



Iowa Department of Education



School Year: 2009-2010 <input type="button" value="Go"/>	Form: Print Summary All <input type="button" value="Go"/> <input type="button" value="Exit"/>
District: 2466 Name: Gilbert Comm School District	

Division of PK-12 Education

Print Summary All 2009-2010

District allowed to certify on or after: 9/1/2010

District certification due date: 9/15/2010

Five-Year Site Visit Plan within 2009-2010 -- 2013-2014

CSIP Answers Cannot Be Changed.

The entire certification process has been completed for this district.

CSIP answers CAN be ported over to a future form's year to be modified, see the bottom of a future year's Status form for this utility.

CSIP answers have been started for a newer school year, this year's answers can no longer be changed or certified.

Comprehensive School Improvement Plan

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**), as well as additional information beyond mandated requirements:

- * Trend line and subgroup data for ITBS/ITED reading and mathematics at grades 2-9 and 11
- * Trend line and subgroup data for ITBS/ITED science for grades 2-9 and 11
- * Trend line and subgroup data for ITBS/ITED reading, mathematics, and science at grades 2 through 9 & 11, through HEART
- * Trend line and subgroup data on MAP for reading, math, and science at grades 3 through 10
- * Problem-solving probes (grades 1-4)
- * Dynamic Indicators of Basic Early Literary Skills (DIBELS) data (grades K-4)
- * Gilbert Reading Readiness Assessment data (K)
- * Basic Reading Inventory (5-8, and some 9th)
- * Algebra readiness assessment data (grade 7)
- * Participation rates for all required district-wide assessments
- * Graduation rate
- * Grade 7-12 dropout percentages (aggregate and by subgroup)
- * Percentage of graduates planning to pursue post secondary education
- * Percentage of graduates completing the core curriculum (4 years of English, 3 years each of mathematics, science, and social studies)
- * Percentage of high school students achieving a score or status on a measure indicating probable post secondary success. Our district uses the American College Test (ACT). Probable success = 20.
- * Carl Perkins Report/Story County Vocational Consortium Data

- * Number of National Merit Scholarships recipients
- * Trend line data from the Iowa Youth Survey (grades 6, 8, and 11)
(**SDF1, SDF2, SDF3, and SDF4**)
- * Comprehensive, community-wide needs assessment data conducted every five years to gather input from parents and community members representing a cross-section of the community (**LC3**)
- * Five-year Dept. of Education Site-Visit Findings 2008 (**LC3**)
- * Average daily attendance
- * Participation in after-school homework help program (SDF 10)
- * Character Counts (SDF 10)

Student-achievement data have been used to establish biennium 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 cohort group over time in the areas of reading comprehension, mathematics, science, and social studies.
(**LRDA1**)

The Gilbert district also uses other data to determine student learning needs. Other indicators were used to collect and analyze information including the following:

- * District demographic data
- * Basic Educational Data Survey (BEDS) data (e.g., course offerings and enrollment information by course/gender)
- * Student discipline data K-12 (e.g., office referrals, suspensions, and expulsions) (**SDF1, SDF3**)
- * Student participation in the breakfast and lunch program (grades K-12)
- * Referrals to building assistance teams (BAT).
- * Teacher technology surveys (staff development needs)
- * Technology proficiency for grades 5 and 8 (district performance assessments)
- * One, three, and five-year follow-up graduation surveys

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

School Improvement Advisory Team (SIAC)

The curriculum director (chairperson) convenes a School Improvement Advisory Team (SIAC) that meets regularly throughout the school year. The team is comprised of students, parents, teachers, principals, superintendent, and community members. This group addresses data from grade-level teams, district curriculum committees, standing committees, the district assessment team, the district advisory committee (DAC), as well as analyzing district-level data (e.g., standardized tests, locally-developed assessments, Iowa Youth Survey information, graduation rate/dropout rate, DE site-visit recommendations, and data from the five-year comprehensive community-wide needs assessment, graduate surveys, etc.). In addition, information regarding the implementation of actions and activities to support current district goals is collected and analyzed to help identify future student learning and program needs. Continual conversations about support for established student needs, programs, resources, services, and

progress toward district goals is the expectation of the SIAC. The District Career Development Plan is developed and reviewed by the School Improvement Advisory Team. The SIAC then makes recommendations to the board regarding district-wide prioritized needs, possible adjustments to Comprehensive School Improvement Plan goals, and the programs and services provided to students. The Gilbert School Board makes decisions based on these recommendations.
(LRDA3)

District Advisory Committee

The district advisory committee is comprised of the superintendent, building principals, curriculum director, two parent representatives from each grade level, a student from each grade from sixth through twelfth grade, and teachers from each of the grade span. Administration monitors that the composition of the group to assure representation from all stakeholder groups. The group meets quarterly to provide regular communication among stakeholders. These meetings are in addition to the School Improvement Team meetings and are more of an informational nature.

