



SIAC

November 10, 2021



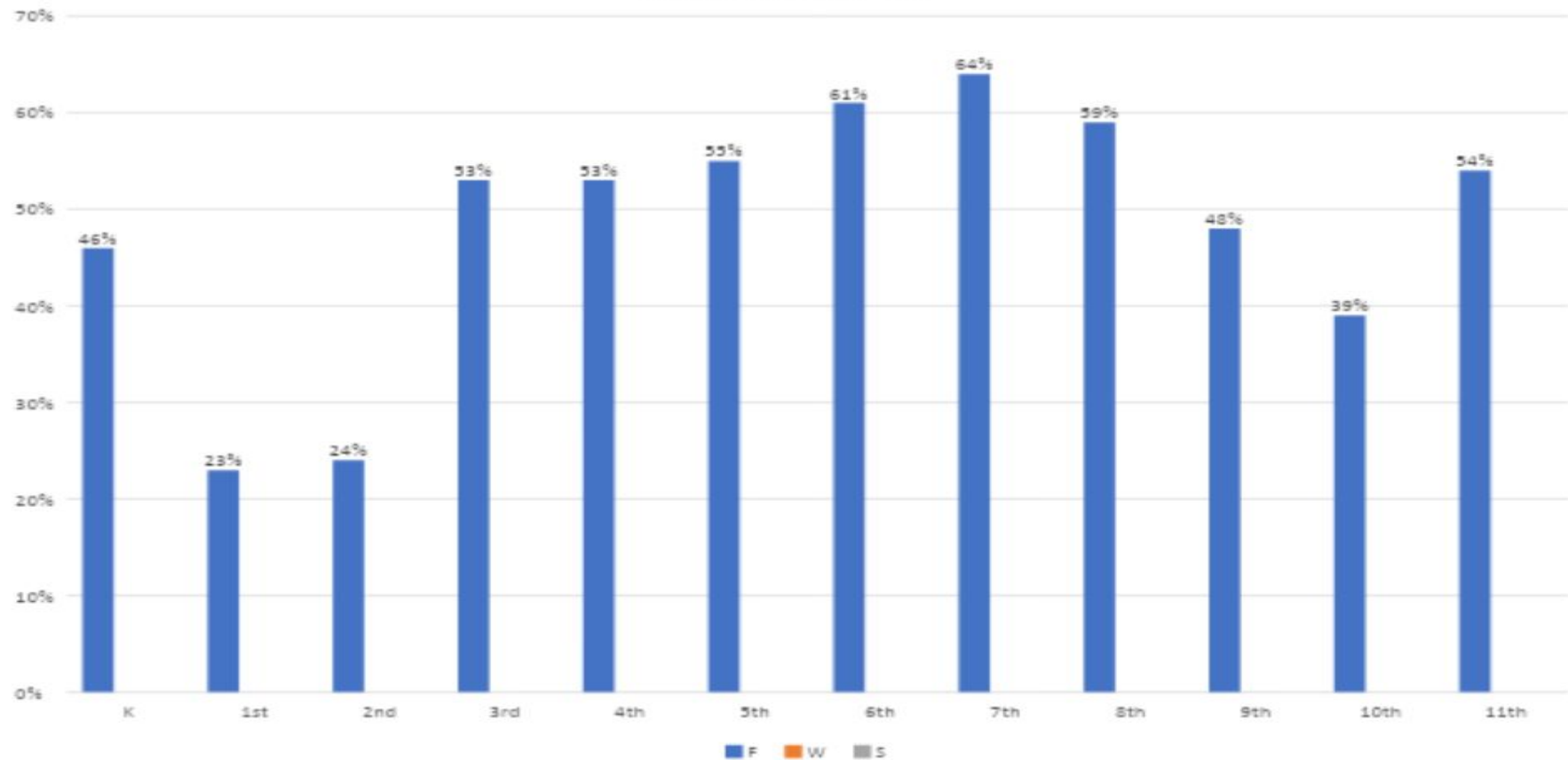
Student Achievement Data

ISASP 2021

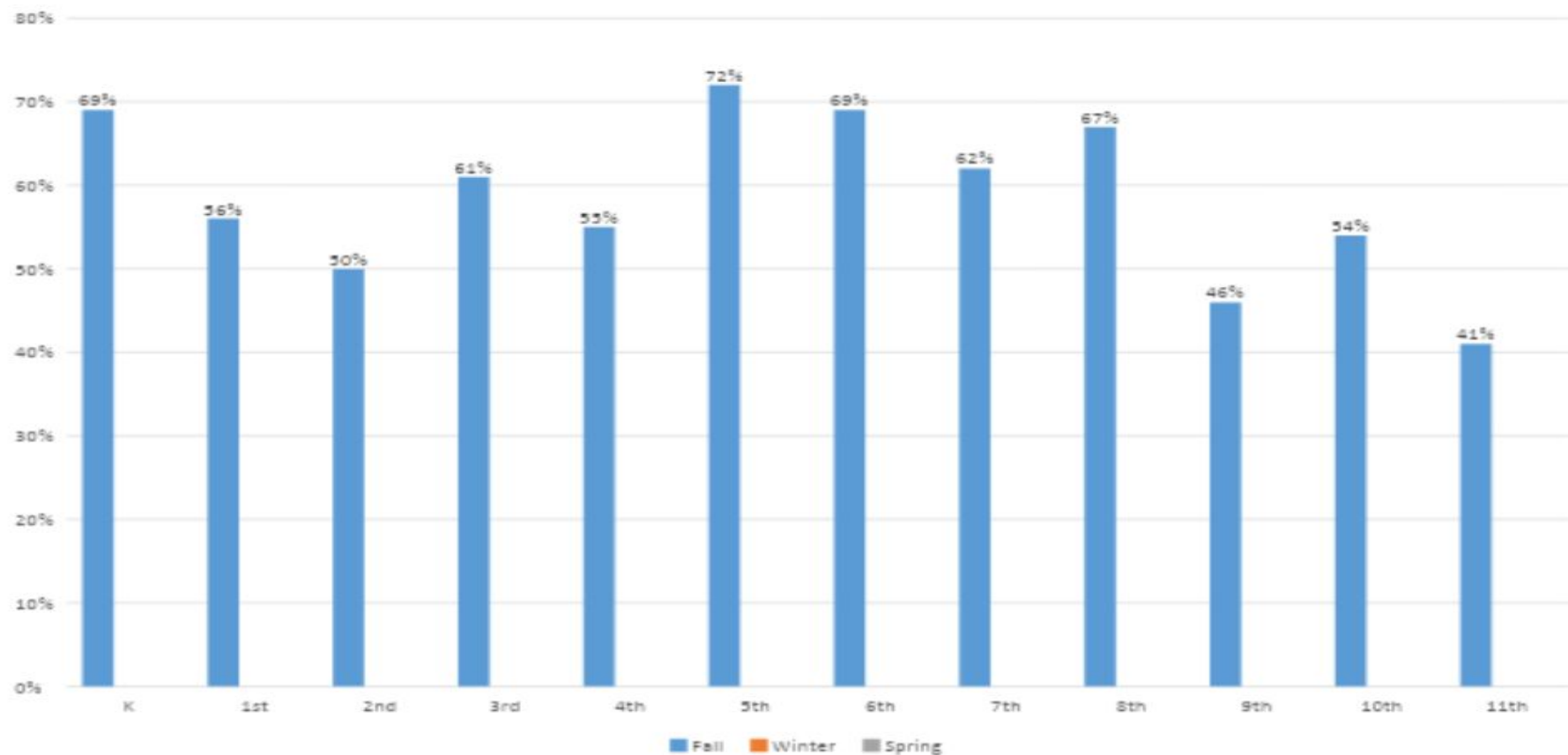
		State	Local	Difference
3	ELA	50%	18%	-32%
	Math	71%	57%	-14%
4	ELA	74%	58%	-16%
	Math	67%	67%	0%
5	ELA	67%	51%	-16%
	Math	63%	64%	1%
6	ELA	67%	65%	-2%
	Math	66%	69%	3%

