Edgewood-Colesburg CSD
Test Analysis Overview
2013-2014

Each year we could break the data down in multiple ways. For instance:
- Use **National** vs. **State** level comparisons
- Use National Percentile Rank (**NPR**-only for proficiency), Standard Score (**SS**-best measure of growth) or Grade Equivalence (**NGE**-easy to understand)
- Look at a **simple cohort** (entire grade from one year to the next-not worrying about the students who moved in or out of the district during the year) vs. a **matched cohort** (exact group from one year to the next-leaving out those students who moved in or out during the year and only counting those who are here from test to test)
- Look at data over the **last two years** or look for **trends** over multiple years
- Analyze classes as a **whole** (how many are or are not proficient) or looking at **individual** data (making sure we are pushing each student to get better)
- Use **Iowa Assessments**, **MAP** test results or the other tests given to students
- Socioeconomic status (free/reduced or not)
- Gender

- 2013-2014 Iowa Assessment Data: FAY one year of data based on NPR Proficiency is set at the 41st percentile or higher compared to national norms

Summary 2013-14 Grade	READING		
	Total prof in 13-14 Reading	Total Students who took the test	% Proficient
3rd Grade	18	31	58%
4th Grade	24	41	59%
5th Grade	26	40	65%
6th Grade	21	32	66%
7th Grade	30	40	75%
8th Grade	28	41	68%
9th Grade	30	37	81%
10th Grade	30	40	75%
11th Grade	34	43	79%

Summary 2013-14 Grade	MATH		
	Total prof in 13-14 Math	Total Students who took the test	% Proficient
3rd Grade	20	31	65%
4th Grade	32	41	78%
5th Grade	24	40	60%
6th Grade	22	32	69%
7th Grade	28	40	70%
8th Grade	24	41	59%
9th Grade	26	37	70%
10th Grade	32	40	80%
11th Grade	42	43	98%

Summary 2013-14 Grade	SCIENCE		
	Total prof in 13-14 Science	Total Students who took the test	% Proficient
3rd Grade	22	31	71%
4th Grade	36	41	88%
5th Grade	38	40	95%
6th Grade	28	32	88%
7th Grade	32	40	80%
8th Grade	32	41	78%
9th Grade	30	37	81%
10th Grade	29	40	73%
11th Grade	36	43	84%

Matched Cohort 2-year Analysis

# of Students	Grades	# Students Proficient 2012-13	% Proficient 2012-13	# Students Proficient 2013-14	% Proficient 2013-14	Percent Change +/-	# students who +/-
				READING			
31	2/3	17	55%	18	58%	0.03	1
41	3/4	31	76%	24	59%	(0.17)	7
40	4/5	26	65%	26	65%	0.00	0
32	5/6	22	69%	21	66%	(0.03)	1
40	6/7	22	55%	30	75%	0.20	8
41	7/8	24	59%	28	68%	0.10	4
37	8/9	18	49%	30	81%	0.32	12
40	9/10	25	63%	30	75%	0.13	5
43	10/11	34	79%	34	79%	0.00	0

# of Students	Grades	# Students Proficient 2012-13	% Proficient 2012-13	# Students Proficient 2013-14	% Proficient 2013-14	Percent Change +/-	# students who +/-
				MATH			
31	2/3	13	42%	20	65%	0.23	7
41	3/4	33	80%	32	78%	(0.02)	1
40	4/5	23	58%	24	60%	0.03	1
32	5/6	20	63%	22	69%	0.06	2
40	6/7	22	55%	28	70%	0.15	6
41	7/8	22	54%	24	59%	0.05	2
37	8/9	20	54%	26	70%	0.16	6
40	9/10	34	85%	32	80%	(0.05)	2
43	10/11	40	93%	42	98%	0.05	2

# of Students	Grades	# Students Proficient 2012-13	% Proficient 2012-13	# Students Proficient 2013-14	% Proficient 2013-14	Percent Change +/-	# students who +/-
				SCIENCE			
31	2/3	20	65%	22	71%	0.06	2
41	3/4	36	88%	36	88%	0.00	0
40	4/5	28	70%	38	95%	0.25	10
32	5/6	26	81%	28	88%	0.06	2
40	6/7	33	83%	32	80%	(0.02)	1
41	7/8	24	59%	32	78%	0.20	8
37	8/9	30	81%	30	81%	0.00	0
40	9/10	31	78%	29	73%	(0.05)	2
43	10/11	39	91%	36	84%	(0.07)	3

