

# ***BENTON COMMUNITY SCHOOLS: 2007-2008 CSIP***

## **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 data: (LRDA1)

Trend data and subgroup data for ITBS/ITED reading, mathematics, and science grades 4, 8, and 11.

Graduation Rate

Grade 7-12 dropout percentages (aggregate and by subgroup)

Percentage of graduates planning to pursue postsecondary education

Percentage of graduates completing the core curriculum (4 years of English, 3 years of mathematics, science, and social studies)

Percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. Our district uses the American College Test (ACT)

Trend line data from the Iowa Youth Survey (grades 6, 8, and 11) (SDF1, SDF3, SDF4)

A comprehensive, community-wide needs assessment which includes input from community members, parents, administrators, staff, and students (completed once every five years, last completed survey Fall 2004 and will be completed Fall 2009)(LC3)

Data from Iowa Constructed Response Supplements for reading, grade 4, mathematics, grade 8.

Phonological Awareness Test for Kindergarten

Basic Reading Inventory (BRI) data (grades K-3)

Fountas and Pinnell Benchmark Reading Assessment (K-6)

Scholastic Diagnostic Reading Assessment (grades 6-8)

Preschool Observational Survey

IQPPS Self Assessment for Voluntary Four-Year-Old Preschool

Data from the district developed science assessment grades 8 and 11

Participation rates for required district-wide assessments (grades 3-8, and 11, AYP)

Aggregate attendance data (grades K-12)

Data from grade level technology exit skills

Data from national merit finalist, semi finalist, students with 4.0 GPA's, state of Iowa scholars, and Benton scholarships offered.

Data from post secondary employment survey's

Percentage of master's degree employees

Percentage of teaching experience

Percentage of trained mentors and mentorships

Data from staff development in relation to data collection and analysis at classroom level

These data have been used to establish trend lines, which are updated annually and reported in our Annual Progress Report (APR). Using National Percentile Rank (NPR)

information from the ITBS and ITED assessments, we also monitor the progress of peer groups over time in the areas of reading, comprehension, mathematics, and science.

The Benton District believes that the required measures of academic achievement stated above do not provide a complete picture of its students' learning needs. In support of this belief, we asked ourselves this: "To what questions do we want answers?" through our local data driven leadership process and proceeded to collect and analyze information on variety of other indicators including the following:

District demographic data

Basic Educational Data Survey(BEDS)data (e.g., course offerings, and enrollment information by course/gender)

ITBS/ITED data for other grade levels and subject areas (grades 3,5,6,7,9, and 10)

Instructional time allocations (grades K-12)

Student work/course grades (grades 7-12)

Student discipline data (e.g., office referrals, suspensions, and expulsions)(grades 4-12) (SDF1, SDF3)

Student participation in district's breakfast and lunch program (grade K-12)

Referrals to Building Child Study Teams (K-12)

Referrals to At-Risk Teams (7-12)

## **B. HOW DO WE COLLECT AND ANALYZE DATA TO DETERMINE PRIORITIZED STUDENT-LEARNING NEEDS?**

District Communications Team(LRG2)

The superintendent convenes a District Communications Team that meets approximately six times per year. The team is comprised of general education and special education teachers from each building, the principals, curriculum coordinator, parents, and students. The communications team has had a difficult time of keeping consistent members and the allocated groups to fully meet state requirements. Students and a more diverse population of community members are being recruited for the 2008-2009 school year.

This group reviews information from the District Leadership Teams and collects and analyzes district-level data (e.g. Iowa Youth Survey, Annual Progress Report, and Community Needs Assessment). 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. The communications team ensures that the action plans designed to meet district goals include specific outcomes for each activity designed to support the proposed actions. Implementation data on these activities is also collected and analyzed by the communications team. These data, along with implementation data from the state and federal programs and services, are incorporated into annual conversations about supports for established student needs, adjustments to actions, programs and services, and progress toward district goals.