Staff Teams

Gilbert classroom teachers are informed about long-term and annual-improvement goals. Building goals are developed to support progress toward the accomplishment of these long-term and annual improvement goals. Students identified as not proficient are targeted for interventions. Individual teachers and grade levels/departments are expected to triangulate data to determine the needs of their students/classes. Instructional decisions will be determined from the analysis of student-achievement data. Progress toward accomplishment of expectations (individual student and grade level) is monitored throughout the school year. Teachers communicate with parents on student progress toward the grade level/course expectations. Teachers work collaboratively with support staff, Area Education Agency (AEA) staff, and parents to direct the students toward accomplishment of individual goals. Individual Teacher Career Plans (aligned with the Eight Iowa Teaching Standards) are developed by each certified staff member to align with the Building Level Professional Development Plan and the District Career Development Plan.

Iowa Core Team

Iowa Core Team members are represented on the School Improvement Advisory Team, the District Advisory Team and Staff Teams.

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, LRDA4**):

Reading, Math, Science, and other Academic Areas

*Trend lines on DWA assessments show consistently high achievement in reading in all grades, with approximately 1/3 of the students testing above the 90% on ITBS/ITEDs.

*Gilbert has few low performing students in reading as measured on ITBS/ITEDs (percent proficient).

*Gilbert has few low performing students and many high performing students in math as measured on ITBS/ITEDs. Multiple grades have 40% or more of the students scoring 90% or better on these assessments.

*Gilbert has few low performing students and many high performing students in science as measured on ITBS/ITEDs. Multiple grades have 40% or more of the students scoring 90% or better on these assessments.

*100% of the students participate in all DWA.

*Trend data for IEP students in reading, math, or science is not available in the APR because there were fewer than ten IEP students in a grade; however, the school assessment team/teachers is/are monitoring this data on an individual student basis.

*The majority of students in the not proficient category for reading, math, or science are students with IEPs.

*The majority of trend lines on the DWA indicate reading, math, and science are well above the state and national averages.

*The district has made steady progress in early literacy, as measured by DIBELS.

*Trend line data in reading proficiency supports that there is no significant difference between females and males that would indicate a need for intervention. Both genders performed well on DWAs.

*ITBS trend data indicates the number of students in the advanced group of math has consistently remained high for all grades.

*Trend line data in math proficiency supports that there is no significant difference between females and males that would indicate a need for intervention. Both genders performed well on DWAs.

*Science data indicate consistently high performance for both genders.

*Graduation rates are high for GHS.

*The number of high school students completing the core was only 48% in O3-04, but that number is 100% now that the district has raised the graduation requirements to mandate graduates must take the core.

*The percentage of students pursuing post-secondary education is exceptionally high.

School Culture

In 2008, according to the 2008 Iowa Youth Survey, 99% of students reported on the IYS that Gilbert was a safe (nonviolent school environment, and 96% felt they were safe at school. (**SDF2, SDF4**)

*In 2008, 86% of students in grade 11 reported on the IYS they had never tried alcohol; 93% report they have never tried marijuana (**SDF2, SDF4**).

*K-8 average attendance continues to surpass the state goal.

*Percent of student body referred to the office for disruptive behavior has decreased over the past five years in grades 9th through 12th(**SDF2**).

* 99% of 6th, 89% of 8th, 91% of 11th graders report (IYS) that their teachers care about them. (**SDF4**)

* Iowa Youth Survey results for 1999, 2002, 2005 and 2008 indicated the following (**LC3, SDF4**):

As a student progresses from 6th grade through high school, the stigma of alcohol and drug use lessens for teenagers and usage increases. (**SDF2, SDF3**)

*2008, it was reported that 8% of the 11th graders had attempted suicide at least once. (**SDF2**)

*In the spring and summer of 2007, the high school principal made up to three calls per 2006 graduate to ascertain information about their high school experience at Gilbert. The vast majority of comments were extremely positive. Follow-up graduate surveys since that time, continue to affirm most high school students at Gilbert have a positive experience.

Technology

*96.77% of the 8th grade students mastered the identified tech competencies (goal met).

