are important to you)?" 3. "Who makes you feel like you matter?" 	<ol style="list-style-type: none"> 3. How Are My Successes Connected to My Future <p>Have students review their log monthly to choose a best success to share with a caring adult. Encourage students to share best successes at parent- teacher conferences.</p>	<p>strengths stories at parent-teacher conferences.</p>	
<p>Principals and Superintendents</p>	<p>Hope Conduct a barrier analysis with teachers and students to identify the biggest obstacles to students making good grades in school.</p> <p>Leadership and Policy Implication Eliminate the barriers to student achievement. Start with small obstacles and work toward necessary policy changes.</p>	<p>Engagement Demonstrate the relevance of today's elementary and secondary coursework for higher education and the emerging workforce while maintaining the rigor associated with high academic standards.</p> <p>Leadership and Policy Implication Students who see schoolwork as important become engaged at school. Schoolwork is considered important if the relevance of what students learn today is linked to what they will be learning in the future and to their chosen field of work.</p>	<p>Well-Being Invite teachers to nominate alumni of your school who are successful community members who appear to have high well-being. Work with each role model to develop a plan on how they could share their experiences with young people from their home neighborhood.</p> <p>Leadership and Policy Implication Alumni of your school will be considered more appealing role models for success and well-being. Help students generate a positive outlook for the future by connecting with a diverse group of caring adults.</p>	<p>Strengths Develop a strengths-based leadership team at your school.</p> <p>Leadership and Policy Implication Identify the strengths of the leaders in your school system and work to leverage the strengths of the entire leadership team. Meet follower (teachers, parents, afterschool counselors, community members, students) needs of compassion, trust, stability, and hope.</p>
<p>Afterschool Counselors and Peer Mentors</p>	<p>Hope Provide at least one mentor to each student through your program or another partner program in the community.</p> <p>Program Implication Afterschool programs in one community can align with other programs and provide higher quality wrap around services for students by strategically linking to one another and ensuring that resources (i.e., mentoring) are maximized.</p>	<p>Engagement Conduct some of the after school activities on a nearby school campus.</p> <p>Program Implication Students flourish in safe places with the support of caring adults. Great schools and afterschool programs that come together in a common place, the school building, help students realize their safety net is big and strong.</p>	<p>Well-Being Always make time for fun and games.</p> <p>Program Implication Positive feelings such as interest, joy, and happiness make each day better and these emotions are associated with good health and well-being. Afterschool programs provide unique, specialized services, but all programs should guarantee the outcomes of laughter and smiles.</p>	<p>Strengths Program staff builds specialized skills in identifying and developing strengths of students.</p> <p>Program Implication Students have a better chance at being successful when using their strengths rather than managing weaknesses. Trained program staff and other caring adults can help students capitalize on their strengths on a regular basis.</p>

**Business People
and Neighbors**

Hope | Help young people make connections between doing well in school and getting a good job. Demystify the steps for making good career decisions.

Small Act | Show and tell a young person how sound education and decision-making are related to landing a good job.

Engagement | Create a safe zone around your local school. Young people who feel safe in their neighborhood and school become more engaged in daily learning.

Small Act | Conduct a safety audit of your local neighborhood, between your home and business and the nearest school building. Bring a young person along with you to see the community through his or her eyes. Visit with school principal about his or her needs to make the school safer. On a monthly basis, pick up trash, remove graffiti and blight, improve street crossings and signage, and report other safety concerns to appropriate city offices.

Well-Being | Give young people a well-being boost through a positive experience that may be otherwise unavailable to them.

Small Act | Invite a young person to a fun, exciting experience at your home, neighborhood, alma mater, or office.

Strengths | Capitalize on what young people and schools in your community are doing right and encourage them to do more of it.

Small Act | Ask a young person about the highlight of their week, listen actively, mirror the enthusiasm, and ask two meaningful questions about the highlight.

Glossary of Terms

Hope | the ideas and energy we have for the future

Hopeful | students possess numerous ideas and abundant energy for the future

Stuck | students generate little momentum toward the future

Discouraged | students lack ideas and energy for the future

Engagement | involvement in and enthusiasm for school

Engaged | students are highly involved with and enthusiastic about school

Not Engaged | students are present but not involved with or enthusiastic about school

Actively Disengaged | students undermine the educational process for self and others

Well-Being | how we think about and experience our lives

Thriving | students think about present and future life in positive terms; they tend to be in good health and have strong social support.

Struggling | students lack positive thoughts and experiences; they tend to worry about meeting the daily demands of life.

Suffering | students think about current and future life in negative terms; they tend to have less access to basic needs (e.g., good food and healthcare)

The pie chart and engagement matrix on the left and right sides of the scorecard respectively, include responses to questions about students' present and future. For example, they include responses to the questions, "On which step of the ladder would you say you personally feel you stand at this time?" (Present) and "On which step do you think you will stand about five years from now?" (Future).

The GrandMean by grade chart in the middle of the scorecard does not include responses to the question about students' present. In other words, it does not include responses to the question, "On which step of the ladder would you say you personally feel you stand at this time?"

Promotion Index

The Promotion Index is reported for the lowest level (i.e., school, district, or state) for which data is available.

The percentage of students who graduate on time with a diploma, as reported by the Editorial Projects in Education (EPE) Research Center. This high school graduation rate captures four key steps a student must take in order to graduate: three grade-to-grade promotions (grade 9 to 10, grade 10 to 11, and grade 11 to 12) and then earning a standard diploma (grade 12 to graduation). The Promotion Index data are from the high school class of 2005 (the most recent year for which data are available), not from student responses to the Gallup Student Poll.

Promise Index

The percentage of students who experience four or five of the promises that change lives (caring adults, safe places, a healthy start, effective education, opportunities to help others). See the America's Promise Alliance Web site for more information about the five promises: <http://www.americaspromise.org/APA.htm>.

Hope and Engagement | this matrix displays the joint distribution of hope and engagement.

Each cell gives the percentage of students that meet criteria for a particular hope classification *and* a particular engagement classification (e.g., hopeful by not engaged).

Well-Being and Engagement | this matrix displays the joint distribution of well-being and engagement.

Each cell gives the percentage of students that meet criteria for a particular well-being classification *and* a particular engagement classification (e.g., thriving by not engaged).

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Appendix F: Literacy Instructional Coach

DUBUQUE COMMUNITY SCHOOL DISTRICT Job Description

POSITION TITLE:

Teacher on Special Assignment: Literacy Coach

RECRUITMENT/RECOMMENDATION:

Recruited by: H.R. Executive Director
Recommended for Appointment By: H.R. Executive Director
Associate Superintendent

WORKING RELATIONSHIPS:

Type of Authority: Staff
Reports To: District Title I Supervisor
Consults With: District Title I Supervisor, Building Principals, and Instructional Coaches

MINIMUM POSITION REQUIREMENT:

K-6 Teaching Certificate

HIGHLY DESIRABLE QUALIFICATIONS:

- Master's Degree in Reading or Reading Minor
- Successful Elementary Classroom Teaching Experience in reading
- Successful Experience in Providing Professional Development to Elementary Teachers
- Technology Proficiency

POSITION QUALIFICATIONS:

1. PreK-5 teaching certification with special emphasis on reading.
2. Successful elementary teaching experience.
3. Experience in administering, interpreting, and applying results of standardized and classroom-based assessments.
4. Strong knowledge of DCSD reading curriculum and instructional strategies.
5. Excellent communication skills both in written and oral forms.
6. Commitment to and willingness to continue learning in the areas of content, assessment, and instruction.
7. Experience in leading/facilitating committees, groups, and meetings.
8. Willingness to collaborate with district and school-level staff.
9. Experience in providing school-based professional development, preferably in reading.
10. Experience in administering, interpreting, and applying results of standardized and classroom-based assessments such as ITBS, MAP, BRI, OBS, and ELA.
11. Strong ability to effectively manage time.

POSITION RESPONSIBILITIES:

1. Strong desire to work with staff in Title I identified schools.
2. Background in instructional strategies and curriculum development for at-risk readers.

3. Effectively work with at-risk students and families providing supportive structures to engage them in schools (home visits, parent education, reading events, etc.)
4. Serve as a member of the district's instructional support team, working collaboratively with Title I Supervisor and other district administrators, principals, instructional coaches, teachers, and AEA or other agency support staff as required.
5. Serve as a resource to general education teachers in identifying appropriate instructional accommodations and modifications aligned with district standards and student learning expectations in the building(s).
6. Assist school staff in gathering and monitoring reading achievement data.
7. Examine assessment results to identify school concerns and identify patterns and issues to be discussed for school improvement.
8. Assist school staff in programming needs, professional development, and building level support as required per SINA identification status.
9. Assist school staff in explaining literacy and instructional issues to parents.
10. Share new ideas and model effective teaching strategies upon request.
11. Observe lessons/students and provide feedback to schools upon request.
12. Support district curriculum initiatives and school-level strategies to support district and school improvement plans
13. Meet as scheduled with district and school staff to ensure effective communication.
14. Participate in staff development activities as determined appropriate.
15. Proactively provide assistance and support to students, parents, and families.
16. Develop and monitor at-risk special projects defined via the school improvement plan.
17. Assist with the implementation, monitoring, and data collection for the school improvement plan.
18. Be available to K-5 staff regarding academic concerns relating to literacy support.
19. Conduct a variety of staff development activities on literacy topics and concerns.
20. Conduct grade level meetings in buildings as requested.
21. Assist with the development of site-based academic programming for schools.
22. Make professional decisions based upon a knowledge and understanding of the Iowa State Teaching Standards and criterion.
23. Act as a resource to staff regarding literacy concerns and issues.
24. Guides the professional development process toward the achievement of district goals, establishes clear objectives for in-service opportunities, and communicates these objectives to staff utilizing the Iowa Professional Development Model.
25. Model the implementation efforts of the district's involvement with the Iowa Core Curriculum and assessment literacy.
26. Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulations within Title I and other programs that assist with literacy.
27. Demonstrates a receptiveness to innovative and new ideas
28. Strives to maintain and improve professional competence
29. Assist in other instructional and curriculum support responsibilities as assigned.

DUBUQUE COMMUNITY SCHOOL DISTRICT
Job Description

POSITION TITLE:

Teacher on Special Assignment: Mathematics Coach

RECRUITMENT/RECOMMENDATION:

Recruited by: H.R. Executive Director
Recommended for Appointment By: H.R. Executive Director
Associate Superintendent

WORKING RELATIONSHIPS:

Type of Authority: Staff
Reports To: Building Principal
Consults With: District Math Supervisor, Building Principals, and Instructional Coaches

MINIMUM POSITION REQUIREMENT:

K-6 Teaching Certificate

HIGHLY DESIRABLE QUALIFICATIONS:

- Master's Degree in Mathematics
- Successful Elementary Classroom Teaching Experience in mathematics
- Successful Experience in Providing Professional Development to Elementary Teachers
- Technology Proficiency

POSITION QUALIFICATIONS:

12. PreK-5 teaching certification with special emphasis in mathematics.
13. Successful elementary teaching experience.
14. Experience in administering, interpreting, and applying results of standardized and classroom-based assessments.
15. Strong knowledge of DCSD reading curriculum and instructional strategies.
16. Excellent communication skills both in written and oral forms.
17. Commitment to and willingness to continue learning in the areas of content, assessment, and instruction.
18. Experience in leading/facilitating committees, groups, and meetings.
19. Willingness to collaborate with district and school-level staff.
20. Experience in providing school-based professional development, preferably in mathematics.
21. Strong ability to effectively manage time.

POSITION RESPONSIBILITIES:

1. Strong desire to work with staff in identified schools.
2. Background in instructional strategies and curriculum development for at-risk mathematicians.
3. Effectively work with at-risk students and families providing supportive structures to engage them in schools (home visits, parent education, reading events, etc.)

4. Serve as a member of the district's instructional support team, working collaboratively with Title I Supervisor and other district administrators, principals, instructional coaches, teachers, and AEA or other agency support staff as required.
5. Serve as a resource to general education teachers in identifying appropriate instructional accommodations and modifications aligned with district standards and student learning expectations in the building(s).
6. Assist school staff in gathering and monitoring math achievement data.
7. Examine assessment results to identify school concerns and identify patterns and issues to be discussed for school improvement.
8. Assist school staff in programming needs, professional development, and building level support as required per SINA identification status.
9. Assist school staff in explaining mathematics and instructional issues to parents.
10. Share new ideas and model effective teaching strategies upon request.
11. Observe lessons/students and provide feedback to schools upon request.
12. Support district curriculum initiatives and school-level strategies to support district and school improvement plans
13. Meet as scheduled with district and school staff to ensure effective communication.
14. Participate in staff development activities as determined appropriate.
15. Proactively provide assistance and support to students, parents, and families.
16. Develop and monitor at-risk special projects defined via the school improvement plan.
17. Assist with the implementation, monitoring, and data collection for the school improvement plan.
18. Be available to K-5 staff regarding academic concerns relating to mathematics support.
19. Conduct a variety of staff development activities on math topics and concerns.
20. Conduct grade level meetings in buildings as requested.
21. Assist with the development of site-based academic programming for schools.
22. Make professional decisions based upon a knowledge and understanding of the Iowa State Teaching Standards and criterion.
23. Act as a resource to staff regarding math concerns and issues.
24. Guides the professional development process toward the achievement of district goals, establishes clear objectives for in-service opportunities, and communicates these objectives to staff utilizing the Iowa Professional Development Model.
25. Model the implementation efforts of the district's involvement with the Iowa Core Curriculum and assessment literacy.
26. Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulations within Title I and other programs that assist with math.
27. Demonstrates a receptiveness to innovative and new ideas
28. Strives to maintain and improve professional competence
29. Assist in other instructional and curriculum support responsibilities as assigned.

Appendix H: Instructional Decision-Making IC Map

Instructional Decision Making IC Map

The goal of instructional decision making is to provide a structure for teachers to become reflective practitioners in order to use data to meet the needs of all of their students.

	Practicing	Emerging	Beginning to use
Assessment for Learning	<p>Students know the learning targets and are involved in tracking their own progress towards them.</p> <p>The teacher plans the assessment based on the learning goals before teaching the material.</p> <p>Information from formative and summative assessments is used to differentiate instruction within the classroom as well as to pre-teach or re-teach students as necessary.</p>	<p>Learning targets are on the board and the teacher refers to them in the lesson.</p> <p>The teacher uses information from formative and summative assessments to break the students in to small groups and pre-teach or re-teach concepts.</p>	<p>Learning targets are on the board.</p> <p>The teacher uses both formative and summative assessments.</p>
Core Instruction	<p>Interventions are an integral part of core instruction.</p> <p>The teacher uses knowledge of standards/benchmarks/GLE to plan instruction.</p> <p>The teacher uses a variety of ways to present instruction (whole group, small skill group instruction, station teaching, cooperative learning, etc.)</p> <p>Teacher actively uses research based strategies consistently throughout the day.</p> <p>Differentiation opportunities exist within the majority of lessons.</p>	<p>Interventions are consistent part of instruction but are separate and not integral.</p> <p>Teachers are beginning to use research based strategies.</p> <p>Knowledge of standards/benchmarks/GLEs help teachers pick things from the teacher's manual.</p> <p>Teachers use small group instruction and teacher-led instruction.</p> <p>Teachers use re-teaching, but not differentiation to meet the needs of the students.</p>	<p>Instruction is based on the teacher's manual.</p> <p>Teacher led presentation makes up the majority of instruction methods.</p> <p>Teachers teach the material in the manual but move on even though students might not understand.</p>
Knowledge of student data	<p>Teacher independently determines the needs of his/her students based on formative and summative data and provides instruction based on those needs.</p> <p>Teacher flexibly groups students based on data and keeps track of grouping information.</p> <p>Teacher keeps data on interventions consistently and independently based on the intervention plans.</p>	<p>The teacher has knowledge of his/her students' MAP and ITBS scores but relies on the instructional coach to interpret the data.</p> <p>The teacher only focuses on MAP and ITBS data and doesn't look at convergence of data. For example, classroom performance, OS, BRI, etc.</p>	<p>The instructional coach provides the data and interprets it for the teacher.</p>
Meetings	<p>Teacher is able to conduct IDM meetings using the protocol and minutes without the coach.</p> <p>Teacher tracks data and brings results to meetings to discuss student progress.</p>	<p>Teacher is an active participant in IDM meetings by bringing data and/or student concerns based on data or ideas for interventions.</p> <p>Coach may not always facilitate meeting or take minutes.</p>	<p>Teacher attends the meeting.</p> <p>Teacher concerns may not be based on data.</p> <p>Coach is responsible for running the meeting and taking minutes.</p>
Intervention plans	<p>The intervention plans have a SMART goal.</p> <p>The teacher collects data appropriately based on the goal.</p> <p>The data is collected weekly for intensive interventions and class data may be used for supplemental interventions.</p> <p>The plan includes a summary</p>	<p>Teacher writes the plan but may be missing components. For example, the goal may not be measurable, the intervention lacks data, the summary is superficial or limited to progress in the intervention.</p>	<p>Teacher sits down with the coach and writes the plan together.</p> <p>Goal is not measurable.</p>

	that details progress as well as accommodations necessary for the student to make progress.		
Supplemental and intensive instruction	Teacher does both supplemental and intensive interventions as an integral part of core instruction for all students including those that need enrichment.	The teacher recognizes the difference between supplemental and intensive interventions but is able to only do one or the other. Research based strategies are selected. The teacher can locate materials for supplemental or intensive interventions. Interventions are based on students who struggle not on providing enrichment opportunities.	Coach helps the teacher find time to schedule interventions in their day and locate all of the materials needed for the interventions. Teacher relies upon coach or volunteer to conduct intensive or supplemental interventions for students who struggle.
Fidelity of intervention/extension plan implementation	Interventions and extensions are a consistent part of core instruction. Data is collected according to the intervention plan. Forms are filled out correctly, completely and independently.	Supplemental or intensive interventions are consistently implemented. Data is collected according to the plan inconsistently. Forms are filled out with assistance.	The intervention form is filled out but data is not collected or recorded accurately. Interventions are inconsistently implemented.