Ed-Co Annual Goals
2013-2014

Reading: Increase the average grade equivalency of this year's 6th grade (2012-13) from 6.5 to 7.8 as 7th graders in 2013-14

MET - 8.7

Math: Increase the average grade equivalency of this year's 6th grade (2012-13) from 5.9 to 7.3 as 7th graders in 2013-14.

MET – 7.6

Science: Increase the average grade equivalency of this year's 7 grade (2012-13) from 7.8 to 9.1 as 8th graders in 2013-14.

MET – 9.8

ED-CO GOALS
2014-15

- Reading: The 2014-2015 5th grade cohort will increase the percent proficient from 57.5% in 2013-14.

- Math: The 2014-2015 9th grade cohort will increase the percent proficient from 59% in 2013-14.

- Science: The 2014-2015 11th grade cohort will increase the percent proficient from 73% in 2013-14.

History

Work on the Iowa Core began in 2005, when the Iowa legislature passed Senate File 245. The Iowa Department of Education collaborated with representative's from various education stakeholder groups to develop the core curriculum for high school math, science, and literacy.

This work was expanded in 2007, when the Iowa legislature not only passed state mandated standards, but expanded the Iowa Core by enacting Senate File 588. This legislation called for the Iowa Core to also include grades kindergarten through 8th grade and the additional subject areas of social studies and 21st century learning skills.

Characteristics of Effective Instruction

Student-centered Classrooms

Students are directly involved and invested in the discovery of their own knowledge. Through collaboration and cooperation with others, students engage in experiential learning which is authentic, holistic, and challenging. Students are empowered to use prior knowledge to construct new learning and develop meta cognitive processes to reflect on their thinking.

Teaching for Understanding

Students engage in a variety of thought-provoking activities such as explaining, finding evidence and examples, generalizing, applying, making analogies, and representing the topic in new ways. Teachers 1) make learning a long-term, thinking-centered process, 2) engage students in assessment for learning processes, 3) support learning with representations and conceptual models, 4) teach for learner differences 5) induct students into the discipline, and 6) teach for transfer (Perkins, 1993).

Assessment for Learning

Process used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of core content. Formative assessment practices provide students with clear learning targets, examples, and models of strong and weak work, regular descriptive feedback, and the ability to self-assess, track learning, and set goals.

Rigor and Relevance

Lessons are cognitively demanding and challenge students to apply the essential concepts and skills to real-world, complex and open-ended situations. Content is linked to core concepts or skills and requires authentic work, discipline-specific methods, and applying what is known or being learned to solve complex problems. Involves use of prior knowledge, development of in-depth understanding, and the ability to develop and express ideas and findings through elaborated communication.

Teaching for Learner Differences

Planning for and responding to variances among learners creates the best learning experience possible. It includes processes to determine effectiveness of instruction, use of data to guide instructional decision-making, and ensure access to success with the Iowa Core for all students.

Universal Constructs: Essential for 21st Century Success

The universal constructs were identified following an analysis of the competencies and habits of mind needed for future successes in careers, college and citizenry. A team of educators and business representatives conducted a literature review of multiple sources including the P21 Framework for 21st Century Learning, the Definition and Selection of Key Competencies by NCREL/Metiri Group, Cross Disciplinary Proficiencies in the American Diploma Project by Achieve, Global Achievement Gap by Tony Wagner, Born Digital by Palfrey and Gasser, and Describing the Habits of Mind by Arthur Costa. The universal constructs apply all aspects of an individual's life and across all curricular areas.

The next step in the process was to expand the construct definitions in order to examine their complexity and identify the embedded concepts. Given the elaborated definitions and supporting instructional and professional development materials, teachers will be able to integrate the constructs into content and instructional practice, using a new, 21st century lens.

