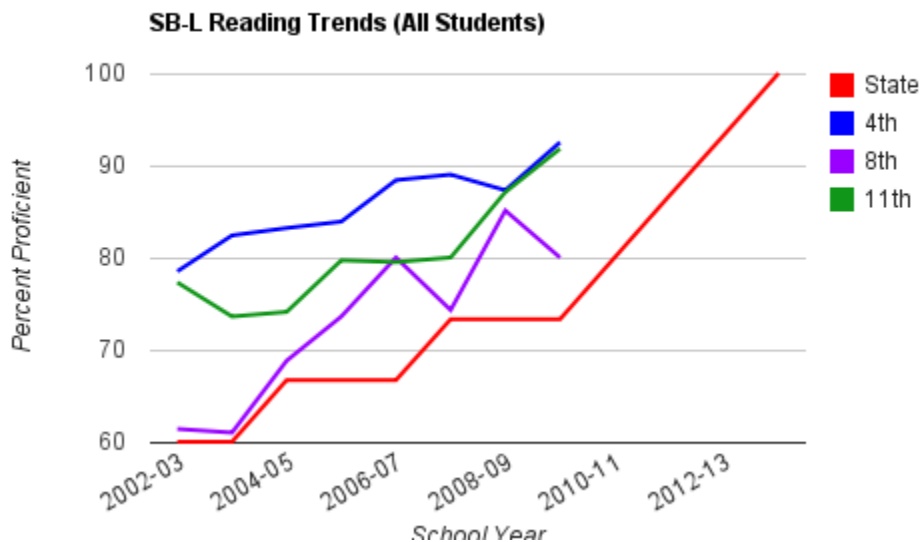


## Sgt. Bluff-Luton District Professional Development Plan for 2010-2011

The following goals are from our Comprehensive School Improvement Plan. The data analyzed are from ITBS/ITED SB-L Student Achievement Data. Additionally, data is analyzed from the primary building using the Observation Survey and the BRI.

### Goal 1: All K-12 students will improve achievement in reading comprehension

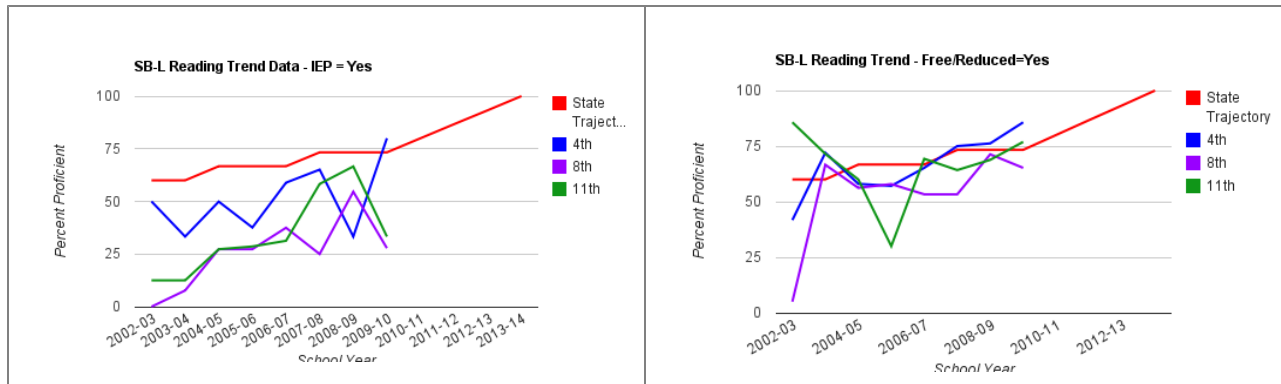
Analysis of Reading Scores from across the district has indicated that as a whole, students at SB-L achieve at fairly high levels.



Over the years, two subgroups have been identified as performing at noticeably lower levels in Reading Comprehension - the students who are on an IEP, and the students who are on Free or Reduced Lunch.

The 2007-2008 Middle School IEP subgroup data placed us on the "Watch List." Although the IEP subgroup did meet AYP the following year with the 2008-2009 data, they were placed back on the watch list as a result of a drop in performance with the 2009-2010 data.

The 2008-2009 Elementary School IEP subgroup data placed us on the "Watch List." Although the IEP subgroup did meet AYP according to the 2009-2010 data due to improvement, the group still performs below the state trajectory.