Appendix I: Instructional Decision-Making Logic Model

<p>Intensive: Instruction that is provided individually or not more than 3 students that is in addition to the core instruction. Intensive includes special materials and/or the intensity of the intervention is more than or equivalent to what an entitled student would receive. *Intensive interventions should be at least 20 minutes of additional instruction time.</p>	<ul style="list-style-type: none"> Daily instruction for 15+ minutes by a certified teacher focused on area of need Double dose of small group reading instruction and/or multiple times a day on multiple interventions <p>Monitor:</p> <ul style="list-style-type: none"> Use probes for the skill you are teaching. Exp: letter ID, sounds, etc. 	<p>Reading Recovery:</p> <ul style="list-style-type: none"> Reading and writing intervention <p>Title I or other extra reading group support</p> <ul style="list-style-type: none"> 1 on 1 or 1 on 3 daily instruction for 15+ minutes by a certified teacher focused on area of need. (See Protocol) Double dose of small group reading instruction <p>Writing</p> <ul style="list-style-type: none"> Correct writing sequence (cheat sheet) <p>Sight words</p> <ul style="list-style-type: none"> Protocol, games and other activities Monitored by Dolch Revised sight word list Must be paired with another intervention or be more than 3 days a week to be intensive. 	<p>Double dose of small group reading instruction and/or multiple interventions</p> <p>Fluency:</p> <ul style="list-style-type: none"> Neurological impress: see protocol Individually, daily for 5 minutes Monitored by Read Naturally Probes <p>Decoding:</p> <ul style="list-style-type: none"> Open Court Individual explicit instruction on decoding strategies Monitored by Running Record at instructional level <p>Comprehension:</p> <ul style="list-style-type: none"> Extra time, more frequently, smaller group SOAR Monitored by retell rubric for SOAR at the end of the story <p>Writing:</p> <ul style="list-style-type: none"> 1 on 1 conference with the teacher 3 days a week or more Monitored by writing rubric
<p>Supplemental: Instruction that is provided for an individual or small group of students that re-teaches the core but is in addition to the time allotted to core instruction for the rest of the students.</p>	<ul style="list-style-type: none"> Parent/Teacher/Volunteer meets with small group focusing on an area of concern 10+ minutes, 2-3 days a week. Take home books or take home work Letter ID <p>Big Ideas:</p> <ul style="list-style-type: none"> Letter ID/letter sound Rhyming/segmenting/blending Phonemic awareness <p>Best Practice:</p> <ul style="list-style-type: none"> Multi-sensory 3 trials: See it, say it, do it Variety of tools Movement <p>Monitor: Use probes for the skill you are teaching. Exp: letter ID, sounds, etc.</p>	<ul style="list-style-type: none"> Parent/Teacher/Volunteer meets with small group focusing on an area of concern 10+ minutes, 2-3 days a week. Take home books or other take home work <p>Sight Words:</p> <ul style="list-style-type: none"> Protocol, games, and other activities Monitor with Dolch revised list <p>Monitor:</p> <ul style="list-style-type: none"> Sight words Letter ID Text level 	<p>Fluency:</p> <ul style="list-style-type: none"> Familiar rereads with a partner, paraprofessional, or other non-certified staff with adult modeling familiar reread first then echo reading. Take home books to reread. Read along with a tape 2-3 days a week 10+ minutes Monitor with Read Naturally Probes <p>Decoding:</p> <ul style="list-style-type: none"> Open Court used in small group setting Re-teaching/pre-teaching Open Court current grade below for 2nd or 3rd grade Use screening tool from SOAR then making or decoding long words from SOAR <p>Comprehension:</p> <ul style="list-style-type: none"> Use data to determine a skill focus for small group instruction. (MAP, BRI, etc.) <p>Monitor:</p> <ul style="list-style-type: none"> Classroom Data Read Naturally probes Decoding Probe <p>Writing:</p> <ul style="list-style-type: none"> Small group instruction on use of graphic organizers Monitored by writing rubric
<p>Grade Level</p>	<p style="text-align: center;">K</p>	<p style="text-align: center;">Grade 1</p>	<p style="text-align: center;">Grades 2-5</p>

Appendix J: Cognitively Guided Instruction Logic Model

Cognitively Guided Instruction

Program Description:

- **Participants:** teachers, principal, Instructional Coach, AEA Consultants, district coordinators,
- **Content and Processes:**
 1. CGI Problem Types
 2. CGI Problem Solving Developmental Levels
- **Resources:**
 1. Department of Education Staff
 2. CGI Trainers
 3. Monthly meetings to increase knowledge of problem types and solution strategies
 4. Weekly grade level meetings to write problems for the next week.

Program Goal:

- 80% of students will achieve 80% or better on MTB end of year benchmark sections.
- 50% of students will achieve target RIT growth projections on Math MAP tests fall to spring.
- 75% of students will be proficient on ITBS.
- Implement CGI with fidelity

	Student	Teacher	Para	Principal
Knowledge	Students have a deeper understanding of key mathematical concepts as measured on curriculum based measures.	Teachers understand problem types and solution strategies Teachers understand developmental levels of problem solving that students move through in order to acquire fundamental principles of mathematics.	Paras understand how to support the teacher in math instruction.	Principals have an understanding of grade level expectations. Principals understand problem types. Principals understand developmental levels of problem solving that students move through in order to acquire fundamental principles of mathematics.
Attitudes	Students believe they are competent mathematicians.	Teachers believe all students can learn mathematics. Teachers appreciate a variety of solution strategies.	Paras believe that all students can learn.	Principals believe all students can learn mathematics and that quality math instruction impacts student achievement.
Skills	Students will be able to: Solve a variety of math problems Communicate mathematically Estimate Understand mathematical concepts including numbers/operations, geometry, measurement, algebra, and data analysis/probability.	Teachers will be able to: Recognize the developmental problem solving level of the students and adjust instruction to meet the needs of a variety of learners. Design opportunities that take students to the edge of their learning. Effectively use questioning and thoughtful listening. Utilize the power of small group and peer interaction to extend and stimulate learning. Capitalize on a variety of student responses to illustrate multiple solution strategies for the class. Purposefully pick problems, numbers, number work, etc. to teach a big mathematical idea.	Paras will be able to: Understand mathematical concepts. Assist the student without giving the answer. Provide appropriate questions/feedback to further student understanding.	Principals will be able to coach teachers on the appropriate research-based math strategies and assessment tools.
Aspirations	Students desire to further their mathematical understanding.	Teachers have a genuine desire for their students to understand and perform well in mathematics.	Paras have a genuine desire for their students to understand and perform well in mathematics.	Principals desire to become more knowledgeable about best practice in mathematics in order to be a better coach.
Behavior	Students will consistently apply mathematical reasoning to solve problems in math and other areas of their curriculum.	Teachers will consistently use fewer problems in order to spend more time on deeper, longer explorations.	Paras will consistently provide	Principals will consistently know when and how to coach teachers to impact implementation of best practice in the classroom.

Evaluation Framework for CGI

Types of Changes (KASABs)	Evaluation Questions	Data Sources	Data Collection Methods
Recognize the developmental problem solving level of the students and design problems to meet their needs.	To what extent do teachers recognize the developmental problem solving stage of the students and adjust instruction to meet the needs of a variety of learners?	<ul style="list-style-type: none"> • Teacher 	<ul style="list-style-type: none"> • Student work • Monthly meeting notes
Utilize the power of small group and peer interaction to extend and stimulate learning.	To what extent do teachers use small groups and peer interaction?	<ul style="list-style-type: none"> • Observations 	<ul style="list-style-type: none"> • Observation checklist • Levels of interventions
Capitalize on a variety of student responses to illustrate multiple solution strategies for the class.	To what extent do teachers capitalize on a variety of student responses to illustrate multiple solution strategies for the class?	<ul style="list-style-type: none"> • Observer 	<ul style="list-style-type: none"> • Observation checklist
Purposefully pick problems, numbers, number work, etc. to teach a big mathematical idea.	To what extent do teachers use a variety of CGI strategies to teach big mathematical ideas?	Teacher	<ul style="list-style-type: none"> • Observations • Students work

- 80% of students will achieve 80% or better on MTB end of year benchmark sections.
- 50% of students will achieve target RIT growth projections on Math MAP tests fall to spring.
- 75% of students will be proficient on ITBS

**CGI Walk Through
Year 1**

Structure of math class: teacher introduces problem, students work on problem, students share solution strategies.

_____ yes

_____ no

_____ N/A

Teacher poses problem to students:

_____ Hands problem to students, no clarification

_____ Shows students a strategy

_____ Suggests ways for students to solve problem

_____ Reads problem, asks clarifying questions

Students share solutions verbally or in writing:

_____ Majority are unclear how to record or share

_____ Majority use pictures or traditional algorithm

_____ Multiple strategies are evident

Questions that teachers ask:

_____ Few questions

_____ Questions with obvious answers

_____ Low level

_____ Open ended

Students interact with each other:

_____ Work individually or interact only with teacher.

_____ In a group but solving problems individually

_____ Ask questions of partners

Summary of lesson has a focus:

_____ Teacher calls on students to share strategies.

_____ Teacher chooses who to share based on student work.

_____ Teacher organizes strategies shared and helps students make connections between strategies.

	Descriptors	Professional Development Needed
Teaching	Teachers can implement all elements of a practicing teacher and can also articulate a variety of strategies to do so in order to help other teachers improve their practice. To teach others, teachers must have CGI train-the-trainer training sponsored by the Iowa Department of Education.	<ul style="list-style-type: none"> • Meet with other professional development leaders. • Work with children on a regular basis
Practicing	<p>Teachers believe</p> <ul style="list-style-type: none"> • Students can solve a variety of problems without instruction. Memorization and explicit instruction play a minor role, if any, in mathematics instruction. <p>Teachers give problems to students</p> <ul style="list-style-type: none"> • Teachers present problems to students daily that are an integral part of their math instruction. • Teachers determine problems based on knowledge of students and specific mathematical goals. • Problems are written in a series to develop a big idea. • Teachers purposefully choose students to share solution strategies at the end of a lesson in order to teach a big mathematical idea. <p>Teachers ask questions.</p> <ul style="list-style-type: none"> • Teachers ask open ended questions that not only probe student thinking, but enable students to think deeper about a math concept or make connections between mathematical ideas. • Assessments are integrated with instruction. <p>Students solve problems and communicate their strategies.</p> <ul style="list-style-type: none"> • Students use their intuitive strategies to solve problems. • There is typically a good deal of variation in children's strategies throughout the class. <p>Number work</p> <ul style="list-style-type: none"> • Number work is connected to problems and is used to teach big mathematical ideas. • Students use mathematical notation to record their strategies. 	<p>Big ideas:</p> <ul style="list-style-type: none"> • Relational thinking as a unifying theme • Writing problems based on the needs of students • Mathematical notation • Connections among problem types <p>Large Group:</p> <ul style="list-style-type: none"> • Teachers need experiences with number work and relational thinking and their relationship to problem types • Follow year 3 agenda <p>Planning:</p> <ul style="list-style-type: none"> • Teachers need to work together to sort student work, determine a learning goal, write problems based on the goal, and write number work to support the development of conjectures. <p>Embedded professional development is critical during this year.</p>
Emerging	<p>Teachers believe</p> <ul style="list-style-type: none"> • Students can solve problems without being explicitly taught. However, some students in some situations may need direct instruction in order to solve problems. <p>Teachers give problems to students</p> <ul style="list-style-type: none"> • Teachers present problems more than once a week. Problems are connected to regular math instruction. • Teachers begin to show evidence that knowledge of students help determine what problem to pose. • Teachers purposefully choose students to share solution strategies at the end of a 	<p>Big idea:</p> <ul style="list-style-type: none"> • Relational thinking • Base 10 concepts • Writing problems based on the needs of students <p>Large group:</p> <ul style="list-style-type: none"> • Teachers need experiences with number work and relational thinking. • Teachers need practice determining what a student knows, what they need to know next and what problem type and number choices will get him/her there. • Follow year 2 agenda <p>Observation:</p> <ul style="list-style-type: none"> • Teachers need to observe each other working with students. • Teachers need to observe the summary of the lesson in

	<p>lesson. Teacher helps students to compare and contrast solution strategies.</p> <p>Teachers ask questions</p> <ul style="list-style-type: none"> Teachers ask open ended questions to probe student thinking. <p>Students solve problems and communicate their strategies.</p> <ul style="list-style-type: none"> Students use their intuitive strategies to solve problems. There is typically a good deal of variation in children's strategies throughout the class. <p>Number Work</p> <ul style="list-style-type: none"> Teachers use number work to promote relational thinking. 	<p>order to purposefully pick students to share and connect solution strategies to teach a big idea.</p> <p>Planning:</p> <ul style="list-style-type: none"> Teachers need to work together to sort student work, determine a learning goal and write problems based on the goal. <p>Embedded professional development is critical during this year.</p>
<p>Beginning</p>	<p>Teachers believe</p> <ul style="list-style-type: none"> Students need to be told how to solve problems. Teachers need to demonstrate strategies for students to use to solve problems and then monitor students' progress in using these strategies. <p>Teachers give problems to students.</p> <ul style="list-style-type: none"> Teachers give problems at least once a week. Problems are random and lack a focus. They are outside of the regular math instruction. Problems lack a mathematical focus. Teacher may tell students up front how to solve the problem or give suggestions for how to solve the problem. Teachers randomly ask students to share solution strategies at the end of a lesson based on reasons that aren't linked to mathematical objectives.. <p>Teachers ask questions.</p> <ul style="list-style-type: none"> Teachers ask few questions designed to understand or extend student thinking. Questions that teachers ask are designed to check students' progress in using demonstrated strategies. <p>Students solve problems and communicate solution strategies.</p> <ul style="list-style-type: none"> There is typically little variation among the class in the strategies students use to solve problems. Students may have a limited repertoire of tools for explaining their thinking. They may only draw pictures to show how they got their answers. When students are called on to explain their thinking teachers do not probe for clarification or elaboration. Students work individually or only interact with the teacher. <p>Students share solution methods.</p> <ul style="list-style-type: none"> The teacher does not have a mathematical goal in mind when choosing students to share strategies.. 	<p>Big Idea:</p> <ul style="list-style-type: none"> There are 14 different problem types. The problem types correspond to how children think of addition, subtraction, multiplication and division. Recognize and describe student solution methods. <p>Large group:</p> <ul style="list-style-type: none"> Teachers need practice with the 14 different problem types and identifying and describing a variety of solution strategies. Follow the year 1 agenda <p>Observation:</p> <ul style="list-style-type: none"> Observe teachers to see how they introduce problems, the questions they ask while students are solving problems and who they choose to share. <p>Planning:</p> <ul style="list-style-type: none"> Teachers need to work together in groups at least once a week to sort student work, describe strategies and plan problems.

