U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mr. Rob Libolt
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Center Point-Urbana High School
(As it should appear in the official records)

School Mailing Address 145 Iowa Street PO Box 296
(If address is P.O. Box, also include street address.)

Center Point   IA   52213-0296
City   State   Zip Code+4 (9 digits total)

County Iowa

Telephone (319) 849-1102   Fax (319) 849-2068

Web site/URL http://www.cpuschools.org   E-mail   jburkhart@cpuschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Mr. Matthew Berninghaus
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)   E-mail mberninghaus@cpuschools.org

District Name Center Point-Urbana Comm School District   Tel.   (319) 849-1102

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Matthew Wade
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district   2 Elementary schools (includes K-8)
   (per district designation):   1 Middle/Junior high schools
                                          1 High schools
                                          0 K-12 schools

                                          4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban
   [X] Rural or small city/town

3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying
   school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	71	47	118
10	69	65	134
11	50	55	105
12 or higher	55	62	117
Total Students	245	229	474

4. Racial/ethnic composition of   2 % American Indian or Alaska Native
   the school: 1 % Asian
                                    6 % Black or African American
                                    3 % Hispanic or Latino
                                    0 % Native Hawaiian or Other Pacific Islander
                                    72 % White
                                    16 % Two or more races
                                    100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 10%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2016 until the end of the 2016-2017 school year	23
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2016-2017 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	46
(4) Total number of students in the school as of October 1, 2016	473
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

6. English Language Learners (ELL) in the school: 0 %
                                                     0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 13 %
   Total number students who qualify: 61

8. Students receiving special education services: <u>5</u> %

    <u>26</u> Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>0</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>1</u> Other Health Impaired
<u>0</u> Developmentally Delayed	<u>26</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>2</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: <u>10</u>

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>71:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	93%	94%	94%	95%	0%
High school graduation rate	96%	0%	97%	94%	95%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	97
Enrolled in a 4-year college or university	24%
Enrolled in a community college	39%
Enrolled in career/technical training program	5%
Found employment	10%
Joined the military or other public service	1%
Other	9%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

    If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

To develop successful, life-long learners by providing a safe and caring environment, a stimulating curriculum, and a dedicated staff working with supportive parents in a friendly, small-town atmosphere.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Center Point-Urbana High School currently serves 474 students enrolled and houses the 9th, 10th, 11th, and 12th grade population. The Center Point- Urbana High School is like a second home for staff and faculty, alike, as they have fostered relationships that have lasted for decades and welcomed new employees with open arms and open minds. Our family atmosphere makes for a better experience for our students for the four short years they spend in the high school.

One of the greatest impacts in our school's history, which has grown our family of staff and faculty, was in 1989, when the two communities of Center Point and Urbana consolidated for the betterment of serving students. Both schools had strong traditions in academics and athletics, so the Urbana Cyclones and the Center Point Pointers joined forces to become the Stormin' Pointers. Soon after, in 1998, the district grew from two buildings to three, and again in 2011 to a fourth building when the new high school opened, and reorganized to serve a preK-2 elementary, a 3-5 intermediate, a 6-8 middle school, and a 9-12 high school. The current high school was built in 2011.

Our high school staff and faculty members are truly dedicated to the mission of Center Point-Urbana School District: to develop successful, life-long learners by providing a safe and caring environment, a stimulating curriculum, and a dedicated staff working with supportive parents in a friendly, small-town atmosphere. Each of these foundational beliefs is put into practice by every staff and faculty member to meet the needs of our high school student population.

Because of our small towns, Center Point-Urbana School District's ethnic diversity is low compared to other areas in Iowa. Our student population has identified subgroups of racial minorities at 4 percent of the population, special education 10 percent, and free/reduced lunch populations at 17 percent. Our free/reduced population has increased in the past year as a result of changes in the state qualifications.
At the high school, the current student to teacher ratio is 7:1, with an average class size of 21 students, which allows for teachers and support staff to deliver a rigorous and stimulating curriculum. The curriculum provides opportunities for academic diversity, moving emphasis away from an adopted curriculum to an adaptive, student-centered curriculum. Our teachers are dedicated to using data to make instructional decisions for a more individualized curricula to optimize student potential.

