

# **CLIVE LEARNING ACADEMY**

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**ANDREA BOCOOK**  
**Principal**

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**6957 0418-Clive Learning Academy**

**SINA/DINA-Assurances**

**SINA/DINA**

1. Which restructuring option is the district requiring the building to plan for/implement?

- public charter
- replace all/most of staff
- private management
- Other (please describe how this meets both of the following standards)

2. Is the district choosing "Other" for restructuring options for the building to plan for /implement in question 1404, if yes , you are required to answer two additional questions.

Yes  No

1. 1) How does the restructuring action make fundamental reforms such as significant changes in the school's staffing and governance, to improve student academic achievement in the school?

Governance will be led at the district level and specifically with the role of the Associate Superintendent being the Thought Partner that works directly with the building principals for the NTN roll out and support. There are specific requirements for professional development for principals and teachers that are part of the contract with NTN. This will be an expectation for participation by the Superintendency and monitored at the district level.

The following actions will occur as a result of the restructuring plan:

-Teachers received intensive training through NTN focusing the training on the implementation of project based or problem based learning experiences that are aligned to the Iowa Common Core and the intended and enacted curriculum.

-Teachers spent two days at an NTN demonstration school working with an NTN coach. Through this experience, they developed a plan to create a project or problem based learning experiences that are created through the analysis of student data and aligned to the Iowa Common Core.

-The principal and thought partner will attend an initial training on leading a project based school in the spring.

-The principal, thought partner, teachers and possibly the Superintendent attended an intensive five day training through NTN in the summer, 2015.

-The principal, thought partner, and possibly the superintendent will attend a leadership summit in Fall of 2015 and Spring of 2016 through NTN.

-The principal will meet with the Superintendency on a monthly basis to share information on the implementation the actions that are aligned to the root causes including the implementation of universal tiers of instruction, universal screening, data analysis for instructional decision making, planning and implementation of project based or problem based learning experiences.

-The thought partner will meet regularly with the Superintendency to share concerns and progress made with the implementation of the actions aligned to the restructuring plan.

-The teachers will be held accountable for the actions aligned to the restructuring plan by the principal, external and internal coaches, thought partner and the Director of Curriculum.

All of these actions are significantly more rigorous than the corrective action plan and have substantial promise for improved student achievement.

The Superintendency has spent many months studying and visiting NTN schools to determine if implementing project based or problem based learning experiences has substantial promise to improve student achievement as a restructuring plan. The district believes that in fact implementation of project or problem based learning does have substantial promise to improve student learning. All NTN schools that we visited showed student achievement growth in core content areas after implementation of project based or problem based learning. Additionally, the substantial monitoring and oversight by NTN and the district of the implementation of the plan holds promise in improving instructional practices and ultimately student learning.

2. 2) How does the restructuring action have substantial promise to improve student academic achievement and enable the school to make AYP as defined by the State's accountability system?

NTN is based on collaborative inquiry and learning. The focus will be on the integration of core areas and specifically Mathematics in grade level projects. NTN provides the opportunity for differentiated learning experiences based on learner needs, preferences, and profiles. It supports and encourages student advocacy for their own learning. This will assist us in making AYP as students will be involved in project based learning that is inquiry based and aligned to the Common Core in Mathematics and Literacy. It will enhance the learning that takes place through our current Mathematics program. The building will have regularly scheduled data days that are aligned to project planning times. Student learning data will be used to identify strengths and needs of students. This data will be used to plan projects as well as to provide direct student learning interventions. Data will be tracked through building level data collection systems that are part of the universal screening data collection and pretesting data collection.

Additionally, student engagement will increase with a focus on specific learner attributes that contribute to a growth mindset in a personalized learning environment. This is a requirement of NTN schools and will be monitored at the building and district level. This will be monitored through the NTN student survey as well as the annual District Vision Survey that is given to all students in grades K-12.

All of these actions are tightly aligned to the the root causes actions that address alignment of the intended and enacted curriculum, alignment to the Iowa Common Core, implementation of universal screening, data analysis of screening data, implementation of pre-teaching and pre-testing, and implementation of universal tiers of instruction allowing for all students to access to the Iowa Common Core.

The district will monitor the implementation of the restructuring plan through the following activities:

- The principal will meet with the Superintendency on a monthly basis to share information and data on the implementation of the actions that are aligned to the root causes including the implementation of universal tiers of instruction, universal screening, data analysis for instructional decision making, planning and implementation of project based or problem based learning experiences

- The thought partner will meet regularly with the Superintendency to share concerns and progress made with the implementation of the actions aligned to the restructuring plan.