Critical Thinking

Critical thinking is the ability to access and analyze key information to develop solutions to complex problems that may have no clear answer. It incorporates reflective and visionary processes. Critical thinking utilizes abstractions and non-rules based strategies to guide decisions, behaviors and actions.

Creativity

Creativity incorporates curiosity and innovation to generate new or original thoughts, interpretations, products, works, or techniques. Creativity is nurtured, advanced, and modeled through numerous approaches, including inquiry-based learning, abstract thinking, and student-focused learning.

Collaboration

Collaboration is working among and across personal and global networks to achieve common goals. It requires cultural competence and personal and civic responsibility in all environments. Collaboration also requires open and flexible approaches to leadership.

Flexibility and Adaptability

Flexibility and adaptability include responding and adjusting to situational needs, and changing to meet the challenges of new roles, paradigms and environments. Flexibility and adaptability include the thoughtful balance between an individual's core beliefs and appropriate reaction to change. These dispositions are nurtured through life-long learning and continuous improvement.

Productivity and Accountability

Productivity is prioritizing, planning, and applying knowledge and skills to make decisions that create quality results in an ever-changing environment. Individuals and teams demonstrate initiative, self-direction, and personal responsibility to add value to the world around them. Individuals demonstrate accountability through efficient time management, appropriate resource allocation, personal integrity, and self-monitoring to meet the demands of productivity. Individuals and teams recognize the interconnectedness of their actions at all levels.

http://iowacorenetwork.blogspot.com/2014/03/common-core-state-standards-in-action.html

The Essential Skills of a World-Class Core Curriculum
Last revised Jan. 12, 2006

Teach students to be
- Leaders
- Communicators
- Team players
- Problem solvers
- Harder and smarter workers
- Detail oriented
- Progressive innovative thinkers
- Critical thinkers
- Self learners
- Delegaters
- Community-minded
- Able to apply learning to new situations
- Information literate
- Capable participants in a democracy
- Caring
- Data-based decision makers
- Confident
- Understanding of other cultures
- Empowered
- Higher-order thinkers
- Efficient, effective users of resources
- Responsible users of technology tools to access, manage, integrate, and evaluate information

3 KEY IDEAS FOR PARENTS about the Common Core [CORE]

Thinking Deeply

The Common Core emphasizes critical thinking. It requires students to analyze more, discuss more, evaluate more, justify more and explain their thinking & understanding deeply, especially in writing. *Take-Away: Really thinking deeply is hard. Let it BE hard, help them talk it out.*

Integrating Learning

The Common Core emphasizes learning across disciplines (reading with math & social studies standards combined into one task). Students spend more time working together with different settings, structures & tools. *Take-Away: Problems & solutions happen everyday in the real world.*

Showing How They Know

The Common Core emphasizes proof & evidence. Long gone are the days of worksheets, fact memorizations and skill & drill. Students are not taught this way and they are not assessed this way. *Take-away: The new tests will require students to explain how they know.*

Supporting The Common Core at Home

① Ask *why* when children tell you they want something or want to do or not do something. ② Use the word *because* after "No" or "Not tonight…" ③ Give reasons—you to them and them to you. ④ Encourage questions & explore answers (especially questions whose answers **are not** yes or no.) ⑤ Explain & discuss issues or problems in your house, neighborhood, & community. Brainstorm solutions. ⑥ Compare how things are alike and different-videos, movies, food. ⑦ Look for patterns ⑧ Describe & categorize stuff. ⑨ Tell your children what you value & why. ⑩ Encourage & celebrate opinions.

2013-2014

Edgewood-Colesburg Elementary

Progress Report

Student: _____

Grade: _____

Teacher: _____

	Attendance			
	Q1	Q2	Q3	Q4
Days Present	0	0	0	0
Days Absent	0	0	0	0
Times Tardy	0	0	0	0

