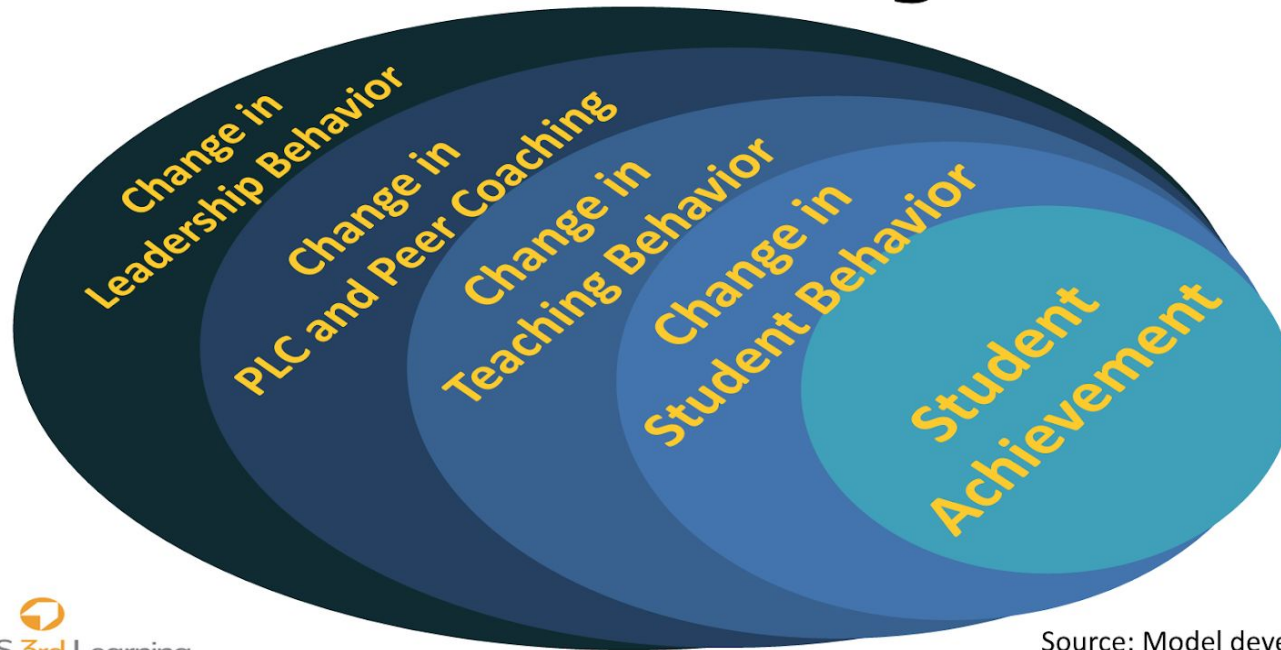


# School Change



Source: Model developed by Stephen Barkley

## STATE GOAL: EARLY LITERACY

- Improve K-3 literacy performance at all grade levels
- Increase the number of students on IEP's in meeting K-3 literacy benchmarks
- 85% or more of K-3 students will meet the literacy benchmark at each elementary building

## STATE GOAL: Math

- Improve mathematical performance at all grade levels

## DISTRICT GOALS: HEALTHY INDICATORS

- *Proficiency-Strong Core Instruction*
  - 80% proficiency or higher on Unit and Iowa Statewide Assessment of Student Progress

- Exceed the state average on Iowa Statewide Assessment of Student Progress
- *Closing the Gap*
  - (FRL, ELL, IEP)
- *Growth in core areas*
- *College and Career Ready Growth*
  - Advanced Courses
  - ACT Participation
  - ACT Proficiency
- *Growth in behaviors and social interaction as a part of school culture and climate*
  - Data from Conditions for Learning Survey

**1. Priority/Target Area Goal: Improve academic achievement.**

**District Goal**

- Early Literacy- In the spring of 2018, 76% of students in grades K-5 met or exceeded benchmarks on the state reading default assessment (K-1 Composite, 2nd fluency, 3-5 aReading). By spring of 2019, we will increase that percentage to 80% in grades K-6.
- ELA- 80% of students in grades 3-11 will score proficient in the area of reading as measured by the ISASP (Iowa Statewide Assessment of Student Progress)
- Math - 80% of students in grades 3-11 will score proficient in the area of math as measured by the ISASP (Iowa Statewide Assessment of Student Progress)
- Science 80% of students in grades 5, 8 and 10 will score proficient in the area of science as measured by the ISASP (Iowa Statewide Assessment of Student Progress)
- Science 80% of students in grades K-11 will score proficient in the area of science as measured by the Southeast Polk district unit assessments
- Writing- 7 out of 9 grade levels (3rd-11th) will meet or exceed Iowa state averages on the ISASP writing assessment.
- Special Education
  - The number of data points meeting or exceeding the state average for students with an IEP will improve from 63% as measured by the reading, math, and science subtests of the ISASP (Iowa Statewide Assessment of Student Progress) to 70%.
  - The number of data points for narrowing the achievement gap for students on an IEP will improve from 52% as measured by the reading, math and science subtests of the ISASP (Iowa Statewide Assessment of Student Progress) to 60%.
  - The number of data points for writing will meet or exceed Iowa state averages on the ISASP (Iowa Statewide Assessment of Student Progress) writing assessment.

