

COMPREHENSIVE SCHOOL

IMPROVEMENT PLAN

Des Moines Independent Community School District
901 Walnut St.
Des Moines IA 50309

Revised: September 15, 2010



Question #1

What do data tell us about our student learning needs?

The Des Moines Community School District serves approximately 31,924 students at over 60 attendance centers. Approximately 65 percent of the district's students are now eligible to receive free or reduced lunch, and nearly 49 percent are minority students. English Language Learners (ELL) constituted 13.6 percent of the district enrollment in 2009-10 and special education students constituted 16.1 percent.

A. What data do we collect?

The district collects the following required data: **(LRDA1)**

- Trend line data for grades 4, 8, and 11 and subgroup data for ITBS/ITED reading and mathematics at grades 3-8 and 11
- Trend line and subgroup data for ITBS/ITED science for grades 5, 8 and 11
- Graduation rate
- Grade 7-12 dropout percentages
- Percentage of graduates planning to pursue postsecondary education (Destination Plans of Graduates Survey)
 - Percentage of high school students achieving a score or status on a measure indicating probable postsecondary success (ACT).
 - Percentage of graduates completing the core curriculum (4 years of English, 3 years each of mathematics, science, and social studies)
 - Trend line data from the Iowa Youth Survey (grades 6, 8, and 11) **(SDF1, SDF3, and SDF4)**
- Data from other district level reading, math, and science assessments
- Participation rates for required district-wide assessments (grades 3-8, 11)
- Attendance data (grades K-12)
- Analytical Reading Inventory (ARI)
- Phonological Awareness Profile (PA Profile)
- Basic Reading Inventory (BRI)
- Incidence of Bullying
- Kindergarten Observation Survey

These 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 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)**

In addition to these data, the Des Moines school district collects and analyzes information on a variety of other indicators to show progress towards the long-range goals.

- District demographic data (Examples include enrollment percentages by ethnicity, free/reduced lunch data, mobility information, course grades, and AP enrollments)
- Climate/culture surveys **(SDF1, SDF3)**
- Basic Educational Data Survey (BEDS) data (e.g., course offerings and enrollment information by subgroups)
 - ITBS/ITED data for reading, mathematics and science for grades 9 and 10 disaggregated by school and subgroups.
 - Criterion-referenced test data for some grade levels in math and science disaggregated by school.
 - Student discipline data (e.g., office referrals, suspensions, and expulsions) (grades K-12) **(SDF1, SDF3)**
 - Referrals to building assistance teams (BAT) or behavior intervention cadres (BIC) and /or student assessment teams (SATS) (grades K-12)
 - Senior Survey information

- Personalization Survey
- Preschool/Head Start portfolios and checklists
- PBS Implementation Data

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

School Instructional Leadership Team (SILT)

Each building in the district has a SILT that is responsible for the collection and analysis of the data related to its level. Each SILT consists of teachers and building level administrators. Each SILT develops a vision and a corresponding School Improvement Plan for its building. School Improvement Plans are required to align with district goals. Staff members develop leadership skills in analyzing student achievement data and other student data (suspensions, office referrals, course offerings, etc.) related to CSIP long-range goals. It is also required that Building Professional Development Plans align with building goals. This information is then shared and discussed with the rest of the building staff during monthly faculty meetings.

Stakeholder Groups

District and building information is shared with various stakeholder groups, including the Des Moines school board, Comprehensive School Improvement Advisory Committee (SIAC), and various community organizations (**LC3**).

The SIAC reviews data from the district leadership group and makes recommendations back to the group and the school board regarding district-wide prioritized needs, possible adjustments to CSIP goals, and the programs and services provided to students. The Des Moines school board makes decisions based on these recommendations.

C. What did we learn through this data analysis?

Through analysis of district and building data and comparisons with the state's student performance trajectories, the following was learned: (**LRDA1, LRDA2, LRDA3, and LRDA4**)

- Reading: Academic success was demonstrated by the 2009-10 4th, 7th and 10th grade students attaining grade equivalent score gains of 1.3, 1.0 and 2.5 from their performance on the ITBS/TED Reading Comprehension subtest as 3rd, 6th, and 9th grade students in 2008-09.
 - Math: Academic success was demonstrated by the 2009-10 4th, 7th and 10th grade students attaining grade equivalent score gains of 1.1, 0.9 and 2.2 from their performance on the ITBS/TED Total Mathematics subtest as 3rd, 6th, and 9th grade students in 2008-09.
- Science: Academic success was demonstrated by the 2009-10 4th, 7th and 10th grade students attaining grade equivalent score gains of 1.3, 1.2, and 2.6 from their performance on the ITBS/TED Science subtest as 3rd, 6th, and 9th grade students in 2008-09.