### Past efforts for improving reading comprehension

- Since 2005, the middle school and since 2007, the elementary school have implemented Skills Iowa and Skills Tutor to supplement and enhance reading comprehension by trainers from the Iowa Association of School Boards.
- Beginning in the Fall of 2008, all classrooms were equipped with the following technology - Video Projectors, Large 7' screens, sound system. Each teacher was provided a Tablet PC computer and in-service in how to utilize the technology to provide a more visual learning experience for their students.
- Training of CORI strategies to middle school staff.
- Training of specific reading in the content strategies to middle school staff though Northwest AEA personnel.
- Training on administration and analysis of BRI data to elementary staff through Northwest AEA personnel.
- Training of high school and middle school staff in Professional Learning Communities.

### Results of past efforts for improving reading comprehension

The data clearly show that the reading comprehension scores for students at SB-L have increased by over 10 percentile points in all buildings since the 2003-2004 school year.

During the same period of time, students on an IEP have also their scores in reading comprehension. However, students on an IEP are still performing noticeably lower than students without an IEP and below the state trajectory for reading comprehension.

### Current focus for improving reading comprehension

- Continue past efforts of using Skills Iowa and Skills Tutor in Elementary and Middle School.
- Continue to implement visual learning through technology throughout the district.
- Continue to implement content reading strategies
- Form Professional Learning Communities throughout the district to provide focus, structure, and time for the analysis student data and teaching strategies.
- Provide staff development to all district staff in differentiated instruction to better meet the needs of students in various subgroups.

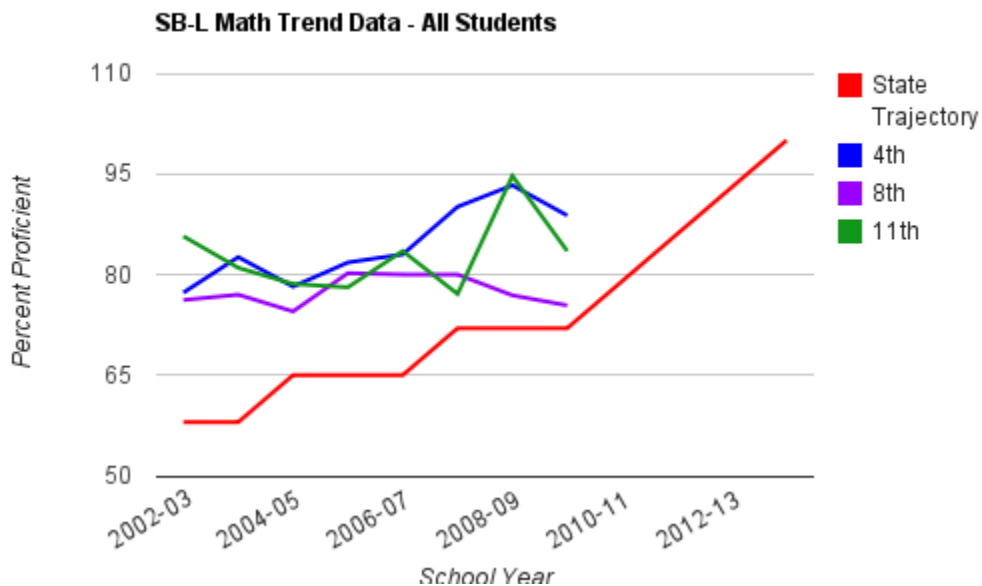
- Provide awareness of Iowa Core Curriculum and the Common Core Literacy standards to staff.
- Align current practices with Common Core Literacy standards using the ICAT.

The Building Leadership teams will continue to:

- Continue to Analyze State Assessment data and identify strengths and weaknesses identified in the reading assessment data.
- Research strategies and programs that help students who are on an IEP and/or Free or Reduced Lunch.
- Provide training, or contract training, to staff in reading strategies that have been identified.
- Develop and monitor implementation plans and assess effectiveness of in-service related to reading strategies.