### District Leadership Teams(LRG2)

Each building in the district has selected a number of teachers (groups of 5-8) to develop a data driven focus for instructional planning. Members of the K-6 and 7-12 Leadership teams examine ITBS/ITED item analysis information and frequency data (e.g. the number of special education students and low socioeconomic students scoring at or below the 40th percentile), as well as building specific indicator data (e.g. other grade assessments, discipline data, graduation rate, referrals to CST and At-Risk Services). This information is then shared and discussed with the rest of the building staff during monthly faculty meetings. These groups are also instrumental in studying implementation data from professional development to further plan and design professional development activities at each level, as well as district-wide planning. The Teacher Quality Committee was established in 2007 to meet legislative guidelines and helps to make decisions on the financial requirements and distribution of Teacher Quality dollars in regards to professional development. They also study implementation data and surveys from professional development activities and strategies.

### Stakeholder Groups(LRG2)

District and building information reviewed by the communications team and building and district learning teams is shared with various stakeholder groups, including the Benton Board of Education, Administrative Team, Teacher Quality Committee, Benton Parent Organizations, district patrons, and various community organizations.

The communications team studies and discusses data from the building learning teams. The communications team then makes recommendations to the Benton administrative team regarding district wide prioritized needs, possible adjustments to the CSIP goals, and the programs and services provided to students. The Benton Administrative team then makes recommendations to the Benton Community School Board on educational program considerations.(LC5,LC6)

## **C. WHAT DID WE LEARN THROUGH THIS DATA ANALYSIS?**

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

The majority of trend lines on the ITBS and ITED assessments have not established a consistent pattern of growth in reading, mathematics, and science. (grades 3-11)

One hundred percent of our students participated in all district-wide assessments. (grades 3-11)

Trends show an increasing number of students scoring in the intermediate proficiency range are performing in the moderate range, instead of the skilled. (grades 3-11)

BRI measures of reading comprehension have established a consistent pattern of proficiency for students in grades K-2.

In reading and math, students in grades 3-11 are scoring less in the distinguished and accomplished proficiency ranges and increases are noted in the moderate proficiency range.

Females tend to be more proficient in reading comprehension than males in grades 4, 8, and 11.

Performance (proficiency) of students with Individual Education Plans (IEPs) is below the state trajectory in reading and mathematics in grades 4, 8, and 11.

Performance (proficiency) of students with socioeconomic status is below the state trajectory in reading and mathematics in grades 4, 8, and 11.

There are a high number of core program completers at the high school.

Attendance rates are consistently 95 percent or better.

Benton Community Graduation rates are consistently higher than state and national averages.

Students report that they care about others feelings in the 6th Grade(97% 2002, 96% 2005) (SDF2,SDF4)

Students report that they care about others feelings in the 8th Grade(94% 2002, 88% 2005) (SDF2,SDF4)

Students report that they care about others feelings in the 11<sup>th</sup> Grade(99% in 2002, 91% 2005)(SDF2,SDF4)

Students in Grade 6 report not using alcohol in the last 30 days(98% in 2002, 98% in 2005).(SDF2,SDF4)

Students in Grade 8 report not using alcohol in the last 30 days(82% in 2002, 91% in 2005).(SDF2,SDF4)

Students in Grade 11 report not using alcohol in the last 30 days(45% in 2002 and 75% in 2005).(SDF2,SDF4)

Percent of student body referred to a safe school environment has increased with 84% to 94% from 2002 to 2005 in the Sixth Grade. Percent of student body referred to a safe school environment has increased from 77% in 2002 to 94% in 2005 from students in the Eighth Grade. Percent of student body referred to a safe school environment has remained consistent with 81% in 2002 and 2005 in the Eleventh Grade.

In January of 2004, the district distributed a comprehensive, community-wide needs assessment survey to community members, parents, administrators, staff, and students. Ten percent of the surveys were returned. Through analysis of the survey data, the district learned the following:(LC3)

Respondents agreed that Benton Staff is accessible both during and outside the regular school day.

Respondents agreed that elementary and high school facilities were adequately met the needs of students.

Respondents agreed that student behavior is consistently monitored.

A new survey will be given in the fall of 2009.

## **D. FROM THE DATA ANALYSIS, WHAT ARE OUR PRIORITIZED STUDENT NEEDS?**

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

Improve reading comprehension for students with IEPs and students performing in the moderate and skilled proficiency ranges.

Improve mathematics performance grades 3-11, especially students with IEPs and students that perform in the moderate and skilled proficiency ranges.

Improve science performance grades 3-11, especially students with IEPs.

Improve learning environment grades K-12.

Improve data collection and analysis and utilize the data trends to formulate district goals and plans.