7	ELA	70%	63%	-6%
	Math	64%	65%	1%
8	ELA	69%	75%	6%
	Math	69%	59%	-10%
9	ELA	75%	67%	-8%
	Math	61%	52%	-9%
10	ELA	74%	78%	4%
	Math	63%	55%	-8%
11	ELA	71%	63%	-8%
	Math	65%	48%	-17%
Average		67%	60%	-7%

aReading 2021-2022



aMath 2021-2022



ACT DATA *Iowa & National Avg. is 20-21

Iowa has the 2nd highest avg composite in nation.

	18-19	19-20	20-21	**21-22	* Iowa	*National
Reading	21.3	20.8	21.9	24.0	22.3	21.2
English	18.3	18.1	19.6	23.7	20.8	19.9
Science	20.1	20.1	21.0	22.7	21.8	20.6
Math	19.3	19.2	19.4	23.3	21.0	20.2
Composite	19.8	19.6	20.6	23.7 - *21.3	21.5	20.6

** **Data** only includes 3 new test scores. Averaging all current seniors with those three = a avg. composite of **21.3**

Conditions for Learning Survey Results - Spring 2021

3 Domains

- **Safety** - students feel safe from physical harm while on school property and safe from emotional harm such as verbal abuse, teasing, and exclusion.
- **Engagement** - students and adults demonstrate respect for each other's differences, care for, respect and collaborate with one another, and adults demonstrate caring and respect for students and acknowledge students' work.
- **Environment** - clear rules are outlined and enforced.

Conditions for Learning Survey Results - Spring 2021

5 Topics

- Physical Safety
- Emotional Safety
- Adult-Student Relationships
- Student-Student Relationships
- Expectations/Boundaries

Conditions for Learning Survey Results - Spring 2021

Topic	3-5	6	Family		7-12	Family	
	Student (162)	Student (67)	Members (44)	Staff (12)	Student (378)	Members (37)	Staff (15)
Adult-Student Relationships	70.8	37.3	92.5	100	25.9	25.7	40
Green Hills AEA	80.6	40.8	93.7	91.8	40.8	57.2	53.5
Iowa	80.5	42.2	94.8	92	42.2	61.1	62.6
Boundaries and Expectations	64.7	32.2	81.6	60	30.2	37.1	33.3
Green Hills AEA	74.8	39.4	82.7	86.2	39.4	50.2	29.8
Iowa	76.9	38.9	86.7	85.9	38.9	53	36.4
Emotional Safety	16.5	27.9	25.6	0	21.9	41.2	0
Green Hills AEA	24.6	25.1	35.7	2.9	25.1	34.2	2.6
Iowa	24.1	27.7	40.2	3.5	27.7	38.3	3.5
Physical Safety	55	43.8	86	16.7	56.1	77.8	6.7
Green Hills AEA	62.2	52	84.1	26.9	52	77.2	9.6
Iowa	63	55.5	88.6	28.8	55.5	81.8	13.7
Student-Student Relationships	72.8	42.6	95.2	100	21.9	37.1	33.3
Green Hills AEA	86.8	40.8	94.4	95	40.8	55.4	50.2
Iowa	88.3	43.9	95.4	96.2	43.9	59.6	55.5