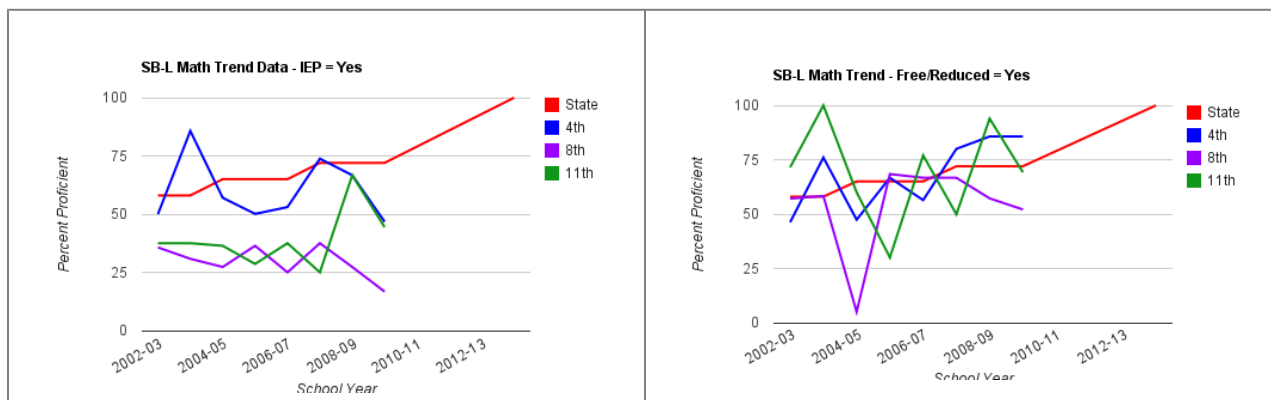
**Goal 2: All K-12 students will improve achievement in mathematics**

Analysis of Math Scores from across the district has indicated that as a whole, students at SB-L achieve at fairly high levels. However, the middle school and high school scores have **not** been able to sustain an improvement trend over time. Their scores remain relatively flat. The elementary school scores have shown a noticeable increase over the same time.



Over the years, two subgroups have been identified as performing at noticeably lower levels in Math Problem Solving - the students who are on an IEP, and the students who are on Free or Reduced Lunch.

The 2009-2010 middle school Free or Reduced Lunch subgroup and the IEP subgroup data placed us on the "Watch List."



### Past efforts for improving Math Problem Solving

This is the first year SB-L has been identified on the "Watch List" for math problem solving and efforts up until now have focused primarily on improving reading comprehension.

- Since 2005, the middle school and since 2007, the elementary school have implemented Skills Iowa and Skills Tutor to supplement and enhance Math skills by trainers from the Iowa Association of School Boards.
- Beginning in the Fall of 2008, all classrooms were equipped with the following technology - Video Projectors, Large 7' screens, sound system. Each teacher was provided a Tablet PC computer and in-service in how to utilize the technology to provide a more visual learning experience for their students.
- In 2009-2010 select staff from the middle school, elementary school, and primary school participated in training of PBITs (Problem Based Instructional Tasks) provided by the AEA.

### Results of past efforts for improving math problem solving

- Student performance scores for students as a whole, for students on an IEP, and for students on Free or Reduced Lunch in the middle and high school have not increased or decreased substantially over time.
- Students scores are increasing overall and for the students identifies as Free or Reduced Lunch in the elementary school.
- Students scores are remaining stable for students on an IEP in the elementary school.

### Current focus for improving math problem solving

- Continue past efforts of using Skills Iowa and Skills Tutor in Elementary and Middle School.
- Continue to implement visual learning through technology throughout the district.
- Form Professional Learning Communities throughout the district to provide focus, structure, and time for the analysis student data and teaching strategies.

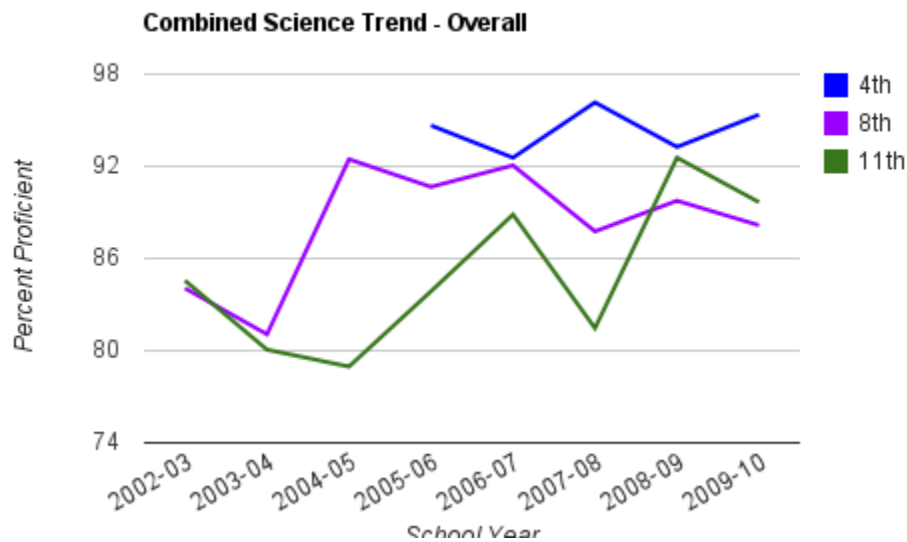
- Provide staff development to all district staff in differentiated instruction to better meet the needs of students in various subgroups.
- Implement GoSolve computerized Math program at Elementary school focusing on Math Problem solving.
- Provide awareness of Iowa Core Curriculum and the Common Core Math standards to staff.
- Align current practices with Common Core Math standards using the ICAT.