Next Year's Teacher: _____

Literacy

	Q1	Q2	Q3	Q4
Key Ideas and Details I understand that fictional texts have main ideas and details.				
Craft and Structure I understand authors use different techniques to give meaning and feeling to a variety of fictional texts.				
Integration of Knowledge and Ideas I understand how fictional text features work together to provide meaning.				
Range of Reading I understand how to read and comprehend fictional texts at grade level.				
Key Ideas and Details I understand that nonfictional texts have main ideas and details.				
Craft and Structure I understand authors use different techniques to give meaning and feeling to a variety of nonfictional texts.				
Integration of Knowledge and Ideas I understand how nonfictional text features work together to provide meaning.				
Reading Range I understand how to read and comprehend nonfictional texts at grade level.				
Print Concepts I understand concepts of print.				
Phonological Awareness I understand letters, sounds, and syllables.				
Phonics and Word Recognition I understand how to read accurately and fluently to comprehend. (Phonics)				
Fluency I understand how to read accurately and fluently to comprehend. (Fluency)				

Speaking and Listening

	Q1	Q2	Q3	Q4
Comprehension and Collaboration I understand how to participate in and comprehend oral language activities.				
Presentation of Knowledge and Ideas I understand how to orally present information on a topic.				

Language

	Q1	Q2	Q3	Q4
Conventions of Standard English I understand the rules of grammar when speaking or writing.				
Vocabulary Acquisition and Use I understand how strategies are used to learn the meaning of unfamiliar words.				

Writing

	Q1	Q2	Q3	Q4
Text Types and Purposes I understand different types of texts and their purposes.				
Production and Distribution of Writing I understand the writing process.				
Research to Build/Present Knowledge I understand how to research and present information on a topic.				

Social Studies

	Q1	Q2	Q3	Q4
Behavioral				
Economics				
Geography				
History				
Political Science				

Technology - Kdgn

	Q1	Q2	Q3	Q4
I understand and practice safe and appropriate uses of technology.				
I understand basic technology software and hardware.				
I understand how to use technology resources to investigate questions and problems.				
I understand how to listen and follow directions.				

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Math

Math	Q1	Q2	Q3	Q4
Counting and Cardinality				
I understand that numbers have names and how to count in order.				
I understand how to count and tell the number of objects.				
I understand how to look at numbers and tell if they are alike or different.				
Operations and Algebraic Thinking				
I understand that addition is putting together and subtraction is taking away.				
Number and Operations in Base 10				
I understand place value for the numbers 11-19.				
Measurement and Data				
I understand how to use describing words to tell about and compare things that can be measured.				
I understand how to sort and count objects into groups and name the groups.				
Geometry				
I understand how to tell what a shape is and what it looks like.				
I understand how to tell about, make, and compare shapes.				

Science

Science	Q1	Q2	Q3	Q4
Earth and Space Science				
Life Science				
Physical Science				
Science Inquiry				

Physical Education

Physical Education	Q1	Q2	Q3	Q4
I understand how to demonstrate competency in motor skills.				
I understand the importance of movement concepts and strategies.				
I understand the importance of regular physical activity.				
I understand how to achieve and maintain a health-enhancing level of physical fitness.				
I understand how to demonstrate responsible personal and social behaviors in physical activity settings.				

Art

Art	Q1	Q2	Q3	Q4
I understand and apply media, techniques, and processes.				

Music

Music	Q1	Q2	Q3	Q4
I understand how to use song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.				
I understand how to use instruments and body percussion to effectively communicate, collaborate with a group, and produce a musical product.				
I understand how to listen, respond, describe, analyze, and evaluate music critically.				
I understand how to recognize and respect the commonality and diversity among the cultures and histories of the world through musical experience.				
I understand how to connect music with other disciplines while preserving the integrity of authentic musical learning experiences.				

Employability Skills

Employability Skills	Q1	Q2	Q3	Q4
I understand how to communicate and work appropriately with others.				
I understand how to recognize different roles and responsibilities and am open to change.				
I understand how to how to demonstrate self-direction in activities.				
I understand how to work productively and am accountable for my actions.				

