

Abraham Lincoln



	09-10	10-11	11-12
Total Student Enrollment:	1497	1381	1340
%Free/ Reduced Lunch	44%	47%	54%

Council Bluffs Community School District SIP Fact Sheet

DATA

Reading:

Reading comprehension is a significant area of concern. Reading can be implemented across the curriculum. 65% of 9th grade cohort group in 08/09 scored proficient which improved to 73% (same cohort group) in 10/11. In looking at longitudinal data for the graduating class of 2011-2012, 64% of students were proficient during their 05/06 school year which increased to 69% during their 10/11 school year. The average NPR over a five year period increased from 53 to 56. Although we have made small gains in reading comprehension, one in three students still scores below the proficiency range on the ITED's.

Math:

Problem Solving is an area of concern for our building. Scores indicate either a decline or are flat depending on the sub-group. Problem solving strategies will be implemented in the Math department. 68% of 9th grade cohort group in 08/09 scored proficient which improved to 69% (same cohort group) in 10/11. In looking at longitudinal data for the graduating class of 2011-2012, 68% of students were proficient during their 05/06 school year which decreased to 66% during their 10/11 school year. The average NPR over a five year period decreased from 57 to 54. Math continues to be an area of concern for our building due to our flat scores and slight decrease in overall NPR.

Safe Schools:

ADA is below the district average and below the target goal of 95%. Suspensions and office referrals continue to be a concern. Both ADA and referral numbers and types can be addressed through SRS across content areas. ADA percentage is going down. The building was at 90.11% at the end of 2010-11 and is currently at 87.39%. While OSS total occurrences are down by 10 (as compared with a similar time frame last year), we are concerned about the total number of days. At this time we have 123.5 days of OSS and last year's totals were around 280 total days. In looking at the data further, the reason for the increase in days is most likely due to the longer day suspensions for things like weapons and drugs.

STRATEGY

Reading:

1. Implement Lynx Reads four times per week building wide with a weekly focused reading prompt/question that is higher level and promotes individual reflection, small group discussion, and whole group sharing.
2. Implement content area read-alouds building wide with a focus on using outside print resources. Minimum of one time per week per teacher per class.
3. Teachers will develop word walls to increase and document content area vocabulary awareness, usage, discussion, and retention.

Math:

1. Increase the amount of student exposure to higher order Math problem solving approaches, strategies, and experiences.
2. Use PGW to increase student talk about strategy use and thinking in math classes on a daily basis.

3. Begin to identify areas of strength and weakness within the various Math strands such as Geometry and Algebra.

Safe Schools:

1. Implement lessons based on the first 20 days to include co-constructed classroom rules, positive behaviors, and developmental assets.
2. Increase staff promotion of good attendance and monitoring of attendance.
3. Implement SRS lessons and increase staff promotion of developmental assets.
4. Development of social norming leadership teams for students and teachers.

EVIDENCE

Reading:

Teachers will meet weekly in Vertical PLC team meetings to discuss content area read aloud, Lynx Reads, and word wall implementation. An administrator will facilitate Vertical PLC teams. Teachers will present evidence of implementation to Vertical PLC team members. Teachers will collaborate to create content area read aloud lesson plans.

Math:

Teachers will meet bi-monthly in PLC content team meetings to discuss strategies and implementation of teaching/learning strategies. Teachers will collect and score problem solving samples using the Instructional Framework to share during PD and PLC times. Teachers will create student displays that show the Problem Solving process. Initial study of implementation will be conducted in the beginning of second trimester to get baseline data. A 2nd study of implementation will be conducted at the end of second and third trimesters to measure growth. ITED, ACT, and ACT Plan data will be reviewed to monitor student achievement progress.

Safe and Respectful Schools:

All teachers will co-construct classroom rules/expectations and reteach rules as needed. Leadership will monitor the use of red cards. Attendance team will monitor ADA. Teachers will teach and review the first 20 days lessons. Administrators will monitor out-of-school suspensions and attendance rates.

FUTURE

Reading:

By May 2012, we will improve literacy skills in the area of Reading Comprehension as measured by 80 % of students scoring proficient on the ITED Reading Comprehension sub test.

Math:

By May 2012, we will improve math skills in the area of Problem Solving as measured by 80 % of students scoring proficient on the ITED Math Problem Solving sub test.

Safe and Respectful Schools:

By May 2012, we will improve student behaviors, as measured by decreasing # of out-of-school suspensions by 10% and improved average daily attendance to 95%.

THOMAS JEFFERSON



HIGH SCHOOL

Enrollment: 1,292

Free and Reduced Lunch Percentage: 73%

Council Bluffs Community School District SIP Fact Sheet

DATA	Reading 2010 ITED All Students: Low-42.2; Intermediate-52.3; High-5.4; Total = 57.8% Proficient FAY Students: Low-41.7; Intermediate-52.5; High-5.8; Total = 58.27% Proficient
	Math 2010 ITED All Students: Low-40.6; Intermediate-49.8; High-9.5; Total = 59.34% Proficient FAY Students: Low-39.4; Intermediate-50.6; High-10; Total = 60.63% Proficient
	Safe Schools 2010-11 Data Graduation Rate: TBA Average Daily Attendance: 86.91%

Reading: Literacy Strategies, Read Alouds, Authentic Intellectual Work, Gradual Release of Responsibility and Productive Group Work, Sustained Silent Reading	STRATEGY
Math: Problem-Based Instructional Tasks, Do It Nows, Think Alouds, Common Assessments, Authentic Intellectual Work, Gradual Release of Responsibility and Productive Group Work	
Safe Schools: Increase participation in clubs and athletics, social norming campaign, PRIDE recognition for students, 9 th grade Gold Cards, weekly attendance meetings	

EVIDENCE
Productive Group Work will be evident in all classes. Complexity of task and elaborated communication (AIW) will be evident in student tasks. Student engagement will increase measured by walk through data and teacher feedback. Average daily attendance will increase, as will graduation rates. ITED scores will show gains (83% proficient is the target) in math and reading.

