

Combined Board Meeting
between the
Maquoketa Community School District
and the
Delwood Community School District
Monday, November 21, 2011 – 5:15 PM
Location: Delwood Community School Cafeteria

AGENDA

- 1. Call to Order**
- 2. Roll Call**
- 3. Approval of Agenda**
- 4. Welcome Visitors**
- 5. Middle School Report – Principal Christine Snell**
 - **Review of Middle School Initiatives**
 - *Olweus – Anti-Bullying Program*
 - *Reading Initiative*
 - *Math Initiative*
- 6. High School Report – Principal Mark Vervaecke**
 - **Review of High School Initiative Maps**
 - *One to One Net-Book Initiative*
- 7. Helen Snell – Curriculum Director Report**
 - **Review of District Initiative Maps**
 - *Iowa Core Curriculum (District / Middle School / High School)*
 - *CRISS Strategy Training*
 - *Curriculum Mapping*
- 8. Review Facility Improvement Program and SAVE Dollar Expenditures**
- 9. Review Whole-Grade Sharing Agreement**
- 10. Update of LOSST Dollar Expenditures**
- 11. Adjournment**

**Maquoketa Middle School
School Improvement Mapping
2011-2012**

School / Building Initiative: OLWEUS/PBIS

Brief Description of Initiative:

The Maquoketa Middle School is in their 3rd year of implementing the OLWEUS Bullying Prevention Program. The middle school has initiated CHAT time (Cardinals Helping Achieve Teambuilding) on a weekly basis and the activities are overseen by the building OLWEUS/CHAT committee. The CHAT time has been developed for the following purpose: a time for building relationships, a time for open discussion where participants feel safe, a place where we respect people for their differences, a time about the students, a time where personal information is shared and connections are made, a place where students learn to trust each other, an opportunity to unite as a community, a time to empower and is necessary.

The OLWEUS Bullying Prevention Program characterizes bullying the following way: “A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more or other persons, and he or she has difficulty defending himself or herself.” According to the survey data, students here at Maquoketa Middle School identified our “hot spots” for bullying occur in the following locations:

	Initial Data	2009-2010	+/-	2010-2011	+/-
Hallways or stairwells	48%	42%	-6%	39	-3
Classroom (with teacher absent)	32%	30%	-2%	24	-6
Gym class/locker room	29%	19%	-10%	21	-2
Classroom (with teacher present)	27%	30%	+3%	33	+3
Lunchroom	24%	33%	+9%	28	-5
Bathroom	17%	14%	-3%	7	-7
Bus	15%	21%	+6%	12	-9
On the way to and from school.	15%	13%	-2%	9	-4
My teachers care about me.	-----	28%	-----	80	+52
Students treat others with respect.	-----	68%	-----	27	-41
Bullying has been going on longer than a month.	-----	35%	-----	36	+1
I told no one about the bullying.	-----	45%	-----	41	-4

The CHAT team will also be looking into Positive Behavior Supports (PBIS) based upon data that was collected during the 2009-2010 school year. PBIS is a researched-based approach to developing a system-wide program that considers all factors that influence a student' behaviors. PBIS is a very powerful intervention that is effective with all ages, diverse groups and people of various cultures and abilities. The goal of this system is as follows: A building wide initiative to recognize and reward students exhibiting positive behavior to ensure a safe learning environment; provide tiered levels of rewards and consequences to encourage appropriate social behaviors; and provide structure and consistency for the discipline procedures at our school. The CHAT team will continue with year 2 PBIS training and continue implementation of the following: Be A Card! Program, all-school expectation videos and behavior rubric to be used to monitor individual student behaviors.

The data that has been collected during the 2009-2010 school year indicates that the following areas need to be addressed:

Behaviors:	09-10	10-11	+/-
Students do not treat others with respect at school.	66%	27%	-41
Students have been bullied in the hallway during passing time.	42%	39%	-3
Students have been bullies during lunch.	33%	28%	-5
Office Referrals	226	483	114%
Office Referral = Disrespectful	56/25%	108	22%
Office Referral = Refusal to do assignments	32/14%	82	17%
Office Referral = Hall Misconduct	14/6%	18	4%
Office Referral = Inappropriate Language	27/12%	38	8%
Office Referral = Fighting	38/17%	44	9%

What are the intended outcomes of the initiative?

- To provide a safe, educational environment for our students to learn at a high level.
- To lower the number of number of bullying incidents that take place at school.
- To promote positive student interactions in all areas of the school building.
- To promote staff use of student data to develop and implement strategies to decrease student behaviors.
- To build relationships and relationship skills.
 - A school-wide program that promotes positive behavior among students.
 - Common student expectations throughout the building.
 - Decrease in student behaviors and office referrals.
 - Continual data collection and analysis to determine areas of needs and improvement.
 - Continual celebration of positive behaviors.

Scope of the Initiative: District- Wide ⇐
 Building Wide ⇐
 Grade Level
 Departmental
 Individual / Other

Link(s) to Comprehensive School Improvement Plan:

Improve the learning environment for all students and to improve the percentage of students demonstrating positive and appropriate behavior.

Resources Committed to this Initiative (time / dollars / personnel / other):

- Time:** Periodic CHAT meetings (during HR) as scheduled by the OLWEUS/CHAT team meetings (two mornings a month + ½ day a month), PBIS Training (8 days) and staff development time.
- Dollars:** Materials need for CHAT time activities and sub pay for one-day OLWEUS team meeting planning time, sub-pay for new staff to attend OLWEUS training, prizes for Be A Card! Program and sub-pay for staff attending PBIS training.
- Personnel:** OLWEUS/CHAT team and all staff members.
- Training:** PBIS training, OLWEUS training & CPI training
- Other:** SWIS Data web-site, yearly OLWEUS survey and AEA support personal.

What will full implementation look like?