During the 2007-2008 school year, the district conducted a large-scale district assessment:

Multiple community needs assessment meetings were conducted by AEA 11, which included community members, parents, staff, and students. Over 50 people met and prioritized the districts strengths and areas of concern. Participants highlighted the following perceived strengths: (**LC3**) parent/school communication, strong administrative leadership, dedicated staff, meeting the needs of IEP students, progressive curriculum, modern facilities, and community support for the school. Major concerns (**LC3**) generated by this group were overcrowding, lack of writing assessments, losing small school benefits as the district continues to grow. A new district mission statement and core values were generated as a result of these meetings.

One, three and five-year follow-up graduation surveys (**LC3**) provide useful information about the strengths and weaknesses of academic programs, as well as the learning culture of the district.

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

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

Reading, Math, Science and other Academic Areas:

*Increase quality reading and writing opportunities for all students.

*Improve reading comprehension and fluency for students with Individual Educational Plans and at-risk students.

*Improve mathematics skills for students with Individual Educational Plans and at-risk students.

*Improve science skills for students with Individual Educational Plans and at-risk students.

*Differentiate instruction according to student needs.

*Improve the rigor and relevance of instruction.

Technology

*Improve the technological skills of all students K-12.

Culture

*Assist K-12 students in feeling safe and connected to school.

*Support K-12 students to make healthy life choices.

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

The School Improvement Advisory Committee will use the prioritized needs to generate and recommend goal statements to the board for adoption. The district and building level leadership teams, in collaboration with community stakeholders as appropriate, will design strategies and actions that align with and support the established goals including staff development. Allocation of resources will align with district and building needs. Teachers will set annual professional development goals to support district and building long-range and annual improvement goals.

Comprehensive School Improvement Plan

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 of the School Improvement Team, the school board has adopted district goals aligned with student needs. We revisited these goals bi-annually. **(LC5)**

District Essential Learnings **(LC6)**

Gilbert's student learning goals are the general expectations for all its graduates. We want every student to become the following:

- *a knowledgeable person
- *a quality producer
- *a problem solver
- *an effective communicator
- *a contributing citizen

District Long-Range Student-achievement Goals

Gilbert's long-range goals define the desired targets to be reached over an extended period of time. These long-range goals serve two purposes: 1) to meet locally determined student needs goals and 2) to address state and federal student accountability.

Goal 1: All K-12 students will achieve at high levels in reading comprehension prepared for success beyond high school. **(LRG1, MCGF3, AR6, EIG1)**

The following indicators will measure district progress with Goal 1:

- 1a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension subtest in grades 3 through 8 and the ITED Reading Comprehension Test in grades 9 & 11, including data disaggregated by subgroup.
- 1b. Percentage of students in grades K-4 identified as proficient on the DIBELS assessment as determined by the standardized as well as district criteria. **(EIG1)**
- 1c. Percentage of students in grades 3 through 10 who achieve at the proficient level of the MAP test.
- 1d. Percentage of students in grades 5-8 proficient on the Basic Reading Inventory.

Goal 2: All K-12 students will achieve at high levels in mathematics prepared for success beyond high school. **(LRG2, MCGF3, AR6, EIG1)**

The following indicators will measure district progress with Goal 2:

- 2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grades 9 & 11, including data disaggregated by subgroup.
- 2b. Percentage of students in grades 3 through 10 who achieve at the proficient level on MAP.

Goal 3: All K-12 students will achieve at high levels in science prepared for success beyond high school. (**LRG3, MCGF3, AR6, EIG1**)

The following indicators will measure district progress with Goal 3:

3a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 3 through 8 and the ITED Science Test in grades 9 & 11, including data disaggregated by subgroup.

3b. Percentage of students in grades 3 through 10 who achieve at the proficient level on MAP.

Goal 4: All K-12 students will demonstrate the ability to use and apply technology for success beyond high school. (**FTP1**)

The following indicators will measure district progress with Goal 4:

4a. The indicators identified for Goals 1, 2, and 3.

4b. Percent of students in 8th grade proficient on the district computer performance assessment

4c. Percent of students in 10th grade proficient on the district performance assessment.

Goal 5: All students will feel safe at and connected to school.

The following indicators will measure district progress with goal 5:

5a. Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR).

5b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.

5c. Percentage of student body in the middle school/ high school that receives any discipline referrals (i.e., suspensions, and expulsions). (**SDF5, SDF6, SDF7**)

5d. Percentage of students in grades 6, 8, and 11 that report that they have used alcohol, tobacco, or other drugs on the triennial Iowa Youth Survey. (**SDF5, SDF6, SDF7**)

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

The stakeholders impacted by our goals should have a voice in determining how to meet them. As a result, the School Improvement Team will identify stakeholder groups most directly impacted, and they will meet to determine actions and strategies to meet the goals. Having membership in the Mid-Iowa Assessment Consortium will provide additional resources/support to meet our goals. Our district will use the Iowa Professional Development Model process to develop its District Career Development Plan and an action research design to guide conversations and assist making goal progress. As actions are developed to support each goal, implementation plans will be developed at the appropriate levels (e.g., elementary, middle school, and high school) to provide K-12 system alignment of efforts. The action research process includes the following

components: set a focus, collect data, organize data, analyze and interpret data, take action, and study the results of the action. Data includes internal information about the learners at the district, building, and classroom levels and external information about the learning environment including curriculum, instructional practices, and other environmental impacts.