Approach to Learning

Approach to Learning	Q1	Q2	Q3	Q4
Social Skills				
Respect self, others, and property				
Manages own behavior				
Shows responsibility for self, materials, and belongings				
Works, shares, and plays well with others				
Social Skills				
Participates and asks questions				
Works independently				
Demonstrates on-task behavior				
Cooperates in group/partner activities				
Produces quality work				
Follows directions				

Collins, Corbin

Comments

Q1		Q2	
Q3		Q4	

Collins, Corbin

Kindergarten

Literacy
- I can retell a story by telling the characters, setting, and what happens in the story
- I can learn new words and their meanings.
- I can tell the job of the author or illustrator in a story.
- I can explain what is the same and different in two stories.
- I can show the front cover, back cover, and title page of a book.
- I can read left to right, top to bottom, and show a letter, word, and sentence.
- I can write and tell the names of the upper and lowercase letters.
- I can hear words that rhyme and say rhyming sounds.
- I can write and tell what sounds are at the beginning, middle, and end of a word.
- I can read kindergarten sight words.
- I can read kindergarten level books.

Writing
- I can draw a picture that shows what I wrote about.
- I can write my ideas and tell what I have written.
- I can ask and write a question.

Speaking and Listening
- I can listen and follow directions.
- I can ask and answer questions.

Language
- I can write a sentence using capital letters, spaces between words, and punctuation.
- I can write a sentence telling who is in the story and what they are doing.
- I can understand the meaning of words by changing the beginning or end of the word (ex: jump – jumped; happy – unhappy; cat – cats; read – reread; test – pretest; help – helpful; care - careless).

Social Studies
- I can tell examples of how I have grown and/or changed over time.
- I can tell how people are alike and different and why that makes them special.
- I can share how my choices will affect what will happen to me.
- I can tell the difference between things I want and things I need.
- I can share supplies and toys with others.
- I can tell about community helpers.
- I can use technology to share my ideas.
- I can tell my address and phone number and why it is important to know both.
- I can tell why it is important to reduce, recycle, and reuse resources.
- I can use books, photos, people, or objects to show what is different about then and now.
- I can share how families are alike and different.
- I can tell how people have changed the way we do things.
- I can tell how my family and I have changed over time.
- I can tell how we made our classroom rules and how to follow them.

- I can make good choices and solve my own problems in the classroom.
- I can tell about things that happen outside of my family and school.

Math

- I can count to 100 by ones and 10s.
- I can count on from any number up to 100.
- I can write numbers from 0-20 and show how many.
- I can count up to 20 objects.
- I can tell which group has more, less, and the same.
- I can group objects in tens and ones.
- I can solve word problems using objects or drawings.
- I can put objects together to add and take objects away to subtract.
- I can use different numbers to make 10.
- I can add and subtract to 5.
- I can follow directions to put an object above, over, under, between, in, out, below, next to, behind, and in front.
- I can name these shapes: circle, square, triangle, and rectangle.
- I can tell if a shape is flat or solid.
- I can find the sides and corners on shapes.
- I can make and draw a shape.
- I can use shapes to make other shapes.
- I can sort objects by size, shape, and color.
- I can tell which objects are longer or shorter, heavier or lighter.
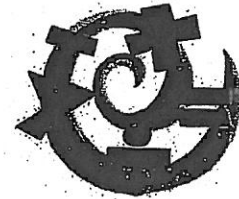
Science

- I can use and share observations of local weather conditions to describe patterns over time.
- I can construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- I can use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- I can ask questions to get information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- I can communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
- I can use observations to describe patterns of what plants and animals (including humans) need to survive.
- I can plan and conduct an investigation to compare the effects of pushes and pulls on the motion of an object.
- I can analyze data to see if a design solution works as predicted to change the speed or direction of an object with a push or a pull.
- I can make observations to determine the effect of sunlight on Earth's surface.
- I can use tools and materials to build a structure that will reduce the warming effect of sunlight on an area.
- I can ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- I can develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

- I can analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Physical Education
- I can dribble a ball under control.
- I can catch a self tossed ball using hands.
- I can kick a stationary ball using walking or running approach.
- I can perform a 3 stack pattern using both hands.
- I can skip, march, gallop, and shuffle when directed.
- I can jump rope 1-3 times as directed.
- I can demonstrate speed (fast, medium, slow) by responding appropriately during class.
- I can recognize personal and general space.
- I can understand the heart speeds up with exercise and activity is good for the body.
- I can identify healthy lifestyle habits.
- I can actively engage in activities during class.
- I can attempt all fitness activities to the best of their abilities.
- I can identify healthy/unhealthy lifestyle choices outside of school.
- I can demonstrate skills to participate in muscular strength, endurance, and flexibility exercises.
- I can follow directions given to class.
- I can use equipment safely and properly.
- I can cooperate with partner when practicing skills.
- I can share and takes turn in group settings.