- The teachers will be held accountable for the actions aligned to the restructuring plan by the principal, external and internal coaches, thought partner and the Director of Curriculum

### ***Collaborative Relationships***

3. How will the building implement this restructuring plan?

The District has been working with New Tech Network (NTN) in the development of specifics related to teacher and administrator professional development, in district and out of district support, and developing a specific agreement with NTN in the planning, implementation, and data collection of New Tech Schools in the District. This agreement also provides specific guidance and expectations on the role of the teacher, administrator and district administration in the implementation and monitoring of the initiative.

Additionally, the District has provided opportunities for staff, board members, building and district administration to visit and learn from current NTN schools in South Dakota, Indiana, and California.

Within the agreement with NTN, there is specific direction and expectations laid out to ensure the implementation of the plan. This includes requirements for professional development, technology access, data collection, and project development with the assistance of NTN coaches that provide in and out district support to teachers and principals. Additionally, the agreement includes the identification of the District identified "thought partner" that will work directly with the NTN schools in the district monitoring and collecting data on the implementation of project based and problem based learning experiences.

The district will monitor the restructuring action through direct involvement in the monitoring of universal screening using easy CBM and the monitoring and involvement of implementation of NTN requirements at the schools. These requirements are laid out specifically in the agreement with the NTN organization.

Parents will be encouraged to be actively involved in their student learning. They will be invited to participate in projects, invited to presentations and through regular PTC updates. The community will also be encouraged to be involved in various ways such as internships and externships, job shadows and project presentations

### **Monitoring and Accountability**

4. How will the district use outside support (e.g. statewide support team, higher education, private provider, educational service agency, etc.) to provide technical assistance for this building for the duration of the plan?

- Dr. Jerry Gruba connects the building with AEA resources through the school year. Dr. Gruba is available to provide guidance to the building administrator and to the building SINA team throughout the SINA process. Dr. Gruba is a member of the district DINA team and consults with building SINA teams as well as allocating AEA resources to support building needs.
- AEA School Psychologist and School Consultant, provides support with data analysis and will consult with the building SINA team during monthly meetings. They will provide expertise in the area of data collection, disaggregation, and analysis for our building team as well as staff members. AEA staff will also provide support with the development of interventions within the universal tier and helps to target instruction through diagnostic assessment.
- Karla Day and Becky Dieleman have provided professional development on the SINA process for school improvement through professional development sessions for the building SINA team.
- Denise Carlson, Julie Hukee, and Pam Childers provide support through their roles as consultants for Heartland AEA 11. They provided the initial professional development for all staff on the alignment of curriculum, instruction, and assessment with the common core curriculum during last school year. They will meet with the building SINA team to provide content support and problem-solving as needed.
- Mariann Culver will support the building with data analysis and growth toward AYP student outcome goals.
- Content specialists from Heartland AEA will continue to provide support in linking the written, taught, and learned curriculum to the Common Core Standards. This will take place during professional development sessions with each grade level and through supporting the building SINA team through regular meetings. This support will include providing content expertise, assistance in unpacking standards from the Common Core, and ensuring the standards of mathematical practice are infused in instruction. They will help assess progress through the review of data as well as PLC agendas, minutes, and artifacts.
- The LEA will provide a district administrator (Shane Scott) to assist with PD on universal screening and tiers of instruction. This district will also provide resources in order for the building staff to receive external support from NTN.
- New Tech Network also provides multiple forms of support that includes technical assistance, onsite coaching and feedback, professional development, technology resources, and intensive training to teachers, principal, thought partner, and curriculum director on the implementation of project based or problem based learning experiences in the school. This support is determined through a mutual agreement with the district and determined based on the specific needs of the building for implementation.

All of the support provided by outside agencies and individuals is aligned to the root cause actions. The AEA will assist with training and data analysis of universal screening data, universal tiers of instruction, alignment of teaching and learning to the Iowa Core Curriculum, and how to make data driven decisions based on the analysis of screening data as well as pre and post assessment data. NTN will assist in providing training and professional development on the use of the Echo data system, data collection aligned to the projects that are implemented in the school (including student learning), onsite coaching to assist in project development, analysis of student learning and engagement, and analysis of impact of project based learning on student learning. Additionally NTN will provide direct intensive training to all staff who are responsible for implementing the restructuring plan. The district will support all of this work through the Director of Curriculum providing opportunities of professional development as identified by the teachers and principal and by the thought partner working directly with the building principal to analyze data, determine effect of implementation and identify next steps for technical assistance, coaching, professional development, and implementation.

The Clive SINA budget will be used to support teachers with professional development in the areas of universal screening, curriculum alignment work, aligning instruction to the Iowa Core, and professional development on inquiry based learning; including professional development provided by NTN. Below is the specific line item budget for Clive.