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

Instructional Strategies Currently Used in the District (May not be implemented in all classroom settings.)

- o Project CRISS strategies
- o PALS Reading
- o PALS Math
- o Cooperative Learning
- o Flexible grouping K-8
- o Leveled reading groups
- o Inquiry Science
- o Standards-based Instruction (K-12)
- o E2T2 Math Grades 5-8,9-12
- o Six+1 Traits Writing
- o Calendar Math (K-6)
- o Authentic Intellectual Work (4-12); K-3 Pilot Team
- o Cognitive Guided Instruction (K-4;5-8)
- o Iowa Core/Common core (K-4;5-8)

Instructional Programs/Services Supports Currently Used in the District

- o District Career Development Plan (Professional Development Program)
- o At-risk Program/Services (K-12)
- o Gifted and Talented Program/Services (TAG) (K-12)
- o Special Education Program/Services (preK-12)
- o Mentoring and Induction Program
- o Building Assistance Team (K-12)
- o Character Counts (K-12)
- o America Reads/ America Counts (K-8)
- o Project GRIP (student mentoring)
- o Reading and Math Interventions
- o AP Online
- o PSEO
- o Reading Recovery
- o Partnership with ISU/Physics
- o Nursing Support
- o Juvenile Court Liaison
- o Homework tutoring (after-school program)

Gilbert delivers the following programs and accesses these program funds as a result of identified student need:

- a. Perkins: Vocational and Technical Education Programs (9-12)
- b. Title I, Part A: Reading Program/Services(K-4)
- c. Title II, Part D: Technology Usage

- d. Title III, Language Instruction for Limited English Proficient
- e. Title IV, Eliminated for the 2010-2011

System-wide Management Supports Currently Used in the District

- a. Resource allocation (e.g., financial and personnel)
- b. Technology: PowerSchools
- c. Board Policy Development
- d. Personnel evaluation systems (includes administrators, teachers, and support staff)
- f. Curriculum cycle
 - *Review of standards and benchmarks – best practice
 - *Review of research related to content area
 - *Test score item analysis of standardized assessments
 - *Determination of professional development needs including research-based instructional strategies
 - *Development and review of assessments (including performance assessment/rubrics)
 - *Action Research
 - *Selection of instructional materials
 - *Monitoring of implementation
- g. Iowa Technical Adequacy Project (ITAP) (curriculum/assessment alignment)
- h. Leadership for District School Improvement Advisory (SIAC)
- i. Membership in Mid-Iowa School Improvement Consortium (MISIC)
- j. Partnership with Educational Development Corporation/TERC
- k. Partnership with Association of Business and Industry/Papajohn Center
- l. Partnership with Iowa State Engineering Faculty
- m. Partnership with the Dept. of Ed (AIW, CGI)

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

Using an action research process, we considered the available research base and local student data. Both the research and local data indicate that our current practices should contribute (or have contributed to) positive student results. We relied upon the Educational Development Corporation, TERC, Iowa State University, Drake University, the AEA, and local content area experts to access information about practices and materials supported by scientifically-based research.

Math: The district has carefully and methodically researched best practice and scientifically-researched standards-based math materials with the help of the above mentioned support agencies. Secondary school math teachers continue to use E2T2 strategies. AIW lessons are an expectation for all secondary math teachers. In addition, CRISS strategies are being used in all 3-12 math classes. All elementary math teachers are participating in CGI training. **(AMN2)**

Science: The district has carefully and methodically researched and purchased best-practice standards-based science materials with the help of the above mentioned support agencies. AIW lessons are a regular expectation for all 4-12 science teachers. In addition, CRISS strategies are being used in all 3-12 science classes. A group of eight teachers (K-12) are participating in Science

CAB at Heartland. (AMN3)

Reading: The district has carefully and methodically researched best practice in early literacy. Gilbert uses DIBELS, has trained all primary teachers in phonemic awareness, and has grown its Reading Recovery program with a second Reading Recovery teacher. K-2 teachers have been instructed in Reading First theory and practice. The district is continuing its work with teachers in grades 3-12 to explore best practice strategies and materials in reading. All 3-12 teachers have been trained in CRISS strategies. The BRI is used in grades 5-8 to drive differentiated instruction.(AMN1,IEI1)

Technology: Formal instruction in the area of technology is provided for students, with all students in 8th grade taking a DWA. Strategies need to be designed to enhance instruction in reading, mathematics, and science across all curricula and at all grade levels. E2T2 has helped to address this need in middle school and high school math. Our partnership with ISU has had a significant impact on technology use in our physics classes.(FTP2)

Environment: Using the 40 developmental assets as our foundation, the district has worked closely with Youth and Shelter Services to bring research-based, SDFS (Project Alert, etc.) programming to our 7th and 8th grade students. The district participates in the GRIP mentoring program. (AR7, SDF9).