FUTURE
All staff has now been trained in Authentic Intellectual Work and will transfer that knowledge and experience to the CB Instructional Framework Model to score student tasks, student work and instruction. Students will graduate on time and prepared to be successful in post-secondary educational opportunities. The school will develop a college-going culture for all students.

Kanesville Alternative Learning Center

Hex 1 TJ 77 AL 81 Other 5 (163)
 Hex 2 TJ 107 AL 91 Other 6 (204)
 Free and Reduced Lunch Percentage
 Approximately 62%

Council Bluffs Community School District SIP Fact Sheet

DATA	<p>Literacy:</p> <ul style="list-style-type: none"> * Current ITED data (January 2011- students with 24-35 credits) for 54 participants shows 29% proficient in reading. *PLAN testing data (January 2011- students with 12-23 credits) for 18 participants shows 39% proficient in reading. *Social Studies district writing assessments show only 5% of student writing as proficient. (81 participants)
	<p>Safe Schools:</p> <ul style="list-style-type: none"> *Average daily attendance at Kaneshville for the 2010-11 school year ranged from 60% to 70%.

<p>Literacy:</p> <ul style="list-style-type: none"> *Implement a systematic note taking process and expository writing as a tool for learning in content areas and the workplace. *Teachers will use Productive Group Work, Step Up to Writing, and Authentic Intellectual Work strategies throughout the school year. 	STRATEGY
<p>Safe Schools:</p> <ul style="list-style-type: none"> *Implement a structured advisement program for all students. *Pilot a student internship component for students. *Use data wall to create interventions for students through the avenue of professional learning community groups focusing on student attendance, grades, and credits. 	

EVIDENCE
<ul style="list-style-type: none"> *Increased reading comprehension scores as evidenced by several forms of assessment- including SRI. *Improved percentage of proficiency on social studies writing assessments. *Increased daily average attendance. *Increased implementation of productive group work in classrooms. *Increased number of graduates. *Reduced number of drop outs.

FUTURE
<ul style="list-style-type: none"> *Create partnerships for internship pilot program. *Professional development for all in the Step up to Writing and Productive Group Work programs. *Continue to build 40 Developmental Assets within the curriculum and through Advisement. *Implement intervention program through professional learning communities.



Tucker Career & College Center

Enrollment

9-10 = 234 students
 10-11 = 356 students
 11-12 = 480 students

Council Bluffs Community School District SIP Fact Sheet

DATA

Reading: 70.37% of Junior CTE students (concentrators) tested met or exceeded proficient level on ITED Reading exceeding FY'10 Perkins Performance Level State Target of 58.78%. FY'12 Local Target is 78.33%, while State Target is 82.78%.

Math: 66.91% of Junior CTE students (concentrators) tested met or exceeded proficiency level on ITED Math meeting (w/in 90% of) FY'10 Perkins Performance Level State Target of 68.11%. FY'12 Local Target is 76.11%, while State Target is 84.84%.

Safe Schools: Climate Data Survey Results of Significance: 82.66% of TCCC students responded positively to being treated fairly & w/ respect by staff; 92% responded in agreement/strong agreement of feeling safe while at TC; 87% responded in agreement/strong agreement that TC teachers hold high expectations for students to produce quality work; 84% responded in agreement/strong agreement that TC teachers are willing to help all students be successful in classes.

Reading: Continued instructional Model emphasis w/ Gradual Release Model / Productive Group Work; Staff will implement building-wide vocabulary initiative aimed at increasing reading comprehension as measured by pre and post testing of students over School to Career related vocabulary bank; Staff will implement content area read-aloud, provide weekly opportunities for students to read a career-related article, and demonstrate understanding in a writing opportunity; Staff will provide an opportunity for students to complete a written report and/or research study each Trimester in every CTE class.

Math: Continued instructional Model emphasis w/ Gradual Release Model / Productive Group Work; Staff will implement Math to Self/Math to Life strategies to see a relationship between a math concept and a real life situation or one's own prior learning. Finding math to self/math to life connections greatly increases the relevance of new information and skills being learned; Staff will implement opportunities for students to work collaboratively solving content area math problems

Safe Schools: Continue PBIS "SKILLS" Program; Good Attendance Recognition; Employability Skills Assessed and Recognized.

Technology Integration: Emphasis on meaningful integration of technology to enhance learning; Professional Development for staff to implement 1:1 Initiative; PD support from Model Technology Classroom Teacher.

STRATEGY

EVIDENCE

Data will indicate sustained focus on implementation of CBCSD Instructional Framework Model – Gradual Release of Responsibility/ Productive Group Work. Improved learning tasks through staff collaboration utilizing AIW scoring protocols. Meeting or exceeding State Targets for Perkins Performance Indicators in Reading, Math, & Graduation Rates. Positive Student Survey results from Climate Data indicating a safe and supportive learning environment. Transformational learning opportunities through technology integration.

