Comprehensive School Improvement Plan (CSIP)

2010-2011
Updated 2011-2012

CSIP Question 1

I. What do data tell us about our student-learning needs?

A. What data do we collect?

The district collects the following required data: (LRDA1, LRDA2)

- Trend line and subgroup data for ITBS/ITED reading, mathematics, and science at grades 3-11
- Graduation rate
- Grade 7-12 dropout percentages (aggregate and by subgroup)
- Percentage of graduates planning to pursue postsecondary education
- Percentage of graduates completing the core curriculum (4 years of English, 3 years each of mathematics, science, and social studies)
- Career and technical education (CTE) student data (e.g., 11th grade participants' proficiency in reading and mathematics, program completers, and occupational competency)
- Percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. Our district uses the American College Test (ACT).
- Trend line data including data about student violence and illegal substance abuse from the Iowa Youth Survey (grades 6, 8, and 11) (SDF1, SDF3, and SDF4)
- A comprehensive, community-wide needs assessment which includes input from community members, parents, administrators, staff, and students (completed once every five years) LC3, LRDA4
- Data from Measures of Academic Progress (MAP) for grades 3-10 for reading comprehension, language usage, math, and science
- Basic Reading Inventory (BRI) data (grades 1-5)
- Reading Probe data (grades 1-5)
- Marie Clay's Hearing and Recording Sounds and Letter Identification (K)
- Participation rates for required district-wide assessments (grades 3-11)
- Aggregate and subgroup attendance data (grades K-12)
- Data from district's Grade Level Benchmarks
- Voluntary audit by the AEA on district systemic services

The ITBS/ITED annual data have been used to establish trend lines, which are updated annually and reported in our Annual Progress Report (APR). Using National Percentile Rank (NPR) information and National Standard Score (NSS) information from the ITBS and ITED assessments, we also monitor the progress of each peer group over time in the areas of reading comprehension, mathematics, and science. (LRDA1)

The following data is also collected by the Oskaloosa Schools as indicators of student achievement and progress toward goal achievement, and evaluation of programs/services:

- The percent of students reading at/above grade level (STAR Reading) (grades 1-5)
- The growth in reading comprehension as measured by the NGE of the STAR Reading from the September to May (grades 1-5)
- The percent of students performing at/above grade level in math as measured by the STAR Math (grades 1-5)
- The growth in math performance as measured by the NGE of the STAR Math (grades 1-5) from September to May
- The percent of kindergarten students who are emergent, transitional, and probable readers as measured by STAR Early Literacy
- The percent of students demonstrating growth as measured by the NSS of the ITBS/ITED
- Learning Team SMART goals and Action Plans
- Learning Team collaboration opportunity monthly summaries
- District demographic data
- MAP test growth data/goal results from Fall to Spring
- Climate surveys (grades 3-12)
- Title I annual parent needs assessment survey data
- Peer observation forms K-12
- Basic Educational Data Survey (BEDS) data (e.g., course offerings and enrollment information by course/gender)
- Grade/course distribution (grades 6-12)
- ITBS/ITED data for all grade levels and core subjects (grades 3-11)
- Student discipline data (e.g., office referrals, suspensions, and expulsions) (grades 4-12) (SDF1, SDF3)
- Student referral data regarding possession and/or use of illegal substances (SDF1)
- Student participation in the district's breakfast and lunch program (grades K-12)
- Referrals to building student assistance teams (SATs) and results of the interventions (grades K-12)
- Number of identified At-Risk Students
- Number of students participating in the district's At-Risk programs
- Title I participation and long-range tracking of these students
- Number of students referred to special education
- Number of students with IEP's and individual trend data of IEP students
- Special education self-assessment survey data
- Number of special education students participating in cooperative taught classes

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

The Oskaloosa Schools collect and analyze data and prioritize student learning needs in the following manner: (LC4, LRDA1)

- District K-3 assessment data is collected through individual teacher templates and organized into one district database by the Curriculum Director's staff. The compiled data is then distributed to administrators and teachers.
- ITBS/ITED data is compiled into easy to read graphs and reports and provided during a data analysis day at each building.
- MAP scores are available and accessed on-line by teachers after the test is administered. This data is used in the building student achievement analysis day.
- Data is shared and analyzed at numerous levels. The district assessment data is BLT members as well as building staff. As stated, each building has a data analysis day to assist with SMART goal and action plan creation. Data is shared with the District Advisory Committee as well as the Board of Education. Parents are also provided with individual student achievement data to assist their child.
- The Parent Advisory Teams, which consists of teachers, counselors, parents, and administrators, review and analyze the building assessment data in order to identify needs, develop building goals, and action plans. These teams meet monthly.

Priorities identified and recommendations by the Building Leadership Teams (BLT) are shared with the District Advisory Committee (DAC). DAC is composed of teachers, administrators, parents, students, and community members. DAC meets monthly and is facilitated by the superintendent and curriculum director. After reviewing the district data and identified priorities, DAC makes recommendations to the Board of Education for goals, programs, and services.

C. What did we learn through this data analysis?

The following information was taken from the district's needs assessment given in March and April 2011 to students in grades 5-12, teachers and parents. The following is the summary of areas of most interest to the district as it shows disconnect in thinking between students and teachers. LRDA2, LRDA3, LRDA4, SDF2, LC4

- If students are not learning, teachers adjust (change) their instruction (what they do) to meet student needs.
- I am proud of my school (e.g., I tell others how great it is and/or enjoy going here).

- Report cards clearly communicate what students have actually learned about an area of study.
- All of my teachers clearly communicate what I need to do to improve my learning.
- I regularly receive timely feedback on how well I implement what I have learned through professional development in my school.
- The school welcomes parents/guardians to be involved in school (e.g., to participate in activities, parent/teacher conferences, committees, booster clubs, class presentations, volunteering, and/or Board meetings).