Across the district, the building leadership teams will continue to:

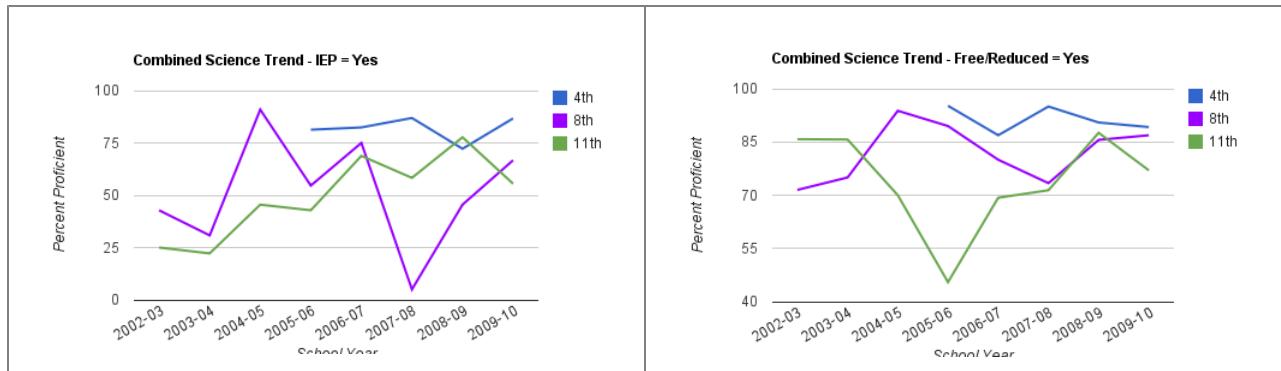
- Analyze State Assessment data and identify strengths and weaknesses identified in the math assessment data.
- Identify specific areas for math strategy implementation focus.
- Provide training, or contract training, to staff in math strategies that have been identified.
- Develop and monitor implementation plans and assess effectiveness of in-service related to math strategies.

### **Goal 3: All K-12 students will improve achievement in science**

Analysis of Reading Scores from across the district has indicated that as a whole, students at SB-L achieve at fairly high levels.



Over the years, only one subgroup has been identified as performing at noticeably lower levels in science - the students who are on an IEP (only at the middle and high school). Students in the high school IEP subgroup have been steadily increasing and closing the achievement gap.



### Past efforts for improving Science

- Increase student understanding of the scientific method.
- Increase use and application of scientific terminology as it relates to inquiry and method.

### Results of past efforts for improving Science

- Our students typically score well on the ITBS and ITED science assessment.
- Students with IEP's are demonstrating improvement.

### Current focus for improving Science

- Form Professional Learning Communities throughout the district to provide focus, structure, and time for the analysis student data and teaching strategies.
- Provide staff development to all district staff in differentiated instruction to better meet the needs of students in various subgroups.
- Provide awareness of Iowa Core Curriculum and the Common Core Science standards to staff.
- Align current practices with the Iowa Core Science standards using the ICAT.

### Across the district, the building leadership teams will continue to:

- Analyze State Assessment data and identify strengths and weaknesses identified in the science assessment data.
- Identify specific areas for science strategy implementation focus.
- Provide training, or contract training, to staff in math strategies that have been identified.
- Develop and monitor implementation plans and assess effectiveness of in-service related to science strategies

### **Goal 4: All K-12 students will use technology in developing proficiency in reading, mathematics, and science**

The staff at SB-L are continuously improving their technology skills. They continue to show improvement in their ability to manipulate technology for both management and

instructional tasks. This enables them to implement technology into their classroom to improve achievement across the curriculum.