	<p>Number work</p> <ul style="list-style-type: none">• Teachers use number work sporadically to make sure students understand equality. Example: $3+4= \underline{\quad} + 5$• Students do not use intuitive strategies for problems presented as number sentences.	
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Appendix K: Assessment for Learning

Action #1: Balanced Assessment Systems	Action #2: Establish and Refine Clear and Appropriate Standard	Action #3: Assure Assessment Quality	Action #4: Help Learners Become Assessors	Action #5: Make Maximum Use of Descriptive Feedback	Action #6: Motivate with Manageable Challenges and Learning Success	Action #7: Promote Assessment Literacy throughout the System
1a. Educators understand formative and summative assessment.	2a. Achievement standards align with state standards and are rigorous and relevant.	3a. The district has established criteria to judge the quality of assessments.	4a. All stakeholders understand and embrace the idea of assessment FOR learning.	5a. Descriptive feedback and evaluative feedback are used appropriately by educators.	6a. All stakeholders embrace student-involved assessment.	7a. Assessment FOR learning is a very high priority; resources have been allocated at the district and school levels.
1b. Students develop capacity to assess their own achievement.	2b. Curriculum presents learning expectations unfold within and across grade levels.	3b. Professional development exists to learn to apply assessment quality criteria.	4b. Professional development exists to build the capacity/disposition of students in the assessment process.	5b. Professional development exists to implement descriptive and evaluative feedback.	6b. Professional development exists to build capacity/dispositions in assessment FOR learning to motivate students for educators.	7b. Leaders have assessment literacy to maintain vision, infrastructure, and support of teachers.
1c. There is an assessment system in each classroom, in each school and the district.	2c. Educators have deconstructed standards for deep student understanding.	3c. Evaluation exists to assess the quality of assessments and S/B/ GLE.	4c. Students are able to understand and act productively on assessment results.	5c. Educators balance descriptive feedback and evaluative feedback (e.g. grades).	6c. Classroom assessment relies on student involvement to maintain confidence and motivation.	7c. Professional development is readily available for all who wish or need to complete it.
1d. The district has an information management system for all users.	2d. Classroom assessment and instruction are translated into student and family-friendly language.	3d. Educators know that the assessments we use are of high quality throughout the systems.				7d. Faculty members are actively engaged in learning teams and professional development.
1e. Our school board and community are aware of balanced assessment.	2e. Educators are confident, competent masters of the standards.					7e. Program evaluation reveals balance, quality, student involvement, and student achievement.
1f. We have inventoried all assessments to check for the balance.	2f. Educators have received training in understanding curricular documents.					
1g. The district has developed a comprehensive assessment action plan.	2g. A district curriculum plan with school and classroom alignment exists to ensure consistency in achievement expectations across teachers.					
1h. The district and schools have established assessment planning teams.						

DUBUQUE COMMUNITY SCHOOL DISTRICT
Job Description

POSITION TITLE:

Teacher on Special Assignment: **Clinical Social Worker**

RECRUITMENT/RECOMMENDATION:

Recruited by: H.R. Executive Director
Recommended for Appointment By: H.R. Executive Director
Associate Superintendent

WORKING RELATIONSHIPS:

Type of Authority: Staff
Reports To: Principal
Consults With: Teachers, Community Agencies, and Instructional Coaches

Position Description:

The Clinical Social Worker professionally applies social work methods and theory to the diagnosis, prevention, and treatment of psychosocial dysfunction, impairment, or disability, including mental, emotional, and behavioral disorders for families and individuals. The main responsibility of the clinical social worker is to conduct interviews and assessments, work with community agencies on programming needs of students and assist in meeting treatment goals as appropriate, arrange for expediting and coordinating services.

MINIMUM POSITION REQUIREMENT:

- Master's degree in social work from an accredited institution.
- Experience in clinical social work activities.

HIGHLY DESIRABLE QUALIFICATIONS:

- Successful Elementary Classroom Teaching Experience
- Successful Experience in Providing Professional Development to Adults
- Bi-lingual, preferably in Spanish
- Technology Proficiency
- Knowledge of social services procedures, policies, and resources.
- Ability to analyze and interpret information to plan appropriate interventions.

POSITION QUALIFICATIONS:

22. PreK-5 teaching certification with special emphasis on reading, math or early childhood development.
23. Successful elementary or early childhood teaching experience.

24. Experience in administering, interpreting, and applying results of standardized and classroom-based assessments.
25. Strong knowledge of DCSD reading and math curriculum and instructional strategies.
26. Excellent communication skills both in written and oral forms.
27. Commitment to and willingness to continue learning in the areas of content, assessment, and instruction.
28. Experience in leading/facilitating committees, groups, and meetings.
29. Willingness to collaborate with district and school-level staff.
30. Experience in providing school-based professional development, preferably in reading and math.
31. Experience in delivering professional development to adults; understands adult learning theory.
32. Strong ability to effectively manage time.

POSITION RESPONSIBILITIES:

1. Develop, coordinate and facilitate parent education classes as needs are identified.
2. Develop in collaboration with the building principal parent education events for the PreK-5 school as they relate to developing a strong climate and culture for the building.
3. Take part in opportunities for professional development aligned with DCSD.
4. Participate in and support district activities and programs for families.
5. Facilitate the distribution, completion, collection and organization of data related to climate and culture in the school including but not limited the Gallup Poll and other measures of climate.
6. Collaborate with the Parents As Teachers Educator to help plan a family involvement activity to help families participate more effectively in improving their children's learning in reading and math.
7. Participate in the decision-making committees/councils in the school as required.
8. Demonstrates receptiveness to innovative and new ideas.
9. Strives to maintain and improve professional competence.
10. Assist in other instructional and curriculum support responsibilities as assigned.
11. Planning, managing, and providing social services to students of the school.
12. Diagnosing and providing treatment to individuals with mental disorders, as well as various behavioral and emotional disturbances.
13. Preparation of social histories and provision of social services as needed.
14. Maintaining liaison with community resources and coordinating social service activities.
15. Assessing and planning for the social requirements of individuals and families.
16. Administering and supervising social service programs, providing assistance in developing social service programs and resources.
17. Providing consultation on various social aspects of procedures, policies, and services to volunteers, para-educators, teachers and administration as needed.
18. Conducting staff training in the most beneficial practice clinical social work

techniques.

19. Recognizing the role of student and family in the treatment planning.
20. Participating in general department meetings, treatment team, and case supervision meetings.

Evaluation Report – Year 3

Prescott: An Expeditionary Learning School for the Arts

Elementary Charter School
Dubuque CSD
Dubuque, IA

Submitted by:
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August, 2009

Table of Contents

Mission Statement	4
Introduction	4
Demographics	5
Student Achievement Goals	7
EL Benchmark Implementation Goals	8
Purpose	9
Evaluation Questions	9
Evaluation Design and Measures	10
 <u>Findings</u>	
Results from Implementation Review	10
Results from Standards Assessment Inventory	12
Results from Site Visit by Support Team	15
Results from Site Visit by External Evaluator	17
Student Achievement Data	20
Conclusion	24
Recommendations	26
 <u>Figures</u>	
Figure 1. Student Demographics	6
Figure 2. Overall Standard Averages	13
Figure 3. ITBS Reading Comprehension FAY – All	21
Figure 4. ITBS Math Total	22
Figure 5. ITBS Science Total	23
Figure 6. ITBS Social Studies FAY – All	23

Tables

Table 1. Results for Level of Implementation of 16 Aspects	11
Table 2. Average Response Values for Each Statement Grouped by Standard	14
Table 3. Number and Percentage of Responses for Each Statement	15
Table 4. Student Achievement Data for Students Receiving Supplemental Services . . .	24

Appendices

Appendix A: Expeditionary Learning Core Practices Benchmarks	31
Appendix B: Expeditionary Learning Design Principles	33
Appendix C: Steps to Success	35
Appendix D: Highlights of New Components of Instructional Design	36
Appendix E: Lesson Plan Feedback Checklist	40
Appendix F: NSDC Standards for Professional Development	42

Mission Statement

To nurture and motivate the whole child, challenging each, to learn, to reach individual potential, and to lead a productive life.

Introduction

Prescott is an Expeditionary Learning (EL) School for the Arts. EL is a comprehensive approach to teaching and learning, which combines rigorous academic content and real world projects, known as learning expeditions, with active teaching and community service. The five core practices – Learning Expeditions, Active Pedagogy, Culture and Character, Leadership and School Improvement, and Structures – are integrated to increase student achievement through active learning, character growth, and teamwork (see Appendix, pp. 28-29). There are ten design principles that reflect a connection to teaching, learning and school culture: The Primacy of Self-Discovery, The Having of Wonderful Ideas, The Responsibility for Learning, Empathy and Caring, Success and Failure, Collaboration and Competition, Diversity and Inclusion, The Natural World, Solitude and Reflection, and Service and Compassion (see Appendix, pp. 30-31).

As an EL school, it is important for the staff to provide a physically and emotionally safe, respectful, and disciplined environment. In order to do this, Prescott has continued implementation of Steps to Success, which is a set of expectations tied to values that promote a caring, safe, supportive environment within as well as beyond the boundaries of the school (see Appendix, p. 32). The list of expectations include:

- *I will do my best.*
- *I will care for myself and others.*
- *I will care for property.*
- *I will be safe.*
- *I will build community.*

(School website: <http://www.prescott.dubuque.k12.ia.us/steps%20to%20success.html>)

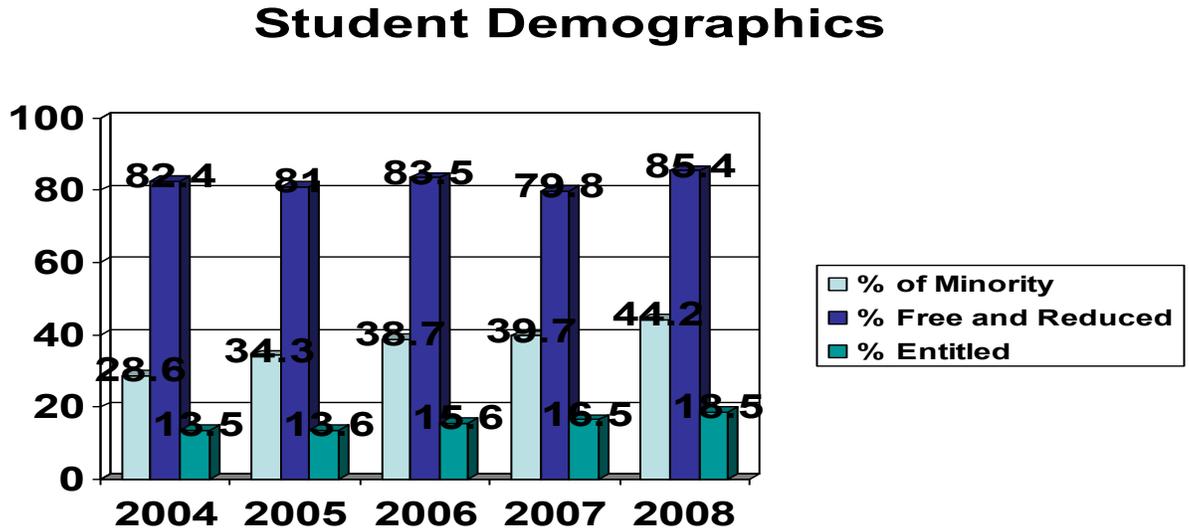
Behavior expectations have been established for the four common areas, which include lunchroom, playground, hallways, and restroom. The purpose is to increase consistency among staff when supervising students and to provide assistance in how to teach and reteach responsible behaviors to students. Specific behavior expectations for each common area are described in depth on the school website (<http://www.prescott.dubuque.k12.ia.us/commonareahtm.htm>).

Demographics

Students

The new Prescott School opened in August 2006 as a PK-5th grade school. Previously, Prescott served only PK-2 grades and Fulton served 3-6 grades. At the end of the school year, June 2009, all students have experienced the instructional practices initiated through the Prescott Charter School Design. The following figures show the student demographics for the last five years.

Figure 1. Student Demographics



The percent of minority students, students who qualify for free and reduced lunches, and the students who are entitled for special education services appear to be rising at approximately the same rate. Almost all students who qualify for free and reduce lunches are at a poverty level that qualifies them for free lunches. Currently, 44.2% of the students are identified as minority; however, the number would be higher if bi-racial students were not counted as white.

Teachers

There have been many changes in staff over the last three years since Prescott opened as a charter school. Some of the reasons for the change include, but not limited to, some traditional teachers not wanting to teach in a charter school, Dubuque CSD budget cuts causing staff reductions, the extensive work load and demands of teaching and professional learning at Prescott, and some have indicated that the principal is demanding. Each year at least a quarter or more of the teachers have been new to

Prescott: 2006 – 25%, 2007 – 41%, and 2008 – 25% (PowerPoint Presentation – 2008-2009 Annual Review of Progress, Spring 2009).

Student Academic Goals

The following goals were established for the 2008-2009 school year:

- Improving student achievement in reading, math, science and social studies
 - Increase the use of research-based reading strategies
 - Increase the infusion of reading and writing across curricular areas throughout the expedition
 - Differentiate math and reading groups to match student needs
 - Utilize a common approach to math lesson planning
 - Link clear learning targets and assessments to expedition projects

- Increasing the infusion of the arts into the curriculum and opportunities for students to participate in art enrichment before and after school.
 - Increase teacher knowledge of art concepts and strategies for including into the curriculum
 - Offering before and after school art programs

- Promote a positive and safe school environment
 - Increase student engagement
 - Strengthen school rituals and routines
 - Increase consistency of school expectations
 - Study the effectiveness of intrinsic and extrinsic motivators

- Improve student attendance
 - Utilize attendance coaches to support students with attendance problems
 - Recognize good attendance

- Increase parent and community involvement
 - Offer parent education classes
 - Increase the number of student mentors
 - Offer family social events

Expeditionary Learning (EL) Core Practice Benchmark Goals

The EL core practice benchmark goals for 2006-2007 and 2007-2008 were: 1) establish positive school-wide culture, 2) incorporate the Design Principles into daily interactions and instruction, 3) development expeditions based on compelling topics, and 4) integrate reading writing into all content areas.

For the 2008-2009 school year, the focus continued on the five core practices of EL, but were more specific with identified benchmark goals and common commitments for all, which are:

- Core Practice I: Learning Expeditions (Benchmark 3.A7 & D.1)
 - Benchmark Goals: Designing Products and Linked Projects
 - Product Design
 - Planning Backwards
 - Common Commitment: Each grade level will create learning expeditions with a strong literacy component.

- Core Practice II: Active Pedagogy (Benchmark 7.A.5, 6)
 - Benchmark Goals: Using Effective Assessment Practices
 - Using Multiple Assessments
 - Common Commitment: All teachers will have clear learning targets so that the instruction is explicit. They will be posted in the room and/or entered into weekly planning logs.

- Core Practice III: School Culture and Climate (Benchmark 1.A.1 & B.1, 2, 3)
 - Benchmark Goals: Building School Culture and Fostering Character
 - Rituals and Traditions
 - Knowing Students Well
 - Common Commitment: All adults and students will participate daily in morning circle – 8:55-9:15.

- Core Practice IV: School Improvement and Leadership (IV.3.A.2, 3, 4 & B.1)
 - Benchmark Goals: Using Multiple Sources of Data to Improve Student Achievement
 - Analyzing Student Work and Data on Student Achievement
 - Using Data to Ensure Equity

- Common Commitment: All teachers will be engaged in the disaggregation of student data and modify curriculum plans to meet the needs of the students. Evidence will be documented in weekly lesson plans submitted to the principal.
- Core Practice V: School Structures (V.1.C.2, 3, 4)
 - Benchmark Goals: Designing Time for Student and Adult Learning
 - Designing Time for Adult Learning
 - Common Commitments:
 - All teachers will be on time and actively participate in the following: grade level meetings, professional development opportunities on Wednesdays, and planning sessions with ELS school designer.
 - All teachers will help document and gather the following to sustain the expedition work and share resources with looping partners: LEO documents, fieldwork opportunities, possible experts, AEA resources, lesson plans, etc.

Purpose

The purpose of this evaluation is to determine the extent to which the five core practices of Expeditionary Learning and Design Principles are being implemented to impact student achievement.

Evaluation Questions

The evaluation questions that guided the evaluation study of Prescott as a charter school for the last three years were based on implementation of the five core practices of Expeditionary Learning to impact teaching and student achievement.

1. To what extent has a positive school culture been established?
2. In what ways are the Design Principles incorporated into daily interactions and instruction?
3. To what extent have teachers developed expeditions based on compelling topics?
4. How are reading and writing being integrated into all content areas?
5. Did student achievement increase in reading, math, and science?

Evaluation Design and Measures

A mixed-method evaluation design was used that incorporated ethnographic, qualitative, and quantitative measures, which included document review, classroom observations, observations of team planning meetings and PLC meetings, unstructured interviews, focus groups, building walk-throughs, online survey (Standards Assessment Inventory), Implementation Review, IA Support Team Report (SINI), and student performance data.

Findings

Results from Implementation Review of EL

The Implementation Review is a process used by the EL school designer to assess the level of implementation of key aspects of the Expeditionary Learning Core Practices. For each of the five core practices (i.e., learning expeditions, active pedagogy, school culture and character, leadership and school improvement and structures), the school's level of implementation was evaluated on a scale between 0 and 4 for the key aspects.

The definition for each of the rating scales (0 – 4) is listed below:

- 0 – Work has not yet begun on this core practice.
- 1 – School has begun to implement the core practice. Some components are implemented with beginning quality.
- 2 – School is implementing the core practice. Some components are implemented with high quality or many components are implemented with varying quality.
- 3 – School is implementing the core practice. Most components of the core practice are implemented and most with high quality.
- 4 – School is implementing the core practice at a high level. All components of the particular benchmark are implemented at the highest level of quality.