FUTURE

Tucker Center specific – Instructional Model (GRR/PGW) Fidelity, Strong curriculum and instruction promoting post-secondary education and career readiness potential.

District specific – Strong CTE curriculum with rigorous course sequence opportunities that promote student engagement in Career Pathways. Academy programs supported by Community Partnerships in Banking-Finance; Emerging Technologies; Health Science complete with rigorous course sequence leading to senior year internship / capstone experiences that lead to student opportunities for post-secondary and career readiness potential.

Kirn Middle School

Enrollment: 940
Free and Reduced Lunch Percentage: 54%

Council Bluffs Community School District SIP Fact Sheet

DATA	<p>Literacy: 6th grade reading achievement lags behind 7th and 8th grade achievement. Hispanic (58.9), ELL (45.45), and Sp. Ed. (32.35) missed Reading AYP goals. FAY/ALL, Low SES, & ELL subgroups all improved building reading scores in 2011. 7th and 8th grade reading cohort groups improved . . . +9.2% in 7th & +10.1% in 8th.</p>
	<p>Math: 6th grade achievement lags behind 7th and 8th grade achievement. All Students (70.13), Low SES (59.36), and White (70.66) missed AYP goals. FAY/ALL, Low SES, Sp. Ed., ELL, & Hispanic subgroups improved math scores in 2011. 7th and 8th grade math cohort groups improved . . . +0.8 in 7th & and + 3.9% in 8th.</p>
	<p>Safe Schools: Kirn Middle School met Avg. Daily Attn'd. Goals for the 6th Straight Year (94.1%). Days Missed to Student Suspension 766 with 187.5 ISS and 578.5 OSS. Students reporting they are treated with respect by staff 74.11% (+0.61%) Students reporting staff are treated with respect by students 47.95% (+1.15%)</p>

STRATEGY	<p>During 2011-12, Kirn Middle School will achieve adequate yearly progress for all subgroup categories of ITBS in Reading (81%) & Math (82%), plus 60th percentile NPR in ITBS Literacy and Math subtests.</p> <ol style="list-style-type: none"> Increase teacher collaboration by implementing job-embedded departmental professional learning communities during Monday building professional development, and Wednesday, Friday team planning periods. Increase student collaboration by implementing productive group work to improve quality, quantity, and completion of student work.
	<p>During 2011-12, Kirn Middle School will increase the percentage of students in school and succeeding in their classes by providing a safe, respectful school environment for all students and staff.</p> <ol style="list-style-type: none"> Instruct teachers in Differentiated Student Success Model to create an atmosphere that is safe, respectful, and supportive for all students and staff. Implement Positive Action Center (PAC) and associated guidelines and procedures to address disruptive classroom behavior, impose consistent consequences, provide instructional interventions, and decrease lost class time.

EVIDENCE

Teachers have formed departmental professional learning communities and work together to clarify essential learnings, plan units, develop assessments, study student work, and review assessment results. The PLC's meet Monday, Wednesday, and Friday during grade level team planning time during the school day to develop SMART Goals and plan their teaching. David Schweitzer, Mike Johnson, & Scott Cordell facilitate the PLC's. Kirn Keys are used to teach common expectations & procedures for all students to improve our school.

FUTURE

6th grade literacy is piloting the Council Bluffs Literacy Model including intervention for all struggling readers. 6-8th grades have received new curriculum, resources, and doubled the amount of their class time in math. 6-8th graders participate in Sustained Silent Reading during Kirn Reads Tuesday-Friday mornings. Core content district assessments are being developed & implemented with teacher results on Inform. Kirn is developing a Professional Development Blog on Ning to promote collaboration, management, and feedback for the PLC groups.

Woodrow Wilson Middle School



Enrollment = **955**
 Free and Reduced
 Lunch Percentage = **75%**

Council Bluffs Community School District SIP Fact Sheet

DATA	Reading: Significant increases in independent reading with 70% or more surpassing the goal of 6 or more books Significant gains in 8th grade (FAY 60.1 to 68.9% proficient) Significant gains in 7th grade (FAY 59.9 to 67% proficient) Decrease in 6th grade (FAY 62.1 to 58.5% proficient)
	Math: Problem solving showed an increase over previous years and was an emphasis in our Math S.I.P. and a school-wide strategy. Significant gains in 8th grade (FAY 62.7 to 68.7% proficient) Significant gains in 7th grade (FAY 63.8 to 76.1% proficient) Decrease in 6th grade (FAY 63.7 to 62.4% proficient)
	Safe Respectful Schools: Attendance rate was 95% A.D.A. Wilson Wisdom formative assessment data indicated increased understanding.