## **E. HOW WILL WE DEVELOP GOALS AND ACTIONS BASED UPON THE PRIORITIZED NEEDS?**

The Benton Communications Team and Administrative Team will use the prioritized needs to generate and recommend goal statements to the Benton Community Board of Education for adoption. The district and building leadership teams in collaboration with the community stakeholders as appropriate will design strategies and actions that align with and support the established goals.

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## **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?**

##### Reading

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

##### Indicators of Success

1A. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in Grades 3 through 8 and the ITED Reading Comprehension Test in Grade 11, including data disaggregated by subgroup and by selected proficiency ranges. (e.g. Moderate vs. skilled)

1B. Percentage of students in grades K-3 who are independent readers at grade level on the Basic Reading Inventory (BRI) and District Designed Reading Assessment, and Fontas and Pinnell Benchmark Assessment.

1C. Percentage of students in grade 4 who are proficient using the Iowa Constructed Response Supplement in Reading. (ICRS)

1D. Percentage of students at the 6<sup>th</sup> grade level who score at grade level or above on the Stanford Diagnostic Reading Assessment.

##### 2 Mathematics

All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.(LGR2,LRG3,AR6,EIG1)

Indicators of Success

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 Grade 11, including data disaggregated by subgroup and by selected proficiency ranges (e.g. Moderate vs. skilled).

2B. Percentage of students in grade 8, who are proficient using the Iowa Constructed Response Supplement in Mathematics.(ICRS)

3 Science

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

Indicators of Success

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 5 through 8 and the ITED Science Test in Grade 11, including data disaggregated by subgroup and by selected proficiency ranges. (e.g. Moderate vs. skilled)

3B. Percentage of students in grade 8 and 11, who are proficient using the District Designed Science Assessment.

4 Technology

All K-12 students will use technology in developing proficiency in reading, mathematics, and science.(FTP1)

Indicators of Success

4A. Percentage of students at grade 8 who score at the proficient level or above on a locally developed technology assessment, as well as progress with students in grades 1-7 in regards to exit outcomes and standards and benchmarks.

5 Safe and Drug Free Environment

All students will feel safe at and connected to school.

Indicators of Success

5A. Attendance Rate as measured by the average daily attendance 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 and high school that receives any discipline referrals (i.e. office referrals, 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)

5E. Percent of office referrals that are related to bullying and harassment compared to other incidents of behavior. (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 District Communications Team and the Benton Administrative Team will identify stakeholder groups directly impacted, and they will meet to determine actions and strategies to meet the 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.

## **C. WHAT IS OUR CURRENT PRACTICE TO SUPPORT THESE LONG-RANGE GOALS?**

### **Instructional Strategies Currently Used in the District**

Cooperative Learning integrating the following (K-12 instructional content areas)

Think Alouds

Explicit Instruction

Reciprocal Teaching

Hands on Science (3-8)

Literature Enriched Reading Supplements, K-8 (e.g. Accelerated Reader, Book Carts,

Library Program K-12)

Inquiry Based Science (K-8)

Daily Oral Language (2-12)

Flexible small group instruction (3-8)

Standards Based Instruction

Writing Instructional Strategies (e.g. PWIM)

Question/Answer Relationship

Directed Vocabulary Instruction

Teaching Math for Understanding Strategies

Jolly Phonics and Jolly Grammar (K-1)

### **Instructional Programs/Services Supports Currently Used in the District**

District Professional Development Plan (Professional Development Program K-12)

At-Risk Program/Services (K-12)

Gifted and Talented Program/Services (TAG)(K-12)

Special Education Program/Services (PREK-12)

Mentoring and Induction Program

Voluntary Four-Year-Old Preschool Programming

Three-Year-Old Preschool Enterprise

Child Study Teams (Each Building, PREK-12)

Data-Driven Staff Decision Conferences

Student Service Partnerships and Work Experience Programs, Guidance Services, Abbie Mental Health Services, Benton County Juvenile Program, Juvenile Liaison Program)  
Reading Recovery (Grade 1)

Technology Based Reading (STAR Reader, Accelerated Reader)

Positive Behavior Supports (Success 4, Character Counts, Bobcat Plan: K-6, OLWEUS 7-12)

Perkins: Vocational and Technical Education Programs (9-12)

Title I, Part A: Reading Program/Services (K-5)

