

WORKSESSION MEETING OF THE BOARD OF DIRECTORS  
IOWA CITY COMMUNITY SCHOOL DISTRICT, COUNTY OF JOHNSON, STATE OF IOWA  
SECOND FLOOR CONFERENCE ROOM 509 S. DUBUQUE STREET  
6:00 P.M., MONDAY, APRIL 11, 2011

MEMBERS PRESENT: Michael Cooper, Tuyet Dorau, Michael Shaw and Gayle Klouda

MEMBERS ABSENT: Sara Swisher, Patti Fields and Toni Cilek

ALSO PRESENT: Stephen Murley, Superintendent; Kate Moreland, Community Relations Coordinator; Becky Furlong, Assistant Superintendent; Ann Feldman, Assistant Superintendent; Pam Ely, Director of Instruction; Kim Colvin, Superintendent Secretary

Vice-President Dorau called the meeting to order at 6:07 PM and reviewed timelines for each agenda topic and requested that if the board chose to extend those timelines she would request a formal motion.

Public Relations

Kate Moreland, Community Relations Coordinator, reviewed for Directors the District's Blog that will be launched officially this Wednesday, April 20, 2011. Ms. Moreland reviewed the various twitter notification areas as well as the Superintendent twitter. Other features of the blog will include the Communicator Newsletter, weekly Superintendent videos, Press release archives, and questions and answers from administrators. Ms. Moreland noted the Superintendents goal is to update the blog once a week. Director Cooper requested central office expenses of the District be compared to other UEN Central Office much like the property tax rate comparison that exist amongst the UEN. Director Cooper also noted that the Teachers of this District are some of the highest paid throughout the state as well. Director Copper requested the Administrative Analysis also include their title to illustrate the function they perform.

Instructional Decision Making ([Attachment A](#))

Becky Furlong, Assistant Superintendent, reviewed for the Board implementation of a new curriculum plan at the elementary school level and noted both internal and external forces have created the need for the district to review the current educational structure at the elementary level. Ms. Furlong noted the ITBS, DIBELS, and DRA are the following instruments used in measuring achievement, the strengths and limitations from the Data analysis were reviewed. Ms. Furlong also reviewed the improvement plan which will focus on organizational structure and professional development. The instructional decision making model IDM was reviewed as the primary organizational structure for improving elementary student achievement. Ms. Furlong reviewed the four essential components of IDM and noted that in short IDM is a frame work that uses data to organize all resources, human and material, for the purpose of providing instruction and supports so all students are successful. The Three-Tier Instructional System noting that IDM is based on the premise that 80% of the students are successful in core instruction and 10-15% of the students will need supplemental instruction and the 5-10% will need intensive instruction. Implementation of this model will require a reorganization of current resources primarily the Language Arts Resource Specialist and reading teachers. One FTE instructional coach will be allocated to each elementary building with three smaller building receiving .5 FTE instructional coaches. These instructional coaches will spend approximately 50% of their day working with students. Ms. Furlong reviewed the duties of this position. Ms. Furlong then reviewed the professional development noting the district explored IDM back in 2004 with a re-emphasis and an in-depth study beginning in 2009-2010. She presented future plans noting the full implementation of IDM at the elementary level will be a multi-year process and reviewed the specific schedule for the summer 2011, 2011-2012 school year and spring 2012. Director Klouda inquired how best to communicate to the community the rational for this change. Director Dorau suggested the district could have framed this discussion regarding student achievement and not necessarily due to budget cutting needs. Ms. Furlong then distributed a draft of the Global Ends Policy with operational definition and interpretations seeking board feedback.

Board Attorney Communication (Attachment B)

Director Klouda reported that Board Counsel, Kristen Frey, requested the board clarify how individual directors can access her services. The Governance Committee developed general guidelines and presented to Ms. Frey for review. Ms. Frey drafted a proposed recommendation for the board to consider. Two options were discussed including the Board, through its Board President, will only contact Ms. Frey and when the Board as a whole cannot meet to authorize legal counsel's opinion or if an individual board member contacts Ms. Frey, Ms. Fry will then provide the same answer to the entire board. After much discussion the consensus of the board was that the Board as a whole authorize contacting legal counsel, except in between Board Meetings, the Board President may contact legal counsel. Directors also discussed the purpose of these work sessions noting individual committee meetings no longer exist but instead these work sessions can include topics from any of the four committees.

Agenda Setting

Next meeting was set for April 25, 2011 at 6:00 pm.