Reading: <ul style="list-style-type: none"> Productive Group Work by Fisher and Frey. Workshop – 6th Grade Literacy 	STRATEGY
Math: <ul style="list-style-type: none"> Productive Group Work by Fisher and Frey. Investigative Approach and New Curriculum 	
as Safe Respectful Schools: <ul style="list-style-type: none"> Weekly SRS meetings Norming campaign – “Show Courage, Be Undefeated” 	

EVIDENCE
<ul style="list-style-type: none"> Increased achievement on ITBS and common assessments Walk Throughs using rubrics for Productive Group Work Professional Learning Community PGW SMART Goals and implementation artifacts Average Daily Attendance, climate survey, referrals

FUTURE
<ul style="list-style-type: none"> Professional Development for Productive Group Work and Workshop Model Title I Professional Development Days for Productive Group Work strategies in the areas of Reading and Math Lesson for Wilson Wisdoms and implementation of CHAMPS expectations



Bloomer Elementary

1 Team, 1 Mission, Every 1 Succeeds

Enrollment = 497 Pre K-5 students
 Free Reduced Lunch Percentage
 May 2011-75% Mobility-38%
 White-67% Hispanic- 23% Black-
 7% NA-2% Asian-1%
 Average Class Size-22.2

Council Bluffs Community School District SIP Fact Sheet

DATA

Reading Comprehension: Full Academic Year Percent of Students Proficient				
Year	2007-2008	2008-2009	2009-2010	2010-2011
3 rd -5 th grade	66.67	77.03	79.53	80.26
Math: Full Academic Year Percent of Students Proficient				
Year	2007-2008	2008-2009	2009-2010	2010-2011
3 rd -5 th grade	76.05	77.48	80.12	80.92
Safe Schools:				
Year	2007-2008	2008-2009	2009-2010	2010-2011
Average Daily Attendance	95.77%	95.77%	95.10%	95.66%
Year	2008-2009	2009-2010	2010-2011	
Out of school Suspension	22	5	13	
In School Suspension	34	9	4	
Office Referrals	452	237	135	
Parents Satisfied	90.7%	95.8%	70.21% (47 took survey)	
Students Satisfied	79.7%	93.7%	87.22%	

Reading:
 -Implement Language, Writer's and Reader's Workshops with a focus on rigorous and relevant mini-lessons
 -Implement Reader's Workshop with a focused study on small group instruction

Math:
 -Increase mental computation strategies through the implementation of Number Talks
 -Provide differentiated instruction through the use of small group and individual instruction

Safe Schools:
 -Develop a conceptual understanding of Authentic Relationships as they relate to a strength-based asset rich environment
 -Provide differentiated student supports to increase student assets

STRATEGY

EVIDENCE

Reading & Math-Increased scores on all given assessments both formal and informal
Data Wall -Increase the percent of students who are at the proficient and advanced levels and decrease the percent of students who are at the below basic level on the Data Wall for both Reading and Math
Safe Schools-Increased Attendance, Decrease in Office Referrals, Positive Climate Survey Data
Implementation-Walk through data to include specific look fors matched to the SIP goals

FUTURE

Develop and implement a system for providing effective feedback to teachers through individual conferencing

Carter Lake Elementary



Enrollment: **445 (PK-5)**
 Free and Reduced Lunch
 Percentage
80%

Council Bluffs Community School District. SIP Fact Sheet
 OUR vision is an atmosphere in which mediocrity is unacceptable

DATA	Reading Comprehension:				
	2010-11	2 nd	3 rd	4 th	5 th
	NPR	66	68	57	63
	% Proficient	80%	80%	65%	78%
	Math:				
	2009-10	2 nd	3 rd	4 th	5 th
	NPR	46	69	55	65
% Proficient	62%	73%	62%	75%	
Safe Schools:					
Average Daily attendance for Carter Lake is 95.28% which reflects a slight increase from 10-11.					
Out of School Suspension: 51 Total Days out of school					

STRATEGY	<p>Reading: In three years the achievement of all students at Carter Lake Elementary will increase in NPR. This will be a result of quality mini lesson (year one), quality conferences (year two) and integration (year three) in content and application which is reflected throughout the literacy workshops.</p> <p>Math: The achievement of all students at Carter Lake Elementary will increase through the use of data collection/analysis and application of the Number Talk strategy which is reflected in math workshop.</p> <p>Safe Schools: Increase student attendance through the implementation of a school wide support plan using the developmental assets.</p>
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EVIDENCE	<ul style="list-style-type: none"> • (Assessment Wall): Implementation of a structured assessment wall that illustrates proficiency using a portfolio of assessments (formative and summative) in reading and writing. • (Walk Through, SIP rubric, anecdotal notes): Implementation of a rigorous plan to study rigor and relevance throughout the school day. • (Student Attendance Data/Developmental Asset Survey): Study and monitor data along with intervention grouping and strategy to raise average daily attendance and to motivate students within and invitational environment.
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FUTURE	<ul style="list-style-type: none"> ✓ Use of essential questions to guide implementation, supervision, professional development. <i>How do I know my lesson was effective and engaged students in constructive learning?</i> <i>What might student work look like as a result of a rigorous mini lesson?</i> <i>How do I know that the content I taught in a mini lesson was rigorous and relevant?</i> ✓ Three year plan: Year One (Focus lesson) Year Two (conferring) Year Three (Integration throughout day) Instructional Expectation and focus on a rigorous goal and believing students can reach it. <p>RIGOR: We must take students beyond the knowledge level to application and analysis (engaging students in authentic situation, studying student work, student understanding of purpose?)</p> <p>Relevance: Utilize formative and summative data to respond to instruction. Maximize classroom intervention through enrichment and/or recovery of academics. Authentic student work and application of lesson concepts.</p>
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College View/CV Little Lynx