The following table shows the school scores and distribution patterns for the last three years (i.e., Year 1 – 2006-2007, Year 2 – 2007-2008, Year 3 – 2008-2009)

Table 1. Results for Level of Implementation of 16 Aspects of the 5 Core Practices for Years 1, 2, & 3

Core Practices – 16 Key Aspects	School Score		
	Y 1	Y 2	Y 3
Learning Expeditions			
1. Compelling topics and guiding questions	3	3	3
2. Products and linked projects	2	3	3
3. Fieldwork, experts, service	2	2	3
4. High quality student work	2	3	3
Active Pedagogy			
5. Lesson design	2	3	3
6. Effective instructional practices	2	3	3
7. Teaching reading across disciplines	2	3	3
8. Teaching writing across disciplines	2	3	2
9. Teaching inquiry-based math			2
10. Effective assessment practices			3
School Culture and Character			
11. Culture and character in the classroom	3	3	3
12. Culture and character schoolwide	3	3	3
13. Building and sustaining a professional learning community	2	3	3
Leadership and School Improvement			
14. Leadership and school improvement	3	2	3
Structures			
15. School structures	3	3	3
16. Effective grading and reporting structures			2

The school score for 13/16 (81%) of the key aspects is “3”, which means that most of the components of the core practices are being implemented with high quality. Two of the key aspects (i.e., inquiry-based math, effective grading and reporting) were evaluated for the first time this year and received a school score of “2”, which means some of the components are being implemented with high quality and other components with varying quality. There was a decrease of a school score of “3” last year (2007-2008) to a school score of “2” this year (2008-2009) for teaching writing across the disciplines. The distribution patterns indicate a gradual increase over the last three years to higher levels with some teachers now at level 4, which means all components of a particular benchmark being implemented with the highest level of quality.

Results from Standards Assessment Inventory

The Standards Assessment Inventory (SAI) is a perceptual survey of professional development based on the twelve NSDC standards for professional development, which are included in the IPDM and aligned with Iowa’s professional development standards (see Appendix, p. 39). There are 60 items on the survey with 5 items per standard. Demographics

Respondents indicated that 27 were full-time teachers and 1 was a part-time teacher. Six (21%) of the teachers responding had less than 4 years of teaching experience and 10 (36%) of the teachers responding had between 5-9 years experience. The majority of the teaching staff (57%) has less than 9 years teaching experience. Of the 45 responses, 18 (40%) were individuals with non-teaching positions, such as paraprofessionals.

The following figure shows the mean score for each of the 12 standards for professional development. The mean scores for all 12 standards were rated close to, on, or slightly above a rating of frequently (3). There were four standards with a rating score below 3.0, which were

identified as needing the most improvement: Learning Communities (2.7), Evaluation (2.7), Research-Based (2.9), Learning (2.9). The definitions for each of the four standards are:

- Learning Communities – Professional development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.
- Evaluation – Professional development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.
- Research-Based – Professional development that improves the learning of all students prepares educators to apply research to decision making.
- Learning – Professional development that improves the learning of all students applies knowledge about human learning and change.

Figure 2. Overall Standards Average



The following table identifies the mean score for each statement and the average of the five statements per standard.

Table 2. Average Response Values for Each Statement Grouped by Standard

CONTEXT					
Learning Communities		Leadership		Resources	
9:	3.4	1:	3.8	2:	3.3
29:	2.4	10:	3.0	11:	2.8
32:	2.6	18:	3.1	19:	2.8
34:	2.6	45:	3.5	35:	3.2

56:	2.6	48:	3.3	49:	2.9
Avg.	2.7	Avg.	3.3	Avg.	3.0
PROCESS					
Data-Driven		Evaluation		Research-Based	
12:	3.1	3:	2.3	4:	3.2
26:	2.9	13:	3.0	14:	3.0
39:	3.2	20:	2.6	21:	2.6
46:	3.2	30:	2.6	36:	3.1
50:	3.1	51:	2.8	41:	2.7
Avg.	3.1	Avg.	2.7	Avg.	2.9
Design		Learning		Collaboration	
15:	3.1	5:	3.3	6:	2.9
22:	3.0	16:	2.8	23:	3.1
38:	3.7	27:	2.8	28:	3.0
52:	2.8	42:	3.2	43:	3.1
57:	2.9	53:	2.3	58:	3.3
Avg.	3.1	Avg.	2.9	Avg.	3.0
Content					
Equity		Quality Teaching		Family Involvement	
24:	3.4	7:	2.8	8:	2.6
33:	3.7	17:	3.0	31:	3.0
37:	3.2	25:	3.2	40:	2.9
44:	3.5	54:	2.8	47:	3.3
59:	3.0	60:	3.0	55:	3.1
Avg.	3.4	Avg.	3.0	Avg.	3.0

Another way to interpret the data is to look at the range of the mean scores for the five statements for each of the standards. With this type of interpretation, the three standards that had a greater range were Learning Communities (#9 – 3.4 and #29 – 2.4), Leadership (#1 – 3.8 and #10 – 3.0), and Design (#38 – 3.7 and #52 – 2.8). The following table identifies the number and percentage of responses for each item.

Table 3. Number and Percentage of Responses for Each Statement

Statement	Never	Seldom	Sometimes	Frequently	Always
Learning Communities					
9. The teachers in my school meet as a whole staff to discuss ways to improve teaching and learning.	0 0%	0 0%	3 7%	19 43%	22 50%
29. We observe each other's classroom instruction as one	1	3	24	12	5

way to improve our teaching.	2%	7%	53%	27%	11%
Leadership					
1. Our principal believes teacher learning is essential for achieving our school goals.	0	1	2	4	38
	0%	2%	4%	9%	84%
10. Our principal's decisions on school-wide issues and practices are influenced by faculty input.	1	3	6	20	15
	2%	7%	13%	44%	33%
Design					
38. Teacher professional development is part of our school improvement plan.	0	0	3	8	34
	0%	0%	7%	18%	76%
52. Teachers' prior knowledge and experience are taken into consideration when designing staff development at our school.	0	3	16	14	11
	0%	7%	36%	32%	25%

Even if there is a greater range with the three standards, the majority of responses is mostly frequently (3) or always (4) on the responses. The only exception from this data was visiting other classrooms, which still scored sometimes (3) or higher.

Results from Site Visit by Iowa Support Team for Buildings in Need of Assistance

The following strengths were observed and written in the summary report following a site visit by Iowa Support Team in the Spring 2009.

Clear Targets: There is a definite emphasis on where the building is going – identifying and meeting the target. The teachers indicated the principal is very clear regarding the vision of the building. . . . The use of learning targets that align with standards and benchmarks have increased and clearly define the purpose of instruction for both teachers and students. They are posted on student work, posted on boards in classrooms, and referred to by both teachers and students.

Lesson Design: A lesson plan feedback protocol is used by the principal to monitor lesson delivery by classroom teachers. Three teachers are taking the Japanese Lesson Study and are demonstrating lessons for each other and others in the building. All teachers are using a common lesson plan structure of math instruction: the launch, explore, and summarize components are indefinable in teachers' lesson plans.

Expeditionary Learning: PK-5 students participate in a chart school designed around expeditionary learning opportunities, which have included classes around parent/child pottery, dance classes at each grade level, band in collaboration with Loras College music department,

string/group/choir vocal fusion, pottery club/Mudd Puppies, sewing, technology, piano/keyboarding, steel drum band (the PanrhythmiXs).

Instruction: Infusion of the arts as an intervention/differentiation has provided connections for students through various projects in the arts.

Teacher Commitment: Teachers shared a very real commitment to the principal, the students, and each other.

Team Teaching: Special education instructors, reading teachers, and general education teachers team teach reading and math to provide additional supports to struggling readers and math students.

Mathematics: Math instruction time has been increased and guided math groups have been implemented at each grade level. These groups are ability based and provide both extra support and extensions. New materials are being used for interventions with struggling students. The district math supervisor has collaborated with classroom teachers to model lessons for the students. She has also worked with kindergarten teachers to assess the students and redesign their instruction to meet their needs by combining the kindergarten curriculum with the pre-school curriculum to fill in missing concepts.

Peer Observation: All teachers are observing each other and discussing common problems and concerns.

Professional Learning Communities: Professional learning communities (PLC) are focusing on action research regarding active student engagement. Teachers are also demonstrating read-alouds and talk-alouds for each other. Teachers collect data to discover impact of project. Nurse and guidance counselor focused their PLC time on increasing student attendance.

Collaboration: All teachers have a common planning time daily as well as time with teachers of specials (e.g., technology, art, music, physical education) one day a week.

Cultural Competency: All staff members are participating in cultural competency work.

Family/Community: A variety of parent events were scheduled. For example, parents and students participated together in parent/child pottery classes, a learning celebration each trimester that involves the students sharing their learning from the expedition in a public manner, and monthly parent luncheons with parents of kindergartners to help them make positive connections with school during their first year.

Writing: Writing is emphasized at all grade levels, using a specific format. [Summary Report, June 2009, pp. 1 – 2]

Results from Site Visits by External Evaluator (January and April 2009)

Example of Grade Level Expedition (January 2009)

Expedition: Cultures and Traditions

Guiding Questions

- *What is a culture?*
- *Why is it important?*
- *What is a tradition?*
- *Why is tradition important?*

Learning Targets

- *I can investigate one culture/tradition.*
- *I can see how cultures/traditions affect people.*
- *I can learn about others and their cultures/traditions.*
- *I can share my family's traditions.*

Example of Discussion During Grade Level Planning Meeting (April 2009)

We need to make sure we are meeting the standards. . . . We are covering the same big ideas and guiding questions but are we doing it differently? . . . Do you have the standards book? I already went through and highlighted the standards. We haven't revisited the standards since we planned. . . 2.1 explain culture – music, culture, stories – influence of a particular culture. . . Let's check with her (music teacher) to see what she has done and then with art (teacher). . . . [The teachers further discussed what they were doing for standards 2.1, 2.3, 2.4.] Are we meeting our standard and do we have artifacts as evidence? We already have this on Leo. I will type in the standard/benchmark numbers. . . We need to be ready at the same time even if we are doing it differently.

Examples of PLC meetings (April 2009)

During the site visit, two PLC meetings were observed. One PLC meeting occurred before school (8:15-8:45 a.m.) with teachers from two different grade levels. During this time shared samples of graphic organizers being used in their classrooms, explained how the teachers first modeled the graphic organizer with the students, and explained why they did or did not like using certain graphic organizers in their classrooms. As the teachers planned for their next meeting in map, the focus was identified as working on one more instructional strategy and examining test results from BRI and MAP.

Another PLC meeting was held during the school day (1-1:30 p.m.), which focused on attendance. At Prescott, 35% of the students have attendance and/or truancy

problems (i.e., 10 or more days absent and/or tardy). Much of the time was spent going through student by student to identify if there was family support and if there was a need for an attendance coach.

Excerpts from Newsletters (Grade Level, School)

Pre-Kindergarten – Morning Meeting

During Morning Meeting, we greet each child, discuss our rules, do the calendar and weather and dance to music. At Center Time, your children get to play with their friends in the Dramatic Play Center, Block Center, Sensory Table, etc. [September 2008]

First Grade – Fieldwork Experience

The first grade is attempting a wonderful fieldwork experience to May's Pumpkin Barn. As many of you know, our first expedition is entitled From Farm to Market. Through this fieldwork the student will be learning about produce they would find at a market, the lifecycle of a pumpkin, the opportunity to eat a Gays Mills apple, and to pick out their very own pumpkin.

Third Grade – Rocks Expedition

Students researched two of the three types of rocks and learned more about their similarities and differences. While exploring in books and on a website, the completed a graphic organizer that was used to help write the first draft. After the editing process, the students wrote a final paper and displayed it on construction paper. These were showcased at the Rock Celebration!

Fifth Grade – Design Principles

At Prescott, we have 10 Expeditionary Learning Principles that we follow. Each month we explore how we measure up to the principle. For November and December we focused on the Responsibility of Learning which is described as, "I am responsible for my learning and I help others learn," For this, each student looked at their MAP scores from this year compared to last year, recent tests, and their BRI from September. Students then created a writing reflection and an illustration (using magazines, pictures, or a drawing) to tell the class how they can or do make themselves better learners. Our next EL Principle we will focus on will be "Solitude and Reflection." [December 17, 2008]

Principal – Professional Development

At our Wednesday sessions we review research on teaching and learning practices, write lessons using practices that research tells us are effective, demonstrate and practice the strategies for each other, discuss how we use the strategies to meet specific student needs, and share how we used the strategy within our classrooms and the results that were achieved with the implementation of the strategy. [September 2008]

Examples of Job-Embedded Professional Development Sessions

Professional Development: October 29 (starts at 1:50 p.m.)

- *Collaborate to plan meaningful morning meetings to strengthen classroom climate and culture and to reinforce the Design Principles and Steps to Success*
- *Collaborate to plan and co-teacher morning meetings*
- *Recognize and celebrate the implementation*

Professional Development: December 17 (1:30-3:30 p.m.)

- *Classroom Assessment for Student Learning (reading assignment)*
- *Comparing and contrasting read alouds, talk alouds, think alouds*
- *Using assessments to make instructional decisions*
- *MTB Newsletter (co-teaching, PLC topics – cooperatively plan a unit, examine student work, discuss students who struggle)*
- *Assessment within the Launch, Explore, Summarize Structure (Math)*

Data from School Environment Walkthrough

Teachers engaged in a school environment walkthrough and gathered evidence of quality student work and EL practices. As a results of the data collection, some of the following comments were written about what was seen during the walkthrough and what that says about the school environment include: welcoming and caring environment, student work is valued, high expectations for students and staff, infusion of the arts, and students learning in a variety of ways.

Student Achievement Data

Tracking Years of Growth for FAY (full academic year) Students at Prescott on ITBS

Individual Student Growth in Reading:

The average growth of the current 5th grade students who have been at Prescott for the last two years, in the area of reading, for grades 3-5, is 1.7 years growth, which is below the expected growth of 2.0. The average growth of the current FAY 4th grade students in the area of reading for grades 3-4 is 1.3 years growth, which exceeded the expected growth of 1.0 years.

Individual Student Growth in Math

The average growth of the current 5th grade students who have been at Prescott for the last two years, in the area of math, for grades 3-5, is 2.3 years growth, which exceeded the expected growth of 2.0. The average growth of the current FAY 4th grade students in the area of math, for grades 3-4, is 1.1 years growth, which exceeded the expected growth of 1.0 years.

Individual Student Growth in Science

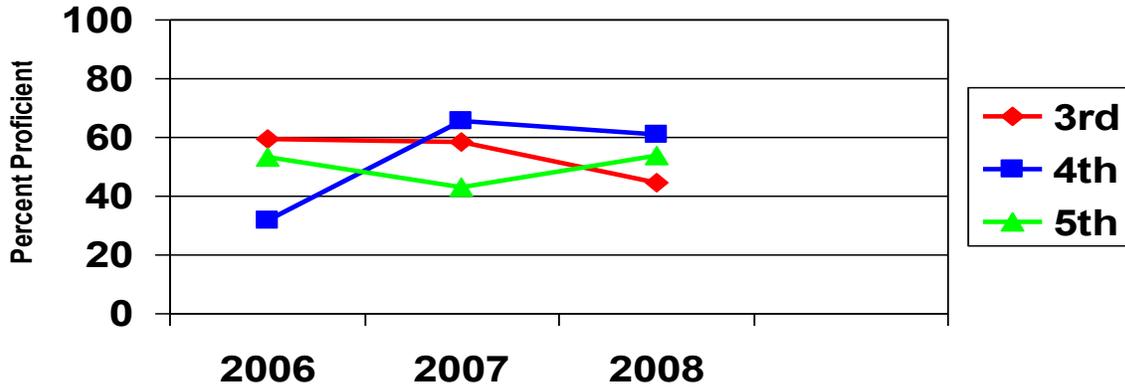
The average growth of the current 5th grade students who have been with us for the last two years, in the area of science, for grades 3-5, is 2.9 years growth, which exceeds the expected growth of 2.0. The average growth of the current FAY 4th grade students for grades 3-4 is 1.1 years growth, which exceeded the expected growth of 1.0 years.

Although students are not meeting trajectory, and the percentage of students proficient from year to year varies, the students who stay at Prescott for a more sustained period of time are making at least one year's growth in reading, math and science with the exception of the 5th graders in reading who made only 1.7 years of growth in reading rather than 2.

The following figures show the student achievement data from ITBS for reading comprehension, math, science and social studies.