Account Code	Description	Amount Allocated
CLSNASD255 - 0129	CL SINA Title I Staff Development Teacher Salary Additional Comp.	4000
CLSNASD255- 0122	CL SINA title I Staff Development Substitute Teacher	4000
CLSNASD255 - 0330	CL SINA Title I Staff Develop Professional Employee Training	2000
CLSINAP255 - 0552	CL Title I SINA Print - Printing	211
CLSINA255 - 0612	CL Title I SINA Instructional Supplies	300
CLSINA255 - 0618	CL Title I SINA Other General Supplies	300
CLSNASD160 - 0220	CL SINA Title I Staff Dev Social Security	612
CLSNASD160 - 0231	CL SINA Title I Staff Dev IPERS Employers Share	716

5. How did the district provide for teacher and parent participation in the development of the plan?

Administrators, building teachers, business leaders, school board members, Education Association representatives, and parents visited Plymouth, IN to observe NTN schools in action. An informational session

was held by Dr. Lanich and Dr. Remy for teachers at Clive.

Drs. Remy and Lanich responded to all questions and concerns posed by the Clive teachers during the informational session. Dr. Remy also met with the building leadership team during the technical assistance sessions that were facilitated by Karla Day. During this time she responded to all questions and shared options available for restructuring. She also shared the work the district has done in studying project based schools and the reason for choosing this as the restructuring plan. Dr. Lanich and Shane Scott worked with the building leadership team as they wrote their action plan and responded to the restructuring questions on the CPlan.

Shane Scott, Director of Curriculum and Kristy Dietzenback, Title I Coordinator along with the building interim principal met with parents to share information about the original restructuring plan and to answer questions parents had regarding NCLB and restructuring. This meeting was held on October 14, 2014. The restructuring plan was shared with parents on the building website and copies made available for parents to review at Clive. Staff met on October 30th with Drea Bocook, building principal to review the action and restructuring plan. Information about the plan was also shared by Mrs. Bocook through email to all Clive families.

6. How did the district provide notice of this restructuring action to teachers and parents and opportunity for comment?

The interim principal along with the Director of Curriculum and Title I coordinator provided notice of the restructuring action at a parent meeting on October 14th. The district presented a staff meeting to inform teachers the week prior to the parent meeting. There were question and answer sessions with the leadership team to address details of the plan. Teachers completed a consensus survey, the results were analyzed by the leadership team.

During the parent informational meeting, the Director of Curriculum, Title I Coordinator, and interim principal provided time for parents to ask questions and provide suggestions and ideas for actions to take that were aligned to the restructuring plan. Parents were also told by the interim principal that they could call and/or email her any time with questions they had or input they wanted to provide to the school and district about the plan. A review of information located in the resturcture plan, which included information about NTN, was provided to families at a general session at Back to School night on October 1, 2015 by the director, Mrs. Andrea Bocook.

Parents were also informed that the plan would be available at the building for review and input. Additionally the plan was posted on the building website and information provided regarding how to provide input about the plan. Parents were informed of the availability of the plan through email by the building principal.

### ***Vision, Mission, Goals***

7. What is the building's root cause for being identified for restructuring?

*Our identified root cause is our universal tier is not sufficient because 80% of our students, including subgroups, have not met AYP on the Iowa Assessments or the proficiency cut point on Easy CBM.*

*After further analysis of the Building Blocks and Building and Student Needs, our Building Leadership Team has identified Instructional Time and Collaboration as the two foci of our action steps.*

*Math Instructional Time will be protected and uninterrupted. The amount of time for our core math instruction will be increased, rather than solely focused on pull-out, which will positively impact achievement for all students.*

*Collaboration will occur through our PLC work. PLCs will collaborate to analyze data and make instructional decisions for the core and supplemental instruction to meet the needs of all learners. PLCs will build upon our current PLC foci of: 1. What do we want our students to learn? 2. How will we know they've learned it? To include, 3. How will we respond when they don't learn? 4. How will we respond when they already know*

*it? A Collaborative Building Culture encourages trust and transparency to focus our efforts on student achievement.*

8. Explain how the restructuring action addresses the root cause of the building's identification for restructuring.

The analysis was done through the Collaborative Inquiry Questions. Clive used the easy CBM as a universal screener to determine if the universal tier was sufficient. Based on the results, the universal tier is insufficient for some sub groups. Subgroups that did not meet AYP were ELL students and white students.

NTN is based on collaborative inquiry and learning. The focus will be on the integration of core areas and specifically Mathematics in grade level projects (grades K-6). NTN provides the opportunity for differentiated learning experiences based on learner needs, preferences, and profiles. It supports and encourages student advocacy for their own learning. This will assist us in meeting AYP as students will be involved in project based learning that is inquiry based and aligned to the Common Core in Mathematics and Literacy.