- Teachers will have weekly CHAT meetings to discuss topics and participate in activities that have been determined by the CHAT/PBIS committee.
- Staff development time will be spent reviewing topics and issues that will be discussed during CHAT time.
- The CHAT/PBIS committee will meet on a monthly basis for planning, data review, and program monitoring.
- The CHAT/PBIS committee will meet annually for planning activities for the following school year.
- The building administration will plan for new staff training as part of the middle school orientation to the CHAT/PBIS program.
- The CHAT/PBIS committee will communicate with parents and community regarding program progress, activities and student expectations.
- Students will be aware of what bullying is and use skills to promote positive student interaction.
- Club activities will be planned both in the fall and spring to help build positive student-staff relationships.

Current Implementation Status: Pre Initiation Stage
 Initiation Stage ⇐
 Developing Stage ⇐
 Sustaining Stage ⇐

Plans for sustaining the initiative:

The CHAT/PBIS committee will meet on a monthly basis (two times a month) to discuss the CHAT time activities, analyze data collected, and plan for staff development training. The CHAT/PBIS team will attend training through the AEA on PBIS. The CHAT/PBIS team will collect data in the following ways: surveys, office referrals, ABC data, grade-level team data, and OLWEUS Questionnaire. The CHAT/PBIS team will continue the PBIS training for year 2 & 3.

Staff training will include modeling and demonstration of CHAT activities that include: the bullying circle, the on-the-spot intervention tool (along with the grid of Teacher Do's & Don'ts), the rubric that indicates how to decipher bullying situations from fighting, the four rules of bullying prevention, team building activities, PBIS behavior expectations done on video, CPI training, and sharing/reflections from the book, *Conversations on the Go*, by Mary Alice Ackerman. Teachers will begin the process of collecting student discipline data for future discussions and decision-making (using the SWIS system provided by AEA 9).

Timeline:

OLWEUS/CHAT team training for PBIS	2010-2011 – Year 1 2011-2012 – Year 2 2012-2013 – Year 3
Staff Development Training	2011-2012 & beyond
CPI Training	ongoing as needed
CHAT/PBIS team meetings	2011-2012
CHAT Class meetings	Homeroom 2011-2012
CHAT/PBIS Data Review	2010-2011 & beyond
PBIS Behavior Expectations Videos	August 2011 & beyond

Maquoketa Middle School School Improvement Mapping 2011-2012

School / Building Initiative: Literacy

Brief Description of Initiative:

The focus of the initiative is to increase student achievement in literacy. The building achievement data indicates a lack of growth in the area of reading comprehension and vocabulary skills. The lack of achievement along with the Iowa Core initiative to improve oral and written literacy skills of students has prompted Maquoketa Middle School to focus on increasing students achievement in literacy. One scope of this initiative is to focus on students who are non-proficient in the area of reading comprehension and the second scope is to improve the vocabulary and writing skills of all students. Student achievement data will be collected that will include MAP testing (3 times a year), IA Assessment data (Spring 2012), and formative assessment data. The staff will work together as content area teams to analyze the data and make informed decisions/interventions to increase student achievement. Students who are non-proficient in the area of reading comprehension will receive intensive instruction through Read 180, LTK or Megawords depending on their individual deficiencies. The goal is to improve literacy skills of all students and increase their exposure to all aspects of reading and writing to make them better prepared for learning and working in today's world.

What are the intended outcomes of the initiative?

- To show growth in literacy scores of all students by May of 2012 as reported on IA Assessment, Stanford Diagnostic & MAP.
- Reading and Language Arts departments will develop a shared student achievement goals through their PLC groups and YCDP.
- Increase the frequency of formative assessment data collection and data analysis.
- Teams are committed to continuous learning/improvement and are result/action oriented.

Scope of the Initiative:
District- Wide
Building Wide
Grade Level
Departmental ←
Individual / Other

Link(s) to Comprehensive School Improvement Plan:

This initiative is linked to the District's long-term goals to increase student achievement in the areas of Reading Comprehension.

Resources Committed to this Initiative (time / dollars / personnel / other):

- **Time:**
 - Bi-Weekly PLC team meeting (40 mins).
 - 4 days: Read 180 training for 4 staff members
 - 2 days: Read 180 coaching for 4 staff members
 - 6 days: Literacy Leadership training for building principal
 - 4 days: Staff Development for IA Core/CEI work
- **Dollars:** Registration for training and materials in Read 180, Literacy Leadership, and assessment costs (Stanford/MAP/IA Assessment)
- **Testing:**
 - MAP Testing (September/December/April)
 - Scholastic (August/May)
 - IA Assessment (January/February)
- **Personnel:** Read 180 teachers (4), Reading teachers (6), Language Arts teachers (3), AEA support & building principal.

- **Curriculum/Programs:**
 - Read 180 (6th – 8th grade)
 - LTK & Megawords (specialized curriculum)
- **Staff Development:** Data Analysis/Read 180/Teaching Strategies/CEI-IA Core
- **Other:** Technology support of Read 180 and MAP testing.

What will full implementation look like?

- Educational practices that promotes learning and student achievement through the use of PLC, data collection & analysis and best classroom practices in the area of literacy instruction.
- Increased student achievement data in the area of literacy as collected on MAP testing, Stanford Diagnostic Tests and IA Assessment

Current Implementation Status: Pre Initiation Stage
 Initiation Stage ⇐
 Developing Stage ⇐
 Sustaining Stage

Plans for sustaining the initiative:

Reading and Language Arts departments will meet on a bi-weekly basis throughout the 2011-2012 school year. The teams will meet at the beginning of the year to develop their YCDP using a long-term SMART goal. The YCDP will focus on increasing literacy skills of all students and/or implementing curriculum to meet the needs of non-proficient readers. The department PLC meeting times will be used to discuss student data that has been collected to reach their goals, discuss teaching strategies (Read 180/CRISS/Concept Based Instruction/Assessment/CEI), classroom visits, and student interventions. The teams will be expected to share meeting agendas/minutes with other staff members along with reporting back to the entire staff/school board the progress that they have towards their YCDP goals. Student achievement will be measured by using Stanford, MAP and IA Assessment data to indicate student growth in the areas of reading comprehension and writing skills. Read 180 will be supported by follow-up training dates during the 2011-2012 school year.