There has been a gap in achievement between those students eligible for free/reduced lunch and those not eligible. When looking at the achievement of those subgroups in grades 4, 7, and 10 in comparison to their achievement the previous year in grades 3, 6, and 9, the achievement gap narrowed from grades 3-4 and 10-11 in reading, and in grades 3-4, 7-8, and 10-11 in math.

- The percent of students tested in 2009-10 in grades 3-8 and 11 was 99.6% compared to 99.24 percent in 2008-09. In grades 3 and 5, 100 percent of students were tested.

Highlights of Trend line ITBS Data from 2001-02 to 2009-2010.

Grade 4

Reading Comprehension

The Special Ed group increased 1.7% in proficiency from 22.8 in 08-09 to 24.5 in 09-10.

Math Total

The Special Ed group increased 4.3% in proficiency from 27.9 in 08-09 to 32.2 in 09-10.

Grade 8

Growth over time is shown for all three content areas of Reading, Math and science. Students had the highest percent proficient in all three areas in the past eight years.

Reading Comprehension

The percent of male students who are proficient in reading comprehension is the highest in the past eight years. This has narrowed the gap between males and females from 6.9% in 2001-02 to 1.9% in 2009-10.

Latino and White subgroups also had the highest percent proficient in the past 8 years. Latino increased from 30.2% in 2001-02 to 50.9% in 2009-10 - an increase of 20.7%. The achievement gap narrowed between the Latino and white at the same time that both were increasing in proficiency. The gap in 2001-02 was 29.5% and in 2009-10 it was only 16.5%, a decrease of 13%.

Math Total

The percent of all students who are proficient in math is up 9.7% from 54% in 2001-02 to 63.7% in 2009-10. This includes special Ed and ELL students. Non- Special Ed students are 72.7% proficient.

Latino and African-American subgroups reached their highest percent proficient of the past 8 years. African-Americans made a gain of 17.3% since 2001-02. The greatest gain was made by Latino students with a gain of 27.8% since 2001-02. The achievement gap narrowed between the Latino and white at the same time that both were increasing in proficiency. The gap in 2001-02 was 32.6% and in 2009-10 it was only 14%, a decrease of 18.6% over time.

Science

The percent of students who are proficient in Science in 8th grade has shown an upward trajectory with an increase of 13.4 percent over the past eight years to 69.9% proficient. While all groups showed an upward trend, the largest increase was by Latinos with a gain of 28.1% since 2001-02.

Grade 11

Reading Comprehension

Increases in the percent of students who are proficient in reading comprehension were noted in the subgroups of SPED and ELL over the last three years. Special Ed showed a gain of 7.6% from 17.7% in 06-07 to 25.3 % in 09-10. ELL showed a gain of 2.1% from 14.6 % proficient in 06-07 to 16.7% in 09-10.

Math Total

Science

The Special Ed group increased 4.2% in proficiency from 2006-07 with 23.8% proficient to 28.0% proficient in 09-10.

Other Findings

- Of students taking the ACT in 2009-10, approximately 41.5 percent scored 20 or more, an indicator of probable success in college. This was an increase from 38.2 percent in 2008-09.
- In grades 3-8 and 11, 99.6% of students participated in the standardized testing program
- According to the Iowa Youth Survey, 6th, 8th and 11th grade students reporting that other students treat them with respect increased from 50 percent in 2005 to 57 percent in 2008. This is up 19 percent from the survey responses to this item in 1999. The lowest percentage of agreement (46 percent) with the statement "Students at my school treat each other with respect" occurred at the eleventh grade level in 2008. (**SDF2, SDF4**).

- In 2008, 36 percent of students in grade 11 reported at least occasional (consumed at least one drink on one or more days in the past 30 days) use of alcohol compared to 37 percent in 2005. The trends for usage of tobacco and marijuana for 11th grade students are declining as well. The percentage of students reporting that they have never tried tobacco, alcohol, or marijuana increased from 2005 to 2008. (**SDF2, SDF4**).

- In 2008, 49 percent of all students surveyed reported that their parents "often" or "always" attend their school activities, a decrease from 53 percent in 2005.

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

Based on the data reviewed, the following list of prioritized needs was developed: (**LC4**)

The percent of students who receive free and reduced lunch has continued to increase.

Approximately 64 percent of the district students are currently eligible for free/reduced lunch.