Program/Services Current Practice. The committee 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 (include curriculum and instruction)?

We have developed standards and benchmarks in all content areas, and we have focused on aligning our curriculum both vertically and horizontally. We completed an alignment review of our curriculum and district-wide assessments from 2002-2004 using the Iowa Technical Adequacy (ITAP) process. We also wrote curriculum maps in 2001-02, which we continue to update and develop annually. The district is in progress of completing a gap analysis of the district curriculum to the Iowa Core/Common Core.

Instructional Strategy Decisions:

Most importantly, the Gilbert District is committed to the following:

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

Reading Instruction. The district has made great gains in early literacy instruction, so the focus has moved up the chain to the upper grades. We now administer the

BRI to all 5-8 students and some 9th grade students. The data from this assessment is used to differentiate instruction as appropriate. CRISS continues to be a district expectation. Reading interventionists at the elementary and middle school differentiate strategies based on student needs.

Mathematics Instruction and Science Instruction: The district must monitor and continue to support best practice in these areas as teachers implement new research-based materials and develop appropriate assessments. Middle school and high school teachers are expected to use E2T2 strategies. Elementary and middle school math teachers are all being trained in CGI Math. All middle school and high school teachers (and a pilot group of elementary teachers) are participating in the AIW Project sponsored by the Dept. of Ed.

Technology: Formal instruction in the area of technology is provided for all students. Strategies need to be designed to enhance instruction in reading, mathematics, and science across all curricula. Integration of technology to support learning and instruction is very inconsistent across the district. The range of technological abilities for teachers varies across the spectrum, so this need will need to be addressed. E2T2 has greatly enhanced the use of technology in ms/hs math classes. Our partnership with ISU has significantly changed technology use in our physics classes.

Environment: Gilbert will continue to network with local agencies to monitor and address the constant challenges of maintaining a safe, drug-free environment. Our new student organization, SADD (students against destructive decision-making) will need to be nurtured. Our counseling staff/SIT will need to plan more community activities aimed at building positive assets among our students. Increasing at-risk services (more court liaison time, intervention study halls, after-school homework program, etc.) all contribute to a supportive learning environment. **(AR7)**

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

Actions for CSIP Goals 1,2,3 and 4

Implement the DCDP (**AMN1, AMN2, AMN3, IEI1, PERK1, SPED1, TQ7**)
Our DCDP describes district-level professional development efforts and how they are aligned with prioritized student needs. Professional development efforts will be targeted at student learning and sustained until student gains are acquired. At least 80% of professional development time and resources will be focused on learning new content and instructional practices. (**TQ3, TQ4, FTP3, LEP1**)

Participation: All teachers will be engaged in training, including those responsible for Title I, Special Education, At-Risk, and G&T. The principals and central office staff will also be actively involved. We will work with the AEA so that teachers can receive licensure renewal credits whenever possible for participation in district-wide and building-wide professional development meetings and for their work

with implementation of new strategies within their classrooms. (**PERK1, SPED1, LEP1, TQ8**)

Professional Development Learning Opportunities. Implementation of the district career development plan will involve these components: (**TQ8**):

- *Common training sessions for learning opportunities (theory presentations, reading literature, discussions)
- *Common training sessions on in-service days for new teachers in the fall
- *New teacher training once a month on district policies, practices, and professional development
- *Regular meetings of the SIAC
- *Teachers working in collaborative teams on a regular basis

Professional Development Providers: AEA consultants will serve as the professional development providers for the district. The Iowa DE accredits this provider. (**TQ6**) Certified Project CRISS trainers from within the district will also be utilized.