Timeline:

Staff Development Training (IA Core/CEI)	Ongoing
Read 180 Training	2011-2012
Map Testing	Fall/Winter/Spring
IA Assessment	Jan/Feb 2012
Bi-Weekly PLC Department Meetings	2011-2012 & beyond
Literacy Leadership Training	2011-2012 & beyond

**Maquoketa Middle School
School Improvement Mapping
2011-2012**

School / Building Initiative: Math (Mathia)

Brief Description of Initiative:

The focus of the initiative is to increase student achievement in the areas of Math and to align Math instruction with the Iowa Core. The Mathia curriculum has been directly aligned to the Iowa Core including teaching strategies that encompass 21st Century Skills such as problem solving, group work and technology. In addition, with the implementation of the Iowa Core the concepts that are currently taught in the Algebra curriculum will be shifted to the 8th grade curriculum and implementing Mathia will allow us to make these changes. The district decided to begin the implementation of the content area of Math at the 6th and 7th grade level for the 2011-2012 school year and in the 8th grade level for the 2012-2013 school year. The implementation of the Mathia curriculum is being supported through the AEA in terms of teacher training and monthly building/classroom visits. The Mathia curriculum allows students to be given enrichment opportunities to increase their math skills through the technology portion of the curriculum.

What are the intended outcomes of the initiative?

- To show growth in the area of Math and Problem Solving as reported by Iowa Assessment & MAP.
- Develop a shared mission and goals in the content area of Math.
- To align the Math curriculum with the Iowa Core.

Scope of the Initiative: District- Wide ⇐
Building Wide
Grade Level
Departmental ⇐
Individual / Other

Link(s) to Comprehensive School Improvement Plan:

This initiative is linked to the District's long-term goals to increase student achievement in the area of Math.

Resources Committed to this Initiative (time / dollars / personnel / other):

- **Time:**
 - Bi-Weekly PLC team meeting (40 mins).
 - Daily classroom instruction in the area of Math (60 minutes).
 - Mathia training at the AEA (10 days)
 - Mathia support from the AEA (one day per month)
- **Dollars:** Registration for Mathia training at the AEA for 5 teachers, Mathia curriculum materials, technology/netbook carts for 4 classrooms and assessment costs (MAP/IA Assessment).
- **Testing:**
 - MAP Testing (December/April)
 - IA Assessment (January/February)
- **Personnel:** Math teachers, building principal, technology support & AEA support staff.
- **Curriculum/Programs:**
 - Mathia (6th & 7th grade for 2011-2012 and the addition of 8th grade for 2012-2013)
- **Staff Development:** PLC Data Analysis/Mathia training/Teaching Strategies and problem solving

What will full implementation look like?

- Mathia curriculum fully implemented in grades 6th – 8th.
- Increased student achievement data in the areas of math as reported on IA Assessment & MAP.
- Math curriculum directly aligned with Iowa Core.
- Continual data collection of student progress and analysis to determine areas of skill improvement needed in the area of Math and changing instruction to increase these skills.

Current Implementation Status: Pre Initiation Stage
Initiation Stage ←
Developing Stage ←
Sustaining Stage

Plans for sustaining the initiative:

The Math department will meet on a bi-weekly basis to discuss student progress/data and to support each other in the implementation of the Mathia curriculum. Math PLC will meet on a bi-weekly basis throughout the 2011-2012 school year for 30 minutes. The Math department will meet at the beginning of the year to determine their YCDP using a long-term SMART goal. The YCDP will focus on increasing math skills among MS students. Student achievement will be measured by using MAP and IA Assessment data to indicate student growth in the areas of math. The building principal, the technology department and the AEA will support the Mathia initiative.

Timeline:

Mathia Training @ AEA	2011-2012
Mathia Implementation in 6 th & 7 th grade	2011-2012
Mathia Implementation in 8 th grade	2012-2013
Map Testing	Fall/Winter/Spring
IA Assessment	Jan/Feb 2012
Bi-Weekly PLC Meetings	Ongoing
AEA Support	

**Maquoketa High School
School Improvement Mapping
2011 – 2012**

School / Building Initiative: 1 to 1 Computer Initiative

Brief Description of Initiative: Every student in grades 9-12 will be issued a netbook for them to use throughout the school year. Each netbook will have identical software so that students and staff can be confident that everyone will have the tools necessary to be successful in and out of the classroom. Students will have the option of taking these netbooks home during the school year to increase the equity of technology beyond the schoolhouse.

What are the intended outcomes of the initiative?

We have three intended outcomes; the first outcome is to provide all students the same access to technology (hardware/software). We want this learning tool to be available to our students 24/7, both in school and out of school.

The second intended outcome is to make a fundamental change in how our classrooms look and operate – we want our classrooms to reflect the 21st century in which we are living.

Preparing our students for their future is our final intended outcome. Our students' future is a future that includes world-wide collaboration, instant/constant communication, and instant access to unlimited amounts of information. We must give our students meaningful practice in this new and changing world.

Scope of the Initiative:

- District- Wide
- Building Wide ✓
- Grade Level
- Departmental
- Individual / Other:

Link(s) to Comprehensive School Improvement Plan: This plan's link to our district's CSIP is not in the hardware itself; rather it is in how we leverage the tool to make the tasks we ask of our students more rigorous and relevant. Giving a student a computer in and of itself will not make them achieve more; technology is only a tool to use to increase achievement. This initiative stands in direct support of our Iowa Core Initiative.

Resources Committed to this Initiative (time / dollars / personnel / other):

1. Professional Development time to train staff.
2. 450 netbooks at \$408 per machine.
3. Additional resources to renew the initiative each year – approximately 150 new machines each year.
4. \$20,000 for Study Whiz – Course management system
5. \$4,000 for LanSchool – Student management system
6. Network upgrades
7. .25 FTE – Technology integrationist

What will full implementation look like?

Students will experience a wireless computing environment that is seamless between home and school. Staff will be supported to explore new and innovative ways to incorporate technology into their curriculum.

Current Implementation Status: Pre Initiation Stage ✓
Initiation Stage ✓
Developing Stage
Sustaining Stage

Plans for sustaining the initiative:

Resources will need to be committed yearly to renew and update technology. As technology changes we need to be able and willing to adapt our strategies. Additionally, this initiative needs to be extended to other buildings within the district.