1. Adopt a School Report from the Communications Committee
2. Governance Committee Report
  - Facilitating End Policy process which is ownership Connection and Board Input
  - Staff's Development with compliance reporting
3. Finance Committee
  - Printing Report Contract
  - Scheduling time with Jim Hyatt
4. Facility Committee Meeting on May 9, 2011

The goal is that these work sessions will last a maximum of two hours.

MOTION BY DIRECTOR SHAW SECONDED BY DIRECTOR COOPER TO ADJOURN AT 8:15 PM

MOTION CARRIED 4-0-3 WITH DIRECTOR SWISHER, FIELDS AND CILEK BEING ABSENT.

---

Vice-President, Tuyet Dorau

---

Board Secretary, Paul Bobek



---

**IOWA CITY  
COMMUNITY  
SCHOOL DISTRICT**

---

**Child-Centered • Future-Focused**

# **Progress Monitoring Report**

**March 2011**

**Submitted By:**

**Becky Furlong, Assistant Superintendent  
Ann Feldmann, Assistant Superintendent  
Pam Ehly, Director of Instruction**

### **Global Ends Policy (Level 1)**

*The District will ensure that students become responsible, independent, lifelong learners capable of making informed decisions in a democratic society as well as in the dynamic global community.*

- Reading-Students will over time independently read increasingly complex text with understanding.

### **Global Superintendent Limitations: Learning Environment (Level 2j):**

*The Superintendent shall not fail to provide a process for continual review and improvement of the district's learning environment and learning supports that is data driven and research based.*

#### **(Level 3j):**

- Provide a process for continual review and improvement of student learning and performance.
- Provide a process for continual review and improvement of the district staff development program.
- Provide for equity in educational opportunity, curriculum, and learning supports across the district.

#### **Operational Definitions:**

- **Process of continual review and improvement**-systematic approach that uses data to analyze the effectiveness and efficiency of programs and processes in a timely manner
- **District staff development program**-training and learning opportunities provided to staff for the purpose of improving teaching and learning
- **Equity**-fairness in educational opportunity for all while recognizing that not all students are the same in their starting point and resources
- **Educational opportunity**-creating the circumstances needed in order for all students to be academically successful life-long learners
- **Curriculum**-written and taught course of study used to guide instruction
- **Organizational Structure**- a systematic way of arranging resources used in the education of students
- **Learning Supports**-instruction delivered in all educational settings to ensure that all students are successful

#### **Interpretation:**

The Global Ends policy provides the purpose for teaching and learning within the Iowa City Community School District. This policy states that students will become responsible, independent, lifelong long learners. The means to achieve this end are defined in the *Superintendent Limitations: Learning Environment* through the use of a continual review and improvement process. The process used related to this superintendent limitation includes an analysis of student achievement data, identification of strengths and limitations, and the development of a long-range improvement plan. This process is used for both the Comprehensive School Improvement Plan and Curriculum Review Plans. At the elementary level, the implementation of these plans will result in:

- Students achieving to the best of their ability
- Students receiving appropriate services
- Using data to make decisions regarding the distribution of resources.

**Overview:**

External and internal forces have created the need to review the current educational structure at the elementary level.

- The Board of Educational Examiners has directed schools to adopt the Iowa Core Curriculum/Common Core Standards in addition to the Department of Education endorsing the use of the Instructional Decision Making Model (IDM).
- The District has been the subject of an Office of Civil Rights review due to disproportionality in the placement of students into special education programs.
- Numerous funding sources that have been used to support supplemental reading instruction are decreasing (Title I) or ending (AARA Stimulus).
- The District is in the process of completing the routine language arts curriculum review process.

**Data Analysis:**

Student achievement data in reading, ITBS, DIBELS, and DRA, indicate the following levels of achievement.

**2010 ICCSD District Fall Data**

Grade	ITBS % Proficient (all students)	DRA % Proficient	DIBELS % at Benchmark
1 <sup>st</sup>	N/A	67.1%	54%
2 <sup>nd</sup>	N/A	69.2%	74%
3 <sup>rd</sup>	71.3%	76.7%	75%
4 <sup>th</sup>	73.4%	58.6%	66%
5 <sup>th</sup>	79.0%	62.1%	61%
6 <sup>th</sup>	71.8%	73.3%	81%

**Strengths and Limitations:**

Strengths identified from the data analysis are as follows:

- The current curriculum and instruction in elementary reading effectively addresses the needs of the majority of the K-6 students.
- The curriculum review process for reading has been completed and will incorporate the Iowa Core Curriculum and Common Core Standards.

