



Introduction

The Comprehensive School Improvement Plan (CSIP) and process is intended to provide district wide focus, support connections between instructional initiatives, professional development, and resource allocation, and facilitate collaboration among building administrators. The following changes are noted on the form and in the process:

1. Focus statement is articulated to drive planning
2. Elementary schools must include action steps that include language arts, math and behavior strategist initiatives to support improving instruction for special education students. These will be funded through stimulus dollars for one more year.
3. Training and implementation of Safe Schools/Healthy Students initiatives will need to be included in the plan – PBS, Steps to Respect, Life Skills, Cultural Competency.
4. CSIP meetings will be scheduled in small groups. Elementary schools will be clustered and junior high and high school will meet as two separate groups. Individual meetings may be requested.
5. Initiatives are listed from which buildings will choose. Other initiatives must receive prior approval from the Associate Superintendent.
6. Elementary schools will not need to write an annual improvement goal for science and social studies. Elementary principals will need to provide information on how the achievement in science and social studies is being monitored.
7. Disproportionate representation in the identification of African American students for special education will need to be addressed in elementary plans
8. Disproportionate representation of African American students regarding suspensions and African American and special education students regarding graduation rate will need to be addressed in the plan. These are primarily secondary issues.

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DUE: March 31, 2010

(YOUR SCHOOL NAME HERE) _____ **West High School**

Comprehensive School Improvement Plan (CSIP)

Iowa City Community School District Five Year Goals 2007-2012

- √ To increase student achievement in reading comprehension.
- √ To increase student achievement in writing composition.
- √ To increase student achievement in mathematical problem solving.
- √ To increase student achievement in scientific knowledge.
- √ To increase student achievement in social studies knowledge.
- √ To increase students' feelings of being safe and connected to school

Focus Statement for ICCSD Teachers and Administrators

Provide successful **instruction** for our **varied learners** by creating **academically responsive** classrooms.

This is supported by:

- teaching essential learnings (Iowa Core),
- differentiating instruction,
- using formative assessments, and
- working in collaborative teams.

Connections between statement and various initiatives and projects of the district:

Creating academically responsive classrooms

- Various aspects of DI
- Various aspects of SS/HS grant
 - o Cultural competency
 - o Bullying and substance abuse prevention curriculum
 - Steps to Respect
 - Life Skills
 - o Positive Behavior Supports (PBS)

Iowa Core: Addresses three aspects

- Content
 - o Curriculum adopted by Iowa legislature
- Instruction
 - o Explicit instruction, engagement of learner, rigor and relevance
- Assessment
 - o Screening, diagnostic, **formative**, summative

Differentiated Instruction

- Guiding principles (quality curriculum, respectful tasks, ongoing assessment, community building, flexible grouping)

Formative Assessment

- Iowa department of education training forthcoming
- Related to “ongoing assessment” in differentiated instruction

Collaborative Teams

- Professional Learning Communities training

School Level Annual Goals and Action Plans 2010-2011

1. Reading

Long Range Goal:

Students will over time, independently read increasing complex text with understanding.

Annual Improvement Goal for 2010-11 (SMART Goals)

Increase by five percent the percentage of 11th grade students in the three sub groups listed below (African American, Free/reduced lunch and IEPs) who are proficient in reading as measured by ITEDs

Proficiency Level - Grade 11 - Reading

	African-American	Free/reduced lunch	IEP	Total
2006	39.2	40.7	25	
2007	61.7	61.8	45.8	87.1
2008	44.0	36.3	27.1	78.5
2009	36.0	31.7	28.6	77.5

Select one or more of the following initiatives to address the goal

- Second Chance Reading (secondary)
- Co-teaching

Describe why you selected the initiative based upon your data and how you are going to implement the initiative to meet the goal (List timeline and tasks)

- Second Chance Reading is designed specifically for struggling readers at the secondary level. We are currently offering six sections of this course for students reading below the proficiency level as tested by ITEDs.
- We currently have co-teaching in Basic English 10, Foundations of Science, Health, Basic American Studies, Basic Government and Basic Economics. The special education teachers are able to support students who struggle with reading the content.