Data:

Because this initiative is in its early stages the quality of our data needs to be developed. Initially data will be focused on implementation. As time passes we will need to improve the quality of our data and shift its focus to quality of implementation and away from the quantity of implementation.

Study Whiz software has a tracking component that will allow us to detail staff usage. We will use this year to establish a baseline of usage. Additionally, we will establish a new walkthrough protocol to be used in tracking usage of hardware and software in our classrooms. We will begin the walkthroughs in the second semester of this school year.

Additionally, we will keep a close eye on the percentage of students enrolling in our insurance program so that they may take advantage of using their netbooks at home.

Timeline:

All staff received one day of training on Study Whiz either August 15 or 16. Additional training will be provided as needed.

LanSchool training was provided to all staff on August 17. With follow-up training scheduled as needed.

Technology integrationist will provide before and after school trainings centered on Study Whiz, LanSchool, and Web 2.0 Tools. In addition, coaching and modeling will be provided during the day.

Technology integrationist will attend Intel training during November.

Weekly meetings with integrationist and building administration need to be scheduled.

Roll-Out completed November 1 and 3.

Data collection through Study Whiz will begin immediately and walk-through training will begin second semester.

**2010-2011 Adequate Yearly Progress
Summarized School Math Totals: High Schools**

Building	All Students	Low SES	Spec Ed. (IEP)	ELL	African American	Asian	Hispanic	Native American	White	Pacific Islander	Multi-Racial
Maquoketa Alt. HS	x	x	x	x	x	x	x	x	x	x	x
Northeast Alt. HS	x	x	x	x	x	x	x	x	x	x	x
Northeast HS~	91.6	89.2	NA	NA	NA	x	NA	x	91.8	NA	NA
Central CSD HS	90.0	NA	NA	x	x	NA	NA	NA	91.0	NA	NA
Pleasant Valley HS	89.3	NA	NA	x	NA	NA	NA	NA	89.3	x	NA
Preston HS~	86.8	NA	NA	x	NA	x	x	x	88.0	x	x
Andrew HS~	86.5	NA	NA	x	x	NA	x	x	86.1	x	x
State Goal	84.5	84.5	84.5	84.5	84.5	84.5	84.5	84.5	84.5	84.5	84.5
Camanche HS	82.1	NA	NA	x	x	x	NA	NA	82.5	x	NA
Maquoketa HS	82.0	72.1	NA	NA	NA	NA	NA	NA	82.6	NA	NA
Durant HS	81.3	NA	NA	x	x	x	NA	x	82.5	x	x
Wilton HS~	80.8	76.1	NA	x	NA	NA	NA	x	81.4	x	NA
North Scott HS	78.6	62.8	NA	x	NA	NA	NA	x	79.2	x	x
Bettendorf HS	78.5	56.6	40.0	NA	NA	NA	NA	NA	80.4	x	NA
State Average**	77.8	61.4	34.6	33.9	44.2	77.1	57.3	64.3	80.8	69.2	71.1
Calamus-Wheatland HS~	76.9	77.5	NA	x	NA	x	NA	NA	77.0	x	x
Clinton HS	76.3	59.0	26.2	x	NA	NA	NA	NA	79.8	x	NA
Bellevue HS~	74.7	63.4	NA	x	NA	x	NA	NA	74.9	x	x
AEA*	73.4	56.9	26.5	34.0	43.6	85.7	53.7	55.0	78.2	NA	63.0
West Liberty HS	71.4	58.1	NA	NA	x	NA	55.6	x	87.5	x	NA
Central HS (Davenport)	70.9	51.3	NA	NA	39.2	NA	NA	x	84.2	x	NA
East Central HS	70.6	NA	NA	x	x	x	NA	x	NA	x	NA
West HS (Davenport)	68.1	60.0	28.2	NA	NA	NA	61.1	NA	71.3	x	NA
Muscatine HS	67.1	55.0	21.6	NA	NA	NA	53.2	NA	71.7	x	NA
North HS (Davenport)	67.0	56.4	NA	NA	63.2	NA	NA	NA	72.9	x	NA
Columbus HS	66.7	58.3	NA	NA	x	x	47.2	x	NA	x	NA
Louisa-Muscatine HS~	66.2	NA	NA	x	x	x	NA	NA	67.8	x	x
Kimberly Ctr. HS (Davenport)	26.3	NA	NA	x	NA	NA	NA	NA	NA	x	x
Central CSD Alt. HS	0.0	NA	NA	x	x	x	x	x	NA	x	x
Lincoln HS (Clinton)	0.0	NA	NA	x	NA	x	x	x	NA	x	x

These proficiency levels, as reported on AYP website, are summarized building totals, not grade level scores.

The proficiency levels are calculated as follows: # Proficient + Additional Meeting Growth / FAY = % Proficient + Growth

~Building total includes middle/intermediate/jr. high school.

*: AEA proficiency levels based on 2010-2011 school year. Taken from Ia. Testing Program data. Data is for grade 11 only.