Music
- I can use my singing voice to sing responses to questions.
- I can match pitches alone and in a group.
- I can create expressive motions for a song.
- I can practice creative movement alone and in a group.
- I can develop a movement vocabulary.
- I can perform on an instrument and maintain a beat with the group.
- I can explore body percussion.
- I can create an ABA dance.
- I can express my preference for songs using musical terms.
- I can perform music from various cultures.
- I can listen to music from various cultures.
- I can incorporate drama and visual arts into a performance.

Employability Skills
- I can demonstrate good listening skills.
- I can respect others.
- I can cooperate with others.
- I can follow directions.

- I can work independently.
- I can work with others.

Technology

- I can use the Starfall internet site to work with letter sounds and vowel sounds.
- I can use a mouse.
- I can use a keyboard.
- I can use Jolly Phonics.
- I can use the Click n Kids program to learn letter sounds and words.
- I can listen and follow directions in computer class.

Art

- I can use different materials, techniques and processes to create visual art.
- I can create different responses with materials, techniques and processes.
- I can communicate my ideas, experiences and tell stories with my art.
- I can use art materials and tools in a safe and responsible manner.

MATH (K)	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Counting and Cardinality				
I understand that numbers have names and how to count in order				
Count to 100 by ones	X	X	X	X
Count to 100 by tens		X	X	X
Count forward from a given number			X	X
Write numbers from 0-20	X	X	X	X
Represent a number of objects from 0-20 with a written numeral	X	X	X	X
I understand how to count numbers and tell the numbers of things				
Demonstrates one-to-one correspondence by counting up to 20 objects	X	X	X	X
Count objects to answer "How many?" questions in a variety of ways	X	X	X	X
I understand how to look at numbers and tell if they are alike or different				
Identify objects greater than, less than, and equal to		X	X	X
Compare two numbers between 1-10 as written numerals		X	X	X
Operations and Algebraic Thinking				
I understand that addition is putting together and subtraction is taking away				
Adds and subtracts within 10 using objects or drawings				X
Break apart numbers up to 10 into pairs in more than 1 way using objects or drawings and in written form				X
Can show different combinations of 10 using objects or drawings				X
Fluently knows addition and subtraction facts up to 5				X
Number and Operations in Base Ten				
I understand place value for the numbers 11-19				
Put together and break apart 11-19 using a ten and ones			X	X
Measurement and Data				

I understand how to use describing words to tell about and compare things that can be measured				
Describe measurable attributes of objects (short-long, heavy-light, tall-short)			X	X
Compare two objects using more-less of an attribute (shorter-longer)			X	X
I understand how to sort and count objects into groups and name the groups				
Identifies, sorts, and classifies objects by 1 attribute	X	X	X	X
Geometry				
I understand how to tell what a shape is and what it looks like				
Locate examples of shapes in the environment		X	X	X
Uses position/directional words			X	X
Identifies shapes in different positions/sizes		X	X	X
Identifies shapes as two-dimensional (flat) or three-dimensional (solid)			X	X
I understand how to tell about, make, and compare shapes				
Identify how two-dimensional or three-dimensional shapes are alike and different			X	X
Can make or draw shapes			X	X
Can use shapes to make larger shapes			X	X

ED-CO COMMUNITY SCHOOL CALENDAR 2014-15

August
M	T	W	TR	F		
11	12	13	14	15		
18	19	20	21	22	3	3
25	26	27	28	29	5	8

September
1	2	3	4	5	4	12
8	9	10	11	12	5	17
15	16	17	18	19	5	22
22	23	24	25	26	4	26
29	30				2	28

October
		1	2	3	3	31
6	7	8	9	10	5	36
13	14	15	16	17	5	41
20	21	22	23	24	4	45
27	28	29	30	31	5	50

November
3	4	5	6	7	5	55
10	11	12	13	14	5	60
17	18	19	20	21	5	65
24	25	26	27	28	2	67