On-going needs assessment information will be collected periodically at the district level. The elementary will complete a parent needs assessment annually in compliance with the School – Wide Title Program requirements. This survey information will provide annual direction for programs and services.

<u>K-5 District Assessment Data:</u> LRDA1, 2

- Reading probe data collected over the past six years demonstrates that students are entering and leaving with greater fluency in first through fifth grades.
- First grade reading probes show an increase from September to May.
- Kindergarten assessment data collected shows an increase on the H & R Sounds from September to April.
- Kindergarten assessment data shows an increase from September to April in Blending.
- Kindergarten assessment data show an increase of students proficient in counting to 100 from September to May.

The following statements reflect student performance on the ITBS and ITED. The data is organized by reading, math, and science performance for all students and subgroups. LRDA1, 2, 4

<u>Reading Comprehension Data:</u>

- Grades 3-11 scored higher than the typical or average National Standard Score for their grade on ITBS/ITED.
- National Standard Score (NSS) decreases to less than one year's growth between grades once students reach the middle school and then rebounds to at least one year's growth when they enter the high school.
- Grade 5 has seen a substantial decline in reading comprehension the last 2 years after an abnormal high.
- Grades 3, 4 and 5 have seen a fluctuation in the percent proficient in IEP student achievement as measured by ITBS NPR.
- Grade 6 has seen progress on the percentage of students proficient from previous years, however when compared to cohort data, students in grade 6 see a decline in achievement scores as measures by ITBS NPR data.
- Grades 6, 7, and 8 have seen a fluctuation in proficiency in IEP student achievement as measured by ITBS NPR.

- Grades 9 and 10 have increased the percent of students proficient for all students as well as IEP students and free/reduced lunch students as measured by ITED NPR data.
- Grade 11 IEP students have increased the percent proficient from a low in 08-09 as measured by ITED NPR data.

Math Data:

- Grades 3-11 scored higher than the typical or average National Standard Score for their grade on ITBS/ITED.
- National Standard Score (NSS) decreases to less than one year's growth between grades once students reach the middle school and then rebounds to at least one year's growth when they enter the high school.
- Grade 4 Math proficiency has increased after a two-year decline for all students as well as for free/reduced and IEP students as measured by ITBS NPR data.
- Grades 4 and 5 percent proficient for IEP students has fluctuated over the last several years as measured by ITBS NPR data.
- Grade 6 has seen fluctuation in the free/reduced and IEP students from year to year as measured by ITBS NPR data.
- Grade 7 percent proficient has fluctuated over the last several years as measured by the ITBS NPR data.
- Grades 9, 10 and 11 have seen fluctuation in the percent proficient for all (FAY) students, for IEP students as well as free/reduced students as measured by ITED NPR data.

Science Data:

- Grades 3-11 scored higher than the typical or average National Standard Score for their grade on ITBS/ITED
- National Standard Score (NSS) decreases to less than one year's growth between grades once students reach the middle school and then rebounds to at least one year's growth when they enter the high school.
- Grades 3-7 all have over 80% of all students proficient as measured by ITBS NPR data. However, we continue to see fluctuation from year to year on proficiency percentages.
- Grade 11 increased the percent proficient for all students as measured by cohort ITED data.

The following data is from the 2008 IA Youth Survey SDF2, LRDA3

- When asked if they feel safe at school, 89% of 6th graders answered either strongly agree or agree; 82% of 8th graders answered either strongly agree or agree; and 75% of 11th graders answered either strongly agree or agree.
- When asked how many times they have been called names, made fun of, or teased in a hurtful way, 16% of 6th graders, 21% of 8th graders, and 14% of 11th graders answered at least one time. The percentages lower to 9% of 6th graders, 7% of 8th graders, and 7% of 11th graders answered 11+ times.

- When asked if they had been involved in a physical fight on school property in the past 12 months, 91% of 6th graders, 86% of 8th graders and 89% of 11th graders have not been in a physical fight at school.
- When asked when they took their first drink of alcohol, 91% of 6th graders had never drank, 11% of 8th graders identified between the ages of 13 and 14, and 11th graders reported that 33% took their first drink at age 15 or 16.
- When asked how old they were when they smoked their first cigarette, 96% of 6th graders reported never smoking, 90% of 8th graders never smoked, but 17% of 11th graders had smoked by age 15 or 16 as reported on the survey. However, 59% of 11th graders have never even tried smoking a cigarette.

Audit Results

The following information was summarized from the audit conducted by the AEA during the 2010-2011 school year. Each building conducted a voluntary audit including district and building data, practice inventory survey completed by teachers, and interviews completed at each building with focus groups. LRDA2, LRDA3, LRDA4, SDF2, LC4

- Monitor PLC Pd
- Use of formative data to inform instruction
- Goal and structure of PLC's tied to district goals and CSIP
- Data Driven Professional Development
- Assessment Plan needed
- Peer observations – communicate expectations
- Feedback related to PLC and PD
- Accountability of PLC's

Graduation Rate: LRDA2

- The district's graduation rate is 89.9%

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

After reviewing the data, the Oskaloosa Community School District has determined the following priorities: (LC4)

- Decrease the performance gap between eligible and non-eligible free/reduced students in reading comprehension, math, and science in grades 3-11.
- Increase the percent of students proficient in reading comprehension at all grade levels.
- Decrease the performance gap between IEP and non-IEP students in reading comprehension, math, and science at grades 3-11.
- Continue to increase the percent of students proficient in math in grades 3-11
- Decrease the percent of secondary students indicating they smoke cigarettes.
- Decrease the percent of students indicating they had their first drink at ages 13 or 14.