Figure 3. ITBS Reading Comprehension FAY - All

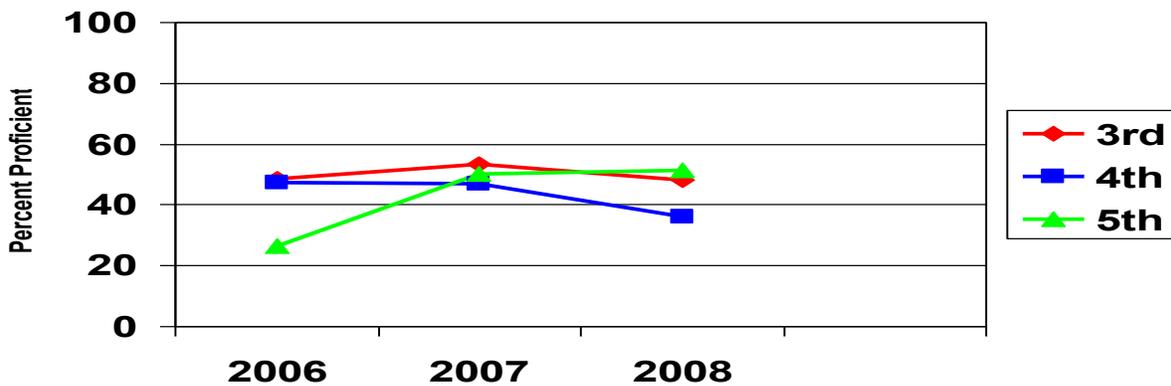
**Prescott School: ITBS
Reading Comprehension FAY-ALL**



The 3rd grade reading scores were steady in 2007 but declined in 2008. The 4th grade reading scores showed significant progress from 2006 to 2007 but had a slight decrease in 2008. The 5th grade reading scores showed a decrease in 2007 but increased in 2008.

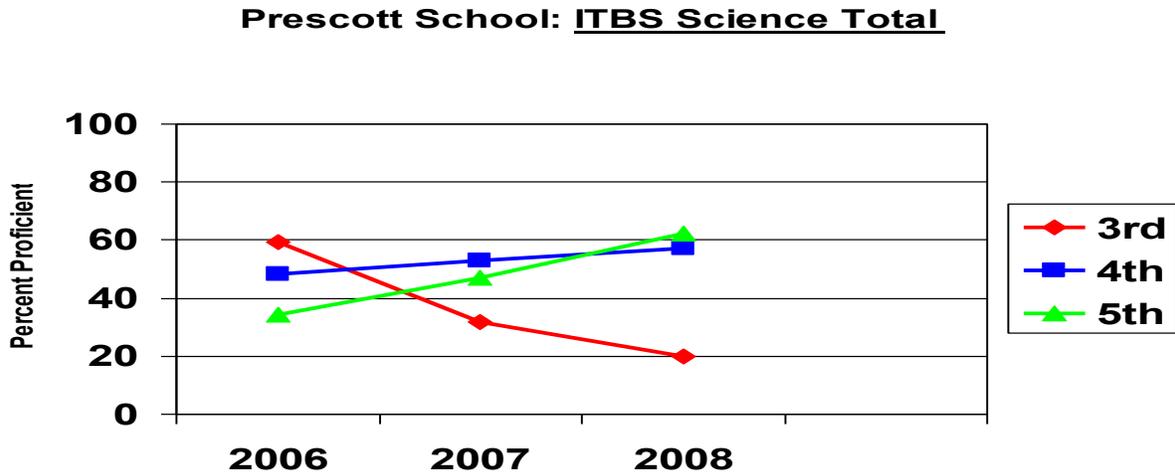
Figure 4. ITBS Math Total

Prescott School: ITBS Math Total



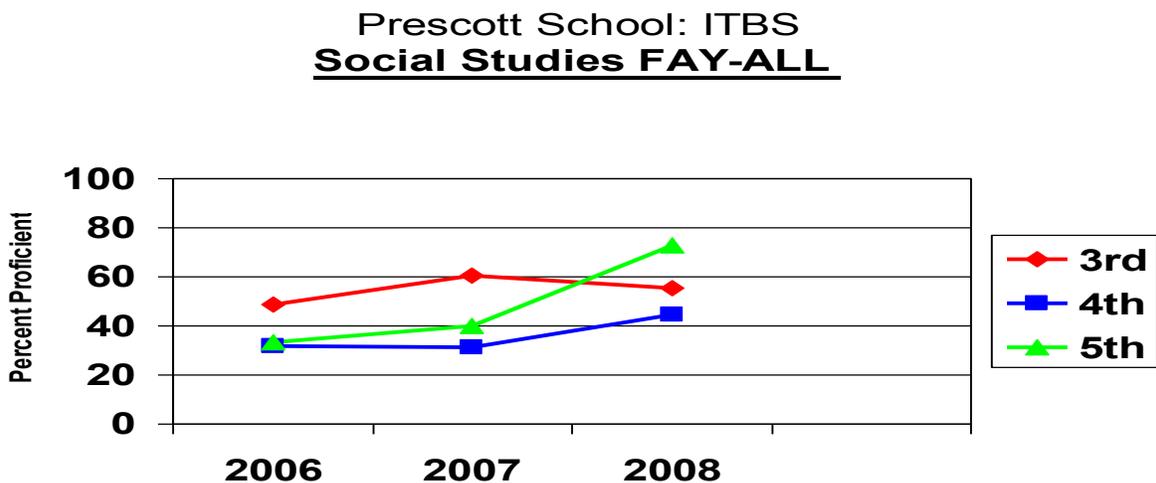
The 3rd grade math scores increased in 2007 and decreased in 2008. The 4th grade math scores were steady in 2007 but decreased in 2008. The 5th grade math scores continue to increase each year.

Figure 5. ITBS Science Total



The 3rd grade science scores declined both in 2007 and 2008. During the 2008 school year, there was a large discrepancy between two 3rd grade classroom science scores. The teacher with the lower performance scores resigned mid-year and another teacher transitioned to that classroom. The 4th and 5th grade science scores continued to increase in both 2007 and 2008 for both grades.

Figure 6. ITBS Social Studies FAY - ALL



The 3rd grade social studies scores increased in 2007 and had a slight decrease in 2008. The 4th grade social studies scores remained steady in 2007 and increased in 2008. The 5th grade social studies scores increased slightly in 2007 and had a large increase in 2008.

During 2008-2009, 28 students were provided Supplemental Educational Services to students at Prescott; however, four students dropped out midway through the program. Of the students served, 2 were Limited English Proficient (LEP) and 9 also had Individualized Education Plans (IEPs). The following table indicates the number of students served per grade level and the percentage of students served demonstrating progress in Reading/Language Arts and in Mathematics. Some of the challenges identified that impacted the implementation of services for students included, but not limited to: attendance, progress monitoring, appropriate grouping (diversity of behavior, academic), curriculum (student motivation to work on math, writing and language arts), and student/teacher connections and relationships.

Table 4. Student Achievement Data for Students Receiving Supplemental Services

	K	1	2	3	4	5
Number of Students Served	4	4	5	2	3	6
% of Students Served Showing Progress in Reading/LA	66%	50%	60%	100%	40%	40%
% of Students Showing Progress in Mathematics	66%	50%	60%	100%	40%	40%

Conclusion

Richard Elmore states that through his study of high-poverty schools that are on the path to improvement have demonstrated the following: a school leader clearly articulates expectations for student learning, coupled with a sense of urgency about improvement; a strong investment in professional development is evident; teachers take responsibility for student learning; teachers observe colleagues and analyze their instructional practices; and teachers collaboratively review test scores to identify students who are struggling and identify ways to meet those needs (Elmore, JSD, Spring 2006, p. 44).

Through multiple sources of data, it is evident that Prescott has a strong instructional leader who consistently sets high expectations for students and staff and monitors and provides constructive feedback to teachers relative to their instructional practices and student achievement (e.g., lesson plans, student achievement data, classroom observations). Teachers have multiple opportunities to engage in ongoing, job-embedded professional learning (e.g., planning learning expeditions, examining student work, learning and practicing instructional strategies, observing colleagues, co-teaching) linked to improving teacher effectiveness and student achievement. Involvement with families and community is evident through celebrations held at the end of the grade level learning expeditions and ongoing communication with parents (e.g., verbal communication between school and parents, newsletters, attendance coaches).

Fulfillment of the common commitments identified for the core practices were evident through documents and observations during site visits, such as all grade levels creating and implementing learning expeditions with a strong literacy component (Learning Expeditions), all teachers having clear learning targets posted and/or on weekly planning logs (Active Pedagogy), all adults and students participating in daily morning meetings (School Culture and Climate), and teachers engaged in grade level meetings, professional development opportunities on Wednesdays and planning session with EL school designer (School Structures).

Although there are challenges (e.g., student attendance, student and teacher mobility), it is evident that learning is at the heart of what is happening at Prescott.

Recommendations

The following recommendations are intended to guide the leadership team and staff to reflect on lessons learned and engage in further inquiry about what needs to happen to ensure continuous progress toward implementation of the five core practices of EL to meet the diverse student and adult learning needs.

- Based on the results from the Implementation Review, continue to focus on specific benchmarks for the five core practices of EL and monitor fulfillment of the common commitments to ensure implementation.
 - Continue to have teachers engage in ongoing, job-embedded professional learning to ensure movement of all teachers to higher levels of the key aspects for the five core practices of EL.
 - Focus on improving consistency in the quality of implementation by all teachers, especially in the areas of teaching writing across the disciplines, teaching inquiry-based math, and using effective grading and reporting structures.
- Based on the results from the Standards Assessment Inventory, select 1 or 2 standards as a focus on improvement of professional development, such as Learning Communities and Learning. Using the Innovation Configuration (IC) Maps and a select number of desired outcomes for the two standards will help facilitate movement toward the ideal levels.

- **Learning Communities (Teacher's Role)**

Desired Outcome 1.1: Meets regularly with colleagues during the school day to plan instruction.

Level 1 (Ideal): Meets regularly with learning team during scheduled time within the school day to develop lesson plans, examine student work, monitor student progress, assess the effectiveness of instruction, and identify needs for professional learning.

Desired Outcome 1.2: Aligns collaborative work with school improvement goals.

Level 1 (Ideal): Participates frequently with all professional staff members to discuss, document, and demonstrate how their work aligns with school and district goals. Engages in professional learning with colleagues to support this work.

- **Learning (Teacher's Role)**

Desired Outcome 8.1: Participates in professional development that mirrors expected instructional methods.

Level 1 (Ideal): Engages in professional development that consistently employs the same instructional strategies that are expected in the classroom.

Desired Outcome 8.2: Participates in professional learning that impacts depth of understanding.

Level 1 (Ideal): Exhibits deep understanding and meaning of new concepts and strategies. Solves problems and adapts new strategies to match classroom circumstances.

Desired Outcome 8.4: Engages in professional development that considers participant concerns about new practices.

Level 1 (Ideal): Expresses concerns related to implementation of innovations and engages in professional development that adjusts its design to accommodate those expressed needs.

[Source: NSDC and SEDL. (2003). *Moving NSDC's Staff Development Standards into Practice: Innovation Configurations*. Oxford, OH: NSDC]

➤ Based on the results from the summary report by Iowa Support Team (SINI), the following considerations for growth that align with the above mentioned recommendations should be considered for growth:

- Data Use: How could the use of additional data (e.g., analysis of student work, students' use of their own data) provide additional support for instructional decisions as well as students' learning decisions?
- Culture and Climate: What impact would having these highly qualified and dedicated teachers remain in the building three to five years have on students' success? How might differentiated professional development by the district for this building allow them to achieve the vision and the intended learning of the students?
- Formative Assessments: How could the use of formative assessments inform instruction on a daily basis?

- Impact on Student Learning: How could monitoring the implementation of strategies focus on the impact on student learning?

[Source: Summary of Site Visit by Iowa Support Team for Building in Need of Assistance, Spring, 2009, pp. 2-3.]

- Continue using a common lesson plan structure, monitor progress in planning and implementing the designed lessons, observe each other teaching in specific content areas, and engage in more in-depth dialogue relevant to how teaching (e.g., modeling, instructional method, use of strategies) impacts student achievement.
- Celebrate the improvements that have occurred due to having a shared vision for improving teaching and learning for all students; having an effective and dedicated instructional leader; having hard working and dedicated teachers who care and support their students; having numerous opportunities and participating in ongoing, job-embedded professional learning focused on student achievement; and being in a caring and learning environment.

Appendices

Appendix A: Expeditionary Learning Core Practices Benchmarks

Core Practice I: Learning Expeditions

- Benchmark 1: Implementing learning expeditions across the school
- Benchmark 2: Designing compelling topics and guiding questions
- Benchmark 3: Designing products and linked projects
- Benchmark 4: Incorporating fieldwork, local expertise, and service learning
- Benchmark 5: Producing and presenting high quality student work

Core Practice II: Active Pedagogy

- Benchmark 1: Using effective instructional practices schoolwide
- Benchmark 2: Teaching reading K-12 across the disciplines
- Benchmark 3: Teaching writing K-12 across the disciplines
- Benchmark 4: Teaching inquiry-based math
- Benchmark 5: Teaching inquiry-based science and social studies
- Benchmark 6: Learning in and through the arts
- Benchmark 7: Using effective assessment practices

Core Practice III: Culture and Character

Benchmark 1:

Building school culture and fostering character

- Benchmark 2: Ensuring equity and high expectations
- Benchmark 3: Fostering a safe, respectful, and orderly community
- Benchmark 4: Promoting adventure and fitness
- Benchmark 5: Developing a professional community
- Benchmark 6: Engaging families in the life of the school

Core Practice IV: Leadership and School Improvement

- Benchmark 1: Providing leadership in curriculum, instruction, and school culture
- Benchmark 2: Sharing leadership and building partnerships
- Benchmark 3: Using multiple sources of data to improve student achievement
- Benchmark 4: Linking Expeditionary Learning and school improvement plans

Core Practice V: Structures

- Designing time for student and adult learning
- Creating structures for knowing students well

Source: *Expeditionary Learning Core Practice Benchmarks* (2003), p. 3

Appendix B: Expeditionary Learning Design Principles

1. The Primacy of Self-Discovery

Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

2. The Having of Wonderful Ideas

Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment and time to make sense of what is observed.

3. The Responsibility for Learning

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. Empathy and Caring

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. Success and Failure

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. Collaboration and Competition

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other but with their own personal best and with rigorous standards of excellence.

7. Diversity and Inclusion

Both diversity and inclusion increase the richness of ideas, creative power, problem solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. The Natural World

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

9. Solitude and Reflection

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with others.

10. Service and Compassion

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service to others.

Source: Online at <http://www.elschools.org/aboutus/principles.html>

Appendix C: Steps to Success

I will do my best.

Look at the person who is speaking. Listen to others. Set goals. Be ready to work. Work hard. Keep trying even when it's difficult. Make good use of time. Have wonderful ideas. Discover what you can do. Let others help you learn. Learn from mistakes.

I will care for myself and others.

Use kind words and actions. Look for the good in others. Be a peacemaker. Find out what you can do to help. Use indoor voices. Have quiet feet in halls. Take time to be alone. Remember people even when they move.

I will care for property.

Leave no trace. Take care of things. Be gentle with materials. Close lockers quietly. Ask before you borrow. Protect nature.

I will be safe.

Walk in school. Use body basics. See mistakes as part of learning. Support each other. Stay away from strangers. Tell someone when you're scared. Look both ways before crossing the street.

I will build community.

Work together as friends. Do kind things for others. Play and work with everyone. Share with others. Be glad that everyone is different. Celebrate others' successes. Tell the truth. Forgive others. Apologize when you make a poor choice. Take responsibility.

Appendix D: Highlights of New Components of Instructional Design

2008-2009 Annual Review of Progress

Prepared by Chris McCarron, Principal

Reading

- Most teachers are implementing read-alouds at the recommended rates as measured through logs and lesson plans
- All teachers have begun to implement talk-alouds. Veteran staff are implementing at the recommended rate.
- Expeditions have had read-alouds and talk-alouds created to deliver the content of the expeditions.
- All students are involved in at least one guided reading group at their level. All students who are reading below grade level have a reading intervention in place.
- Guided reading lesson plans show an increase in specificity .
- Teachers demonstrate read-alouds and talk-alouds for each other.
- The phonics program is implemented in K, 1, and in 2nd grade. One third grade teacher has been using some of the components of the program with modifications since the 3rd graders did not have the previous years' phonic program.
- The instruction coach is demonstrating and working with new teachers to institute appropriate guided reading instruction.
- A testing team administers our ELA, OS and BRI to provide for consistency.
- The use of learning targets that align with the standards and benchmarks have increased. They are found posted on student work, posted on the boards in the classroom and referred to by both teachers and students.
- Two parent nights were held for parents of young readers to provide information as to how they can assist their child to be a successful reader.
- The K-1 teachers have used their PLC time to more fully understand and more deeply implement the phonics program. They have observed each other teaching the program and discussed implementation.
- The 2-3 teachers have used their PLC time to more fully understand the 6 Traits of Writing, and have worked to strengthen the reading/writing connection.
- The 4-5 teachers used their PLC time to create more specific lessons for guided reading at the intermediate level.
- Support teachers worked within their PLC to increase active student achievement in their specialty areas.
- Reading instruction is linked with the expedition topics whenever it is appropriate to provide the students with a richer background to the unit of study.
- The MAP scores were used to help to identify instructional needs and grouping.
- There are a variety of interventions being used to meet the diversity of learners.
- Special education teachers, reading teachers and general education teachers team teach reading to provide additional supports to struggling readers.
- The art teacher has worked with a 3rd grade classroom to use the arts as a medium to increase comprehension. The students who were working with the art teacher and the 3rd grade teacher for interventions had significant growth from the fall to spring MAP.
- The specialist all infuse the ECR strategies into their instruction.