#### Past efforts for improving Technology Skills

- Provided equipment and training for all staff in use the Tablet PC, video projector and sound system.
- Provided training on student information system for collecting and analyzing data such as lesson plans, assessment data, discipline data, and attendance data.
- Provided software and training on specific programs such as gmail, Skills Iowa, Accelerated Reader, Turn it In, etc.

#### Results of past efforts for improving Skills

- The implementation of technology has increased student engagement.

#### Current focus for improving Technology Skills

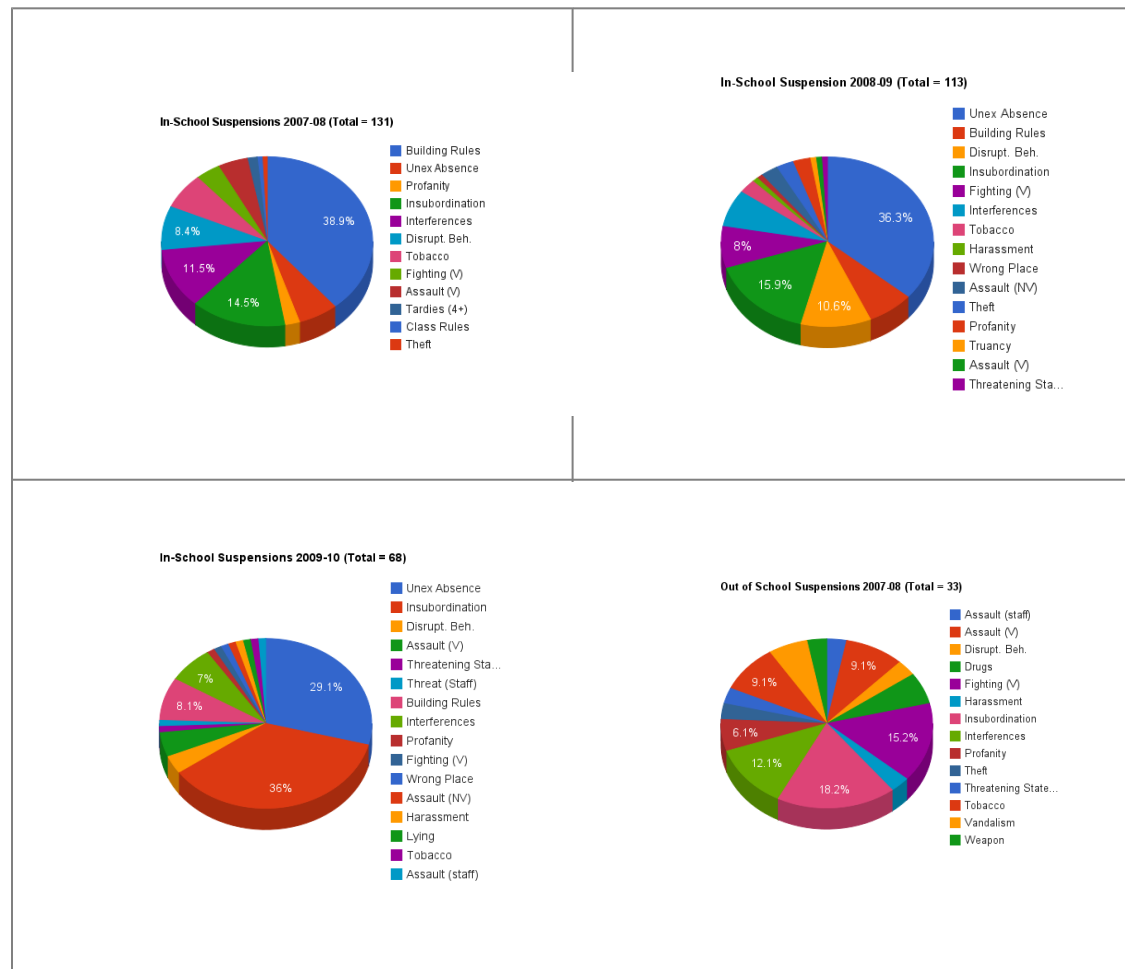
- Form Professional Learning Communities throughout the district to provide focus, structure, and time for the analysis student data and teaching strategies.
- Provide staff development to all district staff in differentiated instruction to better meet the needs of students in various subgroups.
- Provide awareness of Iowa Core Curriculum and the Common Core 21st Century Skills standards to staff.
- Align current practices with the Iowa Core 21st Century Skills standards using the ICAT.