- Continue to improve parent and student communication of the district's grade level benchmarks. Share information about the Iowa Core Curriculum with parents as information becomes available.
- Increase the percent of students graduating from High School.
- Increase the number of students mastering the district's curriculum.
- Increase the number of teachers who are proud of their school.
- Increase the number of students who feel their teacher adjusts (change) instruction when students are not learning.

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

<u>The Oskaloosa Community Schools will develop goals and action plans based upon the district's prioritized needs in the following manner:</u>

The District Leadership team, in collaboration with the District Advisory Committee, will recommend goals to the Oskaloosa Board of Education. The district's goal statements are generated after a thorough analysis of the data. A variety of group district will analyze and provide input including Building Leadership Teams and collaborative Learning Teams. After the board approves the goals, SMART Goals and action plans are written by each Learning Team and implemented the following school year. (LC3, LC4)

<u>Action Plan based on results of Audit and Needs Assessment</u>
The District Administrative Team will address the areas of need highlighted in the audit and the needs assessment. (LC3, LC4)

- More consistent visits of Administrators during PLC collaboration
- Goals and structure tied to CSIP – continue communication
- BLT's involvement in designing professional development continues
- Peer observation expectations communicated
- A PLC Wiki was created to report out progress and have accountability to PLC collaboration
- Feedback will be provided to each PLC after each collaborative opportunity

CSIP Question 2

II. What do/will we do to meet student-learning needs?

A. What long-range goals have been established to support prioritized student needs?

Based upon recommendations from the District School Improvement Advisory Committee, the Oskaloosa Community School Board has adopted district goals aligned with the student needs as of May 2004. LC5

Student Learning Goals for the Oskaloosa Community School District (LC6)

- Students will demonstrate mastery of Iowa Core Curriculum including 21st Century Skills.
- Students will demonstrate the ability to communicate effectively.
- Students will demonstrate the ability to apply critical and higher order thinking skills to make decisions and solve problems.
- Students will utilize technology to access, organize, create, evaluate, and communicate innovative ideas and information.
- Students will demonstrate the ability to work collaboratively with others.
- Students will demonstrate citizenship, caring, responsibility, trustworthiness, fairness, and respect.
- Students will recognize and demonstrate healthy lifestyle choices.
- Students will recognize and appreciate diversity and cultural differences.

Long-Range Goals (04/05 to 09/10) for the Oskaloosa Community School District
Goal 1: Reading
All students K-12 will be proficient in reading comprehension as measured by the reading comprehension by the 2013-14 school year. LRG1, MCGF3, AR6, EIG1

The following indicators will measure district progress:

- Percent of students in kindergarten who are emergent readers as measured by the STAR Early Literacy
- Percent of students in grades 1-5 who are independent readers at grade level as measured by the Basic Reading Inventory
- Percent of students reading at or above grade level as measured by the STAR reading test in grades 1-5
- Percent of 8th and 9th grade students who have shown growth on the MAP test from fall to spring.

- Percent of 3-11th grade students proficient as measured by the ITBS/ITED reading comprehension subtest
- Percent of 3-11th grade students showing a minimum of 100% growth on the ITBS/ITED as measured by NSS.

Goal 2: Math
All students K-12 will be proficient in mathematics by the 2013-14 school year. LRG2, MCGF3, AR6, EIG1

The following indicators will measure district progress:

- Percent of students in grades 1-5 scoring at or above grade level as measured by STAR math
- Percent of students reading at or above grade level as measured by the STAR math test in grades 1-5
- Percent of 8th and 9th grade students who have shown growth on the MAP test from fall to spring.
- Percent of 3-11th grade students proficient as measured by the ITBS/ITED math test
- Percent of 3-11th grade students showing a minimum of 100% growth on the ITBS/ITED as measured by NSS.

Goal 3: Science
All students K-12 will be proficient in science by the 2013-14 school year. LRG3, MCGF3, AR6, EIG1

The following indicators will measure district progress:

- Percent of 3-10th grade students who have shown growth on the MAP test from fall to spring.
- Percent of 3-11th grade students proficient as measured by the ITBS/ITED science test
- Percent of 3-11th grade students showing a minimum of 100% growth on the ITBS/ITED as measured by NSS
- Percent of students proficient as measured by the ITBS/ITED science subtest.

Goal 4: Technology
All students will utilize technology to access, organize, evaluate and communicate information. LRG1, LRG2, LRG3, MCGF3, AR6, FTPI

The following indicators will measure district progress:

- Percent of 8th grade students who demonstrate proficiency on the locally developed technology assessment.
- Percent of teachers integrating technology into classroom instruction as measured by an end of year survey and principal walk through information.
- Percent of students who used technology in their classroom to enhance their learning as measured by an end of year survey and principal walk through information.

Goal 5: Climate
All K-12 students will feel safe, supported, and connected to school. MCGF3, AR6

The following Indicators will measure the district's progress:

- Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR). (AR6)
- Graduation rate as calculated by the Iowa Dept. of Education using data from the spring BEDS report. (AR6)
- Percent of students that receive discipline referrals resulting in suspensions, and/or expulsions. (SDF5, SDF6, SDF7)
- Percent of students in grades 6, 8, and 11 that report having used alcohol, tobacco, or other drugs as indicated by the triennial Iowa Youth Survey. (SDF 5, SDF6, SDF7)
- Percent of students in grades 6-12 who receive discipline referrals for possession and/or use of alcohol, tobacco, or other drugs. (SDF5, SDF6, SDF7)
- Percent of students reporting they feel safe and connected to school as per a needs assessment survey and the Iowa Youth Survey.