Professional Development Impact: Throughout the professional development process, teacher practices will be studied to help identify further professional development needs and how they align with and support the attainment of Gilbert long-range goals in reading, math, science and technology. (**PD6, TQ1, TQ2**)

Research-based Strategies – Teacher grade level and content area teams will review research and determine if specific strategies have resulted in significant student achievement gains in other school settings. In addition, we will apply the following federal criteria to determine if a program/strategy has a quality research base:

Evidence of positive student results demonstrated by research that employed systematic empirical methods. The research was described in studies that demonstrated the use of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. (**PD5**)

Professional Development Content, Implementation Requirements & Implementation Supports:

Professional instructional staff will study and implement research-based strategies/ instruction in the following areas: (**FTP2, FTP4, FTP5**)

Reading

The professional development that will support reading includes:

Partnering with Heartland AEA to assist us with the research and design of research-based reading instruction.

The student achievement emphasis will include vocabulary development and non-fiction reading.

Implementation requirements:

- * Emphasis on vocabulary building

*Guided Reading (K-4)

- Study team reflections
- Walkthroughs
- Coaching conferences
- Visit model programs outside the district

*6+1 Trait Writing (5-8); focus writing to improve reading

*AIW Lessons (4-12); focus on CRISS strategies, big ideas, and HOTS

- Common language used throughout the district
- Lesson plans, reflecting strategy implementation
- Study teams
- Walkthroughs
- Coaching conferences

Implementation Supports:

* Implementation Committee works with Curriculum Director to design how study teams will work

- Data used to target student/teacher needs
- Clear understanding of implementation needs & student achievement goals
- Knowledge and skills to routinely and constantly implement the instructional strategies with fidelity
- Opportunity to practice, coach and support strategy use
- Study implementation and student achievement data
- Use Heartland AEA/DE trainers for support and extended learning

* Study Teams

- Work with like faculty members

* Data Collection:

-Implementation data

Teachers: Surveys, Learning team logs, Lesson Plans

Principals & Curriculum Director: Observation, Coaching conversations, lesson plan review

Student Achievement data

District Assessment: ITBS/ITED, DIBELS/BRI, MAP, PLAN, ACT

Classroom Assessment: Pre & Post tests, Differentiated lesson plans

Mathematics

The emphasis will be on research-based practices in math, E2T2 in middle school and high school and Cognitive Guided Instruction in elementary/middle school.

Implementation Requirements:

*E2T2 Math Project

- Implementation data collection
- Study Teams meet monthly
- Technology integration

*CGI Math

- Implementation data collection
- Study Teams meet weekly
- Monthly meetings with AEA trainers

Science

*In addition to emphasizing vocabulary development and differentiation of instruction through Project CRISS, the Iowa Core will be the foundation for our science program. Problem-solving, HOTS, and inquiry will be the focus of instruction. Participation in Science CAB will support the district's efforts to deliver research-based science instruction.

Implementation Requirements:

-Same components as with reading

Implementation Supports:

-Same as listed with reading

Data Collection:

-Same as listed with reading

Technology

We will emphasize differentiation of math, science, and reading instruction.

-Same components as with reading

Implementation Requirements:

-Same components as with reading

Implementation Supports:

-Same as listed with reading

Data Collection:

-Same as listed with reading

* Physics Project with ISU

*E2T2 Math

Alignment with the Iowa Teaching Standards

These professional development actions align directly with the following Iowa Teaching Standards and Criteria: **(TQ5)**

* Standard #1

* Standard #2 Demonstrates competence in content knowledge (criteria 2a, 2b, and 2d)

* Standard #3 Demonstrates competence in planning and preparation for instruction (criteria 3a, 3b, 3d, and 3e)

* Standard #4 Uses strategies to deliver instruction that meet the multiple learning needs of students (criteria 4a, 4b, and 4f)

* Standard #7 Professional Development (criteria 7a, 7b, 7c, and 7d)

Supporting Implementation

We have devised implementation plans for the actions previously described for CSIP goals 1, 2, 3, and 4. Implementation plans will address the following components:

* Clear expectations at the district, building, and classroom levels

* Baseline data for each action, if available

* Resources to support each action including timelines and personnel

* Specific implementation outcomes for action steps

* Creation of a data map indicating responsibility and timeline

* Persons responsible for monitoring of the implementation

- * Evaluation of action implementation effectiveness

Actions for CSIP Goal 5

1. Support students and families in order to increase student participation, attendance, and graduation.

- * Implement supports for at-risk students at the elementary, middle school, and high school (**AR7**)

- * Increase number and type of community involvement opportunities.

- * Investigate community resource opportunities to aid all students (K-12)

2. Create a learning environment that is safe, supportive, and conducive to learning (a culture of achievement and respect).

- * Monitor the GRIP (mentoring program) for students at GCS (**AR7, SDF9**).

- * Monitor effectiveness of Project Alert (grade 7)

- * Review research regarding programs that support anti-bullying and implement an anti-bullying program in the 4th grade.