#### The Administration and Technology Committee will continue to:

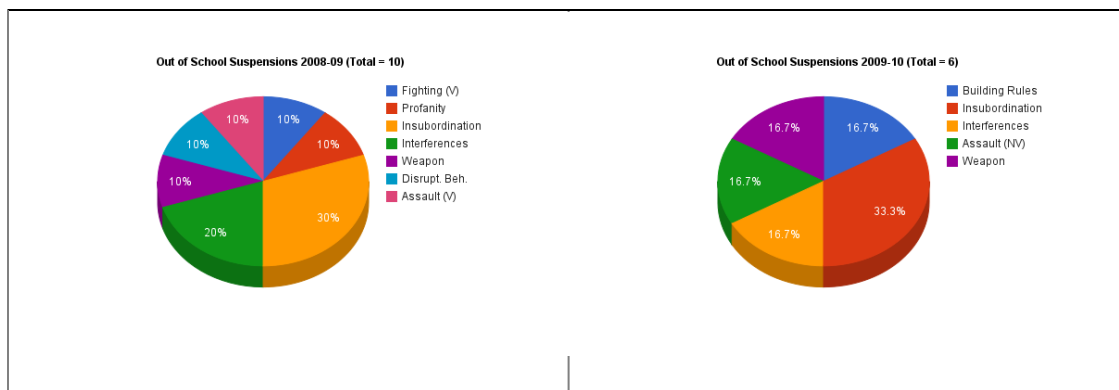
- Evaluate current proficiency level of technology skills of both staff and students
- Evaluate use of technology integration with instruction
- Provide training to staff in use of technology integration
- Monitor implementation plans and assess effectiveness of in-service related to technology integration.

**Goal 5: Provide a safe, orderly environment conducive to learning for all student**

The buildings at SB-L have been safe and conducive to learning. Analysis of the last three years discipline records for the entire district indicate that the number of both In School Suspensions (ISS) and Out of School Suspensions (OSS) have been declining. In two out of the three years, the offense that led to an ISS was unexcused absences. In two out of the three years, the offense that warranted an OSS was Insubordination. In both of those cases, neither type of infractions were violent or potentially dangerous to the staff and students at SB-L. The district recognizes that a single instance of violence can drastically change the school culture and community and will continue to monitor and provide programming to ensure the safety of our students and staff.







### Past efforts for improving safety and school climate

- Implement Character Education for all students in Grades Kindergarten through 5th.
- Implement DARE program at 5th Grade
- Provided training on student information system for collecting and analyzing data such as, discipline data, and attendance data.
- Restricted building access via system that requires guests to be "buzzed" in during school hours.

### Results of past efforts for improving safety and school climate

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### Current focus for improving safety and school climate

- Continue providing DARE program.
- Continue providing Character Education.
- Provide staff development to all district staff in differentiated instruction to better meet the needs of students in various subgroups.
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### The Administration and the Guidance PLC will continue to:

- Provide training to staff in issues relating to school safety such as bullying and harrassment.
- Monitor implementation plans and assess effectiveness of in-service related to school safety and climate.

## **District Professional Development Focus**

1. Implement Differentiation in all classes.
  - a. Supports
    - i. Send administration and teachers to the Differentiation Conference in Chicago – Summer 2010

- ii. Provide support reading material to teachers and administrators.
  - iii. Provide in-service time during the school year professional development days.
  - iv. Bring in a speaker to Sgt. Bluff to provide additional training and perspective.
  - v. Provide in-service to staff relating to working with diverse learners that includes gender fair and multicultural approaches.
- b. Goals
  - i. All staff would begin to question long established practices dealing with differentiation.
  - ii. Reevaluate current grading practices as they pertain to differentiation.
  - iii. Begin to implement differentiation into classroom.
  - iv. Increase student achievement as a result of implementing differentiation into the classroom.
  - v. insure that all learners are treated fairly and are provided appropriate learning experiences.
- 2. Implement Professional Learning Communities in all buildings
  - 1. Supports
    - 1. Gain board approval for time necessary to consistently meet in PLC's.
    - 2. Provide direction for staff when meeting in their PLC's
  - 2. Goals
    - 1. Increase communication between staff on the daily practices of instruction and assessment of students.
    - 2. Gain consistency between staff who teach same content, grade level, etc.
- 3. Implement Google Apps (Gmail, Google Docs, Google Sites, Google Forms, Google Calendar) for all staff and for students in grades 6-12.
  - 1. Supports
    - 1. Provide training to administration and teachers in Google Apps
  - 2. Goals
    - 1. Increase staff ability to integrate technology into their classroom
- 4. Plan for implementing a 1-1 solution at the high school for the school year 2011-2012.
  - 1. Supports
    - 1. Provide opportunities for our HS Staff to visit schools who have adopted 1-1 computing
    - 2. Provide documents such as policies to HS Administration and teachers concerning 1-1 computing.
  - 2. Goals
    - 1. Develop a plan that will lead to a successful implementation of 1-1 computing.