- The Des Moines Public Schools can expect to see an increase of at least 3% per year in the number of students who receive free/reduced lunch. The district will need to implement research-based programs to assist students in overcoming the effects of poverty.
- Close the achievement gap among ethnic groups in reading, math and science.
- Close the achievement gap between low and high socio-economic groups in reading, math and science.
- Close the achievement gap between special education and non–special education students in reading, math and science.
- Close the achievement gap between ELL and non–ELL students in reading, math and science.
- Reduce the gap in achievement between transition years of 5th to 6th and 8th to 9th grades.
- Develop a plan to assess the impact of professional development on student learning.
- Provide professional development that is informed through item analysis of ITBS/ITED, CRT, and other data points to identify areas of instructional needs.
- Increase the number of students who feel safe at and connected to school
- Implement consistent district-wide data collection and reporting in the area of integrity of implementation of content area curriculum and effective teaching strategies.

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

The district Instructional Cabinet and the Comprehensive School Improvement Advisory Committee (SIAC) will use the prioritized needs to generate and recommend goal statements to the board for adoption.

The School Instructional Leadership Teams in collaboration with community stakeholders as appropriate will design strategies and actions that align with and support the established goals (**LC3**). The Comprehensive School Improvement Advisory Committee will have an on-going process to periodically review the CSIP and make recommendations.

Question 2

What do/will we do to meet individual learning needs?

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

Comprehensive School Improvement Plan Goals
Approved: August 3, 2004

Mission Statement: The Des Moines Public Schools equip students for life by challenging each one to achieve rigorous standards in academics, arts, and career preparation. **(LC6)**

New Ends for a new Century

- Graduates demonstrate the ability to adapt successfully in educational, workplace, and community settings through their ability to think, communicate and interact
- Graduates demonstrate strategies for life-long learning.
- Graduates demonstrate knowledge and understanding of a rigorous curriculum integrated into all content areas.
- Graduates possess technological and information literacy
- Graduates have world awareness
- Graduates possess the knowledge and skills to be self-directed and autonomous

The Comprehensive School Improvement Advisory Committee provided input related to the goals in written form in July, 2004, prior to their approval by the Board. **(LC5)**. The committee reviews the goals annually. This was done most recently at a meeting of the committee held on September 8, 2009.

CSIP Goal

CSIP Codes

1. All students in grades K-12 read at or above grade level. **LRG1; EIG1; MCGF3**
2. All students in grades K-12 perform at or above grade level in math. **LRG2; EIG1; MCGF3**
3. All students in grades K-12 perform at or above grade level in science. **LRG3; EIG1; MCGF3**
4. The achievement gap between low-income and non-low-income students will be reduced in reading, math, and science. **LRG1; LRG2; LRG3; MCGF3; AR6**
5. The achievement gap between minority and non-minority students will be reduced in reading, math, and science. **MCGF3; AR6**
6. All students will feel safe at and connected to school. **MCGF3**
7. All students will use technology in developing proficiency in reading, mathematics, and science. **MCGF3; FTP1**

Indicators of progress include the Iowa Tests of Basic Skills (grades 3-8); the Iowa Tests of Educational Development (grades 9-11), criterion-referenced assessments in mathematics (grades K-8) and science (grades 6-8) Indicators of progress towards all students feeling safe at and connected to school will include **(SDF5, SDF6, SDF7)**:

The percentage of middle and high school students that receive a discipline referral (office referral, suspension, expulsion) as reported through Behavior Intervention Database (BID) or School Wide Information System (SWIS).

The percent of students who report that they feel safe and that other students treat them with respect as reported in the Iowa Youth Survey. The percent of students who report that their parents attend school activities as reported in the Iowa Youth Survey.

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

A district Instructional Cabinet consisting of administrative and non administrative staff has been formed. This cabinet plays a major role in monitoring student achievement and discussing issues related to achievement. In addition, an individual has been appointed to serve as liaison between the Department of Education, Heartland, and the district particular as related to SINA requirements.

C. What is our current practice to support these long range goals?

1. Instructional Strategies Currently Used in the District

Reading: **(AMN1)**

- Research based strategies from the Houghton Mifflin Literacy Series (PK-8)
- Gradual Release of Responsibility Instructional Model
- Literacy Instructional Time Allotments
- Reading Recovery Instructional Framework (1) **(IEI1)**
- Reading/Differentiated Instruction (K-8) **(IEI1)**
- Pre/Post data analysis to select or group students
- Ongoing formative data to monitor progress
- Annual longitudinal data analysis to evaluate program impact(K-8) **(IEI1)**

Math: **(AMN2)**

- Technology implementation to enhance math instruction (6-12)
- Instructional methods that support mathematical reasoning and problem solving (K-12)

(IEI1)

- Inquiry Based Math Instruction (6-8)
- Research based instructional strategies from Prentice Hall Investigations Series (K-5)
- Research based instructional strategies from Houghton Mifflin Harcourt Math Expressions Series (2-5)

Series (2-5)

- Differentiated math instruction (K-12) **(IEI1)**
- Focus on under-represented groups in higher level math (6-12)
- Annual longitudinal data analysis to select or group students in math (K-9) **(IEI1)**

Science: **(AMN3)**

- Technology implementation to enhance science instruction (6-12)
- Inclusion of technology as part of the science curriculum (K-12) **(IEI1)**
- Diagnosing and providing science instruction for different learning styles (K-12) **(IEI1)**
- Implementation of the Iowa Core Curriculum to include an emphasis on inquiry-based instructional practices.