Title II, Part D: Technology Usage (K-12)

Title IV, Safe and Drug-Free Schools Program/Services (K-12)

System-Wide Management Supports Currently Used in the District

Resource Allocation, (e.g. Financial and Personnel)

Technology (e.g. Data Management System and Infrastructure)

Policy Development (Board of Education)

Personnel Evaluation Systems (includes administrators, teachers, and support staff)

Curriculum Development

Iowa Technical Adequacy Project (ITAP) (Curriculum/Assessment Alignment, Grade Level, K-6, and Departmental, 7-12)

#### **D. HOW IS OUR CURRENT PRACTICE ALIGNED WITH OR SUPPORTED BY THE RESEARCH BASE?**

The District has considered available research and local student data that indicate or contribute to positive student results. We rely upon the Iowa Content Networks, the AEA, and Local content area experts to access information about practices supported by scientifically based research.

Current Practices Supported by Research and/or Local Data; The District has determined that research and/or local student data support the use of several of our current practices related to the goal areas. These practices include the following:

Reading:

Cooperative Learning Strategies the integrate

Think Alouds

Talk Alouds

Elementary: Phonemic Awareness, Fluency, and Vocabulary Comprehension Strategies

Secondary: Vocabulary, Inductive Reasoning, Literal and Inferential Strategies

Explicit Instruction

Reciprocal Teaching

Differentiated Instruction

Formative Assessment

Reading Recovery

Flexible Small Group Instruction

K-12 Writing

Inductive Reasoning

Second Chance Reading

## Co-Teaching

### Mathematics:

Cooperative learning strategies applied to mathematics content; D.A.P., Teaching Math for Understanding Strategies, Co-teaching

### Science:

District Designed Science Assessment

Science Kit Program AEA

Local Designed Laboratory Experiences that Support District Science Standards

### Technology:

District Designed Technology Assessment

Integrated Technology Experiences (K-12)

STAR Reader

Accelerated Reader

Skills Iowa

### Environment:

Block Schedule

Success 4/Character Education (K-6)

OLWEUS (7-12)

At-Risk Services (AR7)

Middle School Concept

Progressive Discipline (7-12)

Iowa Youth Survey Analysis (6,8,11)

### Program/Services Current Practice

The District Communications Team in coordination with the District Administrative Team will use a goal oriented approach to program evaluation (clear expectations, results data, and targeted program/service evaluation) to determine program effectiveness relative to CSIP goals and other program goals.

## **E. WHAT GAPS EXIST BETWEEN OUR CURRENT PRACTICE TO SUPPORT LONG-RANGE GOALS AND THE RESEARCH BASE (INCLUDE CURRICULUM AND INSTRUCTION)?**

Curriculum/Assessment Alignment. Utilizing our standards and benchmarks in all content areas, we have focused on aligning our reading and mathematics curriculum, both vertically and horizontally. We completed an alignment review of our curriculum and district-wide assessments and are working towards compliance with Iowa Model Core Curriculum in grades 7-12, and will continue to implement the IMCC for K-6. We have continued creating a guaranteed and viable curriculum in math and reading with aligning and implementing essential learnings and assessments for grades K-6.

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

- 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.
- 3) The consistent delivery of instructional practices utilizing a variety of instructional tools including multiples sources, technology, co-teaching, and assessment on a more formative basis instead of relying on summative data for decision making.

Co-Teaching and Differentiated Instruction. In the process of considering possible gaps in reading and mathematics practices, we studied the area of differentiated instruction and co-teaching, as well as small group instructional strategies for consistent curricular delivery. These strategies are research-based and evidenced in the Iowa Content Network. We are continuing to examine implementation data and are finding evidence the strategies are being implemented in reading instruction at all levels, but more frequently at the elementary and middle school. We suspect that the differentiated instructional strategies used in mathematics instruction are implemented primarily in grades K-6 and not in the upper grades. We will collect implementation data to see if this is the case.

Reading Recovery. After many years of reading recovery, the district data has shown that students are benefiting from the intense instruction in reading. A further data analysis of reading recovery students and how they have performed after three years will be done to ensure the legitimacy of the reading recovery program in the Benton Community School District.