**: Source-The State Report Card for NCLB, September, 2011. Figures are for 2010-2011 grade 11 only.

NA: Calculated Total Tested <30

x: No data

**2010-2011 Adequate Yearly Progress
Summarized School Reading Totals: High Schools**

Building	All Students	Low SES	Spec Ed. (IEP)	ELL	African American	Asian	Hispanic	Native American	White	Pacific Islander	Multi-Racial
Maquoketa Alt. HS	x	x	x	x	x	x	x	x	x	x	x
Northeast Alt. HS	x	x	x	x	x	x	x	x	x	x	x
Andrew HS~	91.9	NA	NA	x	x	NA	x	x	91.7	x	x
Pleasant Valley HS	91.3	NA	NA	x	NA	NA	NA	NA	90.7	x	NA
East Central HS	88.2	NA	NA	x	x	x	NA	x	NA	x	NA
Preston HS~	88.2	NA	NA	x	NA	x	x	x	89.3	x	x
State Goal	84.5	84.5	84.5	84.5	84.5	84.5	84.5	84.5	84.5	84.5	84.5
Northeast HS~	83.9	79.0	NA	NA	NA	x	NA	x	85.7	NA	NA
Central CSD HS	83.3	NA	NA	x	x	NA	NA	NA	83.8	NA	NA
North Scott HS	82.1	69.8	NA	x	NA	NA	NA	x	81.8	x	x
Bettendorf HS	80.5	60.4	22.2	NA	NA	NA	NA	NA	81.2	x	NA
State Average**	78.2	63.8	30.4	30.4	51.9	75.7	61.4	66.7	80.6	73.1	71.0
West Liberty HS	77.1	74.2	NA	NA	x	NA	66.7	x	90.6	x	NA
Durant HS	76.6	NA	NA	x	x	x	NA	x	76.2	x	x
Maquoketa HS	76.6	76.7	NA	NA	NA	NA	NA	NA	76.9	NA	NA
Camanche HS	76.1	NA	NA	x	x	x	NA	NA	74.6	x	NA
AEA*	74.9	60.0	23.6	25.5	48.1	82.5	61.4	65.0	79.0	NA	61.1
Wilton HS~	74.7	67.2	NA	x	NA	NA	NA	x	76.1	x	NA
Central HS (Davenport)	74.3	53.1	NA	NA	47.1	NA	NA	x	86.1	x	NA
North HS (Davenport)	73.3	64.6	NA	NA	63.2	NA	NA	NA	77.1	x	NA
Clinton HS	73.2	63.4	25.6	x	NA	NA	NA	NA	74.0	x	NA
Louisa-Muscatine HS~	72.3	NA	NA	x	x	x	NA	NA	74.6	x	x
Columbus HS	71.4	58.3	NA	NA	x	x	55.6	x	NA	x	NA
West HS (Davenport)	71.1	64.4	28.2	NA	NA	NA	66.7	NA	75.9	x	NA
Bellevue HS~	70.8	61.0	NA	x	NA	x	NA	NA	70.3	x	x
Calamus-Wheatland HS~	70.1	62.5	NA	x	NA	x	NA	NA	69.0	x	x
Muscatine HS	68.7	60.2	24.3	NA	NA	NA	58.8	NA	71.9	x	NA
Kimberly Ctr. HS (Davenport)	31.6	NA	NA	x	NA	NA	NA	NA	NA	x	x
Central CSD Alt. HS	0.0	NA	NA	x	x	x	x	x	NA	x	x
Lincoln HS (Clinton)	0.0	NA	NA	x	NA	x	x	x	NA	x	x

These proficiency levels, as reported on AYP website, are summarized building totals, not grade level scores.

The proficiency levels are calculated as follows: # Proficient + Additional Meeting Growth / FAY = % Proficient + Growth

~Building total includes middle/intermediate/jr. high school.

*: AEA proficiency levels based on 2010-2011 school year. Taken from Ia. Testing Program data. Data is for grade 11 only.

**: Source-The State Report Card for NCLB, September, 2011. Figures are for 2010-2011 grade 11 only.

NA: Calculated Total Tested <30

x: No data

Maquoketa High School Average ACT– Since 2004

Grad Year	English		Math		Reading		Science		Composite	
	Local	State	Local	State	Local	State	Local	State	Local	State
2004	20.6	21.4	19.9	21.8	21.5	22.4	21.1	22.1	20.9	22.0
2005	21.2	21.5	19.8	21.7	21.2	22.4	21.8	22.1	21.1	22.0
2006	20.3	21.6	19.9	21.8	21.0	22.5	20.8	22.1	20.6	22.1
2007	20.5	21.6	20.3	21.9	21.2	22.6	21.9	22.3	21.0	22.3
2008	19.6	21.9	19.7	22.0	21.2	22.9	20.9	22.3	20.7	22.4
2009	21.2	21.9	20.9	21.9	22.9	22.9	22.1	22.4	21.9	22.4
2010	21.2	21.8	21.1	21.8	22.5	22.6	22.5	22.3	21.9	22.2
2011	22.5	21.7	23.0	21.9	23.5	22.6	23.4	22.4	23.2	22.3

Red below 21.

Green above the state average

DISTRICT
Iowa Core Initiative
2011-2012

Brief Description of Initiative:

The Iowa Core is designed to improve the achievement of each and every student; preparing them for the world of work and lifelong learning by providing a world-class curriculum. The Iowa Core identifies the essential content and skills that all students must experience in the content areas of literacy, mathematics, science, social studies, and 21st Century Skills.

The PK-8 and 9-12 Leadership teams including teachers, principals and the curriculum director have worked with AEA Teacher Quality Consultants since 2009 to assist our district with the following:

- The writing/review/revisions of the 9-12 and PK-8 Implementation Plans.
- Clarification on how current initiatives and practices connect to the Iowa/Common Core.
- Professional development designated for each building

The 9-12 Leadership Team submitted an Implementation Plan in June 2010, and the PK-8 Leadership teams submitted an Implementation Plan in June 2011. Both are implementing their plans and will make revisions and updates on progress throughout each school year.

PK-12 Iowa Core representatives will meet each trimester to communicate on Department of Education updates and progress toward implementation of the Iowa/Common Core.

What are the intended outcomes of the initiative?

The six outcomes identified in the Iowa Core are listed below. *During the 2011-2012 school year, there will be an additional emphasis and focus on those in bold print.*

1. School leaders build and sustain system capacity to implement the Iowa Core.
2. Community members and other supporting agencies work together to support the implementation of the Iowa Core.
3. A continuous improvement process to improve teaching and learning is used at the district and school level.
4. **District leaders and other educators will monitor and use Curriculum Mapper data to increase the degree of alignment of each and every student's enacted curriculum and other relevant educational opportunities to the Iowa/Common Core.**
5. **Educators engage in professional development focused on implementing Characteristics of Effective Instruction outlined in the Iowa Core to improve student achievement.** This will include the participation in book studies by every teacher, using the books Productive Group Work and Better Learning Through Structured Teaching.
6. **Educators implement effective instructional practices to ensure high levels of learning for each and every student.**

Scope of the Initiative: District- Wide

Link(s) to Comprehensive School Improvement Plan:

This initiative is linked to all of the goals in the district CSIP. The Iowa Core links to all academic content as well as the learning environment and behavioral goals.