- Embedding a variety of assessment types, including performance tasks, science. (K-12)

(IEI1)

- Encouraging the participation of under-represented groups in higher level science and math

(SCIENCE BOUND and Project Lead The Way.

- High-Quality Professional Development for teachers of science.
- Partnership with ISU on National Science Foundation Grant.

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

Literacy Volunteers (Pre K-8) **(IEI1)**

Second Chance Reading (6-10) **(SPED1)**

Read 180 (Also addresses Goal 7 related to technology) (4-12) **(SPED1)**

Math Partnership (K-5)

Math Plus (6-8) supplementary support

Conceptual Algebra (9th grade)

Every Student Counts (K-12)

District Career Development Plan (K-12)

At-Risk Program Services (K-12) **(AR7)**

Gifted and Talented (K-12)

Special Education (preK-12) **(SPED1)**

Mentoring and Induction Program (K-12)
Alternative Schools (pre-K-12) (**AR7**; **SPED1**)
Building Assistance Team (preK-12) (**SPED1**)
Reading Recovery (1st grade) (**AR7**)
Positive Behavior Supports (preK-12) (**SPED1**; **AR7**)
Aggression Replacement Training
Project Connect, Federal Mentoring Program
Intensive Career Exploration
GEAR-UP (**AR7**)
SUCCESS (preK-12) (**AR7**)
Smaller Learning Communities (9-12)
Guidance and Counseling
Health
Head Start
Reading labs (9-12)
Advanced placement courses (9-12)
Title I, Part A: Reading Program/Services
Title II, Part D: Technology Usage (K-12)
Title III, Language Instruction for Limited English Proficient and Immigrant Students (K-12)
Title IV Safe and Drug Free Schools Program/Services (K-12)
Career and Technical Programs (6-12)
Upward Bound (7-12)
Science Bound (7-12)
Magnet elementary school in science and math (K-5)
Prep Academy (7)

Every Learner Inquires State Initiative
Dual Credit Courses with DMACC

3. System-wide Management and Organizational Supports Currently Used in the District
Resource allocation (financial and personnel) and alignment to match goals (K-12)
Curriculum Mapping PK-12
Iowa Professional Development Model - On-going literacy and math professional development (K-12)
Data warehouse for accessing student test scores (K-12)
Personnel evaluation system (K-12)
Literacy Instructional Time Allotments (K-5)
Early dismissal and staff development days designated for math and reading in-service (K-12)
Literacy Leaders (K-12)
Extended Learning in Reading and Math (K-12)
Math Coaches (K-12)
Common planning time (K-8) and in high school smaller learning communities.
Family/Community Assistance
Positive Behavior Support Leadership Team
Students who fail math have an opportunity to take a math class the next semester (9-12)
Schools First
Schools In Need of Assistance Teams (SINA)
Regional organizational structure
Turnaround Zone and Cluster schools

D. How is our current practice aligned with or supported by the research base?
Local data indicate that many of the district's current practices have contributed to positive student results. Local content area experts were consulted to assess information about practices supported by scientifically-based research. (**PD5**)

A thorough research review was conducted using the International Reading Association, the Iowa Department of Education Research website, Houghton Mifflin, professional reading journals, and other publications to guide reading instruction in the following areas:

- Comprehension
- Fluency
- Phonemic Awareness
- Vocabulary
- Phonics

For mathematics and science, the National Council of Teachers of Mathematics and the National Science Standards provide the framework for instructional practice. Teachers incorporate practices identified through the state initiatives of Every Student Counts and Every Learner Inquires. Programs and strategies used with high-risk students are based on research from the National Dropout Prevention Center at Clemson University and the Principles of Effectiveness for Safe and Drug Free Schools and Communities. (**SDF9**)

Research was also gathered from the Center for Research of the Education of Students Placed At Risk, Institute for Social and Emotional Learning (Positive Behavior Supports).