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

We will devise implementation plans for the actions previously described for CSIP goals 1, 2, 3, 4, and 5. Implementation plans will address the following components:

- * Clear expectations at the district, building, and classroom levels

- * Baseline data for each action, if available

- * Resources to support each action including timelines, personnel, and budget (including state and federal programs support as necessary)

- * Specific implementation outcomes for action steps

- * Creation of a data map indicating responsibility and timeline

- * Persons responsible for monitoring of the implementation

- * Evaluation of action implementation effectiveness

Comprehensive School Improvement Plan

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?

Gilbert Community Schools will use multiple data sources to determine if student learning has changed, including a combination of district-wide standardized assessments, grade level and classroom assessments, and perceptual data (e.g., surveys). The Building Improvement Teams/Assessment Team will ensure that data from these assessment measures are collected, analyzed, and shared with the School Improvement 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), Gilbert will monitor progress on its long-range goals through analysis of aggregate and disaggregated trend line data from the following sources:

*ITBS reading comprehension and mathematics total tests at grades 3-8, and the science test at grades 3-8 (Goals #1, #2, #3, #4) **(DWAP6, DWAP7, DWAP8)**

*ITED reading comprehension, mathematics, and science tests at grades 9 and 11. (Goals #1, #2, #3, #4) **(DWAP6, DWAP7, DWAP8)**

*DIBELS for grades K-2 (Goal #1) **(DWAP3, DWAP4, DWAP6)**

*BRI for grades 5-8 (Goals #1, #2) **(DWAP6)**

*MIALT test for reading, math, and science at grades 3-10. (Goals #1, #2, #3) **(DWAP6, DWAP7, DWAP8)**

*Percentage of limited English proficient students demonstrating proficiency on the English proficiency assessments (Goals #1, #5) **(LEP2)**

*Percentage of students completing the core curriculum (Goals #1, #2, #3)

*Percentage of 8th grade students proficient on the district-wide minimum technology criteria (Goal #4)

*Attendance data from district's student information management system (Goal #5)

*District graduation data as calculated by the Iowa Department of Education (based on the spring BEDS report) (Goal #5)

*Percentage of students in grades 7 through 12 who are considered dropouts (Goal #5)

*The percentage of the students in grades 6, 8, and 11 that reports having used alcohol, tobacco, or other drugs as reported through the Iowa Youth Survey (Goal #5)

*The percentage of the jr/sr high school student body that receives a discipline referral (i.e., suspension, and/or expulsion) (Goal #5)

Alignment of Standards and Assessments—Iowa Technical Adequacy Project (ITAP)

To make certain that the assessments used to monitor progress on long-range achievement goals are aligned with the district's curriculum, Gilbert completed the Iowa Technical Adequacy Project (ITAP) process for the ITBS, ITED, and

MIALT's. (The district exceeded the expectation by checking the "match" at all grades 3 through 11.) Through completion of this process, the district found that it was necessary to revisit its reading and mathematics standards and benchmarks. The district discovered that the range of knowledge for the "Reading" standard was not sufficiently covered at the (10-12) grade span. In the area of mathematics, the comprehensiveness of coverage of the math benchmarks was insufficient in the number of test items in the 3-5 grade span. Also in math the range of knowledge was not covered in the 6-8 grade span. Actions to correct these issues were completed by June 30, 2004.

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 Gilbert:

- *Professional development for teachers and principals (e.g., District Career Development Plan and Title II, Part A)
- *Supplemental reading 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

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

Additional Data Gathering and Analysis

To help provide a more complete picture of student learning needs, Gilbert will continue to monitor the following data sources:

- *All data points included in the district's Annual Progress Report (APR) and Annual Yearly Progress (AYP).
- *The percentage of students who participate in district-wide assessment.
- *The percentage of students in the lowest (at-risk or deficit) category on DIBELS in grades K-2. (**DWAP3, DWAP4, DWAP6**)
- *Annual cohort performance from grade 3 through grade 9 and 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 and that other students treat them with respect as reported through the Iowa Youth Survey and internal surveys
- *I-ELDA for English Language Learners to measure ELL students' English proficiency
- *Post-graduate surveys

Future Data Gathering

Gilbert is aware that it will need to collect additional information to allow for more informed evaluation of programs and services. Currently, the district plans to add the following measures:

- *Study trends with IEP and SES to determine additional services
- *Pre/post surveys completed by students in grade 7 for Project Alert
- *Teachers developing career development plans aligned with CSIP
- *On-going development of curriculum maps
- *Monitor CRISS/K-2 reading strategies implementation
- *Monitor implementation of research-based math program/CGI
- *Monitor implementation of research-based science program
- *Individual Career Development Plans aligned with CSIP
- *Monitor quality and quantity of differentiated instruction

Comprehensive School Improvement Plan

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

Gilbert Community Schools Program Evaluation

Gilbert Community Schools have 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 specific programs that contribute to progress with CSIP goals

Identification of program goals/expectations

Identification of variables which affect performance

Identification of the ways we will judge the program's effectiveness, including how those student perform on district wide assessments

Collecting information about student performance on district wide assessment.