December
1	2	3	4	5	5	72
8	9	10	11	12	4	76
15	16	17	18	19	5	81
22	23	24	25	26	2	83
29	30	31				

January
			1	2		
5	6	7	8	9	5	88
12	13	14	15	16	4	92
19	20	21	22	23	5	97
26	27	28	29	30	5	102

February
2	3	4	5	6	5	107
9	10	11	12	13	5	112
16	17	18	19	20	5	117
23	24	25	26	27	5	122

March
2	3	4	5	6	5	127
9	10	11	12	13	5	132
16	17	18	19	20	4	136
23	24	25	26	27	5	141
30	31				2	143

April
		1	2	3	2	145
6	7	8	9	10	4	149
13	14	15	16	17	5	154
20	21	22	23	24	5	159
27	28	29	30		4	163

May
				1	1	164
4	5	6	7	8	4	168
11	12	13	14	15	5	173
18	19	20	21	22	5	178
25	26	27	28	29	2	180

June
1	2	3	4	5

Month	Date	Event
Aug.	14	New Teachers
Aug.	15	Professional Development
Aug.	18 & 19	Professional Development (TQ time TBD)
Aug.	20	Classes Begin 1st Semester
Sept.	1	Labor Day-No School
Sept.	10	1:30 Dismissal - Professional Development
Sept.	22	No School - Professional Development
	22	7-12 P/T Conferences 3:45-7:45
Oct.	8	1:30 Dismissal - Professional Development
Oct.	23	End of First Quarter (45 days)
Oct.	24	No School - Professional Development
Nov.	11	PK-6 P/T Conferences 3:45-7:45; 1:30 Dismissal
	11	7-12 Professional Development
Nov.	13	PK-12 P/T Conferences 3:45-7:45; 1:30 Dismissal
Nov.	14	No School - Compensation Day - Snow Make-up Day
Nov.	26	No School - TQ Prof Development 7:45-11:45
Nov.	27	Thanksgiving
Nov.	28	No School
Dec.	8	No School - Professional Development
Dec.	23	12:30 Dismissal
Dec.	24 - 31	Winter Break
Jan.	1 - 2	Winter Break
Jan.	5	Classes Resume
Jan.	15	End of First Semester (2nd Quarter = 47 days)
Jan.	16	No School - Professional Development
Jan.	30	1:30 Dismissal - Professional Development
Feb.	13	1:30 Dismissal - Professional Development
Feb.	24	PK-6 P/T Conferences 3:45-7:45; 1:30 Dismissal
	24	7-12 Professional Development
Feb	26	PK-12 P/T Conferences 3:45-7:45; 1:30 Dismissal
Feb.	27	No School - Compensation Day - Snow Make-up Day
March	19	End of Third Quarter (44 days)
March	20	No School - Professional Development
April	3	Spring Vacation - Good Friday
April	6	Spring Vacation - Snow Make-up Day
April	15	1:30 Dismissal - Professional Development
April	30	7-12 P/T Conferences 3:45-7:45; 1:30 Dismissal
	30	PK-6 Professional Development
May	4	No School - Professional Development
May	15	Seniors' Last Day
May	16	Graduation
May	25	Memorial Day
May	27	Last Day of School; End of 4th Quarter (44 days)
	27	12:30 Dismissal

Teacher Leadership and Compensation Grant Abstract 2014

Implementation of the Teacher Leadership Compensation System has the opportunity to advance education in the district like we have never seen before. Empowering teachers to serve as leaders and their work with principals to improve schools can truly improve student achievement.

By encouraging teachers to accept roles in leading their schools — from serving on a committee to facilitating professional learning — principals can build the leadership capacity of the learning organization and focus on their priorities. Creating structures that support teacher collaboration expand the leadership capacity of the organization. When principals arrange for common planning time during which teacher learning teams review student data, inquire into best practices, identify and implement strategies with the highest leverage, monitor and readjust as determined by the feedback of the learning team, student learning increases as does the teachers' sense of self-efficacy. Daily schedules that encourage and support teachers as they observe one another will facilitate conversations around "How did you do that?" or "Why did you do that?" which, in turn, supports the teacher's learning network and their problem-solving capacity.