Current Practices Supported by Research and/or Local Data

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. These practices include the following:

Reading:

- Reading Recovery Instructional Framework (1)
- Literacy Volunteers (K-8)
- Reading/Differentiated Instruction (K-8)
- Annual longitudinal data analysis to select or groups of students (K-8)
- Early Reading First (Pre K)
- Intensive Reading supplementary support (6)
- Second Chance Reading (7-10)
- Read 180 (Also addresses Goal 7 related to technology) (7-12)
- Smaller Learning Communities
- Reading labs (9-12)
- Advanced placement courses (9-12)

Math and Science:

- AP and IB Courses and SCIENCE BOUND)>
- Smaller Learning Communities - math
- Technology to enhance math and science instruction (6-12)
- Extended Learning
- Math Labs
- Instructional methods that support reasoning and problem solving (K-12)
- Inquiry-based Instruction (K-12)
- Differentiated Instruction (K-12)
- Encouragement of under-represented groups in higher level math (6-12)
- Formative assessments (K-12)
- Inclusion of technology as part of the science curriculum (K-12)
- Focus on under-represented groups in higher level science
- Pre-AP Incentive Grant and SCIENCE BOUND

Environment:

- Positive Behavior Supports (**SDF9**)
- Framework for Understanding Poverty
- Smaller Learning Communities
- Character Counts

- Cross-curricular: Understanding by Design and Project Based Learning
- Capturing Kids Hearts
- Artful Learning
- Visual Thinking Strategies

Program/Services Current Practice:

The district will also 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.

E. What gaps exist between our current practice to support long-range goals and the research base?

DMPS has begun alignment and implementation work on the Iowa Core Curriculum. Revision in curriculum, instructional practices, and assessment is currently underway and will continue as the Core Curriculum is implemented fully in all classrooms.

Instructional Strategy Decisions

In review of district instructional practices, it became apparent that nearly all of the current practices have a documented research base. However, a gap exists when instructional practices are not implemented with fidelity or when all teachers have not been trained.

Community Resources

The Des Moines community is rich in resources that are available to support education, but coordination to make the most effective use of limited resources is sometimes lacking.

Research Needed

Based on district data, it appears as though more research is needed on effective instruction and support services for:

- Closing the achievement gap among racial groups and between low-income and non-low-income students
- Students transitioning from elementary to middle, middle to high school, and high school to post-secondary
- Students who are not connected with the academic program as evidenced by high rates of absenteeism and multiple suspensions, or who exhibit other high-risk behaviors.
- Reducing the learning impact of mobility.
- Dropout prevention research and Response to Intervention

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

1. Implement the district professional development plan. **(TQ7)**

The district professional development plan implements a repertoire of appropriate research based **(PD5)** strategies to increase student achievement and encompass the components of the Iowa Professional Development model. District professional development requires that teachers:

- Analyze achievement data
- Develop action plans to address individual student needs
- Monitor student progress on an ongoing basis
- Study the frequency and fidelity of the implementation process

The district goals were identified based on student data, and the content for professional development is based on district goals. **(TQ2)**

For the 07-08 school year, a comprehensive calendar of professional development opportunities was planned for the following areas:

Elementary (K-5) – Literacy: (GOALS 1, 4, and 5) **(TQ1)** Nine three-hour blocks offered to literacy leaders and Reading First coaches in all schools. This is a capacity building model where trainers and coaches take strategies back to their individual schools and provide coaching and capacity building support to other teachers. Math: (GOALS 2,4,and 5) Six two-hour sessions offered to K/1 and 2/5 math leaders in all schools.

Middle/High School–(GOALS 1, 4, and 5) **(TQ1)**– Nine, ninety-minute blocks offered to a core Reading and Language Arts team to study literacy and design a plan to build capacity at individual schools.

Nine, two-hour sessions for middle school reading interventionists to engage in a process to administer diagnostic assessments to non-proficient readers in order to design, implement, and monitor the progress of interventions.

Math - Professional development days designated for instruction, assessment and curricular study.

All teachers will be engaged in training, including those responsible for Title I, Special Education, At-Risk, ELL, and Gifted and Talented. **(LEP1) (SPED1) (TQ8)**

To better support ELL students, professional development will be delivered on research based models. Special education teachers are included in all professional development in math and reading, and special education teachers are encouraged to collaborate with regular education teachers. In addition, ongoing professional development is provided in areas of IEP development and alternate assessments. Comprehensive professional development is provided for career and technical staff, academic, guidance and administrative personnel through professional conferences, workshops offered in collaboration with other departments, community colleges and universities, credit courses and school improvement initiatives. The focus is to improve student achievement through collaboration and communication. **(PERK1)**

Content: Professional development instructional staff will implement the following instructional strategies:

Reading **(AMN1) (TQ3)**

- Comprehension
- Fluency
- Phonemic Awareness **(IEI1)**
- Vocabulary
- Phonics

Math **(AMN2) (TQ3)**

- Instructional methods that support reasoning and problem solving **(IEI1)**
- Meaningful distributed practice **(IEI1)**
- Formative assessment for differentiated instruction **(IEI1)**

For math and reading, schools are provided with multi-year assessment data for each student which is presented and discussed during pre-service training. Discussion of district standards is incorporated in most staff development sessions. **(TQ4)**

Alignment with Iowa Teaching Standards: The professional development actions described above align directly with the following Iowa Teaching Standards and Criteria **(TQ5)**.