Along with the implementation of NTN, increasing instructional time and strengthening a collaborative culture will address our root cause that our universal tier is not sufficient because 80% of our students, including subgroups, have not met AYP on the Iowa Assessments or the proficiency cut point on Easy CBM. Clive's Application of NTN will focus on the integration of core Mathematics in grade level projects that involves restructuring the school day. NTN provides the opportunity for differentiated instruction. Student learning data will be used to identify strengths and needs of students. Data will be used to plan projects as well as to provide direct student learning interventions. Restructuring will assist us in making AYP as students will be involved in project based learning. The implementation of NTN will involve collaboration across content areas and with specialists.

The district will monitor the restructuring actions through direct involvement in the monitoring of universal screening using easy CBM and the monitoring and involvement of implementation of NTN requirements at the schools. Superintendency will meet monthly with the building principal as part of this monitoring process.

9. Explain, based on the building's root cause analysis, how your plan has substantial promise to improve academic achievement.

*Our action has substantial promise to improve academic achievement through focused collaborative efforts regarding data analysis and increased instructional time.*

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### ***Monitoring and Accountability***

10. Provide evidence that the district has offered a transfer option, sent parental notification of SINA status and communicated the option of Supplemental Educational Services if applicable (SINA 2+).

1.Parent 6957 0418 2016 on 2015y10m26d at 01h55m01s.pdf

2.Parent 6957 0418 2016 on 2015y10m26d at 01h55m16s.pdf



**WEST DES MOINES COMMUNITY SCHOOL DISTRICT  
 BUILDING SCHOOL IMPROVEMENT PLAN -SIP  
 Clive Learning Academy  
 Attendance Goal  
 West Des Moines Community School District  
 Submit to Dr. Lanich by September 30, 2016**

**Shared Vision:**

The West Des Moines Community School District will be a caring community of learners that knows and lifts every child. We will inspire joy in learning. Our schools will excel at preparing each student for his or her life journey.

**District Goals**

1. Close the gap between present practices and the Shared Vision.
2. Improve student achievement through effective instructional and assessment practices.
3. The percentage of students in grades K-12 who miss more than 15 days of school will be 9% or less district wide. Current percentage is 13.74% district wide.

<b>School</b>	<b>Clive Learning Academy</b>
<b>Date</b>	<b>9/30/16</b>

<b>Building Leadership Team</b>	<b>Role/Position</b>
<b>Simonne Stricker</b>	<b>Counselor</b>
<b>Allyssa Herrin</b>	<b>6<sup>th</sup> grade</b>
<b>Skye Welch</b>	<b>5<sup>th</sup> grade</b>
<b>Carrie Boik</b>	<b>Instructional coach</b>
<b>Mindy Stieber</b>	<b>4<sup>th</sup> grade</b>
<b>Alecia Kaczmarek</b>	<b>Art</b>

Drea Bocook	director
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**Data Reviewed for Diagnosis**

Iowa Assessments (Required)

Benchmark Data (7-12)

District Vision Survey Data

Content Assessment Data

Attendance

Other

Review of 2015-16 Progress and Challenges		
Analysis of last year's final results:	Areas of Progress: (Summary from previous year including data source)	Areas of Greatest Challenge: (Summary from previous year)
<b>Attendance</b>	As a district 13.74% of students missed more than 15.1 days Clive building average for students missing more than 15.1 days was 7.48%	Grades 4 and 6 had higher percentages of students than the rest of the k-6 students.
2016-17 Building Improvement Plan Goals		
<b>Goal for this year:</b>	<b>Students with greater than 15 absences will increase their attendance in school. Less than 9% of Clive students will miss more than 15.1 days of school</b>	
	<b>Action Steps for Attendance Goal</b> <ul style="list-style-type: none"> <li>● Director will identify students from previous year with high levels of absenteeism</li> <li>● Director will work with office staff to make sure district protocol on marking absences is consistent</li> </ul>	

	<ul style="list-style-type: none"> <li>● Office will run attendance report weekly to identify students who are frequently absent</li> <li>● Office staff will send letters home every 6 weeks to any family who has missed more than 10% of school</li> <li>● Director will work with teachers and counselor to check in and monitor any students with extreme absences</li> <li>● Attendance will be recorded on trimester progress report and will be discussed at conferences if attendance is a concern</li> <li>● Director will utilize Parent Engagement teacher leader if attendance continues to be a concern after attempts to work with family</li> <li>● Perfect attendance will be celebrated monthly</li> </ul>			
<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Professional Development Needs/Outcomes</b>	<b>Student Outcomes</b>
<b>Office staff and director</b>	<b>Every 6 weeks</b>  October 7 (32 days)  November 18 (61 days)  January 13 (90 days)  March 3 (123 days)  April 21 (152 days)	<b>Attendance letter</b>	<b>None needed</b>	<b>Increased attendance</b>

<b>Students, office staff, director</b>	<b>Monthly</b>	<b>Attendance data for student recognition</b>	<b>None needed</b>	<b>Increased motivation of attendance</b>
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