Limitations identified from the data analysis are as follows:

- A disproportionate number of students have been identified by race and ethnicity for special education services.
- The percent of elementary students that do not meet grade level proficiency/benchmark in reading is greater than 20%.

**Improvement Plan:**

The components of the complete curricular improvement plan address academic achievement, curriculum, instructional methods, instructional materials, assessment of student achievement and program effectiveness, professional development and organizational structures. However, this Progress Monitoring Report will focus on the organizational structure and professional development components. The other components of the plan will be reported in future reports (Curriculum Review and Academic Ends).

**Organizational Structure****Instructional Decision Making**

The official definition from the U.S. Department of Education of IDM is as follows:

*Instructional Decision Making integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With IDM, schools use data to identify students at-risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness.*

Successful use of IDM requires the following four essential components be implemented into the school organization structure:

- A school-wide, three-tier instructional system for preventing school failure
- Use of universal screening data to identify student learning needs and monitor progress
- Data-based decision making for instruction, movement within the multi-level system and disability identification in accordance with state law
- Organization of resources to meet student learning needs

To summarize, it is a framework that uses data to organize all resources, human and material, for the purpose of providing instruction and supports so all students are successful.

Through the implementation of IDM the following plans are in the process of being implemented.

**Three-Tier Instructional System**

IDM is based on the premise that 80% of students are successful in core instruction (general classroom instruction), 10-15% will need supplemental instruction (small group instruction beyond the core), and 5-10% will need intensive instruction (individual instruction). Current screening data (DIBELS Next) as well as the DRA and ITBS indicate that more than 20% of students district wide are currently not at benchmark level in the core instruction.

Implementation of this tiered instruction model requires a reorganization of current resources including the Language Arts Resource Specialists and reading teachers (individual and small group) into a framework that will support core instruction as well as supplemental and intensive instruction. One FTE instructional coach will be allocated to each elementary building with the three smaller buildings (Lincoln, Shimek, and Hills) receiving a .5 FTE instructional coach.

**The duties of this position will be to:**

1. Provide coaching and professional development to support core instruction.
2. Provide supplemental instruction support through small group instruction.
3. Provide intensive instruction with the option to utilize Reading Recovery for first grade students.
4. Manage data needed to make instructional decisions.

Reorganization to this model with one support person per building accomplishes the multiple goals of matching instruction to student need; providing small group instruction; and expanding the strategies and interventions used with students. In addition, it eliminates the loss of instruction time due to travel between buildings.

As listed in the job duties, the instructional coach will address the need to strengthen core instruction, provide supplemental and/or intensive instruction to small groups or individual students, use data to make decisions, and work with the principal to provide professional development at the building level.

**Universal Screening and Progress Monitoring**

The Dynamics Indicators of Basic Early Literacy Next (DIBELS Next) universal screening has been put in place, with all elementary students screened three times a year. This screening data, along with other information, is used to determine where students fall on the proficiency continuum of at benchmark, below benchmark, or significantly below benchmark. To be considered “on track” a student must score at the benchmark level.

This information is used to make instructional decisions regarding student grouping for instruction, matching instructional interventions to student need, and materials selection. The universal screening data also meets the requirements of student identification for Special Education as required by the Office of Civil Rights. In addition, DIBELS Next has a progress monitoring component that is used to determine if changes need to be made in a student’s instructional program.

**Data Decision Making**

Each elementary building currently has a Professional Learning Community (PLC) team in place that assists with the data management of students. This team supports the IDM philosophy of using data to make instructional and program decisions.

**Professional Development**

The exploration of IDM was started in 2004. A re-emphasis and in-depth study began in 2009-10 with foundational professional development provided at that time to building administrators. While IDM is intended to address all curricular areas in addition to behavior, the decision was made to begin with a focus on reading and add mathematics in subsequent years.

In-depth professional development has been provided this year to all elementary administrators for the purpose of developing a systematic implementation plan for the 19 elementary

buildings. They have attended monthly meetings in addition to four full day professional development sessions on IDM. In addition, they have completed one book study and are beginning a second. Through their work they have developed staff presentations to facilitate the roll-out of this initiative in a timely and consistent manner. Professional development will continue next year and expand to include leadership teams. Using the train-the-trainer model, similar professional development will be presented to all elementary teachers.