Mathematics Instruction. The research base in mathematics indicates that student achievement will improve if instruction is problem-centered and incorporates the use of representations. Utilizing the Math for Understanding strategies that are problem-centered and performance based at the elementary level, data is being collected to and analyzed to ensure these instructional strategies show a gain in students' problem-solving and critical thinking skills.

Science Instruction. The research base in science indicates that student achievement will improve if instruction is inquiry based. Current practice in science at the elementary level does reflect these strategies and gains have been evident in the past two years.

Technology Instruction. The research base is inconsistent with current district practices. Current practice in technology reflects various strategies usage in classrooms, mainly in grades 3-12; as a result, these strategies will be part of our district career development plan in the future to ensure strategies be used consistently throughout the district.

Behavioral Supports. Benton Community has participated with the Success 4 Program at the K-6 level, and found it to be effective and have added character education to this

program. The 7-12 level will begin OLWEUS at the 7-12 level to help with behavioral supports. Since scientifically-based research indicates that these interventions are effective in reducing discipline problems, these intervention will address our need to improve attendance, graduation rate, and learning environment. We found no gap between the research and the practice.

**F. WHAT ACTIONS/ACTIVITIES WILL WE USE TO ADDRESS PRIORITIZED NEEDS, ESTABLISHED GOALS, AND ANY GAPS BETWEEN CURRENT AND RESEARCH-BASED PRACTICE?**

Implement the district career development plan (professional development program). (AMN1, AMN2, IEI1, PERK1, SPED1, TQ7)

Our district career development plan describes district-level professional development efforts aligned with prioritized student needs. In reading, the professional development target will be flexible small group instruction and differentiated instructional strategies, as well as co-teaching. In mathematics, the emphasis will be on problem solving and use of real-life applications to conceptual learning. The selection of the professional development target is a continuation of a prior goal and based on student data. Teacher practices were also studied to help identify professional development needs. This aligns with long range goals #1, #2, and #4. (PD6, TQ1, TQ2) The plan describes a cycle in which professional development efforts will be targeted at student learning and sustained until student gains are acquired. At least 50 percent of professional development time and resources will be focused on learning new content and instructional practices. (TQ3, TQ4, FTP3, LEP1)

Research-based Strategies. Our Leadership Teams, consisting of representatives from the building teams, reviewed research on the strategies below and found that they have resulted in significant student achievement gains. In addition, we applied 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 and

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, SDF9)

Participation. All teachers will be engaged in training, including those responsible for Title I, Special Education, At-Risk, ELL, and Gifted and Talented. 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 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 Content. Beginning with 2008-2009 school year, professional instructional staff will implement the following instructional strategies: (FTP2, FTP4, FTP5)

Small group flexible instruction in reading to meet the differentiated needs of all students in the areas of reading comprehension, fluency, and strategy implementation. (K-6);  
Cooperative learning processes applied to mathematics content, including a problem-centered approach to mathematics instruction and instruction in the use of mathematics representations (K-8);  
Iowa Core Curriculum for grades 7-12 and its implementation;  
Co-teaching and differentiated instructional strategies (K-12);  
Technology integration into classroom instruction (K-12).

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

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

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

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

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

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

Common training sessions on inservice days during the school year and early release day meetings per month for learning opportunities (theory presentations, reading literature, discussions)

Monthly meetings of the K-12 Leadership Teams (planning next professional development; collecting, organizing, and analyzing data; practicing demonstrations)

Teachers working in collaborative teams on a weekly basis

Building level meetings (observing demonstrations, working with data, developing lessons, reviewing theory)

Child Data Discussion teams (K-6)

Out of district development activities supporting special area teachers and special education instructors.

Professional Development Providers. AEA consultants will serve as the professional development provider for the district. The Iowa Department of Education accredits this provider. A college professor will serve as a reading consultant for the 2008-2009 school year to provide reading instructional strategies.(TQ6)

Enhance instructional materials and resources.

Complete an audit/inventory of the non-fiction books available for student use at grades K-8 and support the development and implementation of level book rooms at the elementary centers..

Begin curriculum mapping in all curricular areas after IMCC is established and training on modules is complete.(AMN3)

Implement student performance and data organization tool.

Provide supports that will address ELL students' achievement.  
Implement annual identification and provision of appropriate services to ELL students to increase language proficiency and academic achievement.

Implement programs and support services necessary to increase language proficiency and academic achievement. (AR7)

Provide supports that will address standardized subgroup for students' achievement in reading, mathematics, and science.