Helen Snell
School Improvement Coordinator
2011-2012

Resources Committed to this Initiative :

Time for Leadership Teams (teachers, principals, curriculum director) to participate in training, and to plan and lead professional development based on student data at each building.

Professional development time to inform/train all PK-12 staff on Iowa/Common Core, at all levels/content areas in each building.

Financial: \$4,206 for books being used in the book studies. Substitutes during training/planning time, as needed. Stipends for after-school work by the leadership teams, as needed.

What will full implementation look like?

Full implementation is accomplished when the school or district is able to provide evidence that an ongoing process is in place to ensure that each and every student is learning the Essential Concepts and Skill Sets of the Iowa Core. A school that has fully implemented the Iowa Core is engaged in an ongoing process of data gathering and analysis, decision making, identifying actions, and assessing impact around alignment and professional development focused on content, instruction and assessment. The school is fully engaged in a continuous improvement process that specifically targets improved student learning and performance.

On June 3, 2010, the PK-12 Leadership Team approved the following Iowa Core Vision for Maquoketa:

Through rigorous and relevant instruction, each and every student will be engaged in learning the Essential Concepts and Skills of the Iowa Core to become productive citizens and life-long learners in an ever-changing world.

The overlying questions that pertain to the Iowa Core and our vision are:

1. How will this change the way we are educating students in our district?
2. What expectations do we have for our district leadership and our staff?
3. How will we know we've made any changes?

Current Implementation Status: Pre Initiation Stage
Initiation Stage
Developing Stage
Sustaining Stage

Timeline:

The PK-12 Leadership team will meet once each trimester for review, discussion and future planning.

Leadership teams at each building will participate in Year Two of Effective Instruction in the Core professional development at the AEA and in our district. They will share information with staff at their respective buildings. The goal is for teachers to develop and deliver focus and productive group lessons to meet Iowa Core's characteristics of effective instruction: teaching for understanding & the student centered classroom.

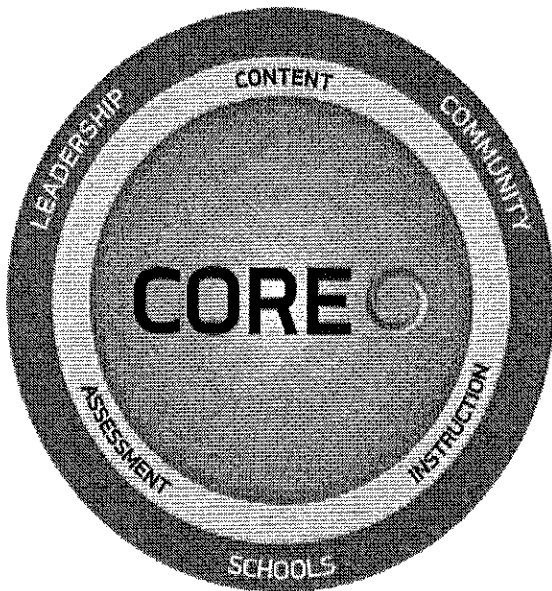
**Maquoketa High School
School Improvement Mapping
2011 – 2012**

School / Building Initiative: Iowa Core

Brief Description of Initiative: The purpose of the Iowa Core is to change teaching behaviors and raise student expectations to impact student achievement. The Iowa Core provides the processes and establishes the urgency to set higher expectations and infuse more challenging and meaningful content into classroom instruction.

The Iowa Core is an on-going process of improvement and self-evaluation centered on the six outcomes listed in the Core Symbol (shown below).

Through rigorous and relevant instruction, each and every student will be engaged in learning the essential concepts and skills of the Iowa Core to become productive citizens and life-long learners in an ever-changing world.



What are the intended outcomes of the initiative?

Outcomes for the 11-12 school year center around three main themes: alignment of curriculum with Iowa Core, continued exploration of GRR, and development of prep period meetings.

Scope of the Initiative:

- District- Wide ✓
- Building Wide ✓
- Grade Level
- Departmental
- Individual / Other:

Link(s) to Comprehensive School Improvement Plan: Higher expectations along with more challenging and meaningful content will have an impact upon student achievement across all of our content areas – Reading, Math, and Science. As well as having an impact upon the Behavioral/Learning Environment Goal of being connected to school.

Resources Committed to this Initiative (time / dollars / personnel / other):

1. Professional Development time to train staff: First semester -- Curriculum Maps and second semester – CEI/GRR.
2. AEA 9 will provide coaching for CEI/GRR Leadership Team.
3. Teacher Quality dollars will be spent on providing time for 9-12 staff to complete alignment analysis – 1st semester and to share implementation of CIE/GRR during the second semester.
4. Financial Cost – Substitutes for Characteristics of Effective Instruction trainer 6 days for up to 6 staff members (additional planning time as needed).
5. Financial Cost – Extended time for 9-12 Iowa Core Leadership Team to meet bi-monthly. Eight members at two hours per month.
6. Financial Cost – Materials as they become necessary.

What will full implementation look like?

Full implementation will include an on-going process of self-study and planning centered on the six outcomes of the Iowa Core initiative. In addition, this initiative will focus on both curriculum alignment with the Iowa Core concepts and skills (including the Common Core) and characteristics of effective instruction. A third emphasis of the Iowa Core initiative will be a continued emphasis on improving technology access for students and staff.

Current Implementation Status: Pre Initiation Stage
Initiation Stage ✓
Developing Stage ✓
Sustaining Stage

Plans for sustaining the initiative:

Sustainability is not an issue as this initiative is being mandated. A bigger question is fidelity. Our efforts should be focused on making this a meaningful change, rather than a change that is directed from the Iowa Department of Education. This will be the responsibility of the Iowa Core Leadership Team, administration, and the school board.

Data:

Failing Rate

10-11 Goal: When we took a detailed look at failure rates over the last 3 years we averaged between 20 and 25 % of our students failing at least one class a year. We need to lower this percentage. Our goal would be to bring this number in under 20% this first year.