Enrollment: 430
Free and Reduced Lunch
Percentage: 45%

Council Bluffs Community School District SIP Fact Sheet

DATA	<p>Reading: Gunn students met the high band building goal of 25% or more students scoring in the high band in grades Kindergarten, first and fourth. Kindergarten, first, second and fourth met the building goal of less than 10% in the low band. College View baseline data shows 20-25% of students in grades 3-5 scoring in the high band; 12-19% scoring in the low band.</p>
	<p>Math: Gunn students met the high band building goal of 25% or more scoring in the high band for grades Kindergarten, first, third, fourth and fifth. Kindergarten, first and third grades all met the building goal of less than 10% in the low band. College View baseline data shows 23-36% of grades 3-5 scoring in the high band; 14-32% of grades 3-5 scoring in the low band as evidenced on ITBS.</p>
	<p>Safe Schools: ADA at Gunn Elementary was 96.33%, a significant increase from the 09-10 school year.</p>

<p>Reading: Inquiry based learning across the curriculum is a focus for College View this year that includes teachers using prompts to activate higher order thinking and deep comprehension.</p>	STRATEGY
<p>Math: Implementation of Number Talks will prepare students to compute accurately, efficiently and flexibly.</p>	
<p>Safe Schools: By May 2012, College View students will increase percent of students in attendance to an average rate of 95% by providing a safe and respectful school climate.</p>	

EVIDENCE
<p>Increase in percent proficient on both formal and informal assessments. Walk through data to include specific look fors match to the SIP goals Student work displays and response logs are reviewed regularly for depth in student understanding of concepts. Participation in grade level PLC's to assist with use of protocols to include all participants in discussions.</p>

FUTURE
<p>Become authorized as an IB-PYP school that implements inquiry learning across the curriculum. Identify students in need of support and provide additional and substantial interventions.</p>



October 2011 Enrollment K-5: 94
 May 2011 Free and Reduced Lunch: 36%
 May 2011 Mobility: 10%

Council Bluffs Community School District SIP Fact Sheet

DATA	Reading Comprehension: Current third grade: 85% proficient with 81 NPR Current fourth grade: 88% proficient with 68 NPR Current fifth grade: 100% proficient with 73 NPR
	Math Total: Current third grade: 80% proficient with 70 NPR Current fourth grade: 100% proficient with 80 NPR Current fifth grade: 88% proficient with 77 NPR
	Safe and Respectful Schools: 2010-2011 Average Daily Attendance: 95.8%

STRATEGY	<p>Reading: Analyze use of formative measures to gauge effectiveness of instruction and its impact on student achievement. Students at Crescent Elementary are capable of achieving at even higher levels on the Iowa Test of Basic Skills, both in proficiency and in national percentile rank. Scores indicate that we are moving students to proficiency, but we would like to see our NPR scores even higher which can be accomplished through teachers using formative measures as a means to differentiate instruction for all students including our most talented students.</p> <p>Math: Study and implement the use of <i>Number Talks</i> as a means to increase student number sense. Students at Crescent Elementary are capable of achieving at even higher levels on the Iowa Test of Basic Skills, both in proficiency and in national percentile rank. Scores indicate that we are moving students to proficiency, but we would like to see our NPR scores even higher which can be accomplished through structured conversations around mathematics and problem solving in a <i>Number Talk</i>.</p> <p>Safe and Respectful Schools: Continued implementation of Positive Behavioral Intervention Supports (PBIS). Our goal is to make sure that all students feel safe and respected at school. When students feel safe, they are more likely to attend school regularly and miss fewer days.</p>
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EVIDENCE

In reading, placement on the data wall will more closely align with achievement on ITBS. Student proficiency and NPR will increase as a result of deeper understanding of formative assessments. For math, students will be able to speak knowledgeably about the processes of mathematics through conversation. They will be able to compute problems using strategies beyond conventional algorithms which allow for a deeper understanding of mathematical processes. As a result of our work with PBIS, a safe and nurturing environment will be achieved and attendance will increase.

FUTURE

Our future work will be to continue to assess our instruction in order to meet the needs of all students. We have had good success with moving students to proficiency in both reading and math on The Iowa Test of Basic Skills as well as increasing National Percentile Rank (NPR). We want to continue to move all students to proficiency while increasing NPR. We would like to see our NPR in the eighties for both reading and math. The staff at Crescent continues to overcome the challenges of working with multi-grade classrooms with limited staff and resources. Regardless of challenges, we are committed to our students' success and will continue to provide a world-class education for all of our students.

Edison Elementary



PK-5 Enrollment: 400 (11-12)
 Free and Reduced Lunch Percentage:
 85% (10-11)
 Student Mobility: 38.33% (10-11)

Council Bluffs Community School SIP Fact Sheet

DATA	Reading: Full Academic Year students (2010-11) – 81.45% were proficient. This was a decrease of 8.82% from 2009-10 where 90.27% of students in grades 3-5 were proficient.
	Math: Full Academic Year students (2010-11) – 79.03% were proficient. This was a decrease of 13.89% from 2009-10 where 92.92% of students in grades 3-5 were proficient. These proficiency results moved Edison off of the SINA list for delay status in math.
	Safe Schools: Survey results showed that 87.95% of students and 87.5% parents were overall pleased with Edison as a whole. The Average Daily Attendance for the 2010-11 school year was 94.92%. This was an increase of 1.55% from 2009-10 when the ADA was 93.37%.