### **Future Plans**

The full implementation of IDM at the elementary will be a multi-year process and will require additional reorganization of resources and continued professional development. Plans to support IDM are as follows:

#### **Summer 2011**

- Instructional coaching professional development
- Identification of Essential Learnings in Language Arts by grade level, explicitly related to district adopted instructional materials and teaching strategies

#### **2011-12 School Year**

- Joint Collaboration/Professional Development for building principals and instructional coaches on reading instruction using the train-the-trainer model
- Principals and instructional coaches collaboratively implementing professional development to all teachers in the building 2 to 3 times per month

#### **Spring 2012**

- Evaluation of IDM model regarding student achievement and allocation/realignment of resources
- Development of the 2012-13 CSIP Plan

### **Summary**

Reorganization to the IDM model supports Global Ends Policy (Level 1) and Superintendent Limitation (Levels 2j/3j). It does require a reorganization of resources that impacts current services to students. The purpose of the realignment of resources to support core instruction is to reduce the number of students who need supplemental and intensive services. The goal is provide instruction in which 80% of students are successful in core.

The reorganization provides resources needed to support core instruction in the classroom, use of data for decision making, and strong professional development to support implementation of interventions. As the district faces budget cuts that will require doing more with less resources, IDM provides the framework to serve an equal number of students efficiently and effectively.

KENNEDY, CRUISE, FREY & GELNER, L.L.P.

ATTORNEYS AT LAW

920 S. DUBUQUE STREET - P.O. BOX 2000

IOWA CITY, IOWA 52244

TELEPHONE (319) 351-8181

FAX (319) 351-0605

MICHAEL W. KENNEDY

KIRSTEN H. FREY

KANDIE K. GELNER\*

LILLIAN LYONS DAVIS\*\*

M.K. PILCHER HAYEK\*\*\*

MARCUS M. MILLS

\*ALSO CERTIFIED  
PUBLIC ACCOUNTANT

\*\*ALSO CERTIFIED MEDIATOR

\*\*\*SE HABLA ESPAÑOL

OF COUNSEL:  
JOHN D. CRUISE

March 14, 2011

Ms. Gayle Klouda  
Iowa City Community School District  
509 S. Dubuque Street  
Iowa City, IA 52240

**Re: Board of Directors Policy Matters**

Dear Gayle:

I am glad we got the opportunity to speak recently regarding the development of a policy governing the relationship between the Board of Directors and myself as counsel for the District. I think that the discussion was very productive and I sincerely appreciate the clarification of my responsibility.

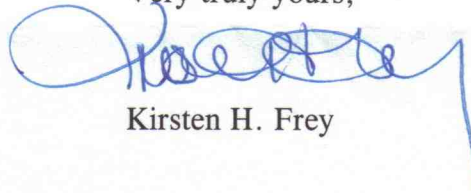
As you requested, I have drafted a proposed statement that I think I would be comfortable with moving forward. It is a little bit broader than perhaps we discussed but, given the requirement of communication to the Board as a whole, I do believe it would best serve the needs of the District. I would propose that a policy be adopted along the lines of the following:

"District counsel represents the Board of Directors as a body of the whole and is not counsel to or for any individual member of the Board. Therefore, as a general matter, all requests for a legal opinion or other work assignments coming from the Board of Directors shall be given to District Counsel by the Board President or Vice President, or their designee, only with the express consensus of the majority of the Board. In the event of an emergent issue for which it is impossible or impractical to bring the request for a legal opinion before the Board as a whole, then an individual Board Member may contact District Counsel directly. In any event, however, said request shall not modify or alter the role of District Counsel as an attorney for the Board as a whole. As a result, any answer to a legal question, any legal advice, legal opinion, or other communication shall be communicated to the Board as a whole and said individual Board Member shall have no right or expectation of confidentiality with respect to said communication vis-à-vis any other member of the Board."

You will notice that this language does not address the emergency situation that we discussed on the phone specifically. As I understood your comments, the original recommendation was to allow for the President or Vice President to contact me in the event of an emergency. However, I felt like it was not necessary to make a specific exemption for this, as it would fall in the more general language regarding an emergent issue. If you disagree, however, I am more than willing to discuss this with you further.

I would be more than happy to discuss this with you or the governance committee generally if you believe that would be helpful. Please do not hesitate to give me a call and let me know when you would like me to be available. I look forward to hearing from you.

Very truly yours,

A handwritten signature in blue ink, appearing to read "Kirsten H. Frey", with a long vertical line extending downwards from the end of the signature.

Kirsten H. Frey

KHF/mw  
KF38\L69a12887