Math

- All teachers are using a common lesson plan structure for their math instruction. The launch, explore and summarize components are indefinable in teacher's lesson plans.
- Special education teachers and general education teachers co-teach or team teach when special education are not in an alternative math program.
- All teachers observed each other teach specific components of the math lesson. They observed both the other teacher at their grade level and a teacher who is not at their grade level.
- The MAP scores were utilized to design specific interventions for students who are not achieving at grade level.
- Guided math groups are in place at each grade level.
- Kathy Richardson and Marilyn Burns math interventions were utilized to provide intervention for and to progress monitor student progress in interventions.
- The DCSD math supervisor, worked with the kindergarten teachers to assess the students and redesign their instruction to meet their needs by combining the kindergarten curriculum with the preschool curriculum to fill-in missing concepts.
- Three teachers participated in the Japanese Lesson Study. Through this study they collaborated not only with each other to plan, observe, discuss and reteach math lessons, but they also collaborated with other teachers from other buildings.
- The teachers who participated in the Japanese Lesson Study Class provided models for our staff of how to use Cognitively Guided Math to better meet student needs in math. The entire Prescott staff will be provided staff development in Cognitively Guided Math in 2009-2010.
- The teachers are using learning targets that link with standards and benchmarks to clearly define the purpose of the instruction for both the teacher and the students.

Science and Social Studies

- Teachers participated in 3, ½ day planning days, to collaborate to plan and write learning expeditions. Most learning expeditions focus on science and social study content. Our EL School Designer helped to assure that there were clear learning targets for the expedition and for each project within the expeditions.
- Teachers were provided with staff development in ways to increase active engagement within the classroom. Staff were taught how to use a BBK workshop, a question circle, a science talk, a gallery walk, a hosted gallery walk, the writer's workshop model, and the reader's workshop model to more fully engage students in the instruction.
- There was a strong focus on infusing literacy into the learning expeditions. All expeditions included read alouds, talk alouds and writing components.
- Learning celebrations were held at the end of each trimester for each grade level. Students public shared their own learning and progress toward the learning targets with their family, friends and invited community members.
- The number of parents, friends and families at the learning celebration increased.
- The direct teaching of the Design Principles has occurred throughout the building and is included into the Morning Meeting.

The Arts

- The specialist schedule was changed so that they support two grade levels each trimester to more deeply infuse their areas of the arts. Each grade has a semester where the learning expedition is enhanced with the infusion of the visual arts, music, and/or movement.
- We increased the number of students participating in extra curricular arts programs. We offered Mud Puppies, a steel drum band- The PanrhythmiXs, a drawing class, a sewing class, a choir, dance classes at all grade levels, and began a new string group and a new band.
- A parent child pottery class was also held.
- We held a Paper Dress Show that was part of the 4th grade Human Body Expedition and invited two other schools to participate with us. We had nearly 350 visitors attend the event.
- Our 5th grade performed a musical as part of their U.S. history expedition, with approximately 200 in attendance.
- Our entire school held a service project to raise fund for a free, weekly, community meal program that is sponsored by St. Luke's United Methodist Church, one of our community partners. The service project was entitled, Empty Bowls. Every child and staff member in the school created a pottery bowl. Tickets were sold to a lunch of soup and bread and the participants were able to take the pottery bowls home with them. The event raised \$1500 for the meal program.

Appendix E: Lesson Plan Feedback Checklist

A check indicates that there was evidence of this component in this week's lesson plans.

Morning Meeting

- A greeting is included
- An activity that builds community, supports the Steps to Success, the Design Principles and/or expedition is included
- The Pledge is included
- Review of the Steps to Success is included

Reading

- The learning target is clearly defined
- Word work _ phonemic awareness, phonics, decoding strategies, and/or structural analysis is explicit
- Vocabulary development instruction is explicitly taught
- Comprehension strategies are explicitly taught
- Fluency instruction is explicitly taught
- Seatwork is thoughtfully planned to be authentic, engaging, and meaningful
- Guided reading groups have differentiated plans to address targeted needs
- ECR comprehension strategies are used to teach content in curricular areas (read alouds, talk aloud, think aloud, PWIM, student application activities practice the strategy)

Writing

- The learning target for the writing lesson is clearly defined
- The writing process is taught and utilized (prewriting, drafting, revision, publishing)
- Multiple opportunities for writing are evident across curricular areas

Math

- The learning target is clearly defined
- The launch, explore, summarize components of the math lesson are clearly articulated
- Guided math groups have differentiated plans to address targeted needs

Social Studies

- The learning target is clearly defined

Science

- The learning target is clearly defined

Integrated Curriculum

- There is evidence that the expedition is woven throughout the school day
- The visual art are integrated into the curricular instruction
- Music is integrated into the curricular instruction
- Drama is integrated into the curricular instruction
- Dance/movement is integrated into the curricular instruction
- A community/content expert is utilized
- Protocols for more active engagement are utilized, such as BBK, Chalk Talk, Science

Talk, Gallery Walk, Jig saw, Pair/Share, Spirit Read

- Fieldwork supports the expedition and the learning targets for the trip are clearly defined
- Technology is integrated

Team Teaching

- The role/tasks of the paraprofessional are clearly planned
- Lessons that are team taught indicate the role of each adult in the teaching

Social Skill Instruction

- The learning target is clearly defined
- Student applications are thoughtfully planned to be authentic, engaging and meaningful

Social Studies/Social Studies IF Teaming

- The learning target is clearly defined
- Your role in the lesson should be identified
- ECR comprehension strategies are used to reach content in curricular areas (read alouds, talk aloud, think aloud, PWIM, student application)

Appendix F: NSDC Standards for Staff Development (Revised) 2001

Context Standards

Learning Communities: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

Leadership: Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

Resources: Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

Process Standards

Data-Driven: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Evaluation: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

Research-based: Staff development that improves the learning of all students prepares educators to apply research to decision making.

Design: Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

Learning: Staff development that improves the learning of all students applies knowledge about human learning and change.

Collaboration: Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

Content Standards

Equity: Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for students' academic achievement.

Quality Teaching: Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Family Involvement: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

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Education

Ph.D. Iowa State University, 1990
(Professional Studies in Education – Ed. Leadership)
M.A.T. Morningside College (Elementary Teaching)
B.A.E. Wayne State College (Elementary Education)

Professional Experience

1988-Present Educational Consultant/Evaluator
2002-Present Executive Director – Iowa Staff Development Council
2000-2004 Adjunct Professor – Grandview College
1990-1991 Research Consultant – Urbandale CSD
1988-1990 Research Associate – Iowa State University
1968-1988 Elementary Teacher (Pre-first through fifth grades)
Sioux City Community School District

Community Involvement

2006-Present Chair of Staff Parish Relations Committee – AUMC
2003-Present Member of SPRC of AUMC
2001-2005 Member of Urbandale CSD – Vision 2005
2001-2003 Grandview College Commission – Teach Learning
2001 UCSD Language Arts Curriculum Review Committee
2000-2001 Urbandale CSD Strategic Plan Action Team

Publications

2007 “External review becomes a lever to push a district toward a professional learning system” in *JSD* by Terry Morganti-Fisher and Linda Munger
2003 *Training Manual for Assessing Impact: Evaluating Staff Development* by Joellen Killion with L. Munger, P. Roy & P. McMullen
2000 “Growing, Changing, and Moving Forward” – *Kappan*
1998 “Embedded Staff Development: One District’s Journey” in *Professional Development for Cooperative Learning*

Honors

2002 Best Non-Dissertation Research Award – NSDC
1990 Jordan Larson Award for Excellence in Educational Adm. - ISU

CURRICULUM VITAE

CAROL ANN RUSSO COMMODORE

W359 N5333 Crestview Drive Oconomowoc, WI 53066 Home and FAX - 262-567-8616 E-mail: CarolCommodore@aol.com Website: www.leadlearnassess.com

Cardinal Stritch University, Milwaukee, WI 1998-2001 Doctorate in Leadership for the Advancement of Learning and Service Dissertation title: The Impact of Assessment on Learners and Their Learning
Cardinal Stritch University, Milwaukee, WI 1991 – 1995 Post-graduate work for principal certification
University of Wisconsin – Milwaukee & Madison 1968 – 1972 M.S. Curriculum & Instruction
Dominican College 1962 – 1966 B.A. Spanish & English

Educational Facilitator/Consultant

Founding member of Leadership, Learning & Assessment, LLC, Oconomowoc, WI
July 2001 – present

Professional Development Associate of Educational Testing Service's Assessment Training Institute, Inc.

Portland, Oregon
August 1998 – present

Consultant Associate with Quality Leadership by Design

Madison, WI
September 2002- present

Faculty Member-Residency in Teacher Education

CESA 6, Oshkosh, WI
January 2002 – May, 2004

Director for the Advancement of Student Learning

CESA 6, Oshkosh, WI
August 2001 – June 2003 Commodore, C. 07/05/06

Areas of Emphasis in Consulting, Training & Facilitation

Assistant Superintendent for Instruction Director of Curriculum & Instruction School District of Kettle Moraine, Wales, WI
June 1990 – August 1992

Spanish Teacher K-12 Foreign Language Department Chair & Coordinator School District of Kettle Moraine, Wales, WI

August 1979 – June 1990

Spanish Teacher

St. Francis School District, St. Francis, WI August 1975 – June 1979

Spanish Teacher & Crafts Instructor

Milwaukee Area Technical College, St. Francis, WI August 1974 – May 1975

Spanish & English Teacher

Kenosha Unified School District, Kenosha, WI August 1966 – March 1971

- Establishing a Standards/Assessment Program to Promote Student Learning
- Building Learning Communities through Curriculum and Assessment
- Leadership in Assessment and Instruction for Engaged Learners
- Assessment Literacy: From Vision to Quality Practice Commodore, C. 07/05/06

Coordinator of the Wisconsin Assessment Consortium

Concierge Member of NSCI

Phoenix, Arizona

August 2001 – June 2003

March 2001- May, 2003

Curriculum Coordinator for Assessment and Foreign Language Elmbrook Schools, Brookfield, WI

Adjunct Faculty Member

Cardinal Stritch University College of Education Milwaukee, WI

August 1992 – August 2001

August 1992 – Spring 2001

Publications

Presentations, Workshops, Keynotes, or Consultations

Brain-Compatible Assessment and Instruction _Establishing K-12 Foreign Language Programs

The Pluses and Minuses of the Elimination of the WSAS Performance Assessments for the '95 Budget January 1996, *Highlighter*, p. 2, for WASCD.

The Impact of Assessment on Learners and Their Learning

ISBN # 0-493-21324-4, Pub # 3012104 Bell & Howell/ProQuest, 300 North Zeeb Road, P. O. Box 1346, Ann Arbor, MI 48106-1346

The Power of SMART GOALS Using Goals to Improve Student Learning by Anne Conzemius and Jan O'Neill with Carol Commodore and Carol Pulsfus, (2005) Solution Tree

(Historically listed from earliest to most recent)

- Arrowhead School District, Hartland, WI Focus: Learning Styles
- CESA 1 Common In-service Day, Milwaukee, WI Focus: Assessment
- School District of Kenosha, Kenosha, WI Focus: Portfolios
- Jackson Elementary, West Bend School District Focus: Portfolios
- 95th Street School, Milwaukee Public Schools Focus: Accountability & Assessment
- Archdiocese of Milwaukee Teachers' Convention Focus: Assessment
- Johnson Creek Schools, Johnson, Creek, WI Focus: Assessment
- Oconomowoc Area School District, Oconomowoc, WI Focus: Assessment
- Focus: Elementary Foreign Language
- 78th Street School, Milwaukee Public Schools Focus: School-wide Portfolios
- Commodore, C. 07/05/06
- LaCrosse School District, LaCrosse, WI Focus: Assessment in Foreign Languages
- Benjamin Franklin Elementary, Milwaukee Public Schools Focus: Standardized Testing
- Wisconsin Assessment Institute, Oshkosh, WI, 1996, 1998 Focus: *Change, Two Steps Forward, One Step Backward - Reflections of an Educational Change Agent*
- Focus: Establishing an Assessment Program
- Wisconsin Assessment Institute, Appleton, WI, 1997 Focus: Assessment & Systemic Change
- Sussex Hamilton School District, Sussex, WI Focus: Establishing an Assessment Program
- Sun Prairie School District, Sun Prairie, WI Focus: Establishing an Assessment Program
- Waterford School District, Waterford, WI Focus: Standardized Testing and
- Alternative Assessment
- Oshkosh School District, Oshkosh, WI Focus: Establishing an Assessment Program
- WASCD Conferences Focus: 1990, Elementary Foreign Language Focus: 1996, K-2 Assessment Program
Focus: 1997, Brain-Compatible Assessment
- and Instruction Focus: 1998, A Model for Standards-based
- Curriculum and Instruction Focus: 1999, Establishing a Standards/Assessment
- Program Focus: 2002, Residency in Teacher Education
- Program
- Urban Superintendents Conference, 1997 Focus: Standards and Assessments
- Butler Middle School, Waukesha Public Schools Focus: Alternative Assessment

- Mukwonago High School, Mukwonago, WI Focus: Foreign Language Assessment Focus: Alternative Assessment
- Lomira School District, Lomira, WI Focus: Standards and Assessment
- McKinley Elementary School, Wauwatosa, WI Focus: Standards and Assessment
- Commodore, C. 07/05/06
- Whitnall School District, Greenfield, WI Focus: Standards and Assessment
- Educational Service Unit #3, Omaha, NE Focus: Standards and Assessment
- Cooperative Educational Service Agency #1, West Allis, WI
- Focus: Standards and Assessment Panel discussion member
- Monett Public Schools, Monett, MO Focus: Standards and Assessment
- Pewaukee Public Schools, Pewaukee, WI Focus: Establishing a Standards/Assessment Program
- Program
- Oak Creek-Franklin Public Schools Focus: Quality Classroom Assessment
- Sheboygan Area Public Schools, Sheboygan, WI Focus: Quality Classroom Assessment
- 6th Annual Classroom Assessment Conference Assessment Training Institute, Portland, OR
- Focus: Leadership for Excellence in Assessment
- Oakland Schools, Waterford, MI Focus: Leadership for Excellent Assessment and Engaged Learners
- WAFLT Pre-Conference, Appleton, WI Panel Member
- Focus: Establishing an Elementary Foreign Language Program
- Winter Classroom Assessment Conference, Chicago, IL Assessment Training Institute Conference
- Focus: Leadership for Excellence in Assessment
- Leadership for Excellence in Assessment, Assessment Training Institute Seminar Minneapolis, MN
- Focus: Leadership & Building an Assessment Literate Culture
- Wisconsin Assessment Consortium February, 2000 meeting presentation, Madison, WI
- Focus: Establishing a Standards/Assessment Program
- 44th Annual Lakeshore Educational Leadership Conference Milwaukee, WI
- Focus: Establishing a Standards/Assessment Program
- Commodore, C. 07/05/06
- Whitefish Bay Public Schools, Whitefish Bay, WI Focus: Establishing an Elementary Foreign Language Program
- Classroom Assessment: Opening Doors to Excellence Assessment Training Institute Seminar Cincinnati, OH
- Focus: Quality Classroom Assessment
- Wisconsin Assessment Institute 2000, Appleton, WI Focus: Paper and Pencil Assessments and Assessing Reasoning Skills
- Deerfield Public Schools 109, Deerfield, IL Focus: Imagine! Assessments that Energize Students and Performance Assessment
- Gallup Public Schools, Gallup, New Mexico Focus: Imagine! Assessments that Energize Students and Basic Assessment Literacy
- Monroe/Randolph Counties (Illinois) Teachers' Institute Focus: Imagine! Assessments that Energize Students, Basic Assessment Literacy, and Performance Assessment
- EARCOS 2000 Institute: Seoul Foreign School Seoul, Korea
- Focus: Assessment: From Vision to Quality Practice
- EARCOS 2000 Institute: Subic Bay International School, Subic Bay, Philippines
- Focus: Assessment: From Vision to Quality Practice
- Wisconsin Leadership Institute, Madison, WI Focus: Building Learning Communities through Standards and Assessment
- Annual Mid-Year In-service, Menomonee Falls School District Menomonee Falls, WI
- Focus: Quality Classroom Assessment
- Appleton Area School District, Appleton, WI Focus: Building Learning Communities through Standards and Assessment and Quality Classroom Assessment
- NSCI's 5th Annual National Conference on Standards and Assessment, Las Vegas, NV
- Focus: Building Learning Communities through Standards and Assessment
- 2001 Midwest Regional Classroom Assessment Showcase, Assessment Training Institute Conference Cedar Rapids, Iowa