When all members of our organization accept responsibility for the learning of all students, their unrelenting focus on student improvement brings to life their shared vision and purpose. This compelling vision and purpose are the reasons for sharing this leadership throughout our district and developing frameworks that support that work. The TLC committee has developed the following plan:

- Teacher Quality funding covers 1.5 days of professional development; TLC funding could add 4 days. Ten Planners/Presenters will help design professional development on those additional days.
- Two Instructional Coaches will assist administration in school improvement. The two teachers will be relieved of some of their classroom assignment to accomplish this task. Depending on schedule will be approximately 90 minutes a day. An additional staff member will be hired to cover teaching assignment. The plan is to have one secondary and one elementary instructional coach.
- Funds will also be used to bring everyone up to $33,500, hire subs for peer reviews, and continue the mentoring of new teachers.

We believe that all teachers are teacher leaders at different times. The best way to improve student achievement is to focus on student learning through working collaboratively to improve instruction, assessment, curriculum, climate and technology.

Vision:
- Improve student achievement by strengthening CORE instruction.
- Attract highly qualified new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Maintain quality teachers in providing instruction in the classroom.
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

For a successful plan, effective teacher leader's (instructional coaches, professional development planners/presenters and mentors) must be a top priority. A selection committee made up of three teachers

and three administrators will accept and review applications for assignment/reassignment to a teacher leadership role and make recommendations to the board. Selection is based on teacher effectiveness in the criteria below. The selection process will consist of observations, interviews, and answers on the application itself.

The evaluation of the plan will be ongoing and provide information that is sound, meaningful, and sufficiently reliable in making thoughtful and responsible decisions about the processes and effects. The evaluation processes will also evolve with the program.

The Teachers look forward to the additional collaborative time to improve instruction. 98% wish to participate in the additional time for professional learning communities. 51% are willing to fulfill the planner/presenter responsibilities. 24% are interested in the instructional coaching positions.

Collaboration/PLC mentality
Practitioners collaborate in a constructive and meaningful way by:
1. focusing on improving teaching and student learning.
2. meeting regularly with thoughtfully planned agendas, minutes, and concise follow-up.
3. planning lessons, practicing lessons, debriefing lessons; organizing, analyzing, and actions.
4. summarizing data to plan instruction.
5. solving problems related to student learning.
6. reading, reflecting, and sharing articles that support learning goals.
7. school leaders monitor, support, and participate in the collaborative process to ensure that efforts are focused on student learning and on district and building goals.

A team of three administrators, two parents, and five teachers met bi-weekly over the months of November, December, and January. We also utilized the Area Education Agency; West Wind Education Policy, Inc.; School Administrators of Iowa; Iowa School Finance Information System; the scoring rubric and webinars available as guidance.

Grant funds offset the cost of teacher release time for the purpose of researching, sharing and developing material needed to help in the development of the plan. Activities included: meeting with district teachers on two occasions to share and receive input, developing surveys for additional input, and sharing survey data with entire planning team.

Stakeholder Members
Rob Busch - Superintendent, Parent
Dawn Voss - High School Principal, Parent
Paul Wenger - Elementary Principal
Jennifer Lange - Secondary Teacher, Parent, Association President, Teacher Quality Member
Kari Kintzle - Secondary Teacher, Association Vice-President
Mike Lutgen - Secondary Teacher, Teacher Quality Member
Pat Krapfl - Elementary Teacher, Teacher Quality Member
Linda Tegeler - Elementary Teacher, Parent of Recent Graduates
Mike Gaul - Parent
Elise Bergan – Parent

Vision for the Edgewood-Colesburg Community School District

What would you like to tell people about this district, three years from now? What would you love to be able to say about your district that would make it the best possible place to educate your children? Why would it be the ultimate district of choice in the area? What great benefit would the district give to children? (Think in the areas of instruction, curriculum, personnel, curriculum offerings, community involvement, communications, school climate, and buildings & grounds)

1. Focus _____

Current Condition	Action Steps	What does success look like?

2. Focus _____

Current Condition	Action Steps	What does success look like?

3. Focus _____

Current Condition	Action Steps	What does success look like?