Professional Development Learning Opportunities **(TQ8;TQ1)**: The district plan provides for ten collaboration (early dismissal) days designated for reading and math. Implementation will be monitored through administrator walk-throughs, teacher lesson plans, and professional development meeting logs that are completed at the building level.

Two and a half days are designed District In-Service that support curriculum goals that support curriculum goals and the use of professional learning communities processes to focus on student achievement

Professional Development Providers: The district utilizes the following providers: **(TQ6)**

- Professionals that have been approved by Heartland AEA 11,
- Trainers from higher education institutions
- Nationally recognized trainers
- Trainers from the Curriculum Department

2. Implement curricula and instructional strategies so that students' performance in reading, math, and science is at or above grade level. GOALS 1,2, and 3 **(AMN1) (AMN2) (AMN3) (TQ1)**

In addition to all of the strategies and programs/services that were identified in Section C1 and C2, the district will implement an array of formative assessments in reading, math, and science.

3. Implement practices that are designed to significantly improve the academic achievement of both low income and minority students in reading, math, and science. GOAL 4 **(AMN1) (AMN2) (AMN3) (TQ1)**

- Increase community collaboration
- Strengthen family/parent outreach
- Implement an array of formative assessments in reading and math
- Target minority and low-income students and provide opportunities for enrichment and support through the SCIENCE BOUND grade 8 and Pre-AP incentive grant for grades 6-8.
 - Provide summer school opportunities for students entering grades K-12.
 - Minority enrollment goal with 7th grade cohorts - Central Academy
 - Four week 8.5 academic bridge program in the summer to support struggling readers and math students.

4. Create a learning environment that is safe, supportive, and conducive to learning (a culture of achievement and respect). GOAL 6 **(TQ1) (TQ5)**

- Implement Bullying Prevention Initiative
- Conduct School Climate Survey
- Develop and Implement Behavior Information Database
- Sustain PBS in additional schools and continue to support implementation at existing sites.
- Provide professional development for staff and implement Aggression Replacement

Training

- Implement alternative strategies to suspending students
- Create advocacy programs at the high school level
- Continue Character Counts
- Implement Cultural Competency Initiative

5. Enhancing Education through Technology. GOAL 7 **(TQ1)**

- Create opportunities for PreK-12 students in all curriculum areas, to use computers for accessing online databases, Internet sites, and electronic library catalogs using information literacy skills - how to find, use, and evaluate materials found online and in print **(FTP1, FTP2, FTP3)**
 - Provide on-going and sustained professional development opportunities to assist teachers, administrators, and school librarians in using online resources and other educational software products and in integrating literacy skills and information technology across the curriculum. **(FTP3, FTP4, FTP5)**

- Implement an array of assessments for various curricular areas to measure information literacy skills required in various curricular areas (**FTP1**)

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

- Integrate exemplary lessons and strategies in trainings provided by the curriculum coordinators and literacy and math leaders.
 - Sustain school leadership teams at each site to set goals, select content, plan professional development, and identify providers
 - Study implementation and develop building level plans.
 - Conduct ongoing review of the CSIP goals and give input to the plan via the Comprehensive SIAC
 - Continue monthly and regional principal meetings that include strategies for improving achievement.
 - Sustain PBS Leadership Team, Building Teams, and coaches assigned to each team.
 - Sustain Teacher Quality Committee
 - Offer Balanced Leadership Training for all middle school principals
 - Train counselors, SUCCESS case managers, social workers, and Juvenile Court Liaisons to implement Aggression Replacement Training and offer credit for ART students with multiple suspensions who successfully complete the course at the high school level. Partner with Juvenile Court and other community agencies to implement with fidelity.
 - Conduct Leadership Academies for principals that include professional development in the Administrator Standards areas and leadership skills

Question 3

How do we know student learning has changed?

Des Moines will use multiple data sources to determine if student learning has changed, including a combination of district-wide standardized assessments, grade level, classroom 6-week benchmark assessments, and perceptual data (e.g., surveys). The School Instructional Leadership Teams will ensure that data from these assessment measures are collected, analyzed, and used to provide feedback to teachers to improve instruction. At the district level, data is disaggregated by grade and subgroups to monitor long-range progress of students. 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

Des Moines will monitor progress on its long-range goals through analysis of aggregated and disaggregated data from the following sources:

Goal 1 (Reading):

- ITBS reading comprehension at grades 3-11.
- Analytical Reading Inventory (grades 4-9)(**DWAP6**)
- Basic Reading Inventory (grades 1,2,3,) (**DWAP6**)
- Phonological Awareness Profile (grades K-2)(**DWAP3**)
- Houghton Mifflin Theme Assessments