STRATEGY	Reading: Teachers will continue to implement the components of the Council Bluffs Literacy Model (CBLM). Two additional (four total) model classrooms will be established highlighting all 10 features of the model. An authentic writer's, language and reader's workshop will be established in all classrooms with a focus on differentiated instruction through conferencing and the implementation of rigorous mini-lessons.
	Math: Establish a building level team to develop a plan for professional development in the area of mathematics. Implement Number Talks which provide students daily opportunities to develop computational fluency as well as increasing their use of mathematical language through group sharing and journaling. Train teachers to use math conferences as an analytical tool to assess student needs and as a guide for differentiating instruction. An additional model classroom (three total) will be added as early implementers of district/building initiatives.
	Safe Schools: Create and maintain a positive learning environment for all students and staff through continual implementation of school-wide behavior expectations. Explore alternatives to suspensions for students struggling with behavior. Decrease the number of office referrals by empowering teachers with strategies for classroom management. Implement TEAMMATES mentoring program, utilize 40 Developmental Assets as a foundation for support, and strengthen partnerships with parent and community groups.

EVIDENCE

Formative and summative data that is collected through our building level assessment/data wall will inform teachers of student progress and guide instruction. An assessment matrix will outline the portfolio of assessments that will be collected quarterly throughout the school year. These assessments will include but not be limited to running records, reading and writing conference notes, benchmark books, SRI and ITBS testing.

FUTURE

Implementation of all ten features of the Council Bluffs Literacy Model (CBLM) with fidelity throughout every K-5 classroom. All classrooms will become model classrooms. Professional development will focus on the workshop framework in the areas of reading, language, writing and mathematics. Continue our work with instructional discipline and proactive-student supports for behavior.

Franklin Elementary

Enrollment 455
Free and Reduced Lunch
Percentage: 73%

Council Bluffs Community School District SIP Fact Sheet

DATA	<p>Reading: ITBS, 2nd = 68.42; 3rd = 69.23; 4th = 71.64; 5th = 71.25. Growth band data indicate the percent of students in 2nd grade scoring in the Low Marginal, Accomplished, and Distinguished bands increased. In 3rd grade percentages increased in the Weak, Low Marginal, Moderate, and Distinguished bands. In 4th grade there were increases in Low Marginal, High Marginal, and Distinguished bands. 5th grade increased the percentage of students scoring in the Low Marginal, High Marginal, Skilled, and Distinguished bands.</p>
	<p>Math: ITBS, 2nd = 63.16; 3rd = 63.08; 4th = 70.15; 5th = 66.25. Growth band data indicate the percent of students in 2nd grade scoring in the Skilled and Distinguished bands increased. In 3rd grade percentages increased in the Weak and Low Marginal bands. In 4th grade there were increases in the Weak, High Marginal, and Distinguished bands. 5th grade increased the percentage of students scoring in the Weak, High Marginal, and Skilled bands.</p>
	<p>Safe Schools: Average Daily Attendance increased to above 95%.</p>

<p>Reading: Teachers will use assessment information (formative and summative data) and its analysis to inform their literacy instruction.</p>	STRATEGY
<p>Math: Teachers will study and implement the 5 talk moves in an inquiry-based math workshop setting.</p>	
<p>Safe Schools: Provide parents with multiple opportunities to increase their awareness of their child's education and their participation in school activities.</p>	

EVIDENCE	
<ul style="list-style-type: none"> * Teachers will be able to report student progress and differentiate their instruction based on student data. * Teachers will implement the 5 talk moves during math number talks. * Parents will participate in classroom and whole school activities focused on their child's learning. 	

FUTURE	
<ol style="list-style-type: none"> 1. Full implementation of the CBLM model. 2. Implementation of inquiry-based, math workshop. 3. All students graduating from High School. 	

Hoover Elementary

2011-2012

Total Enrollment: PK-5 (486)
Free and Reduced Lunch:
51%

Council Bluffs Community School District SIP Fact Sheet

DATA

Reading Comprehension Adequate Yearly Progress (AYP)

87.7%	85.4%	87.4%
2009	2010	2011

Math Total Adequate Yearly Progress (AYP)

88.4%	85.6%	78.4%
2009	2010	2011

Reading:

- Implement rigorous & relevant mini-lessons in all literacy workshops

Math:

- Implement Number Talks to promote students who are efficient, accurate and flexible in mathematics

Safe Schools:

- Refine and enhance use of Instructional Discipline

STRATEGY

EVIDENCE

- Increased proficiency as measured by the ITBS reading and math subtests
- Increased proficiency as measured by our school assessment wall
- Formal observations and walk-throughs
- Student work displays

FUTURE

- Enhance small group work in literacy to differentiate instruction
- Implement the workshop framework in math
- Develop tiered intervention for students with challenging behaviors

Lewis & Clark Elementary

2011-2012



Total Enrollment: 262
Free and Reduced Lunch:
50%

Council Bluffs Community School District SIP Fact Sheet

DATA	Reading Comprehension Adequate Yearly Progress (AYP)		
	80.22	73.75	82.42
	2009	2010	2011
	Math Total Adequate Yearly Progress (AYP)		
	72.53	77.5	74.73
	2009	2010	2011
Safe & Respectful Schools: Number of in-school suspensions: 4 Number of out-of-school suspensions: 1			