Staff Development Plan: (Identify training, provider, content and timeline)

- Professional development is provided for Second Chance Reading through GWAEA.. Our team attended a total of 8 days of training from June 2009 through the conclusion of the 2009-10 school year. There are additional training days for year two. The training involves instructional procedures, assessment and management procedures for Second Chance Reading.
- Co-teachers were offered professional development through ICCSD this past year; about half our teachers choose to participate.
- Maintain co-taught Foundations of Science and American Studies for students who are at the intermediate ELL level to provide additional instruction and support in the areas of reading and writing.

2. Writing

Long Range Goal:

Students will write independently, increasing complex text with meaning, clarity, purpose and application of standard conventions.

Annual Improvement Goal for 2010-11 (SMART Goals):

Students in Basic English 9, 10 and 11 will be administered both pre and post site based writing prompts which will be scored using a common rubric. 80% of students will score at above proficiency level or above on the post assessment.

Select one or more of the following initiatives to address the goal

Use of formative assessments

Describe why you selected the initiative based upon your data and how you are going to implement the initiative to meet the goal (List timeline and tasks)

Listed below are average writing rubric scores for students in Basic English 9 and Basic English 10 during the 2008-09 and 2009-2010 school years. There was no significant change for the 9th graders, and a significant growth for the 10th graders. However, a passing score as determined by the English teachers is a 3 on the 4 point rubric so most students did not attain that goal. It was determined that direct instruction beyond the DOL would be needed to see adequate gains in writing. We have also listed below the average pretest scores for the current school year; post test scores will be available at the end of the school year.

Writing Rubric average scores 2008-09

	Basic English 9	Basic English 10
Fall 2008-09	2.55 (n=29)	1.80 (n=28)
Spring 2008-09	2.60	2.5
Change	+ .05	+.7

Writing Rubric average scores 2009-10

	Basic English 9	Basic English 10
Fall 2009-10	2.00 (n=23)	1.68 (n=38)
Spring 2009-10		
Change		

Students with IEPs and African American students are disproportionately represented in our Basic English 9, 10 and 11 courses. Providing direct instruction in writing using formative assessment will help prepare students to be successful in a higher level of English coursework (English 10, American Literature etc.)

Staff Development Plan: (Identify training, provider, content and timeline)

A former member of our English staff will provide training to the Basic English 9, 10 and 11 teachers regarding scoring the site based writing prompts using a common rubric. Other interested staff will also receive this training so the writing assessments can be scored by staff not directly working with the identified students. Specific writing strategies will be selected by the English

department based on the results of the initial writing assessment. Staff will receive any needed training and materials to implement those strategies in their classrooms.

The writing assessment rubric will be reviewed and any needed modifications will be made. Staff will also determine what score constitutes proficiency. Teacher quality funds will be accessed to provide any needed training to score assessments using the common rubric, for paid time outside the school day to complete the pre and post scoring and for any needed staff development on writing strategies.

3. Math

Long Range Goal:

Student will over time independently solve increasing complex mathematical problems.

Annual Improvement Goal for 2010-11 (SMART Goals):

Increase by five percent the percentage of 11th grade students in the three sub groups listed below (African American, Free/reduced lunch and IEPs) who are proficient in math as measured by ITEDs

Proficiency Level - Grade 11 - Math

	African American	Free/reduced lunch	IEP	Total
2009	38.7	32.3	25.7	79.8

Select one or more of the following initiatives to address the goal

- Strategies to teach math
- Use of formative assessment to inform math instruction
- Co-teaching

Describe why you selected the initiative based upon your data and how you are going to implement the initiative to meet the goal (List timeline and tasks)

- These initiatives will focus primarily on the lower level math courses and those students who are not proficient in math. Students with IEPs and African American students are disproportionately represented in these courses.