Goal 2 (Math):

- ITBS mathematics total tests at grades 3-11.
- CRT Tests grade 1-8. (**DWAP7**)
- CRT Tests (Kdgn) at Title schools.
- Early Number Concepts (K-1)
- Block Tests (6-8)

Goal 3 (Science):

- ITBS science tests at grades 3-11.
- CRT Tests grade 6-8. (**DWAP8**)
- K-5 Classroom Assessments

Goals 4 and 5 (Achievement Gaps):

- 6-week Reading and Math classroom assessments, grades 6-8

- 6-week Literacy unit tests or Math probes, grade K-5.
- Individual longitudinal student results over three year period.

Goal 6 (Safe Schools):

- Attendance data from district's student information management system
- District graduation data as calculated by the Iowa Department of Education (based on the spring BEDS report)
 - The percentage of middle and high school students that receive a discipline referral (office referral, suspension, expulsion) as reported through Infinite Campus.
 - The percentage of students who report that they feel safe and that other students treat them with respect as reported in the Iowa Youth Survey.
 - The percentage of students who report that their parents attend school activities as reported in the Iowa Youth Survey.

The number of founded reports of bullying

Goal 7 (Technology):

- District-developed technology assessment

Additional Data Gathering and Analysis

To help provide a more complete picture of student learning needs, Des Moines 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 assessments.
- Annual cohort performance from grade 3 through grade 11, as measured by the ITBS and ITED in the areas of reading, mathematics, and science.
- Career and technical education student data from the end-of-year program report (Perkins report)
 - I-ELDA to measure English Language Learner proficiency and/or Language Assessment Scale (LAS) to assist in placement(**LEP2**)
 - Portfolio of achievement for LEP students receiving ESL services.
 - IEP goal attainment of students receiving special education services.
 - Reading First Probes at Reading First schools.
 - 8th grade technology assessment
 - PBS Implementation Survey

Student Indicator Data Used for Evaluation of Programs and Services

The 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 Des Moines:

- Professional development for teachers and principals (e.g., District Professional Development Plan and Title II, Part A)
- Supplemental reading and mathematics services for eligible students (e.g., Title I, Part A)
- Use of technology to improve student achievement (e.g., Title II, Part D)
- Programs and services to assist English Language Learners (Title III, Part A)
- Drug and violence prevention program (Title IV, Part A)
- Early Intervention program for grades K-3
- K-12 at-risk program
- K-12 gifted and talented (TAG) program
- Special education services
- Career and Technical Education (CTE) programs
- Personal Learning Plan, (grades 8-13) for planning and portfolio artifacts

Note: More specific details regarding Des Moines' program/service evaluation process are included in the next section of the CSIP.

Future Data Gathering

Des Moines is aware that it will need to collect additional information to allow for more informed evaluation of programs and services. The district added the following measures during the 2007-

08 and 2008-09 school year:

- PA Profile (PAP) in grades 1 and 2 to measure proficiency and monitor progress in phonemic awareness and phonics
- Selected reading passages in grades 1-6 to measure proficiency and monitor progress in fluency, comprehension, and accuracy
- Basic Reading Inventory (BRI) in grades 1-3 to monitor progress in accuracy, fluency, and comprehension
- Analytical Reading Inventory (ARI) in grades 6-8 and some 9th grades.
- Common assessments aligned to the Iowa Core Curriculum for some high school classes to monitor progress in understanding the core concepts and/or skills outlined in the Core Curriculum.
- Early Number Concepts (K-1)
- Mathematics Block Tests (6-8)

Question 4

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

A. What strategies/processes will we use to evaluate how well the activities included in Constant Conversation Question 2 were implemented?

Goal-Oriented Approach to Program Evaluation

Des Moines has adopted a goal-oriented approach to formally evaluate the programs and services it offers to meet prioritized student needs as identified in its CSIP. **(ECSIP1)** This goal-oriented approach to program evaluation includes the following components:

- Identification of programs that contribute to progress with CSIP goals (program expectations)
- Identification of any additional program goals (program expectations)
- Identification of variables which affect performance
- Identification of the indicators by which program effectiveness will be judged relative to performance
- Development of procedures for collecting information about performance
- Collection and analysis of performance data
- Comparison of the information regarding performance with the CSIP/program goals
- Communication of results of the comparison to appropriate audiences

Des Moines will use a combination of formative and summative evaluation processes within the program evaluation process. **(TQ12)** The district will also determine the frequency of the formative and summative evaluation processes for each of the programs/services using two factors: 1) legal mandates and 2) local data. At a minimum, an in-depth formal summative evaluation for all of the programs that Des Moines incorporates into its CSIP will occur within a five-year rotation. Note: Des Moines will submit, as required, any annual evaluation/reporting data for state and federal programs.