- Commodore, C. 07/05/06
- Focus: Building Learning Communities through Standards and Assessment
- Archdiocese of Philadelphia, Philadelphia, PA Focus: Excellence in Assessment
- Dekko Conference, Kendallville, Indiana Focus: The Impact of Assessment on Learners and Their Learning
- Fort Hays Educational Development Center, Hays, Kansas Focus: Assessment: From Vision to Quality Practice
- NSCI Conference-Best Practices to Differentiate Effectively for Student Success, Belton, Texas
- Focus: The Impact of Assessment on Learners and Their Learning and Strategies to Engage and Energize Students Through Standards and Assessment
- Wisconsin Assessment Institute 2001, Oshkosh, WI Focus: Building Learning Communities Through Standards and Assessment and The Impact of Assessment on Learners and Their Learning
- New Hampton School District, New Hampton, Iowa Focus: Assessment: From Vision to Quality Practice
- North Fond du Lac School District, North Fond du Lac, WI Focus: Assessment: From Vision to Quality Practice
- Kewaskum School District, Kewaskum, WI Focus: Assessment: From Vision to Quality Practice
- Oakfield School District, Oakfield, WI Focus: Assessment: From Vision to Quality Practice
- EARCOS 2001 Institute: Seoul Foreign School Seoul, Korea
- Focus: Assessment: From Vision to Quality Practice
- EARCOS 2001 Institute: Marist Brothers International School, Kobe, Japan
- Focus: Assessment: From Vision to Quality Practice
- Wisconsin Assessment Consortium, Madison, WI Focus: Excellence in Assessment and the Journey to Excellence
- Illinois Principals Association 30th Annual Conference & Exhibition, Peoria, IL
- Focus: Excellence in Assessment, Journey to Excellence & Assessment Literacy
- Commodore, C. 07/05/06
- CPSI Conference, Kansas State University, Manhattan, Kansas
- Focus: Building a Quality Assessment Vision & Building Learning Communities Through Curriculum and Assessment
- Merrill Area Public Schools, Merrill, WI Focus: Excellence in Assessment, Journey to Excellence & Assessment Literacy
- Stoughton School District, Stoughton, WI Focus: Imagine! Assessments That Energize Students
- Whitefish & Columbia Falls School Districts, Montana Focus: Paper and Pencil Test Development
- NSCI's Fifth Annual Instruction and Assessment: Infusing Brain Research, Learning Styles, and Multiple Intelligences, Phoenix, AZ
- Focus: Brain-Compatible Assessment and Instruction
- Evansville Area School District, Evansville, WI Focus: Excellence in Assessment, Journey to Excellence & Assessment Literacy
- DEKKO Workshop, Garrett, Indiana Focus: Assessment: From Vision to Quality Practice
- Oshkosh School District, Oshkosh, WI Focus: Development and implementation of a long- range curricular, assessment and staff development plan to promote student learning
- Rice Lake Area School District, Rice Lake, WI Focus: Establishing a Quality Assessment Program and Assessment Literacy
- Principals' Network, Cardinal Stritch University, Milwaukee, WI
- Focus: Assessment FOR Learning
- NSCI's 6th Annual National Conference on Standards and Assessments, Las Vegas, NV
- Focus: From Establishing the Vision to Engaging in Quality Practice and Brain-Compatible Assessment and Instruction
- Parent Network, School District of Elmbrook, Brookfield, WI Focus: Honoring the Learner—A Look at the Research
- Commodore, C. 07/05/06
- Fort Hays Educational Development Center, Hays, Kansas Focus: Training of Trainers for Creating Learning Teams in Assessment Literacy
- School District of Kettle Moraine, Wales, WI Focus: Establishing a Quality Assessment Program and Assessment Literacy
- Sally Ride Academy, West Allis, WI Focus: Development of Assessment Literacy

- Archdiocese of Philadelphia, Philadelphia, PA Focus: Using Paper and Pencil Assessment to Trigger Student Success and Assessing for Reasoning
- Fort Hays Development Center, Fort Hays, Kansas Focus: Brain Compatible Assessment and Instruction, Basic Assessment Literacy, Using Paper and Pencil Assessment to Trigger Student Success
- Grafton School District, Grafton, WI Focus: Assessment FOR Learning, Long Range School Planning/Staff Development Plan to Improve Student Learning
- Merrill School District, Merrill, WI Focus: Assessment FOR Learning, Basic Assessment Literacy
- New Berlin Public Schools, New Berlin, WI Focus: Assessment FOR Learning, Learning Teams for Assessment Literacy
- Ithaca School District, Ithaca, WI Focus: Assessment FOR Learning, Learning Teams for Assessment Literacy
- Newman Smith High School, Carrollton, Texas Focus: Training to Learn Together—Development of Learning Teams Focused on Student-Involved Classroom Assessment
- Wayne RESA, Wayne, Michigan Focus: Assessment FOR Learning, Basic Assessment Literacy, Journey to Excellence in Assessment—Leadership Guide/Strategies
- Kettle Moraine School District, Wales, WI Focus: Assessment OF and FOR Learning, Learning Teams for Assessment Literacy, Training to Learn Together, Basic Assessment Literacy
- Commodore, C. 07/05/06
- TW Branun & Associates’ Taking the Lead—Accountability, Learning and Authentic Assessment, Vancouver, British Columbia, Canada
- Focus: Opening Doors: Leadership for Excellence in Assessment, Brain Compatible Assessment and Instruction
- Taylor, Southgate and Allen Park School Districts, MI Focus: Assessment OF and FOR Learning, Basic Assessment Literacy and Opening Doors: Leadership For Excellence in Assessment
- Cushing Elementary School, Delafield, WI Focus: Standards and Learning Targets—Looking at the system and the school
- MSTA/MCTM Leadership Conference January 2003 and January 2004, Billings, Montana
- Focus: Leadership for Excellence in Assessment, Brain-Compatible Assessment and Instruction, and Basic Assessment Literacy
- School District of Superior, WI Focus: Developing Common Assessments—working with teams across all content areas
- Ithaca School District, Ithaca, WI Focus: Paper and Pencil and Performance Assessment—Designing for Quality
- EARCOS 2003 Institute—Baguio, Philippines Focus: Performance Assessment—Design and Development
- Taipei American School, Taipei, Taiwan Focus: World Languages—Unit and Assessment Design
- EARCOS 2003 Institute—Shanghai, China Focus: Brain Compatible Assessment and Instruction
- CESA I – Milwaukee, WI Focus: Leadership to Advance Learning for Each Child and Brain-Compatible Assessment and Instruction
- CESA 6 – Oshkosh, WI Focus: Identifying the Power Standards
- NSCI’s 7th Annual National Conference on Standards and Assessments, Las Vegas, NV
- Focus: Assessing Reasoning in the Classroom
- School District of New Berlin, New Berlin, WI Focus: Assessment FOR Learning
- Commodore, C. 07/05/06
- School District of Oshkosh, Oshkosh, WI Focus: Leadership and professional development to advance learning for every child
- Cleveland School District, Cleveland, OH Focus: Student-Involved Classroom Assessment— Training of Trainers
- Leadership Development for Masters Teachers Project, Polson, MT
- Focus: Performance Assessment
- Wayne Country RESA, Wayne County, MI Focus: Student-Involved Classroom Assessment— Training of Trainers
- Assessment Training Institute’s Summer Conference 2003 Focus: Basic Assessment Literacy and Brain Compatible Assessment and Instruction
- Spooner School District, WI Focus: Leading in Complex Times and Assessment FOR Learning
- Westview School Corporation, Topeka, Indiana Focus: Assessment FOR Learning and Basic Assessment

Literacy

- Wayne County RESA, MI-Curriculum Directors Focus: Leadership for Excellence in Assessment
- Ohio Catholic Education Association, Cincinnati, Ohio Focus: Assessment FOR Learning, Basic Assessment Literacy and Leadership for Excellence in Assessment
- School District of Oshkosh, Oshkosh, WI Focus: Learning Teams
- Catholic Schools of the Archdiocese of Milwaukee, WI Focus: Assessment FOR Learning and Basic Assessment Literacy
- North High School, Sheboygan, WI Focus: Assessment FOR Learning and Basic Assessment Literacy
- Garfield Heights Middle School, Garfield Heights, Ohio Focus: Assessment FOR Learning and Basic Assessment Literacy
- Grafton School District, Grafton, WI Focus: Assessment FOR Learning and Basic Assessment Literacy
- Commodore, C. 07/05/06
- Ottawa Catholic School Board and Teaching and Learning Consortium, Ottawa, Canada
- Basic Assessment Literacy and Brain-Compatible Assessment and Instruction
- ABC Conference and Institute, 2003 for NESAs, Al Manama, Bahrain
- Focus: Assessment FOR Learning and Basic Assessment Literacy
- Wisconsin Assessment Consortium, Oshkosh, WI Focus: Training of Trainers on Assessment Literacy and Learning Teams
- School District of Oshkosh, Oshkosh, WI Focus: Basic Assessment Literacy, Assessment FOR Learning, and Principles of Effective Communication
- University School of Milwaukee, Milwaukee, WI Focus: Assessment FOR Learning and Basic Assessment Literacy
- Prep Center, Plymouth, MN Focus: Training of Trainers in Assessment Literacy
- Wayne RESA, Wayne County, MI Focus: Follow-up for Training of Trainers in Assessment Literacy
- EARCOS International Teachers Conference, Bangkok, Thailand
- Focus: Assessment Literacy, Performance Assessment, and Paper and Pencil Testing
- ERPDC, Akron, Ohio Focus: Training of Trainers in Assessment Literacy
- Burleson Independent School District, Burleson, TX Focus: Training of Trainers in Assessment Literacy
- Oshkosh Area School District, Oshkosh, WI Focus: Aligning Standards, Learning Targets, Assessment Methods and Methods of Communication
- Dr. Michael's Dental Office, Oconomowoc, WI Focus: Linking leadership and brain research
- Assessment Training Institute's 2004 Summer Conference Focus: Brain Compatible Assessment and Instruction, Basic Assessment Literacy, and Aligning Standards, Targets, Assessment Methods and Communication
- Osseo, MN Area Schools, Osseo, MN Focus: Training in Leadership for Excellence in Assessment
- Commodore, C. 07/05/06
- International School of Stavanger, Norway Focus: Assessment OF and FOR Learning
- Stone Bank, Lake Country, Richmond and North Lake Schools, WI
- Focus: Assessment OF and FOR Learning
- Diocese of Cleveland, Ohio 2004 Opening Conference Focus: Aligning Standards, Targets, Assessment Methods, and Communication
- Taipei American School, Taipei, Taiwan Focus: Assessment OF and FOR Learning
- Wisconsin Assessment Consortium's 2004-05 Training for Wisconsin districts
- Focus: Professional Development in Balanced Quality Assessment Practices
- NESAs 2004 Administrators' Conference, Dubai, United Arab Emirates
- Focus: Leadership for Quality Assessment Practices
- NESAs 2004 ABC Institute, Al Manama, Bahrain Focus: Leading Professional Development in Classroom Assessment FOR Student Learning
- San Bernardino School District, San Bernardino, CA Focus: Leading Professional Development in Classroom Assessment FOR Student Learning
- Cardinal Stritch University, Milwaukee, WI Focus: Development of a curriculum on leadership for Latino leaders of nonprofit organizations and teaching of some of the classes
- Ingham Co. Intermediate School District, MI Focus: Leadership for Excellence in Assessment
- Minnesota ASCD Conference, Minneapolis, MN Focus: Assessment Literacy and Brain-Compatible and Instruction

- Fargo Public Schools, Fargo, ND Focus: Leadership for Excellence in Assessment
- Fremont Public Schools, Fremont, OH Focus: Assessment FOR Learning
- Prep Center, Plymouth, MN Focus: Leading Professional Development in Classroom Assessment FOR Student Learning
- Commodore, C. 07/05/06
- Western PA ASCD, Pittsburgh, PA Focus: Assessment FOR Learning and Brain- Compatible Assessment and Instruction
- Upper St. Clair School District, Upper St. Clair, PA Focus: Assessment FOR Learning
- Ingham Intermediate School District, Ingham Co, MI County-wide Assessment Conference
- Focus: Assessment FOR Learning
- NES Assessment Conference, Stillwell, Kansas Focus: Assessing FOR Reasoning and Aligning Standards, Targets, Assessment Methods and Communication of Results
- Assessment Training Institute's 2005 Summer Conference, Portland, OR
- Focus: Basic Assessment Literacy, Brain- Compatible Assessment and Instruction, and Aligning Standards, Targets, Assessment Methods and Communication of Results
- Crystal Lake, IL School District Focus: Leading Professional Development in Classroom Assessment FOR Student Learning
- Burleson Independent School District, Burleson, TX Focus: Using Paper and Pencil Tests to Trigger Student Success
- Whitnall School District, Greenfield, WI Focus: Grading FOR Learning
- ATI Assessment Conference, Canandaigua, NY Focus: Brain Compatible Assessment and Instruction and Aligning Standards, Targets, Assessment Methods and Communication of Results
- ATI and Solution Tree Assessment Conference, Langley, BC Focus: Basic Assessment Literacy, Brain Compatible Assessment and Instruction and Aligning Standards, Targets, Assessment Methods and Communication of Results
- Brown Deer School District, Brown Deer, WI Focus: Assessment FOR Learning and Clear Learning Targets
- Cushing School, Delafield, WI Focus: Unit Planning Around Essential Learning Targets
- Commodore, C. 07/05/06
- Third Annual Developing Leadership In Assessment Literacy Training of Trainers, Wisconsin Assessment Consortium, Neenah, WI
- Focus: Assessment FOR Learning and Learning Teams
- De LaSalle High School, Minneapolis, MN Focus: Assessment FOR Learning
- EARCOS Administrators Conference, Manila, Philippines Focus: Assessment FOR Learning, Leadership for Excellence in Assessment, Leading for Success in a Complex World, Aligning Standards, Targets, Assessment Methods and Communication of Results
- Community High School District #155, Crystal Lake, IL Focus: Leading Assessment FOR Learning and Aligning Standards, Targets, Assessment Methods and Communication of Results
- Muskego-Norway School District, Muskego, WI Focus: Leading Assessment for Learning and Assessment FOR Learning Principles
- Professional Development Center, Dyersburg, TN Focus: Assessment FOR Learning
- East RSIT, Akron, Ohio Focus: Leading Professional Development in Assessment FOR Learning
- Burlington Area School District, Burlington, WI Focus: Connecting High Quality Assessment with Student Motivation and Achievement
- Stevens Point Area School District, Stevens Point, WI Focus: Leading Assessment FOR Learning
- Menomonie Area School District, Menomonie, WI Focus: Assessment FOR Learning
- Japan ASCD, Tokyo, Japan Focus: Connecting High Quality Assessment with Student Motivation and Achievement and Assessment FOR Learning
- Ingham Intermediate School District, Ingham, MI Focus: Principal Leadership in Adult Learning
- Fremont Schools, Fremont, OH Focus: Standards and Classroom Targets
- OAASFEP Spring Conference, Cleveland, OH Focus: Brain Compatible Assessment and Instruction and Assessment FOR Learning
- Commodore, C. 07/05/06

Honors/Awards:

Memberships:

- Hong Kong International School, Hong Kong, China Focus: Assessment FOR Learning, Leadership in Standards and Assessment
- Carmel Clay School District, Carmel, IN Focus: Leadership in Assessment FOR Learning
- St. Rafael, Prince of Peace and St. Adalbert Schools, Milwaukee, WI
- Focus: Assessment FOR Learning
- Manatee County School District, Bradenton, FL Focus: Leading Professional Development in Assessment FOR Learning
- McKinney Independent School District, McKinney, TX Focus: Leadership for Assessment FOR Learning
- 2006 MCCSC Assessment FOR Learning Training, Bloomington, IN
- Focus: Connecting High Quality Assessment with Student Motivation and Achievement and Assessment FOR Learning, Assessing for Reasoning and Performance Assessment

-
- Nominated for the Kettle Moraine School District Leadership Award, 1991 & 1990
 - Nominated for the Kettle Moraine School District Professional Development Award, 1989
 - Nominated for Oconomowoc, WI's Business & Professional Woman of the Year, 1989
 - Community Recognition Award from Waukesha Elks Lodge for actions and services on behalf of the community, 1983
 - Award for Excellence in Student Development from the Kettle Moraine School Board, 1982
 - Kenosha WI's Young Business & Professional Woman of the Year, 1968
 - Association for Supervision and Curriculum Development (ASCD) 1990 – present
 - Wisconsin Association for Supervision and Curriculum Commodore, C. 07/05/06

Community Service:

Significant Experiences:

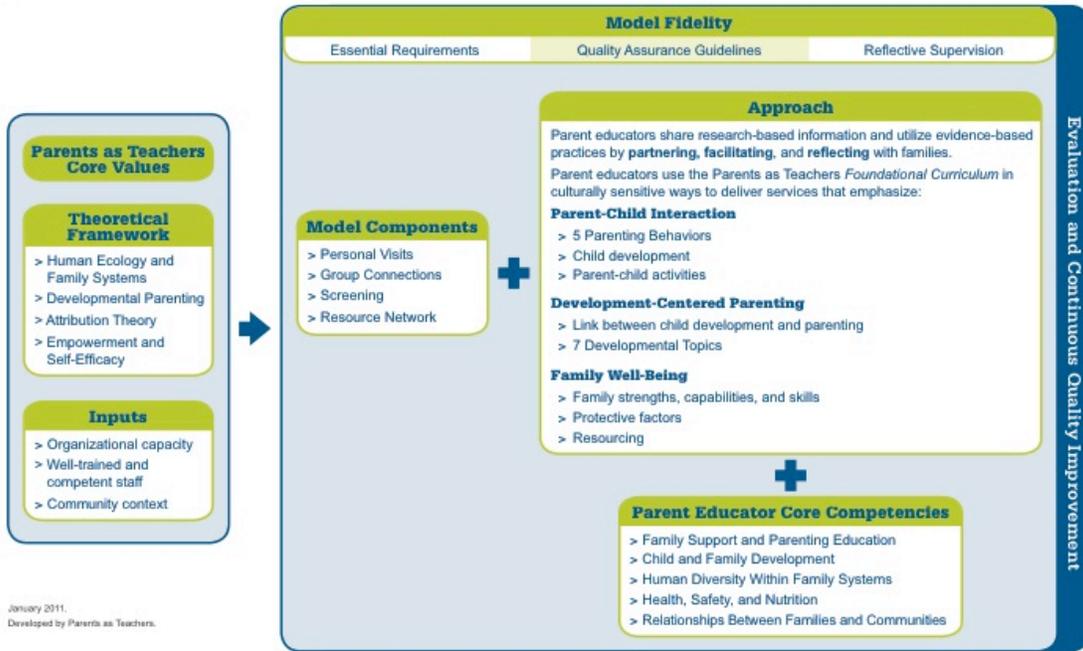
- Development (WASCD) 1990 - present Phi Delta Kappa 1989 - present
- American Council on the Teaching of Foreign Languages (ACTFL) 1995 – present
- Wisconsin Association of Foreign Language Teachers (WAFLT) 1992 - present
- Wisconsin Assessment Consortium (WAC) 1992 - present
- Church lector at St. Jerome Parish, Oconomowoc, St. Joan of Arc, Okauchee, and St Catherine, Oconomowoc from 1978 to present -- assist at Sunday Masses
- Eucharistic Minister at St. Joan of Arc Parish, Okauchee, and St. Catherine, Oconomowoc from 1987 to present – assist at Sunday Masses
- Member of the Nominating Committee of the Great Blue Heron Girl Scout Council, 1994-1997 – meet to make nominations for various positions within the Girl Scout council
- **K-5 Elementary Foreign Language Program (FLES)**
- As a teacher and department chair for the Kettle Moraine School District co-developed and co-implemented a district- wide elementary foreign language program; in addition, coordinated the program for four years. The program was considered one of the model elementary foreign language programs in the state of Wisconsin.
- **Mentor Program:**
- While an administrator for the Kettle Moraine School District, co-developed and implemented a Teacher Mentor Program
- **K-2, 3-5, 6-8, and 9-12 Assessment Programs:**
- As an administrator for the Elmbrook School District, facilitated the development and implementation of a balanced assessment program including a district-wide Benchmark Assessment Program for grades K-12. Today these assessments are implemented in K-12 classrooms throughout the district.
- **Dissertation-research:**
- As a doctoral student I shadowed two students for a school year to deeply understand their thoughts and feelings as they engaged in daily assessment experiences. Their insights were profound and aligned with significant research on motivation, the brain, and best practices.
- Commodore, C. 07/05/06
- The above experiences have given me extensive experience and insight into systemic change and improvement and student learning

PARENTS AS TEACHERS LOGIC MODEL



Parents as Teachers

- Goals:**
- Increase parent knowledge of early childhood development and improve parenting practices.
 - Provide early detection of developmental delays and health issues.
 - Prevent child abuse and neglect.
 - Increase children's school readiness and school success.

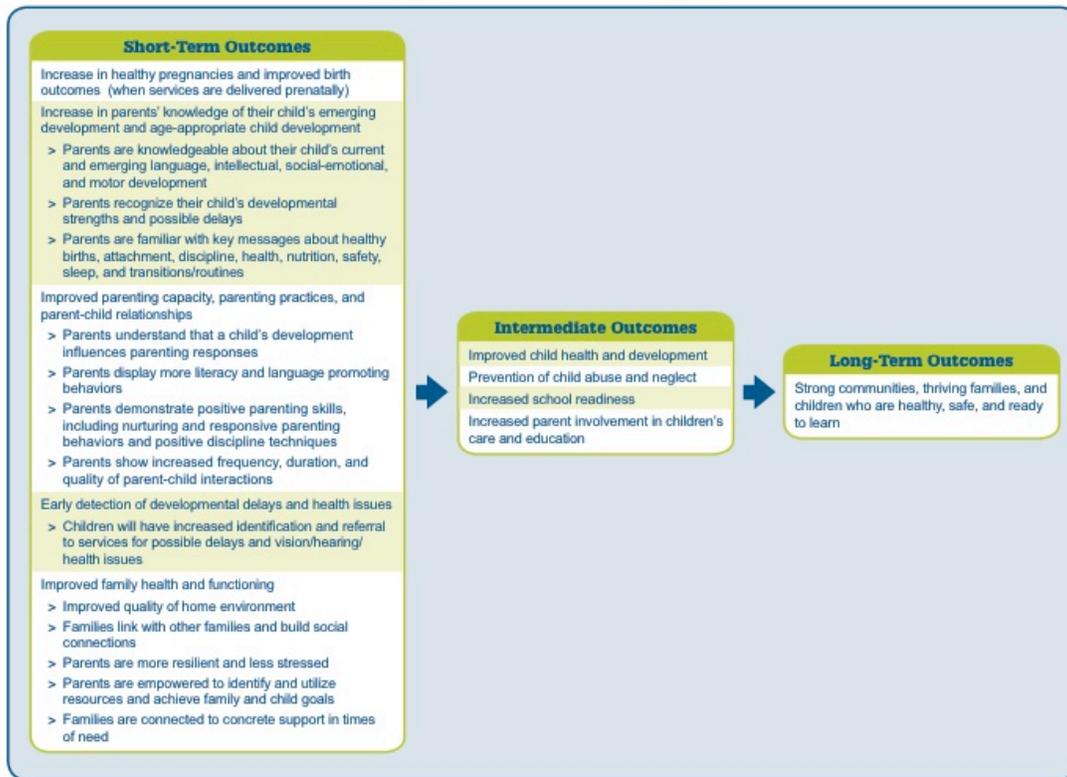


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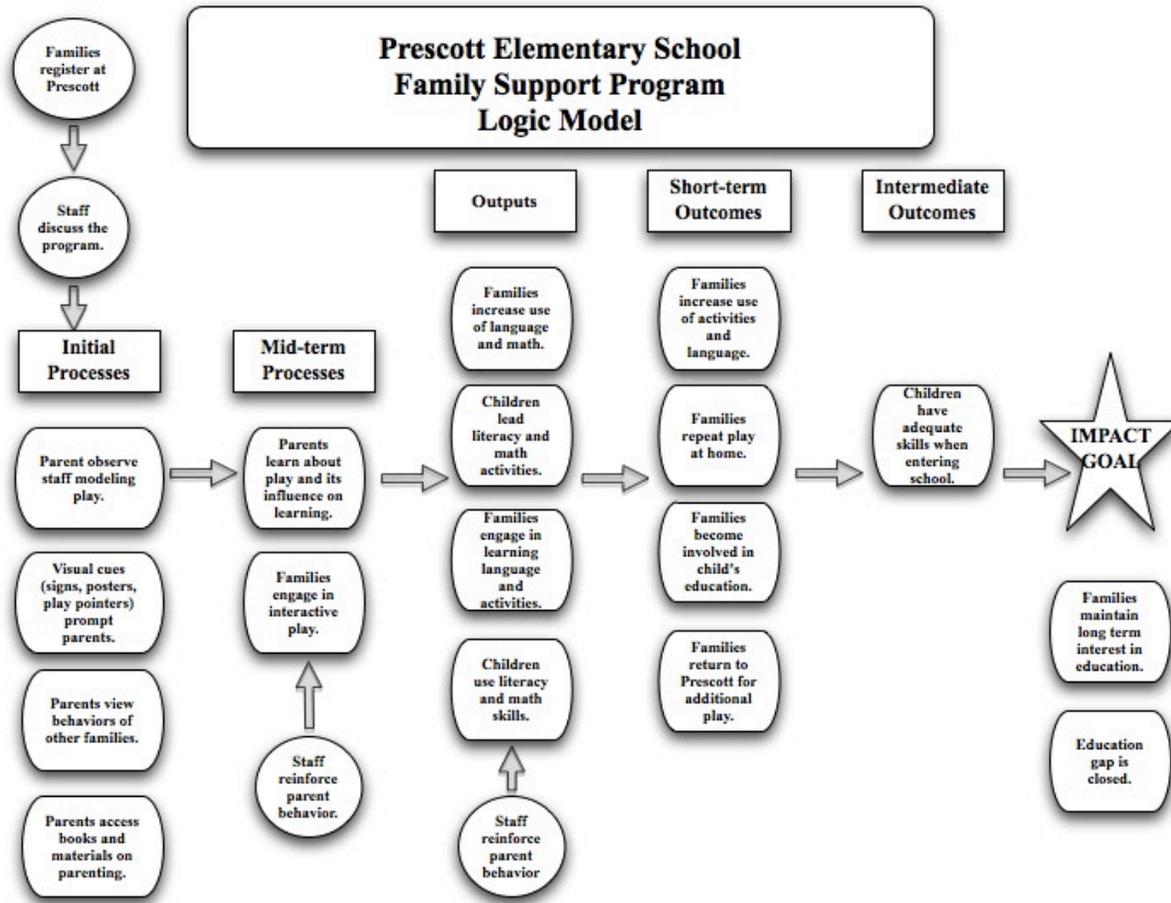
Parents as Teachers Model Implementation Guide

Introduction | 6



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Appendix Q: Family Resource Center Logic Model



Appendix R: Job Description, Family Support Educator

DUBUQUE COMMUNITY SCHOOL DISTRICT
Job Description

POSITION TITLE:

Teacher on Special Assignment: Family Support Coordinator

RECRUITMENT/RECOMMENDATION:

Recruited by: H.R. Executive Director
Recommended for Appointment By: H.R. Executive Director
Associate Superintendent

WORKING RELATIONSHIPS:

Type of Authority: Staff
Reports To: Principal
Consults With: Early Childhood Coordinator, Teachers, Community Agencies, and Instructional Coaches

MINIMUM POSITION REQUIREMENT:

K-6 Teaching Certificate

HIGHLY DESIRABLE QUALIFICATIONS:

- Master's Degree in Reading or Reading Minor, Unified Early Childhood or Math
- Successful Elementary Classroom Teaching Experience in Reading and/or Math
- Successful Experience in Providing Professional Development to Adults
- Bi-lingual, preferably in Spanish
- Training in Parents as Teacher program or other evidence –based parent education programs
- Technology Proficiency

POSITION QUALIFICATIONS:

33. PreK-5 teaching certification with special emphasis on reading, math or early childhood development.
34. Successful elementary or early childhood teaching experience.
35. Experience in administering, interpreting, and applying results of standardized and classroom-based assessments.
36. Strong knowledge of DCSD reading and math curriculum and instructional strategies.
37. Excellent communication skills both in written and oral forms.
38. Commitment to and willingness to continue learning in the areas of content, assessment, and instruction.
39. Experience in leading/facilitating committees, groups, and meetings.
40. Willingness to collaborate with district and school-level staff.
41. Experience in providing school-based professional development, preferably in reading and math.
42. Experience in delivering professional development to adults; understands adult learning theory.

43. Strong ability to effectively manage time.

POSITION RESPONSIBILITIES:

21. Provide oversight for all elements of the Parent Resource Center.
22. Facilitate activities for parents on an ongoing basis that support literacy and math development.
23. Develop, coordinate and facilitate parent education classes as needs are identified.
24. Facilitate the use of the Parent Resource Center for community support groups.
25. Maintain the coordinate the use of the Toy Lending Library.
26. Develop in collaboration with the building principal and the district early childhood coordinator parent education events for the PreK-5 school.
27. Develop and coordinate the program for birth to age 8 parents on early childhood development as related to literacy and math development including the Family Literacy Playroom.
28. Coordinate with the district Early Childhood Supervisor all elements of Kindergarten transition program.
29. Coordinate the “Drop in Play and Learn” Center for parents and children age birth to age 8.
30. Take part in opportunities for professional development aligned with the DCSD Early Childhood program.
31. Participate in and support district activities and programs for families.
32. Facilitate the distribution, completion, collection and organization of data related to the Family Resource Program.
33. Collaborate with the Parents As Teachers Educator to help plan a family involvement activity to help families participate more effectively in improving their children’s learning in reading and math.
34. Collaborate with the Parents As Teacher Educator, Family reading or math nights to support parent information in what strategies/skills are being taught and how it can be supported at home.
35. Participate in the decision-making committees/councils in the school as required.
36. Demonstrates receptiveness to innovative and new ideas.
37. Strives to maintain and improve professional competence.
38. Assist in other instructional and curriculum support responsibilities as assigned.

Appendix S: Policy Changes and Modifications

IOWA PUBLIC CHARTER SCHOOL PROGRAM Charter Application Assurances

Pursuant to Iowa Public Charter School Law, Chapter 1124, a developed application grant under the Public Charter School Program (PCSP) must meet all applicable federal, state, and local health and safety requirements and laws prohibiting discrimination on the basis of race, creed, color, sex, national origin, religion, ancestry, gender identity, sexual orientation, or disability. A charter school shall be subject to any desegregation plan in effect for the school district. At the time the school's charter application is approved, the charter shall:

- A. Implement: (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives.
- B. Establish a working relationship between the charter school, the local school board, and the school district.
- C. Involve parents and other members of the community in the planning, program design, and implementation of the charter school.
- D. Request and justify waivers / revisions of any federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to the public schools, that the applicant proposes to be waived, or otherwise not apply, to the school.
- E. Participate for the life of the charter in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Iowa Department of Education. This includes participating in any federal or State funded charter school evaluations or studies, final grant report documentation, and financial statements.
- F. Inform students and parents in the community about the charter school and about an equal opportunity to attend the charter school.
- G. Operate as a non-sectarian, non-religious public school.
- H. Be free of tuition and application fees to Iowa resident students between the ages of five and twenty-one years.
- I. Will comply with all provisions of the Non-Regulatory Guidance – Public Charter School Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is over-subscribed.
- J. Be subject to and comply with Charters 216 and 216A relating to civil and human rights.
- K. Comply with federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, **14** Iowa Charter School Application Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.

- L. Provide special education services in accordance with Chapter 256B.
- M. Ensure that a student's records, and if applicable, a student's Individual Education Program (as defined in section 602(11) of the Individuals with Disabilities Act) are transferred from a charter school upon the transfer of the student from a charter school to another public school, in accordance with the applicable law (P.L. 107-110, section 5208).
- N. Will comply with all provisions of the No Child Left Behind Act, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments (P.L. 107-110).
- O. Be subject to the same financial audits, audit procedures, and audit requirements as a school district. The audit shall be consistent with the requirements of sections 11.6, 11.14, 11.19, 256.9 subsection 19 and section 279.29 except to the extent deviations are necessary because of the program at the school. The Department, the auditor of state, or the legislative fiscal bureau may conduct financial, program, or compliance audits.
- P. Be subject to and comply with Chapter 284 relating to the student achievement and teacher quality program. A charter school that complies with Chapter 284 shall receive state moneys or be eligible to receive state moneys as provided in Chapter 284 as if it did not operate under a charter.
- Q. The charter school assures that it will not conduct a program of instruction until such time as:
- The requisite health and safety and accessibility standards for the local school building have been met according to the local health and fire department inspectors;
 - Adequate equipment, materials, and guidance and counseling services are available; and,
 - Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.
- R. The charter school will maintain an active parent / guardian involvement process.
- S. Be subject to and comply with Chapters 20 and 279 relating to contacts with and discharge of teachers and administrators.
- T. Be subject to and comply with provisions of Chapter 285 and 282.18 subsection 10 relating to the transportation of students. (Note: A sending district shall make payments to the charter school in the manner required under section 282.18 subsection 7).
- U. Meetings of the advisory council are subject to the provisions of Chapters 21 and 22.

NOTE: A charter school shall not discriminate in its student admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, or status as a person with a [15 Iowa Charter School Application](#) disability. However, a charter school may limit admission to students who are within a particular range of age or grade level or on any other basis that would be legal if initiated by a school

district. Enrollment priority shall be given to the siblings or students enrolled in a charter school.