Staff Development Plan: (Identify training, provider, content and timeline)

- We will maintain the co-teaching we have implemented in Introduction to Algebra, and Algebra 1A, and continue to evaluate and refine the two new courses we offer to serve the needs of students who lack proficiency in math, Algebra 1A and Algebra 1B.
- Through item analysis of our 2009 ITEDs the math department has identified the following main areas of weakness: multiplication of integers and decimals, division with whole numbers and decimals, operations with mixed numbers, unit conversions, problems involving rates such as miles per gallons and scientific notation. The math department chair will provide leadership to small groups of teachers teaching the same course so they can continue to align their instruction, review student assessment data, identify problem areas and develop specific strategies to address those areas. . Emphasis will be on math courses up to Algebra 2.
- We have a larger number of teachers assigned to lower level math courses to include those with more teaching experience.

4. Science

Long Range Goal:

Students will over time, independently construct knowledge and use increasingly complex scientific information.

How do you monitor student achievement in science? Identify what data you collect and how it is analyzed including the benchmark used.

Proficiency Level - Grade 11 - Science

	African-American	Free/reduced lunch	IEP	Total
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2008	46.5	53.0	52.3	83.2
2009	42.0	36.6	37.1	77.5

What does your building data tell you?

Analysis of our 2009 ITED results indicate a decline in levels of proficiency for our 11th grade students as well as a decline in the three listed sub groups. Item analysis of our 2009 ITED scores indicate our students do well on reading and interpreting graphs, drawing and extending conclusions from experimental results, and making predictions. Areas for improvement include reading strategies for scientific procedures, designing experiments, and analyzing and evaluating data.

Annual Improvement Goal for 2010-11 (SMART Goals):

Increase by 5 percent the percentage of 11th grade students in the three sub groups (African-American, Free/reduced lunch and IEPs) who are proficient in science as measured by ITEDs.

Action Plan to Meet the Goal: (List timeline and tasks)

The science chair will provide leadership to small groups of teachers teaching the same course so they can continue to align their instruction, review student assessment data, identify areas of weakness and develop specific strategies to address those areas

Staff Development Plan: (Identify training, provider, content and timeline)

5. Social Studies

Long Range Goal:

Students will over time develop the knowledge and the skill of the core discipline of social studies and apply this knowledge to their lives as citizens.

How do you monitor student achievement in Social Studies? Identify what data you collect and how it is analyzed including the benchmark used.

West ITED NPR School Norms

	9 th grade	10 th grade	11 th grade
2008	92	89	93

2009	97	91	88
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What does your building data tell you?

Item analysis of our 2009 ITED data indicates a continued need for instruction in principles of geography related to both physical and cultural concepts. Overall we have a high level of proficiency in this area across grade levels.

Annual Improvement Goal for 2010-11

Maintain our current percentage of 11th grade students who are proficient in social studies as measured by ITEDs.

Action Plan to Meet the Goal: (List timeline and tasks)

The social studies chair will provide leadership to small groups of teachers teaching the same course so they can continue to align their instruction, review student assessment data, identify areas of weakness and develop specific strategies to address those areas.

Staff Development Plan: (Identify training, provider, content and timeline)

Qualities of School Climate

6. Attendance (K-8)

Long Range Goal:

Students will feel safe and connected at school.

Annual Improvement Goal for 2010-11 (Amend with grade level/subgroup) (SMART Goals):

The average daily attendance rate will be 95.9%.

School year	First trimester	Second trimester	Third trimester
2008-09	94.91	93.07	93.26
2009-10	93.19	92.92	

Action Plan to Meet the Goal: (List timeline and tasks)

- Our academic deans will work collaboratively to streamline the process for managing attendance with a focus on incoming 9th graders and seniors who have been chronically truant.
- Mental Health Case Manager, on-site MECCA counselor and Academic Mentor Program (AMP) coordinator will participate in weekly student support team and follow-up as appropriate with referred students. Data will be monitored for number of referrals made to school and community services as well as number of students who actually received services.
- Horizons mental health counselor will participate in weekly student support team meetings and provide on-site remedial skills and mental health counseling as appropriate.
- Teen Screen will be administered through our Health classes each trimester.
- Continue to provide space for the weekly health clinic sponsored by Mercy Hospital in conjunction with the school district.
- Career Center Facilitator will continue to support students with attendance issues by offering a school-to-work component as appropriate.

Staff Development Plan: (Identify training, provider, content and timeline)

7. Graduation Rate (9-12)

Long Range Goal:

Students will feel safe and connected at school.