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

The District Advisory Committee (DAC), consisting of teachers, parents, community members, students, and administrators provide input and assist in the development of year district goals and how they will be accomplished. The Iowa Professional Development model will be used to determine Job Targets (Individual Career Development Plans), Learning Team action plans, as well as the development of professional development across the district. Curriculum Teams will make decisions about curriculum based on existing data and training. A five-year cycle will be used to provide consistency and continual improvement of the curriculum and its alignment to instruction and assessment. The Curriculum Director, the facilitator of all curriculum teams, will keep the DAC informed of all work accomplished as they relate to district goals.

C. What is our current practice to support these long-range goals?
Current strategies and programs that support the district's long-range goals:

Long-Range Goal #1: Reading Comprehension (Literacy) (AMN1, IEI1, AR7, SPED1, MCGF3)

Comprehension Strategies:
- Read-Alouds K-12
- Think-Alouds K-12
- Reading Renaissance K-8 (FTP2)
- Guided Reading K-5
- Flexible small group instruction
- Content Area Reading Strategies 6-12
- QAR- Question Answer Response (K-12)
- Literature Circles

- Writers Workshop
- Graphic Organizers
- Differentiated Instruction Strategies

Vocabulary:

- PWIM (Picture Word Induction Model)
- Vocabulary Strategies 3-12
- Fluency strategies- Readers' Theater, choral, shared, and echo readings (K-8)
- Silent sustained reading
- Cooperative learning (K-12)
- Differentiated Instructional Strategies
- Cooperative teaching as a means for instructional delivery
- Reader's Workshop instructional software (grades 3-5)
- Standards-based instruction
- Systematic multi-sensory phonics program K-3
- Special and general education co-teaching
- Graphic Organizers

Writing Strategies:

- Daily Oral Language (1-8)
- Wilson Language Training (9-12)
- Literacy Skinny (6-8)
- Literature Circle
- Journal writing
- Writer's workshop
- Research paper writing
- Essay writing
- Inspiration software
- Webbing
- 6-Trait writing

Long- Range Goal #2: Math (AMN2, AR7, SPED1, MCGF3)

- Use of manipulatives for hands-on math problem solving
- Daily math meeting time (K-3)
- Mental math activities (4-12)
- Cooperative learning (K-12)
- Incorporation of Geometry software and graphing calculators at the HS (FTP2)
- Math simulation software, use of real world practice at HS (FTP2)
- Distributive Practice
- Problem-based tasks
- Standards-based instruction
- Computerized math skill building software at grades 1-5 (FTP2)
- Differentiated Instructional Strategies
- Cooperative teaching as a means for instructional delivery
- Math Concepts and Problem Solving instructional software (grades 2-5)

Long-Range Goal #3: Science (AMN3, AR7, SPED1, MCGF3)

- Use of simulated science experiments through the use of software 6-12 (FTP2)
- Cooperative learning (K-12)
- Standards-based instruction
- Inquiry Methods (6-12)
- Hands-on science activities
- Differentiated Instructional Strategies
- Cooperative teaching as a means for instructional delivery

Long-Range Goal #4 and Student Learning Goal # 4: Utilize technology to improve learning and acquire knowledge and lifelong skills (FTP1, FTP2)

- Use of Renaissance Learning Software (K-8)
- Use of Success Maker software for building reading and math skills (1-5)
- Computerized reading assessments (K-12)
- Computerized math assessments (K-5)
- Computerized content related simulations
- On-going professional development for staff in the use of technology to enhance instruction
- Multi-media class (K-5)
- Video Productions (9-12) (FTP4, FTP5)
- Blogs
- Wikis
- Google Docs
- Interactive whiteboards
- LCD projectors
- Presentation software
- Spreadsheets
- Webpage design
- Web 2.0 tools
- WebQuests
- Garage Band
- i-movie
- ActiveInspire Software
- Podcasting
- Word Processing
- Kidspiration and Inspiration software
- 1:1 laptop program (9-12)

Long-Range Goal #5: Climate

- Implementation of Character Counts Framework (K-12)
- Student Assistance Teams at all levels
- Substance Abuse Prevention Training (9-12)
- Weekly high school advisory periods based on character education
- Smart and Good (9-12)

- Vertical team addressing specific climate/culture at each building

2. Instructional Programs/Services Support Currently Used in the District

- District Career Education Plan (K-12)
- Learning Supports Program/ Services (K-12)
- Special Education Program/Services (preK-12)
- Talented and Gifted (K-12)
- Mentoring and Induction Program
- Alternative Program (10-12)
- ESL program
- After School Program (K-8)
- Backpack program with United Way (K-12)
- 2nd Chance Reading for Struggling Learners
- Career Academy partnership with Indian Hills Community College
- Katie's Group (Support Group) (9-12)
- Anger Management training (K-5)
- Clothes Closet program (6-8)
- 8th Grade Plan
- Parent Teacher Organization (K-5)
- Big Brothers/Big Sisters (K-5)
- Orientation 6th and 9th grade
- Transition supports for 5th grade
- E 20/20– credit recovery and instructional intervention(9-12)
- Student Assistance Teams (K-12)
- Technology-based Reading and Math programs (K-8) FTP2
- Character Counts Framework (K-12)
- Substance Abuse intervention support group (HS)
- Teen Screen
- Attendance remediation through district attendance policy (K-12)
- Peer helpers 6-12
- Conflict management (K-8)
- Partnerships with local service agencies
- School Resource Officer
- Mock Car Crash, Staying Alive program
- DARE (grades 2 and 5)

Oskaloosa Schools deliver the following programs and assesses these program funds as a result of identified student need:

- Perkins: Vocational and Technical Education Programs (9-12)
- Title I, Part A: (K-5) School Wide Program
- Title II, Part A: Professional Development
- TItle III, accessed through AEA 15 consortium
- Title IV: Safe and Drug Free Schools Program/Services
- E2T2: Technology Integration
- At Risk (Learning Supports) Intensive support programs (SAT, Peer Helpers, Anger Management, Alternative program, 2nd Chance Reading)

- GAT
- ELL

3. System-wide Management Supports Currently Used in the District
- Resource allocation (Financial and personnel)
- Technology (data management system and infrastructure)
- Policy Development
- Personnel Evaluation system based on the Iowa Teaching Standards
- Curriculum Development
- Iowa Technical Adequacy Project (ITAP)
- Leadership for CSIP implementation: BLT, DAC, DLT
- ATLAS Curriculum Mapping Software
- E-20/20 – credit recovery software/instructional intervention
- Infinite Campus – Student Management System

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

Current Practice Supported by Research:
Current research and local data indicate that our current practices have contributed to student achievement. The district's professional development in reading, math, and science are based on research-based strategies. District secondary science teachers participate and attend the Iowa Academy of Science Annual Conference and the regional science conference sponsored by the National Science Teachers Association. District Leadership Team members participate in Great Prairie AEA support of the Iowa Core and Characteristics of Effective Instruction.

The district has determined that research and/or local student data support the use of several of our current practices related to the goal areas.

Long-Range Goal #1 Reading (AMN1, MCGF3 SPED1, PERK1, AR7, LEP1, FTP2)
Comprehension Strategies:
- Think-alouds
- Read-alouds
- PWIM (Picture Word Induction Model)
- Vocabulary strategies
- QAR- Question Answer Response
- Fluency Strategies: Readers' Theater, choral, shared, and echo reading
- Flexible small group instruction
- Reading Renaissance Strategies
- Silent sustained reading
- Differentiated Instructional Strategies
- Cooperative teaching as a means of instructional delivery
- Systematic multi-sensory phonics instruction
- Literature Circles
- Differentiated Instruction strategies

- Graphic Organizers
- Writer's Workshop
- Journal writing
- Research paper writing
- Presentation skills

Long-Range Goal #2: Mathematics (AMN2, MCGF3, SPED1, PERK1, AR7, LEP1, FTP2)
- Cooperative learning strategies applied to mathematics content
- Mental Math
- Use of manipulatives to teach problem solving
- Distributive practice
- Problem-based tasks
- Differentiated Instructional Strategies
- Content area reading strategies
- Cooperative teaching as a means of instructional delivery
- Differentiated Instruction strategies

Long-Range Goal #3: Science (AMN3, MCGF3, SPED1, PERK1, AR7, LEP1, FTP2)
- Cooperative learning strategies applied to science content
- Scientific Inquiry Methods
- Hands-on science activities
- Differentiated Instructional Strategies
- Content area reading strategies
- Cooperative teaching as a means of instructional delivery

Long-Range Goal #5: Climate (AR7, SFD9, MCGF3, SPED1)
- The district is implementing in grades K-5 the research-based health and prevention curriculum: "Growing Healthy" a USDE approved program. (SDF9)
- Implementation of "Scared Straight" an approved SDF program for alcohol and substance abuse prevention at the HS. (SDF9)
- Character Counts and Smart and Good
- DARE
- Advisor teams

Further research is needed for the following goal areas:
The district's curriculum committees and curriculum council will collect and review current research, specifically, in the areas of mathematics, science, and school climate. These committees will establish timelines within the next five years for each of the following areas of study:

Mathematics (AMN2):
- Problem solving strategies
- Differentiated Instruction strategies
- Writing strategies

Science (AMN3):

- Inquiry-based science instruction
- Differentiated Instruction Strategies
- Writing Strategies

Technology (FTP2):

- Professional development collaborative time to enhance instruction with use of hardware, software, and web 2.0 tools.
- On-going collaboration and training on the integration of technology into instruction.
- Research into new and emerging technologies to enhance curriculum and instruction.
- Using technology to engage and enhance instruction to increase problem solving and critical thinking.
  Use of a 1:1 laptop program
- Use of project-based learning using technology

Climate (AR7):

- Components of successful at-risk programs and alternative programs
- Continued collection of data in regards to the district's implementation of Character Counts and Smart and Good
- Address ways to assist struggling learners during instruction (classroom interventions)
- Address motivation and homework completion

The DAC will use a goal-oriented approach to program evaluation (clear expectations, results data, and targeted program/service evaluation) to determine program effectiveness relative to CSIP goals and other program goals as outlined in question 4 of the CSIP.

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

In the area of Curriculum and Assessment Alignment:
The Oskaloosa Community School District is developing Grade Level Benchmarks and Components in all content areas. Curriculum committees have worked to align the curriculum, both vertically and horizontally. A new curriculum development process started during the 2009-2010 school year, aligned with the Iowa Core. Each content area will determine the essential concepts and skills all students must master. Implementation of the curriculum, alignment of resources, development of quality aligned assessments, and creation of specific curriculum maps rounds out the 5-year cycle in this cycle.

A District Leadership Team (DLT) was established beginning with the 2010-2011 school year in accordance with the Iowa Core implementation plan and will monitor and make decisions regarding matters related to curriculum, instruction,

assessment and professional development. Training and information about the Iowa Core and Characteristics of Effective Instruction (CEI) will be provided. The implementation plan will be monitored and future decisions will be made by the DLT.