**Coaching and Collaboration Behavior**

Coordinators will...

- Collaborate with principals and coaches to support buildings in identifying areas of greatest impact
- Support principals and coaches in designing MTSS structures within their building

- Support principals and coaches in using proficiency scales to guide decision making and monitor student progress, both in core instruction and interventions/enrichment
- Support principals and coaches in developing their professional learning in their building
- Provide resources and research based strategies for coaches and teachers to implement during MTSS time
- Analyze data to identify student learning areas of need for coaches to support teachers
- Keep current on best teaching and learning practices and research to support coaches working with teachers
- Collaborate with principals, and coaches to support TAG, Title I Math and Reading, ESOL, Reading Support, and Special Education
- Assist principals and coaches in supporting students when they do not meet proficiency
- Assist principals and coaches in supporting students when they demonstrate a need for enrichment

**Support from Leadership**

- Support continuous professional learning
- Support in receiving most current research provided through professional learning organizations
- Share most current student achievement data with curriculum team
- Provide opportunities for coordinators and principals to collaborate regarding district vision, professional learning, and student achievement

**Resources Needed**

- Professional organization memberships and journals
- Professional learning opportunities
- Collaboration time and structures

**2. Priority/Target Area Goal: Improve readiness for college and career.**

**District Goal**

- The number of students in subgroups taking advanced courses will increase.
- The average ACT scores in all subtests will increase.
- Percentage of students meeting ACT College and Career Readiness benchmarks on all subtests will increase.
- Increase ACT participation, including subgroups, for all students, regardless of post-secondary intentions.
- The number of students who participate successfully in advanced coursework will increase.
- The average numbers of times a student takes the ACT will increase.

**Coaching and Collaboration Behavior**

- Collaboration among school counselors and advisory teachers to support increasing the number of students in subgroups taking advanced courses.
- Collaboration among school counselors and advisory teachers to increase ACT participation, including subgroups, for all students, regardless of post-secondary intentions.
- Identify students who should be taking advanced coursework and the ACT.
- Coaches will support implementing differentiation for students whose data indicates a need for extension and enrichment, in and out of the classroom.
- MTSS will include differentiation for students whose data indicates a need for extension and enrichment.
- Collaboration to support PK-12 college and career readiness skills and behaviors.

### **Support from Leadership**

- Provide support for school counselors and advisory teachers to meet and focus on ACT and advanced coursework participation for all students, including subgroups.
- Provide support for school counselors and advisory teachers to meet and focus on students who should be taking ACT and advanced coursework.
- School counselors and advisory teachers will meet with students who have taken the ACT once and share benefits of multiple attempts.
- District coordinators and coaches will support implementing differentiation for students whose data indicates a need for extension and enrichment, in and out of the classroom.

### **Resources Needed**

- District data that indicates the number of attempts a student takes the ACT increases their score.
- DATA teams support for students who need extension and enrichment in and out of the classroom.

### **3. Priority/Target Area Goal: Prepare students to be successful in life.**

#### **District Goal**

- All schools will apply for PBIS status for the 2018-19 school year. Buildings that applied during the 17-18 school year will maintain or grow their ranking.
- Program survey results will demonstrate improvement in growth mindset and student success in and out of the educational setting.
- Conditions for Learning survey data....

#### **Coaching and Collaboration Behavior**

- Building instructional coaches and district coordinators will provide support and resources for teachers teaching PBIS, Olweus, MVP, advisory, and growth mindset.
- District coordinators will support and collaborate with school counselors and teams creating resources for PBIS, Olweus, MVP, advisory, and growth mindset to support this work across multiple content areas.
- The district will examine data as well as observational information from building Olweus and MVP surveys, advisory content and feedback, and work regarding growth mindset to support student success in and out of the educational setting.
- Elementary schools will expand to include Pre-K classrooms into their PBIS programming.

#### **Support from Leadership**

- District and building leadership will examine data collected by MVP / PBIS / Olweus building teams
- District will collaborate with district team and AEA 11 to improve school culture and climate
- District will support alignment of advisory and curricular opportunities to support condition of student learning data

#### **Resources Needed**

- Professional learning opportunities
- Collaboration time and structures
- Professional development to better support PBIS, Olweus, MVP, advisory, and growth mindset
- Support from district and building leadership
- Support from district team, AEA 11 leadership, and external coaches

## Professional Learning Map