Many of the district's instructional programs and services fall under the umbrella programs indicated shown below. Persons responsible for each program have provided information related to program goals and measurement of their attainment, actions/strategies to support achievement, evidence supporting needs for improvement and a planned timeframe for in-depth evaluation. A summary of the evaluation timeline/strategy for each program follows.

Program	In-Depth Program Evaluation Rotation
Career/Technical Programs	Annual
Career Development Plan	Every 4 years
Dropout/Dropout Prevention Programs	Annual
English Language Learner Programs	Every 3 years
Gifted and Talented Program	Every 5 years
Mentoring Program	Annual
Title II, A, Teacher & Principal Recruiting	Annual
Safe and Drug Free Schools	Annual/every 3 years based on requirements
Special education	Every 5 years
Title I Parent Involvement	Annual
Enhancing Education through Technology	Annual

B. What implementation/student data will we collect, analyze and use to determine how well each program/service described in Constant Conversation Question #2 (What do/will we do to meet student learning needs?)has been implemented to support our CSIP goals?

CSIP Indicator Data to Measure Program Effectiveness

Des Moines will evaluate the effectiveness of the majority of its instructional programs and services, at least partially, through examination of the indicator data, disaggregated by program participants, for each of the goals listed in its CSIP Constant Conversation Question #2. Specifically, progress on goals 1, 2 and 3 is monitored by analyzing ITBS and ITED results and Criterion Referenced Test results in the areas of reading, math, and science. Formative assessments will also be administered in these areas. Data is disaggregated to monitor progress on goals 4 and 5 and to show progress of English Language Learners and special education students. **(ECSIP1, TQ11, TQ12, LEP3, ESPE2)**

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 Des Moines' Constant Conversation #2, the district will also collect, analyze, and use the following data to inform effectiveness of the following programs:

Career and Technical Programs **(PERK2, PERK3)**

A comprehensive program evaluation is conducted to determine annual Perkins priorities. The evaluation process includes review of the following data: enrollment, student information, academic attainment graduation rates, technical skill attainment, equipment needs, industry trends, employment trends, and facility needs. The district will review the career and technical programs and adopt strategies, when appropriate, for special populations so that success is increased throughout the program.

At-Risk Programs **(AR4)**

An annual evaluation is completed that analyzes attendance rates, ITBS performance, and progress in earning credits toward graduation for all students that are served by Dropout Prevention programs.

English Language Learner Program (**LEP3**)

The most current self-study guides from the state of Iowa are used every three years to assess the district practices and procedures for implementation of the English Language Learner program to support the Limited English Proficient student population. The guide includes sixty questions covering identification, assessment, evaluation, and parent involvement.

Gifted and Talented Education (**GT2**)

Each year, information is gathered from parents, teachers, students, and G/T consultants. The Gifted and Talented Program Self-Audit/Reflection model developed by the Heartland School Improvement Consultants is used. This is a systematic guide for program evaluation. An in-depth evaluation of student achievement is done in conjunction with the Heartland-DMPS assessment team every five years.

Mentoring (**TQ9** and **TQ10**)

All mentees complete Participant Feedback surveys annually that are used by the instructors to reflect on the mentor program and to adapt the program to meet the needs of the participants.

Title II, A, Teacher & Principal Recruiting (**TPTR1**)

This program is evaluated through the Professional Development Program and in conjunction with the Mentoring programs.

Safe and Drug Free Schools and Communities (**SDF10**)

Suspension and referral data are reviewed annually, and selected data from the triennial Iowa Youth Survey are used to measure long-term impact of activities district-wide. (Goal 6)

Special Education (**ESPE1** and **ESPE2**)

Progress toward IEP goals are measured through progress monitoring for each individual student and adjustments are made to instruction. District-wide evaluation results are disaggregated and analyzed for students with IEPs.

Title I Parent Involvement (**TITL1**)

The Title I Parent Involvement initiatives are evaluated annually by each Title I school through the school-wide plan revision process. School-wide teams survey parents and use the results, as well as parent input to improve the parent-school partnership.

Enhancing Education through Technology. GOAL 7 (**TQ1**)

Program goals related to increasing education-related technology use, improving literacy achievement, and decreasing the achievement gap are measured through ITBS/ITED and district criterion-referenced tests. In September and May of 2010-2011, an on-line writing test was administered to 8th grade students to measure growth in writing during the eighth grade year. The plan also includes monitoring of the usage and how improvement in writing correlates with the usage of the online writing program. The district's Technology Committee will evaluate the technology plan to assess the effectiveness of the plan. (**FTP6**)