In the area of Instructional Strategy Decisions:
In review of our instructional practices, it became apparent that we have some practices with a documented research base, some practices with a weak research base, and some practices with no research base. Within the next five years, we must address the following two issues:

- The discontinuation of practices that are not supported by research or have not produced evidence of contributing to positive student results, and
- The consistent implementation of strategies that are research-based and/or have contributed to gains in student achievement.

Accelerated Reader:
The district is currently implementing AR strategies K-8. Research supports the strategies contained within this program. The district's student achievement data supports the use of RR strategies. Data will be gathered and analyzed on a yearly basis.

Mathematics:
The district will monitor implementation of the math strategies and their impact on student achievement.

Science:
The district's science curriculum team will continue to share research-based instructional science strategies gained from the annual science conferences.

Character Development:
The district implements the Character Counts framework in its educational programs. The research base on the effectiveness of Character Counts is limited. The district will collect disciplinary referral data and student/ staff survey information to determine its effectiveness for each educational level (elementary, MS, and HS). The district will work with Drake University's Character Development Institute to determine the research base of the framework. The high school component is called "Smart and Good" and deals with character and integrity of older students. This is a pilot program for the high school.

Technology:
Technology integration is becoming a great focus across the district and with professional development. 21st Century skill integration, along with technology integration into classroom instruction remains a priority. Implementation of a 1:1 laptop program will take place in the fall of 2011.

The district is implementing e-20/20 software for the purpose of skill building and credit recovery. Data will be collected on the number of students accessing the software and their progress will be monitored. (FTP3)

F. **What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice?**

In order to address the district's first long-range goal, all students will be proficient in reading comprehension by 2013-2014 the district will continue to implement the PLC approach to professional development. Learning Teams will formulate SMART goals around a specific learning targets determined by analysis of achievement data. District data as presented in Question 1 indicates a need to focus on improving reading comprehension skills across the district. TQ2 TQ1, PD6

The elementary training includes the following researched-based strategies: Read Alouds, Think Alouds, Question Answer Relationships (QAR), and fluency activities. Elementary classrooms are becoming proficient with Small Group Instruction to increase learning in both Math and Reading. PD5, TQ3, TQ4

All professional development follows the IPDM. It includes theory, workshop demonstration and practice, classroom demonstration and practice, technology integration, observation, reflection, and peer planning as well as the analysis of student performance and teacher implementation data. TQ7

Teacher implementation data will be collected and analyzed during the school year related to individual building professional development. Student data will be analyzed to determine effectiveness of the professional development and strategies. TQ7, TQ2

Formative evaluation will include: the collection and analysis of peer observation data at both the elementary and secondary levels, data collected based on learning targets of teachers, summaries of building professional development opportunities, and summaries of Learning Team collaboration. Summative evaluation of student performance data should show an increase in the number of students who are proficient in Reading Comprehension on the ITBS/ITED. TQ3, TQ4

In order to address the district's second long-range goal, all students K-12 will be proficient in math by the 2013-14, the district will continue to implement the PLC approach to professional development. Learning Teams will formulate SMART goals around a specific learning targets determined by analysis of achievement data. District data as presented in Question 1 indicates a need to focus on improving math skills across the district. TQ2, TQ1, PD6

The Math Curriculum Team consisting of K-12 math teachers, special education teachers, will complete common summative assessments. Data taken during

collaborative Learning Team professional development will assist in evaluation of the professional development. TQ2, PD5, TQ7, PD5, TQ6, TQ8

All trainings are aligned with the Iowa Teaching Standards: 1a,c, 2d, 3a,d, e, 4a, b. TQ5

Professional development designed to address long-range goals 3,4, and 5 include: attendance of science teachers at state and regional science conference, technology integration within all content areas, and training in differentiated instruction, inclusion and Character Counts. FTP3,FTP4, FTP5

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

Support for implementation of the Learning Team's action plans must occur for student achievement to take place. Vertical and Horizontal teams have been created to provide collaborative time for teachers to discuss student achievement data. Collaborative time is utilized to discuss success in working toward the achievement of SMART goals determined around student learning needs.

Program evaluation of professional development will take place to determine if the learning targets accomplished the SMART goals established. Based on data analysis, Learning Teams will analyze and discuss achievement data on a regular basis. Progress monitoring will determine and inform instruction throughout the school year. Teams will also be provided time to analyze standardized achievement data aligned with district goals to determine goals for the upcoming year. Building Leadership Teams (BLT) will monitor building professional development implementation.

CSIP Question 3

III. How do/will we know that student learning has changed?

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

The Oskaloosa Schools will use multiple data sources to determine if student learning has changed, specifically, a combination of district-wide standardized assessments, grade level and classroom assessments, and perceptual data (e.g., surveys). The Learning Teams (LT), Building Leadership Teams (BLT) will ensure that data from these assessment measures are collected, analyzed, and shared with the District Leadership Team as outlined in Question 1B. The district will continue to ensure that all students enrolled at the specified grade level are included in district-wide assessments. (DWAP1)

Monitoring Progress with Long-Range CSIP Goals

As stated previously (see Question #2A), the Oskaloosa Schools will monitor progress on its long-range goals through analysis of aggregate and disaggregated trend line data from the following sources:

- ITBS/ITED reading comprehension, mathematics, and science total subtests at grades 3-11 (Goals #1-#3)
- BRI test at grades 1-5 (Goal #1, reading comprehension) DWAP6, partially meets DWAP3, DWAP4
- Reading Probes grades 1-6 (Goal #1) (Fluency)
- STAR Reading grades 1-12 (Goal #1)
- STAR Early Literacy grades (K &1) (Goal #1, phonemic awareness, comprehension, phonics, and vocabulary) DWAP4
- STAR Math grades 1-5 (Goal #2)
- Success Maker Concepts of Math and Reader's Workshop Reports grades 3-5 (Goals #1 &2)
- MAP (Measures of Academic Progress) in grades 3-10 reading comprehension, language usage, math and science (Goal #1, 2 3) DWAP7, DWAP8
- District Developed Technology Assessment at grade 8 (Goal #4)
- Attendance data from the district's student information management system (Goal #5)
- Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR)
- District graduation data as calculated by the Iowa Department of Education (based on the spring BEDS report) (Goal #5)
- The percentage of the students in grades 6, 8, and 11 that report having used alcohol, tobacco, or other drugs as reported through the Iowa Youth Survey (Goal #5)
- Percent of students in grades 6-12 who receive discipline referrals for possession and/or use of alcohol, tobacco, or other drugs (Goal #5)

- The number and percent of elementary and secondary students who receive a discipline referral (i.e., office referral, suspension, and/or expulsion) (Goal #5)
- Alignment of Standards and Assessments (Goals #1, 2 and 3)

To make certain that the assessments used to monitor progress on long-range achievement goals aligned with the district's curriculum, the Oskaloosa Schools initially completed the Iowa Technical Adequacy Project (ITAP) process for the ITBS, ITED, and ICAM Comprehending Literature and Measurement Modules. Most recently Curriculum Teams have been established to align current standards and benchmarks with the Iowa Core. Grade Level Benchmarks and Components will be created for all curricular areas at the end of the five-year cycle. Assessments will be aligned to the curriculum. Instruction adjusts as the curriculum and assessments are updated on an on-going basis.

Student Indicator Data Used for Evaluation of Programs and Services:
The same student indicator data used to measure progress with CSIP goals will also be used to help inform decisions regarding the effectiveness of the following programs and services provided by the Oskaloosa Schools:

- Professional development for teachers and principals (e.g., District Career Development Plan and Title II, Part A)
- Supplemental reading and mathematics services for eligible students (e.g., Title I, Part A)
- Programs and services to assist English Language Learners
- Drug and violence prevention program (Title IV, Part A)
- Early Intervention program for grades K-3
- K-12 Learning Supports (At Risk) Programs
- K-12 Gifted and Talented (TAG) programs
- Special Education services
- Career and Technical Education (CTE) programs
- After School Program K-8 for struggling learners

Additional Data Gathering and Analysis:
To provide a more complete picture of student learning needs, the Oskaloosa Schools will continue to monitor the following data sources:

- All data points included in the district's Annual Progress Report (APR).
- The percentage of students who participate in district-wide assessment
- The percent of students below grade level as measured by the STAR Reading. DWAP3, DWAP4, DWAP6
- The percent of students below grade level as measured by STAR Math
- Student performance/growth on the MAP test in grades 3-10 on the reading comprehension, language usage, math and science assessments. DWAP6
- Annual cohort performance data from grade 3 through grade 11 as measured by the ITBS and ITED in the areas of reading, mathematics, science, and social studies.

- Career and technical education student data from the end-of-year program report (Perkins report)
- The percentage of students indicating a safe learning environment as reported through the Iowa Youth Survey and the district's needs assessment.
- The percent of students indicating that other students treat them with respect as reported through the Iowa Youth Survey and the district's needs assessment.
- Language Assessment Scale (LAS) to measure ELL students' English proficiency, LEP2
- Annual performance data of students participating in Title I Reading and Math, Special Education, and Gifted and Talented programs
- Number of students receiving high school credits through the district's credit recovery program
- Number of at-risk students participating in the district's Learning Supports programs
- Performance of students participating in the Elementary and Middle School's After School Program
- Number of students involved in a Student Assistance Team and their progress

CSIP Question 4

IV. How will we evaluate our programs and services to ensure improved student learning?

A. What strategies/process will we use to evaluate how well the activities included in Constant Conversation Question 2 (What do/will we do to meet student learning needs?) were implemented?

Goal-Oriented Approach to Program Evaluation

A new, comprehensive program evaluation process was begun in 2009-2010. Each program has developed goals and an action plan to collect specific data in order to determine effectiveness of the program. Collection of the data begins during the 2010-2011 school year. (ECSIP1) Each of the eleven program's matrix addresses the following:

- Identification of program goals (program expectations)
- Identification of the indicators by which program effectiveness will be judged relative to performance
- Development of procedures for collecting information about performance
- Collection of performance data
- Comparison of the information regarding performance with the expected CSIP/program goals
- Communication of results of the comparison to appropriate audiences

The Oskaloosa Schools will evaluate programs using a combination of formative and summative processes. (TQ12) The district will also determine the frequency of the formative and summative processes for each of the programs/services by two factors: 1) legal mandates and 2) local data. At a minimum, an in-depth formal summative evaluation for all of the programs that Oskaloosa incorporates into its CSIP will occur within a five-year rotation.

The District Advisory Committee (DAC) recommends the following program rotation and timelines for summative program evaluation, using student achievement and teacher implementation data.

The following programs will be reviewed annually, beginning in 2010-2011:

- District Career Development Plan (TQ 10, TQ 11)
- Title II, Part A (embedded into Oskaloosa's district career development plan) (TPTR1)
- Title I, Part A (Parent Involvement) (T1TL1)
- Talented and Gifted Program (GT2)
- Mentoring and Induction Program (TQ9)
- Special Education Programs and Services (ESPE1, ESPE2)

The following programs will be reviewed every three years, beginning in 2012-2013:

- Title IV, Safe and Drug Free Schools (SDF10)
- Title III (Language Instruction for LEP) (LEP3)
- E2T2 – Technology Integration (FTP6)

The following programs will be reviewed every five years, beginning in 2014-2015:

- Perkins (PERK2, PERK3)
- Learning Supports (AR4)
- Special Education Programs and Services (ESPE1, ESPE2)

The Oskaloosa Schools will collect formative evaluation data for each program on an annual basis. However, the district will collect data regarding some programs, such as the professional development program (district career development plan), more frequently. Progress toward meeting program/service expectations will be reported to the District Advisory Committee (DAC) and the Board of Education.