Conditions for Learning Survey Results - Spring 2021

Topic	3-5	6	Family		7-12	Family	
	Student (162)	Student (67)	Members (44)	Staff (12)	Student (378)	Members (37)	Staff (15)
Adult-Student Relationships							
Green Hills AEA	-9.8	-3.5	-1.2	8.2	-14.9	-31.5	-13.5
Iowa	-9.7	-4.9	-2.3	8	-16.3	-35.4	-22.6
Boundaries and Expectations							
Green Hills AEA	-10.1	-7.2	-1.1	-26.2	-9.2	-13.1	3.5
Iowa	-12.2	-6.7	-5.1	-25.9	-8.7	-15.9	-3.1
Emotional Safety							
Green Hills AEA	-8.1	2.8	-10.1	-2.9	-3.2	7	-2.6
Iowa	-7.6	0.2	-14.6	-3.5	-5.8	2.9	-3.5
Physical Safety							
Green Hills AEA	-7.2	-8.2	1.9	-10.2	4.1	0.6	-2.9
Iowa	-8	-11.7	-2.6	-12.1	0.6	-4	-7
Student-Student Relationships							
Green Hills AEA	-14	1.8	0.8	5	-18.9	-18.3	-16.9
Iowa	-15.5	-1.3	-0.2	3.8	-22	-22.5	-22.2



Academics

School Counseling Feedback

School Counseling Services was a focal point of the Academics Subcommittee:

- Encouraged district to seek meaningful input from parents regarding their children's education and academic planning;
- Recommended parent nights to explain course offerings and actively engage parents in the academic planning process (i.e., 4-year plan) at an earlier stage and throughout their children's school career;
- Called for more active monitoring of student progress;
- Urged the district to seek more consistent, frequent, and effective ways to communicate with parents regarding their students' progress;
- Requested training and seminars on topics such as ACT preparation and testing, college applications, financial aid, vocational programs, etc.;

School Counseling Services (What Needs to Be Done)

Define

- Define and teach the mindsets and behaviors that help students be successful
- Identify, develop, and practice the professional attitudes, dispositions, competencies and actions counselors need to be effective

Manage

- Establish a program focus (core beliefs, mission statement, vision statement)
- Engage in program planning
 - Collect, analyze, and summarize data to assess students' needs
 - Develop annual student outcome goals
 - Create action plans
 - Develop standards-based lesson plans
 - Create program calendar
 - Compile data and outcome summaries

School Counseling Services (What Needs to Be Done)

Service Delivery

- Direct Service
 - Instruction-teach guidance curriculum in classroom, small group, or individual setting
 - Appraisal and Advisement—Work with students to analyze and assess their abilities, interests, skills, and achievement; Help students (and parents) develop immediate, intermediate, & long-range plans (i.e., 4-year academic plans, post-secondary education plans, career plans, etc.)
 - Counseling—offer assistance and support to individual or small groups of students experiencing transitions, heightened stress, critical changes or other situations that may impede their progress
- Indirect
 - Consultation—provide information, opinions, and recommendations to parents and others who care for and supports students' needs
 - Collaboration—team/partner with others to meet the needs of students
 - Referrals—help in securing outside services and supports for students whose needs exceed the capacity of the district

School Counseling Services (What Has Been Done)

Program Evaluation

- Conducted a comprehensive program assessment based American School Counselor Association Mindsets, Professional Standards & Competencies
- Data suggests: a) we lack a clear vision to guide our work; b) we have done a number of things to enhance services, but not necessarily in a systemic or consistent manner; and c) we have a number of strengths to build upon

School Counseling Belief Statements, Vision, Mission

- Examined our individual beliefs and attitudes, examined the mindsets identified in the ASCA Professional Standards and Competencies, and built a consensus around a set of beliefs upon which our school counseling program will be built.
- Crafted a vision that communicates outcomes for students
- Will soon create a mission statement that describes what our school counseling program will do.