Integrate reading and mathematics skill development into the career and technical education curriculum. (PERK1)

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

Increase the number/type of community adult education opportunities.

Implement an alternative education supports for at-risk students at the elementary and middle school. (AR7)

Implement an electronic student portfolio that includes performance tasks for monitoring progress toward proficiency and graduation requirements and meeting the requirements of the eighth grade plan. (FTP2)

Institute a follow-up procedure with parents at all attendance centers, when absenteeism is a concern. For chronic absenteeism provide a family interview and follow-up support that may include a truancy referral to law enforcement when needed.

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

Reintroduce and monitor a mentoring program for students in the middle school. (AR7, SDF9).

Implement a classroom-based conflict mediation process at all district buildings for responding to student disruptions. (AR7, SDF9)

## **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

Persons responsible for oversight of implementation

Evaluation of action implementation effectiveness

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## **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?**

Benton Community 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 Leadership Teams will ensure that data from these assessment measures are collected, analyzed, and shared with the District Communications Team and staff 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), Benton Community 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 3-11, and the science test at grades 5,8, and 11 (Goals #1-#4)

ITED reading comprehension, mathematics, and science tests at grade 11. (Goal #1-#4)

BRI test and Fontas and Pinnell Benchmark Assessments at grades K-3 (Goal #1)  
(DWAP6) (partially meets DWAP3, DWAP4)

Iowa Constructed Response Supplements in Reading and Mathematics grades 4, and 8  
(Goal #2) (DWAP7)

District Developed Science Assessment at grades 8, and 11 (Goal #3) (DWAP8)

District Developed Technology Assessment at grade 8 (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)

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 middle school and high school student body that receives a discipline referral (i.e., office referral, suspension, and/or expulsion) (Goal #5)

Alignment of Standards and Assessments—To make certain that the assessments used to monitor progress on long-range achievement goals are aligned with the district's curriculum, Benton Community completed the Iowa Technical Adequacy Project (ITAP) process for the ITBS, ITED, BRI, and ICRS. Through completion of this process, the district revised its reading and mathematics standards and benchmarks prior to June 2004. The district discovered that the range of knowledge for the "Finds, evaluates and uses information from a variety of sources" standard was not sufficiently covered at any grade span (3-5). In the area of mathematics, the comprehensiveness of coverage of the "Applies the concepts of geometry" "Uses data collection, analysis, statistics and probability to solve problems" and "Applies the basic properties of algebra" standards was insufficient in the 3-8 grade span. The district has aligned the standards and benchmarks and have added exit outcomes and essential learnings and assessments at the elementary level and are beginning the process at the secondary level.

#### 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 Benton Community:

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

Supplemental reading and mathematics services for eligible students (e.g., Title I, Part A)

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

Preschool Programming

Skills Iowa Data

#### Additional Data Gathering and Analysis

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

All data points included in the district's Annual Progress Report (APR).

The percentage of students who participate in district-wide assessment

The percentage of students in the lowest (at-risk or deficit) category on district assessments in grades K-3. (DWAP3, DWAP4, DWAP6)

Student performance on the ICRS reading assessment at grades 4, and 8 (DWAP6)

Annual cohort performance from grade 3 through grade 11 as measured by the ITBS and ITED in the areas of reading, mathematics, science.

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  
IDEA Proficiency Test (IPT) for English Language Learners and/or Language Assessment Scale (LAS) to measure ELL students' English proficiency (LEP2)

#### Future Data Gathering

Benton Community 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:

During the 2008-09 school year:

High School

Technology as it relates to data collection and presentation

Test Results; Review/Analysis focus ITBS/ITED

Leadership Teams; Analysis of student data as it relates to building goals

Reading Strategies; State of Iowa Content Site

Alignment with CSIP

New Student Data System

Specialty Groups; At-Risk, Perkins, Talented and Gifted

Second Chance Reading

#### Elementary

District Assessment team for standardized diagnostic testing

Cohesive Evaluation Calendar

Study ITBS Results

Reading: Small group flexible instruction (guided reading) initiative

Elementary Level Book Rooms

Second Chance Reading

#### Future Data Gathering

Benton Community 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:

During the 2008-2009 school year:

Review professional development implementation logs at all centers that supports district initiatives.