We did not meet the 10-11 goal. The percentage of students failing at least one class during the 10-11 school year was 22%.

11-12 Goal: We will continue to work on this goal. The target will remain at less than 20%.

Instructional Practices Inventory

10-11 Goal: Our current percentage of Student Seat Work with Teacher Engaged is 30% (two years of collections over 1600 data points). Our goal is to decrease this % in to the typical range of 15-20%.

We did not meet this goal. Our percentage of Student Seat Work with Teacher Engaged was 31%.

11-12 Goal: We will continue to work on this goal. The target will remain 15 - 20%.

ITED

10-11 Goal: Increase the percentage of All students who are proficient (using growth model) in reading (76.36%) and math (73.64%). Paying particular attention to Low SES students in reading (55.26%) and math (47.37%)

We met this goal with reading reaching 76.6% and math reaching 82.0% for all students. For the low SES student the percentage proficient were as follows: 78.0% reading and 73.2% math.

11-12 Goal: We will keep the same goal and look to improve upon the 10-11 numbers.

Timeline:

August

- Meet with HS-ICLT to set agenda for bi-monthly meetings. (IPDM, self-study, website)
- Expand membership of ICLT and CEI/GRR teams.
- Share initiative map with staff.
- Share prep time meetings with staff, including schedule.
- Review curriculum alignment, TQ time and deadline with staff.

Fall

- ICLT meets twice. Webinars are optional for team.
- CEI/GRR team attends fall training at AEA, is coached by AEA staff on GRR, develops in-service for 2nd semester - GRR, and reviews purpose statements and CFU's from prep time meetings.
- Professional development time is used for alignment.
- TQ time is provided to complete alignment.
- Staff meets by departments to complete curriculum alignment.

- Staff meets 3x's per month: as a SAT, to review and turn in purpose statements and CFU's, and for book study – *Better Learning*.

Spring

- ICLT meets three times. Webinars are optional for team.
- CEI/GRR team attends spring training at AEA, continues coaching with AEA staff on GRR, delivers in-service, and reviews purpose statements and CFU's from staff.
- Professional development time is used for GRR.
- TQ might be used for sharing GRR progress.
- Staff will be divided into GRR learning teams.
- Staff meets 3x's per month: as a SAT, to review and turn in purpose statements and CFU's, and for book study – *Better Learning*.

**Maquoketa Middle School
School Improvement Mapping
2011-2012**

School / Building Initiative: Iowa Core

Brief Description of Initiative:

The Iowa Core provides a guide to delivering challenging and meaningful content to students that prepared them for success in life. The Iowa Core identifies essential concepts and skills for Kindergarten through 12th grade in literacy, mathematics, science, social studies and 21st century skills. It also includes direction for teachers regarding effective instruction and assessment. It takes learning to a deeper level by moving students beyond superficial knowledge to deep conceptual and procedural knowledge. It also enhances student engagement by emphasizing interesting, robust, and relevant learning experiences. The 2008 legislative session, through Senate File 2216, requires all school implement the Iowa Core by July 1, 2015 and have an implementation plan by July 1, 2012. (www.corecurriculum.iowa.gov)

The Iowa Core Team has completed the PK-8 Iowa Core implementation plan that we will continue working with during the 2011-2012 school year to not only meet state requirements but to enhance student achievement and prepare our students for life. The work on the Iowa Core will focus on content, instruction and assessment and involve leadership, schools, and community.

What are the intended outcomes of the initiative?

- Increased student achievement in the areas of literacy, mathematics, science, social studies and 21st century skills so that our students can be successful in life.
- Through the implementation of the Characteristics of Effective Instruction and the Iowa Core there will be an increase in the level of student engagement as reported by IPI data collection.

Scope of the Initiative: District- Wide ←
Building Wide ←
Grade Level
Departmental
Individual / Other:

Link(s) to Comprehensive School Improvement Plan:

This initiative is linked to the District's long-term goals to increase student achievement.

Resources Committed to this Initiative (time / dollars / personnel / other):

Time:

- 4 days of training through the AEA to focus on Effective Instruction in the Core: Year 2.
- 6 days of staff development activities that will focus on the Characteristics of Effective Instruction with the AEA using the following books: *Better Learning Through Structured Teaching* by Douglas Fisher & Nancy Frey and *Productive Group Work* by Nancy Frey, Douglas Fisher & Sandi Everlove.
- Additional release time for the Iowa Core Team to provide peer coaching and planning on areas studied.
- 1 day for curriculum alignment work to be completed by November 23, 2011.

Personnel: Iowa Core Team/Staff

Consulting: AEA Staff

Materials: Iowa Core resources, *Better Learning Through Structured Teaching* by Douglas Fisher & Nancy Frey and *Productive Group Work* by Nancy Frey, Douglas Fisher & Sandi Everlove, and Curriculum Mapper.

Cost of Initiative: Ongoing cost for personnel, materials, planning time and training.

Other: Resources outlined in Mathia Initiative Map

What will full implementation look like?

Full implementation will include the teaching of the essential concepts and skills in the areas of literacy, mathematics, science, social studies and 21st century skills. Teachers will be using the characteristics of effective instruction and concept based instruction to deliver and assess content that is being taught to students.

Current Implementation Status: Pre Initiation Stage
Initiation Stage
Developing Stage ←
Sustaining Stage

Plans for sustaining the initiative:

The middle school Iowa Core Team will participate in training through the AEA to develop the implementation plan for Maquoketa Middle School. The Iowa Core Team will also develop and plan staff development training for the middle school staff to be educated on the Iowa Core and the Characteristics of Effective Instruction. All staff members will participate in staff development activities related to Iowa Core. All staff members will participate in the implementation of the teaching and assessment of the essential concepts and skills to increase in student achievement. The focus of the staff development activities involving the Iowa Core during the 2011-2012 school year will be the Characteristics of Effective Instruction.