STRATEGY	<p>Reading:</p> <ul style="list-style-type: none"> Implement rigorous & relevant mini-lessons across reading, writing, and language workshops to promote deep levels of comprehension
	<p>Math:</p> <ul style="list-style-type: none"> Implement <i>Number Talks</i> to develop flexible, accurate, and efficient math students
	<p>Safe Schools:</p> <ul style="list-style-type: none"> Establish an instructional discipline framework (instruction, prevention, reinforcement, undesirable consequences)

EVIDENCE

- Increased percent proficient on literacy assessment wall (reading & writing)
- School-wide and classroom walkthroughs to measure implementation
- Student work displays posted throughout the school that demonstrate learning at high levels

FUTURE

- Refine components of literacy workshop implementation (small group & conferring)
- Implement a student-centered math workshop
- Refine instructional discipline framework and strategies

LONGFELLOW ELEMENTARY



Enrollment: Sept. 2010 - 503
Sept. 2011 – 505

F& R = Sept. 2010 = 77%
Sept. 2011 = 69%

Council Bluffs Community School District SIP Fact Sheet

DATA	Reading: comprehension FAY – Percent Proficient			
	2009-2010	3 rd gr 76.9	4 th gr 87.8	5 th gr 79.2
	2010-11	3 rd gr 64.2	4 th gr 82.3	5 th gr 73.4
	Math: FAY			
	2009-2010	3 rd gr 74.4	4 th gr 79.5	5 th gr 73
	2010-2011	3 rd gr 66	4 th gr 79.4	5 th gr 86.7
	Safe Schools: ADA 2009-10: 95.29% 2010-2011: 96%			

STRATEGY	Reading: Team working together on Balanced literacy, mini lesson portion of the workshop.
	Math: Implementation of Numbers Talks. Staff will analyze student work.
	Safe Schools: Utilize Developmental Assets – work with families on attendance issues Character Counts as a positive connection with students tied into a positive safe school.

EVIDENCE

Reading and Math: Increase scores on all given assessments. Data wall – increase the percent of students who are proficient and advanced.
Safe Schools: Using the Developmental Assets, working with parents in a positive school environment, where students feel pride and are safe, we will work to improve attendance and decrease office referrals & suspensions.

FUTURE

Students achieving at their highest levels. Staff working as a TEAM in their professional development and implementation of mini lesson studies for reading and math. Stronger instruction impacting students overall achievement. Increased student attendance.

Roosevelt Elementary

2011-12

Total Enrollment: 313
Free and Reduced Lunch: 80%

Council Bluffs Community School District SIP Fact Sheet

DATA

Reading Comprehension Adequate Yearly Progress (AYP)

77.4	71.52	73.79
2009	2010	2011

Math Total Adequate Yearly Progress (AYP)

72.12	73.25	74.48
2009	2010	2011

Safe Schools:

Number of in-school Suspensions: 7

Number of out-of-school Suspensions: 7

Reading:

- Implement Council Bluffs Literacy Model including 2 model classrooms and school-wide intervention
- Implement rigorous & relevant mini-lessons to promote deep levels of comprehension

Math:

- Implement Math Talk to develop flexible, accurate, and efficient math students

Safe Schools:

- Establish a school-wide culture of respect.

STRATEGY

EVIDENCE

- Student progress in literacy is tracked on our assessment wall
- School-wide and classroom walkthroughs to measure implementation
- Student work displays posted throughout the school that demonstrate learning at high levels

FUTURE

- Refine components of literacy workshop implementation
- Implement a math workshop to support student-centered mathematics learning
- Refine school-wide culture of respect

Rue Elementary/Jr. Jackets



Enrollment 379
Free and Reduced Lunch
Percentage= 78%
May, 2011

Council Bluffs Community School District SIP Fact Sheet

DATA

Reading:

	2002	2003	2004	2005	2006	2007	2008	2009	2010
	-03	-04	-05	-06	-07	-08	-09	-10	-11
	59.5	53.3	74.4	70.4	77.0	73.1	79.9	78.5	78.8

Math

	2002	2003	2004	2005	2006	2007	2008	2009	2010
	-03	-04	-05	-06	-07	-08	-09	-10	-11
	68.1	70.1	68.0	81.5	79.1	76.7	79.9	85.2	78.8

Average Daily Attendance:

	2005	2006	2007	2008	2009	2010
	-06	-07	-08	-09	-10	-11
	95.68	95.74	96.23	95.92	95.52	96.12

Reading: Implementation of Council Bluffs Literacy model with strong, focused mini-lessons based on power GLE's, differentiated instruction through Tier I-4 interventions and literature discussion groups implemented with fidelity to teach deep comprehension.

Math: Refinement of workshop in three math model classrooms, implementation of Number Talks K-5, and practice of inquiry-based problem solving approach to teaching math with emphasis on differentiation to meet student needs.

Safe Schools: Maximize instructional time through implementation of safe and respectful strength-based environment utilizing evidence-based information and resources.

STRATEGY

EVIDENCE

- 88% of grade 3-5 students will score 41% and above on Winter 2012 ITBS reading comprehension subtest. The number of students who score above the 65th National Percentile Rank on the ITBS reading comprehension subtest will increase by 10% and 80% of our students will perform at proficient and advanced levels on the data wall.
- 88% of students in grades 3-5 will score 41% and above on the math total subtest of the 2012 Winter ITBS. There will be a 10% increase in number of students who score about the 65th percentile on ITBS and 80% placement on proficient and advanced levels of the data wall.
- Rue average daily attendance was the second highest in the district and will increase.