During the 2009-2010 school year:

Learn and follow the process for the IMCC modules and implementation plan for K-12.

During the 2011-2012 school year:

Completion of K-12 curriculum review as it relates to the IMCC and have full implementation of a K-12 plan.

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## **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

### **IV. HOW WILL WE EVALUATE OUR PROGRAMS AND SERVICES TO ENSURE IMPROVED STUDENT LEARNING?**

#### **A. WHAT STRATEGIES/PROCESS WILL WE USE TO EVALUATE HOW WELL THE ACTIVITIES INCLUDED IN CONSTANT CONVERSATION QUESTION 2 (WHAT DO/WILL WE DO TO MEET STUDENT LEARNING NEEDS?) WERE IMPLEMENTED?**

##### Goal-Oriented Approach to Program Evaluation

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

Identification of programs that contribute to progress with CSIP goals (program expectations)

Identification of any additional program goals (program expectations)

Identification of variables which affect performance

Identification of the indicators by which program effectiveness will be judged relative to performance

Development of procedures for collecting information about performance

Collection of performance data

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

Communication of results of the comparison to appropriate audiences

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

The District Communications Team will recommended the following program rotation and timelines for in-depth summative program evaluation, using both student achievement data and teacher implementation data: \*

Program	In-Depth Program Evaluation Rotation
Professional Development Program (District Career Development Plan)	Annually, beginning in 2008 (TQ10, TQ 11)*

Title II, Part A (Teacher and Principal Training/Recruiting)Note: Title II, Part A is embedded into Benton Communities district career development plan. Annually, beginning in 2008 (TPTR1)\*

Title I, Part A (Parent Involvement)Annually, beginning in 2008 (TITL1)\*

Title II, Part D (E2T2) Every two years, beginning in 2008 (FTP6)\*

Title IV(Safe and Drug Free Schools)Every three years, beginning in 2008 (SDF10)

Mentoring and Induction Program Every three years, beginning in 2009 (TQ9)\*

Talented and Gifted Program Every five years, beginning in 2012 (GT2)

Perkins (Vocational/Career and Technical Education Programs)Every five years, beginning in 2012 (PERK2, PERK3)\*

At-risk Program Every five years, beginning in 2008 (AR4)\*

Special Education Programs and Services Every five years, beginning in 2010 (ESPE1, ESPE2)\*

Benton Community will collect formative evaluation data for each program on an annual basis. However, the district will collect data regarding some programs, such as the professional development program (district career development plan), more frequently. Progress toward meeting program/service expectations will be reported by the Benton Administrative Team to the District Communications Team and the Board of Education.

**B. WHAT IMPLEMENTATION/STUDENT DATA WILL WE COLLECT, ANALYZE, AND USE TO DETERMINE HOW WELL EACH PROGRAM/SERVICE DESCRIBED IN QUESTION 2 HAS BEEN IMPLEMENTED TO SUPPORT OUR CSIP GOALS?**

CSIP Indicator Data to Measure Program Effectiveness

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

Professional Development Program (district career development plan) (TQ11)

At-Risk Program (AR4)

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

Mentoring and Induction Program (TQ9)

Special Education Programs and Services (ESPE2)

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

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

Title II, Part D (E2T2) (FTP6)

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

Additional Indicator Data to Measure Program Effectiveness

The district decided that it needs additional information to determine the effectiveness of some of its programs. In addition to the indicator data associated with the CSIP goals

listed in Benton Communities Constant Conversation #2, the district will also collect, analyze, and use the following data to inform effectiveness with the following programs:

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

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

Percentage of K-6 teachers who accurately use the strategies as measured by observations and implementation logs

Percentage of K-12 teachers who document technology usage in their implementation logs

Percentage of K-6 students who are independent at grade level on the BRI and Fontas and

Pinnell Benchmark Assessment, and Stanford Diagnostic Reading Assessment (grade 6)

Percentage of 7-8 students who improve on district-developed performance tasks

Gifted and Talented Program (GT2)

Rather than judging the effectiveness of its gifted and talented program through CSIP goal indicators since Benton Community does not believe that disaggregating its district-wide assessment data by gifted and talented student participants provides meaningful information, Benton Community is going to use the following indicator to determine the effectiveness of its gifted and talented program:

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

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

Special Education Programs and Services (ESPE1)

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

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