Timeline:

Phase One

- Training for Building Leadership Team October 1, 2009, December 2, 2009, & February 4, 2009
- Developing the Implementation Plan for MS May 2010
- PLC – *The Global Achievement Gap* by Tony Wagner Weekly 2009-2010
- Staff Development by Building Leadership Team November 2009, January 2010 & March 2010

Phase Two

- Begin the writing of the Implementation Plan for PK-8 Ongoing
- Revision of Curriculum Maps & Alignment Done by November 2011
- Staff Development – CEI Ongoing
- Mathia curriculum implementation 2011-2012
- IA Core Webinars 2010-2011
- Characteristics of Effective Instruction Training-Year 2 2011-2012

Phase Three

- Leadership & coaching capacity in CEI 2012-2013
- Leadership & coaching capacity in Concept Based Instructions 2013-2014
- Full Implementation of the Iowa Core 2014-2015

DISTRICT CRISS Initiative 2011-2012

Improvement Initiative:

District-wide CRISS strategy training and implementation

Brief Description of Initiative:

Certified staff and administrators will be trained in CRISS (Creating Independence through Student Owned Strategies). Teachers will then identify specific strategies that will assist students with their learning. Those strategies will be explained, modeled and taught for understanding.

We have taken this a step further by assisting four teachers to become in-district trainers. Our district paid for additional training and apprenticeship for teachers during the 06-07 school year, as well as giving them time during the school day to participate in the Level II training. During 2011-2012, the in-district trainers provided a two-day training in August for new staff in our district. In addition, Delwood and Pleasant Valley teachers also joined us for the training. The trainers are also available to lead professional development in CRISS strategies that are specific to student learning needs in their respective buildings.

What are the intended outcomes of the initiative?

Students will be taught strategies to better enable them to learn content material. Student learning and achievement will increase as a result of teacher and student implementation of CRISS learning strategies. We will see a higher percentage of our students proficient or above on formative and summative assessments.

Scope of the Initiative:

District-wide

Link(s) to Comprehensive School Improvement Plan:

This initiative is linked to the district's long-term goals in increase student achievement in reading, math and science.

Resources Committed to this Initiative:

Time:	2 days of training during the year. Training will be held on August 10 th and 11 th , 2011.
Stipends:	Teacher stipends and teacher-trainer stipends (This varies from year to year, depending on the number of new staff members).
Materials:	CRISS manuals for new staff

What will full implementation look like?

All certified staff and administrators will be trained in the CRISS strategies. Teachers will effectively implement specific CRISS strategies in sequential steps that will include:

1. Introduction of strategy
2. Modeling of strategy
3. Guided practice of strategy
4. Independent application of strategy

*Helen Snell
School Improvement Coordinator
2011-2012*

Administrators will:

- Provide training for new teachers and refresher courses for certified staff.
- Look for evidence of CRISS strategies as they relate to Characteristics of Effective Instruction.
- Include CRISS as part of the district professional development plan.
- Incorporate CRISS into staff meetings, school board presentations, and other school and district communications.

Current Implementation Status:

Sustaining Stage

Plans for sustaining the Initiative:

- Newly hired certified staff will be trained in the CRISS strategies.
- *It is the expectation that strategies are incorporated into lesson design and classroom practices. This will be monitored by building principals in Professional Learning Community meetings.*
- Impact on classroom practices and student achievement will be monitored each year.
- Formative AND summative student achievement data will be analyzed to make decisions in instructional practices.

Timeline:

- Initial training for the district was held in 2004. We have continued to train new staff each year since that time.

DISTRICT
Curriculum Mapping and Curriculum Mapper Initiative
2011-12

Brief Description of Initiative:

The mapping process began in 2002/03, with staff collecting and documenting information of content being taught at each grade level. In 2004 to 2006, staff further defined when specific content is taught, how it is taught and how it is assessed.

Mapping became further ingrained in our district by the use of Curriculum Mapper software beginning in 2007-08. This software makes available to all teachers a common format accessible all teachers.

What are the intended outcomes of the initiative?

The mapping process will become our organizational structure for curriculum conversations within buildings and across the district. Student achievement will be significantly impacted by a guaranteed and viable curriculum. Curriculum maps will be aligned both horizontally and vertically, organizing content, skills, assessments and resources. Through the process, staff will be better able to assess their curriculum proposal ideas for improvement and integration, and find gaps and repetition in content being taught.

Expectations are for staff to have all curriculum for courses/subjects (content, skills, assessments and resources) entered into Mapper, to enable them to align their curriculum with the Iowa/Common Core.

Scope of the Initiative: District- Wide

Link(s) to Comprehensive School Improvement Plan:

This initiative is linked to the District's long-term goals to increase student achievement in reading, math and science. The key to improving student achievement is the identification of a guaranteed and viable curriculum for all students. Curriculum mapping is the structure that involves all educators in this ongoing process.

Resources Committed to this Initiative

Time:

Professional development/teacher quality time for completing maps, using the correct format. This will facilitate the alignment with the Iowa Core and Common Core.

Monetary:

Yearly subscriptions for teachers and administrators. (Approximately \$6,000)

What will full implementation look like?

All staff, along with parents and community will have a better understanding of the PK-12 continuum of curriculum. This will assist our district in being more accountable for content being taught.

As a result of utilizing the map, our district will eliminate gaps and redundancies in the curriculum. The grade level and department maps will clarify what is taught at each grade level, skills learned according to a month-to-month or similar calendar, and the tools and methods used to assess those skills.

Through mapping what is being taught and when it's being taught, teachers will produce and analyze data that can be used with assessment data to make modifications in instruction.

Staff members will refer to the PK-12 district curriculum map prior to requesting any curriculum changes for their grade level.

Maps will be aligned with the Iowa Core which now includes the Common Core Standards by delineating these into the maps. Staff are to have this alignment completed by November 23rd, 2011. A standards analysis of the curriculum will then be completed through the Curriculum Mapper system to determine possible gaps or weak areas within the curriculum.

All maps will eventually be on the web, with parents and community having access to the maps.

Current Implementation Status: Pre Initiation Stage
Initiation Stage
Developing Stage
Sustaining Stage

Plans for sustaining the initiative:

Professional development time will be allocated to complete maps, and to align the maps with the Iowa/Common Core. This process will help in determining which of the Essential Concepts/Skill Sets are currently being taught in our curriculum, and any adjustments that might need to be made to the curriculum.