Annual Improvement Goal for 2010-110 (Amend with subgroup) (SMART Goals): High schools must have a goal for African American students and students with IEP's

We will maintain the current percentage of African American (97/241 or 40%) and Hispanic (59/103 or 57%) students who actively participate in SSIKE

Action Plan to Meet the Goal: (List timeline and tasks)

SSIKE sponsors and student leadership will continue with an academic achievement focus through summer college programs, after school tutoring, and academic recognition.

Staff Development Plan: (Identify training, provider, content and timeline)

8. Student Behavior

Long Range Goal:

Students will feel safe and connected at school.

Annual Improvement Goal for 2009-10 (SMART Goals): Goal must address disproportionate representation of African American students in suspensions

Decrease by 5 % the total number of students we suspend per school year, including a corresponding decrease of 5% in the total number of African American students we suspend per school year.

In school/.out of school suspension data; number of students (unduplicated)

School year/trimester	Total	European American	African American	Asian American	Hispanic American	American Indian	Special education
2008-09 first tri	56 (100%)	26 (46.4%)	22 (39.3%)	4 (7.1%)	4 (7.1%)	0 (0%)	22 (39.3%)
2008-09 second tri	72 (100%)	29 (40.3%)	38 (52.8)	0 (0%)	5 (6.9%)	0 (0%)	25 (34.7%)
2008-09 third tri	97 (100%)	41 (42.3%)	41 (42.3%)	4 (4.1%)	11 (11.3%)	0 (0%)	38 (39.2%)
2009-10 first tri	69 (100%)	22 (31.9%)	35 (50.7%)	1 (1.4%)	11 15.9%	0 0.0 %	23 33.3%
2009-10 second tri	100 (100%)	42 (42%)	40 (40%)	5 (5%)	13 (13%)	0 (0%)	29 (29%)
2009-10 third tri	102 (100%)	42 (41.2%)	45 (44.1%)	2 (2%)	13 (12.7%)	0 (0%)	37 (36.3%)

Select one or more of the following initiatives to address the goal

Positive behavior supports

Describe why you selected the initiative based upon your data and how you are going to implement the initiative to meet the goal (List timeline and tasks)

While a typical Positive Behavior Support (PBS) program with all the related components does not seem applicable to a high school, the idea of developing building wide common language and common expectations around appropriate behavior would be a positive endeavor. Our academic deans will provide leadership in developing common language and expectations with a focus for this coming school year on “disrespect/insubordination.”

Staff Development Plan: (Identify training, provider, content and timeline)

The academic deans will in-service our staff at a faculty meeting on the common language and expectations as well as strategies for reducing disrespect/insubordination such as well defined classroom expectations and de-escalation techniques.

9. Disproportionate Representation in Identification of African American Students for Special Education

Long Range Goal:

Students will feel safe and connected at school.

Annual Improvement Goal for 2009-10 (SMART Goals): Goal must address disproportionate representation of African American students in special education.

Decrease the percentage of African American students with IEPs to 30% of our total number of students with IEPs.

West High 2009-10

	Total	White	African American	Hispanic	Asian
All students	1760	71% (n=1244)	14% (n=250)	6% (n=103)	9% (n=162)
Students with IEPs	198	52% (n=103)	34% (n=68)	10% (n=20)	4% (n=7)

From this data we can calculate that African American students are 3.4 times more likely to have an IEP than white students; Hispanic students are 2.375 times more likely than white students to have an IEP.

Select one or more of the following initiatives to address the goal

Student Support Teams/Mental Health Initiatives
Review of Student Progress for Staffing Out Students
Exclusionary Factors

Describe why you selected the initiative based upon your data and how you are going to implement the initiative to meet the goal (List timeline and tasks)

Since students are rarely staffed into special education while they are in high school, we need to focus on staffing out students who no longer need special education supports and services. More careful review of student academic progress at three year re-evaluations is critical; exclusionary factors such as frequent moves and lack of quality instruction also need to be considered more carefully. Our student support team can serve as a venue for determining supports and services that can be provided through general education and other outside agencies.

Staff Development Plan: (Identify training, provider, content and timeline)