## District Professional Development Calendar 2010-11

Date	Professional Development	Focus
8/16/10 & 8/17/10	1/2 Day District, 1/2 Day Building	Dist. - Welcome, Blood Borne Pathogens, Technology Update, Restraint Training PS - Handbook, Schedules, SpEd Staff with NWAEA Staff, ICC, Assessment - Consistency, Vocabulary Development ES - ICC, Handbook, SINA Plan/Professional Development MS - ICC, 504's, Evaluations, PD Calendar, PLC's HS - ICC, 504's, Evaluations, PD Calendar, PLC's, Second Chance Reading, AIW, Building Action Plans
9/20/10	1/2 Day District, 1/2 Day Building	Dist. - Google Apps presented by CASTLE from IA State PS - Review Targets and 5-Year Plan, Sharing Assessment Practices/reporting -Reading, Math, Writing, Non-proficient Students (identify/improve instruction), Instructional Strategies from Chicago DI Workshop; PM-CASTLE presentation; EC Team with Sally Hartley focusing on QPPS ES - Skills IA, SINA - Review Action Plans & Updates; CASTLE presentation MS - Skills IA, Plan to help non-proficient students HS - Castle Presentation (Technology training in preparation of 1:1 initiative)
10/18/10	Full Day Building	PS - Book Study, Instructional Strategies from Chicago DI Workshop (rdg, wrtg, math), Review NWAEA online resources (research/ learning), Google Calendar/Docs w/ NWAEA Tech support; PM-Grade level & EC Team with Sally Hartley focusing on OPPS ES - SINA work on Literacy - Reading comprehension; Differentiated Instruction Strategies; Google Apps Training & Practice MS - Skills IA, Book Review "Fair Isn't Always Equal", AEA Team (Referrals, Peer Coaching, Raising IEP & SES Scores HS - Technology Training (Google Docs, Google Sites, Dyno) preparation of 1:1 initiative
11/12/10	Full Day District	Dist - Guest Speaker: Rick Wormeli. Topic: Differentiation
1/17/11	Full Day Building	PS - Differentiated Instruction with Guest Speaker Lauren Reynolds ES - Differentiated Instruction with Guest Speaker Lauren Reynolds MS - Book Review, Identifying and helping non-proficient students,

		<p>successful strategies, AEA Presentation on Positive Behavior Supports (PBS),</p> <p>HS - High School Reviewed online text books in preparation of 1:1 initiative</p>
2/21/11	Full Day Building	<p>PS - IPDP Review &amp; Vertical Team meetings in Rdg, Math, Wrtg, EC Team working with Sally Hartley focused on QPPS/SWVP</p> <p>ES - SINA, Differentiated Instruction - Creating Differentiated Lessons - Go Solve Math Problem Solving Training</p> <p>MS - Book Review, Building security presentation (Active Shooter), Preparing for Administration of ITBS, Staff to North Middle for PLC Development and Education</p> <p>HS - NO PD Swapped with April 20th to have teachers attend state wide 1:1 workshop</p>
4/26/11	Full Day Building	<p>PS - Book Study, Grade level work, EC with Sally</p> <p>ES - ITBS Data Review, Review SINA Data &amp; Plan for next year, Look at &amp; Discuss new reading series K-5</p> <p>MS - Book Review, PLC Development of Personality Identification/ Team Building, etc., ITBS Analysis &amp; action planning for 2011-12, Scheduling for 2011-12, Switch Day, Planning PD for 2011-12 School Year.</p> <p>HS - 1:1 Computing professional Development</p>