Marzano Focused Teacher Evaluation Model

Standards-Based Classroom with Rigor

STANDARDS-BASED PLANNING

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

CONDITIONS FOR LEARNING

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

STANDARDS-BASED INSTRUCTION

- Identifying Critical Content from the Standards
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

Critical Content

- Teachers identify the content that is critical for learning that day (learning target)
- Must be based on the standards
- Allows teachers to intentionally plan, implement, monitor, adapt, and reflect on the single most important aspect of their lesson
- **Students must understand what is important and what is not important**
- **First thing every administrator looks for when in a classroom**
 - **Required** evidence in every lesson

Formative Assessment

- Monitoring of student learning informally or formally
- Helps guide teachers' instruction
- Students must understand where they are in their own learning
- **Marzano's element of formative assessment is all about students identifying their current level of learning**

- PD centers around developing standard based learning targets, performance scales and formative assessment that drives instruction. Teachers are tracking how the kids grow with the learning.
 - Growth is happening in these areas across the board.

Inman Success Teams

Success Teams:

- All Grade- levels meet every other week
- Intervention Team and Special Education team meet weekly
- Review data
- Data discussions help drive instructions
- SEB Team meets weekly and analyzes attendance



Conditions for Learning

Conditions for Learning

This Subcommittee:

- Praised the district on transition planning, creating an inclusive and tolerant learning environment, and providing a wide range of student supports.
- Encourage a more systemic approach to social skills instruction, character development, bullying and harassment prevention, and other social, emotional, behavioral and mental health issues.

Conditions for Learning

What we've done:

- Doubled the amount of time for a shared school social worker. There is now a social worker available to meet with students 2 days a week at Inman and 2 days a week at the Jr-Sr High.
- Invested in a PK-8 guidance program, Second Step.
- Engaged in Conscious Discipline training for elementary staff.
- Hired a Dean of Students at Inman and a 2nd school counselor at the Jr-Sr High.
- Engaged in a guidance program evaluation as outlined by Mr. Lorenz.

Conscious Discipline

Conscious Discipline is a comprehensive trauma-informed program that teaches self-regulation to adults and children and provides them with skills necessary for learning and lifelong success.

Brain State Model helps identify the internal state a child is experiencing

*Survival State: Reactive State (fight,flight,freeze) Am I Safe?

*Emotional State: Personal past conditioning Am I Loved?

*Executive State: Relaxed alertness/problem-solving skills What Can I Learn?

Steps taken:

1. Professional Development for all staff

2. Meeting with students Pre-K-6th Grade

*School/Family

*Routines

*Wish You Well

*Breathing techniques

*Jobs

*Kindness Tree

*Brain/recognizing need to self-regulate

Second Step Curriculum

K-5 Topics:

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving

6-8 Topics:

- Mindsets & Goals
- Recognizing Bullying and Harassment
- Thoughts, Emotions & Decisions
- Managing Relationships & Social Conflict



Operations/Innovations

Operations/Innovations

This Subcommittee:

- Encouraged the Board to pursue more vocational and technical training options - More emphasis on “life skills” (e.g., career seminars, college planning, financial planning and money management training, etc.).
- Encouraged the district to promote and facilitate community service and volunteerism.
- Quality of outdoor sports facilities was another topic of discussion.

Operations/Innovations Cont.

So what has the district done?

- Superintendent, Principal and other community leaders met with SWCC to discuss the ability of implementing a construction trades class or a regional technical education program.
 - This was determined to not be cost effective as the school district would accrue all long term costs.
 - However do to new CTE guidance from the state. District officials will once again be meeting with SWCC to start discussion of a “Regional Center.” The state is providing incentives for the start up of these programs.

Operations/Innovations Cont.

The School Board along with school administration and department heads participated in a Situation Appraisal in preparation for long term facilities planning.

- All participants were to rate each item below on a scale of 1-3 (1-not a priority, 2- somewhat & 3 priority)
 - Seriousness - Impact on budget, staff, safety, reputation & compliance
 - Urgency - Is it deadline or sequence specific?
 - Growth - Will it get better, worse or stay the same if we do nothing?
- Information is very preliminary and all concerns raised in this group were included in the appraisal.