FUTURE

With strong professional development presented in workshop/workplace format and with highly qualified and trained staff, we will increase student reading and math scores to meet state trajectories. Our literacy coach and four teachers received training at UALR and will support gains in student achievement and serve as models for other staff. The literacy coach and principal receive ongoing district training. Two Rue math model teachers are serving as district facilitators and will support staff as we implement new materials next year. We will report growth in our average daily attendance.

Walnut Grove

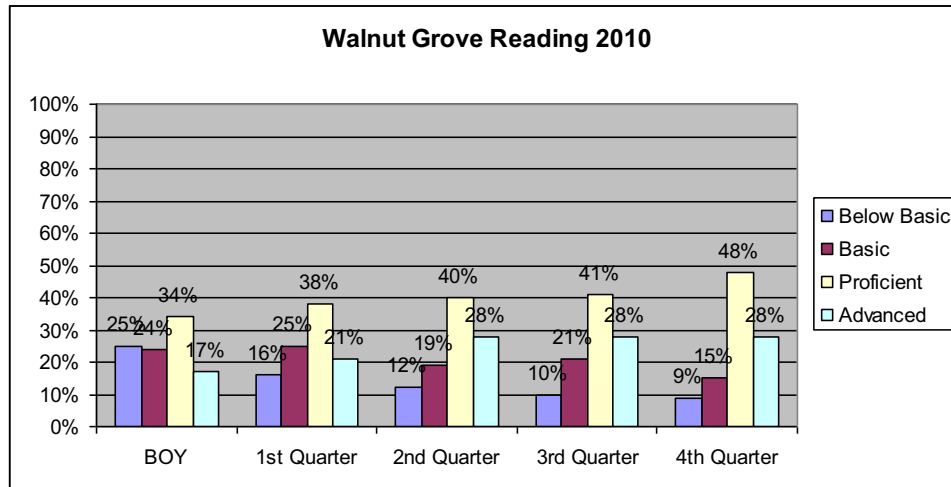


Enrollment: 355
Free and Reduced Lunch
Percentage: 84%

Council Bluffs Community School District SIP Fact Sheet

DATA

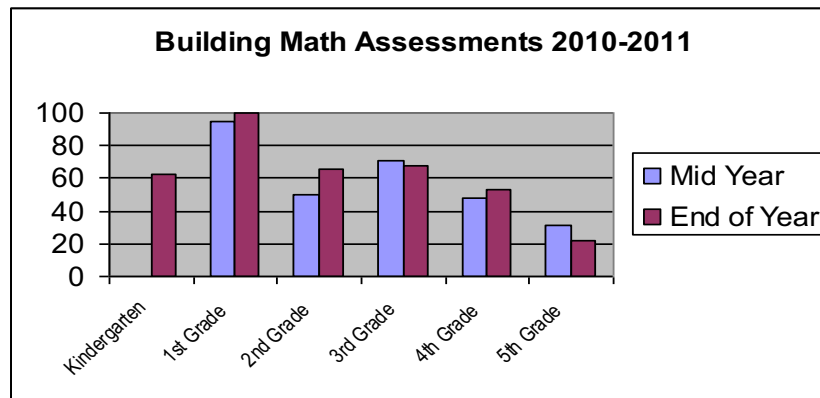
Reading:



62.93% proficient on ITBS (2010)

81.55% proficient on ITBS (2011)

Math:



64.66% proficient on ITBS (2010)

75.73% proficient on ITBS (2011)

Safe Schools: Building results from climate surveys (parent)

- ✓ Items that dropped significantly in the last 3 years are: You feel safe at school, I am satisfied with most things in this school
- ✓ The lowest rated item in 2010-11: You feel safe at school (71%) and the Code of Conduct (71%) Elementary was 80% and 76%
- ✓ The highest rated item in 2010-11: My school is kept clean and maintained (92%) Elementary was 81% and 78%

<p>Reading:</p> <ul style="list-style-type: none"> ✓ Implement a new layer of professional development to allow teachers to have choice in an area each would like to study ✓ Strengthen CORE writing in all grade levels ✓ Add writing interventions ✓ Strengthen Tiered Intervention Process/Meetings ✓ Strengthen Tier 1 interventions ✓ Use of Formative Assessment to determine whole group, small group and individual mini lessons in the area of writing 	STRATEGY
<p>Math:</p> <ul style="list-style-type: none"> ✓ Inquiry PLC using Van de Walle (conceptual knowledge) ✓ Model Math teachers to take a more active role in professional development or a guided PLC for math and get more teachers in to watch model math teachers ✓ Implement Math Workshop 	
<p>Safe Schools:</p> <ul style="list-style-type: none"> ✓ Need staff development on developing relationships and how to work with challenging behaviors ✓ Incorporate SIP Goal 3 as part of Literacy and Math instead of making it a separate goal 	

EVIDENCE	
<p>Constant monitoring of student data wall, student reading interventions and special education students. Constant monitoring of office referral data and intervention being used for student behaviors. Monitoring of student achievement data as evidenced by ITBS, district math tests, and reading benchmarks.</p>	

FUTURE	
<p>Implement with fidelity CBLM including systematic intervention, improve CORE instruction in the areas of literacy and math. Our specific concentration this year will be on implementation of writers' workshop – using student work to determine whole group, small group and individual plans.</p>	