Comparison of the student performance information with the expected CSIP/program goals

Communication of results of the comparison to appropriate audiences

Gilbert Community Schools 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 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 Gilbert Community Schools incorporate into its CSIP will occur within a five-year rotation. Note: Gilbert Community Schools will submit, as required, any annual evaluation/reporting data for state and federal programs.

A. Gilbert Community Schools will collect formative evaluation data for each program on an annual basis. Progress toward meeting program/service expectations will be reported to the Faculty, the School Improvement Advisory Committee, District Advisory Committee, Data Assessment Team, and the Board of Education. Here are the program rotation and timelines for in-depth, summative program evaluation, using both student achievement data and teacher implementation data:

*Professional Development Program (District Career Development Plan):
Annually, beginning in 2005-06 **(TQ10, TQ 11)**

*Title II, Part A (Teacher and Principal Training/Recruiting) Note: Title II, Part A is embedded into Gilbert Community Schools district career development plan:
Annually **(TPTR1)**

*Title I, Part A (Parent Involvement): Annually **(TITL1)**

*Title II, Part D (E2T2): Every two years **(FTP6)**

*At-risk Program: Annually **(AR4)**

*Mentoring and Induction Program: Every three years **(TQ9)**

*Talented and Gifted Program: One piece of the required code each year on a rotating basis. (**GT2**)

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

*Special Education Programs and Services: Every five years, (**ESPE1, ESPE2**)

*Title III (Language Instruction for LEP Students): Every three years (**LEP3**)

B. Indicator Data to Measure Program Effectiveness

Gilbert Community Schools will evaluate the effectiveness of the majority of its instructional programs and services, at least partially, through examination of the following indicator data (disaggregated by the program and its participants):

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

*Student surveys of student ownership of strategies, Fall, Winter, and Spring

*Percentage of faculty responsible for instruction who participate in district and building career development opportunities

*Teacher feedback surveys assessing knowledge and attitudes

*Percentage of K-12 teachers who accurately use the strategies as measured by observations, implementation logs, and/or implementation walkthroughs

*Progress toward CSIP goals in reading, math, science and technology

*Formative Assessments

At-Risk Program (**AR4**)

*Number of students who earn deficiency slips a midterm

*Number of student with disciplinary referrals

*Number of students who are truant or have multiple tardies

*Percentage of students in grades 5-12 who have failed quarter and/or semester courses

*Progress toward CSIP goals in reading, math, science and technology

Gifted and Talented Program (**GT2**)

The Gilbert Community Schools Talented and Gifted program will be evaluated through the use of the Self-Audit Reflection Tool, which was developed at Heartland AEA 11. Each required piece of the Iowa Code will be evaluated on a rotating basis so that all program components are evaluated within a 5 year cycle.

*Percentage of all students participating in the gifted and talented program who meet goals in their individualized learning plans

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

*Progress toward CSIP goals in reading, math, science and technology

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

*Percentage of beginning teachers participating in the mentoring and induction program who demonstrate competency in classroom management skills

*Progress toward CSIP goals in reading, math, science and technology

Special Education Programs and Services (**ESPE1**)

*Percentage of all students with Individualized Education Programs (IEPs) who meet their IEP goals

*Progress toward CSIP goals in reading, math, science and technology

Additional indicators:

Title I, Part A, Parental Involvement (**TITL1**)

*Percentage of parents who participate in the annual evaluation of the parental involvement policy in improving the academic quality of schools served under Title 1, Part A

*Progress toward CSIP goals in reading, math, science and technology

Title II (E2T2) (**FTP6**)

*Percentage of participating teachers who accurately use the E2T2 strategies as measured by observations

*Progress toward CSIP goals in math & technology

Title II, Part A (Teacher and Principal Training and Recruiting Program) (**TPTR1**)

*Progress toward CSIP goals in reading, math, science and technology

Title III, (**LEP3**)

*Percentage of ELL students who are proficient in English, proficiency outlined in the district ELL Plan.

Title IV, Safe and Drug Free Schools (**SDF10**)

*Iowa Youth Survey 2005 results as compared to data collected in 1999 and 2002

*Graduate Surveys given at 1, 3, and 5-year intervals.