B. What implementation/student data will we collect, analyze, and use to determine how well each program/service described in Question 2 has been implemented to support our CSIP goals?

CSIP Indicator Data to Measure Program Effectiveness

The Oskaloosa Schools will evaluate the effectiveness of the majority of its instructional programs and services through examination of the indicator data, disaggregated by program participants, for each of the goals listed in its CSIP Constant Conversation Question #2. Based on input from the program providers, and the District Advisory Committee, the district decided that evaluation of these data would be sufficient, at this time, to assist in determining the effectiveness of the following programs:

- Professional Development Program (district career development plan) (TQ11)
- At-Risk Program (AR4)
- Perkins (Vocational/Career and Technical Education Programs) (PERK2, PERK3)
- Mentoring and Induction Program (TQ9)
- Special Education Programs and Services (ESPE2)
- Title I, Part A (Parental Involvement Program) (TITL1)
- Title II, Part A (Teacher and Principal Training and Recruiting Program) (TPTR1)
- Title II, Part D (E2T2) (FTP6)
- Title III (LEP3)
- Title IV (Safe and Drug Free Schools) (SDF10)
- E2T2 – (Technology Integration) (FTP6)

Additional Indicator Data to Measure Program Effectiveness:

- The district decided that it needs additional information to determine the effectiveness of some of its programs. In addition to the indicator data associated with the CSIP goals listed in Oskaloosa's Constant Conversation #2, the district will also collect, analyze, and use the following data to indicate effectiveness with the following programs:

Professional Development Program and Title II, Part A (TQ10, TQ11, TQ12, TPTR1)

- Percentage of students with 100% growth on ITBS/ITED as measured by National Standard Score (NSS)
- Percentage of teachers collaborating on specified professional development days
- Action Plans and SMART Goals
- Percentage of teachers implementing action plans and SMART goals with consistency and fidelity.

Gifted and Talented Program (GAT)(GT2)

In addition to disaggregated district-wide assessment data by gifted and talented student participants, the Oskaloosa Schools will use the following indicators to determine the effectiveness of its gifted and talented program:

- Number of students qualifying for the district's gifted and talented program.
- Percentage of all students participating in the gifted and talented program who meet goals in their individualized learning plans
- Number of times parents are communicated with regarding student progress

Perkins (Vocational/Career and Technical Education Programs (PERK2, PERK3)

- Percentage of students by special population subgroups in career and technical programs who are proficient in occupational skills
- Percentage of graduates by special population who were program concentrators who receive a high school diploma or equivalent
- Percentage of senior program completers by subgroups who participate in career and technical programs who indicate their intention to continue their education, non-military employment, or military employment
- Articulation between secondary and post-secondary
- Percentage of students proficient on ITED test
- Growth on MAP test from Fall to Spring
- Number of collaborative meetings with local business and industry annually

Mentoring and Induction Program (TQ9)

- Percentage of beginning teachers participating in the mentoring and induction program who meet goals of the district career development plan, as appropriate to their teaching assignment
- The number of beginning teachers participating in the mentoring and induction program who continue to teach within the district past their 2 year mentoring program.
- Percent of teachers who found the Mentoring/Fresh Start program beneficial
- Percentage of teachers attending Fresh Start meetings

Special Education Programs and Services (ESPE1)

- Percentage of all students with Individualized Education Programs (IEPs) who meet their IEP goals
- Percent of IEP students who demonstrate growth on district assessments
- Percent of IEP students who exit from the program because they no longer require accommodations and/or modifications
- Percent of IEP students participating in full inclusion
- The number of co-taught classes provided and IEP students
- Transition activities and plans

Title I, Part A, Parental Involvement (TITL1)

- Percentage of parents who participate in school activities, improving the academic quality of schools.
- Percent of students proficient on ITBS Math and Reading Comprehension as measured by the ITBS
- Percent of parents who feel satisfied with School Wide Title services
- Percent of students who have shown growth on ITBS Math and Reading Comprehension as measured by NSS.

Title III (ELL) (LEP3)

- Percentage of ELL students who are proficient in English
- Percentage of teachers receiving training in ELL instruction
- Percentage of students scoring 100% growth on ITBS Reading Comprehension and Math as measures by NSS
- Percentage of students seeing growth from Fall to Spring on the MAP test in Reading Comprehension, Math, Science and Language Usage.
- Percentage of students who participate in classroom and community/extra curricular activities.

Learning Supports (At Risk) (AR4)

Each program within the Learning Supports program will identify specific data to collect – these are the general data points common to all.

- Number/percentage of students identified as at-risk
- Number of students participating in the district's Learning Supports programs
- Percent of identified at-risk students who graduate
- Percent of at-risk students proficient in reading comprehension, math, and science

Safer and Drug Free (Title IV) (SDF10)

- Percent of unexcused absences
- Number of disciplinary referrals
- Number of recidivist referrals
- Number of SAT/SAT referrals
- Number of suspension/expulsions

- Graduation rate
- Percentage of students proficient on the ITBS/ITED
- Percentage of students passing all courses
- Percentage of students saying they feel safe and connected to school

E2T2 (Technology Integration) (FTP6)

- Percentage of students using specified technology in classroom instruction
- Percentage of students using technology during classroom instruction
- Number of days of professional development and teacher rating on effectiveness of professional development