The teacher and support staffs' collective experience and commitment to developing the whole student is apparent in our dedication to not only the classroom, but also the extra-curricular events and community functions in which our students participate. Because of our collective experience, parents are highly supportive and trust that what is happening in our school is in the best interest of their child. We recognize the responsibility that comes with parents' trust and appreciate the opportunity to work with parents to develop contributing citizens.

In addition to curriculum to optimize student potential, students need to feel safe in their environment and have confidence that the school and teachers care about them on an individual basis. As a preK-12 Positive Behavior Supports School, Center Point-Urbana School District was one of fifty-three other schools honored by the Iowa Department of Education with high marks for their work implementing a process that promotes good behavior at school which, in turn creates a more vibrant learning environment. The high school played an active role in garnering the State's recognition and is continually working to improve the citizenship and safety in our school.

During the winter holiday and at the end of the school year when our former students are finished with their college classes or have a break in their work schedules, our halls are filled with visitors who wish to express their gratitude and appreciation for the experiences they had at CPU. Our commitment to excellence in the classroom and encouragement for participation in extra-curricular activities is what makes high school memorable. We foster a Caring atmosphere, a Positive environment, and Upstanding citizens, we are CPU.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Center Point-Urbana High School, teachers and instructional coaches aim to develop proficiency for all students in all core standards. Our teachers and learners are held accountable for proficiency by the standards for English Language Arts, math, science and social studies as well as the other curricular areas of the arts, foreign language, and career and technology outlined in the Iowa Core. Our high school core curriculum aims for our students to become college and career ready, meaning the necessary knowledge, skills and strategies to be successful after high school.

Our high school graduation requirements have been established by the Board of Directors. These requirements reflect the general areas of knowledge, which the school district believes is necessary for students, the future graduates of Center Point - Urbana, to be successful upon graduation. A total of 58 graduation requirements include four years of English, 3 years of math, 3 years of science, 3 years of social studies, in addition to 27 elective credits (with physical education and health requirements as well). To ensure our high school students become college and career ready, we provide career planning, pathways and course offerings.

Our high school English language arts (ELA) core curriculum highlights four domains: reading, writing, speaking and listening, and language. Our high school students in our ELA courses learn to develop and demonstrate independence, build strong content knowledge across a wide-range of written material, learn to comprehend as well as critique, value evidence to support their ideas and writing, and come to understand other perspectives and culture.

The math core curriculum falls under six domains: number and quantity, algebra, functions, modeling, geometry, statistics and probability. Our high school students in our math courses learn number and quantity, to solve real-world mathematical problems, and use statistics and probability in everyday situations to draw conclusions.

The students in 9th-12th grade Social Studies courses explore cause and effect, research, summarization, argument construction, and analysis in the following content areas: behavioral sciences, civics/government, geography, U.S. history, and world history. Our social studies curriculum encourages students to see, think, and act in ways that reflect our behavioral sciences, learn the foundations and beliefs of American democracy, understand the cause and effects of historical and economic influences, and promote the goal of civic learning and engagement.

In grades 9th-12th, students in our science courses are encouraged to discover and draw conclusions based on three strands of learning: the core content, the cross-curricular applications and the practices of engineering. Students are expected to use data and evidence to develop claims, engage in global issues, evaluate evidence of ecosystems, use mathematical models to describe and make predictions, and science inquiry in the following content areas: Life Science, Physical Science, Earth and Space Sciences, and Engineering, Technology, and Applications of Science.

Through Larry Ainsworth's Rigorous Curriculum design process, each department has collaboratively paced the scope and sequence, as well as created units of instruction around bundles of standards. The journey of standards-based teaching and learning is outlined in our curriculum design process. In school year 2012-13, we began the process for selecting priority standards that would be involved in each course. To identify the core content priority standards, we used Ainsworth's five criteria: leverage, alignment to assessment, rigorous content and application, readiness for the next level, and endurance, to determine priority standards. Teachers deliberated each standard in their content area using Ainsworth's criteria and then came to consensus on the priority standards that each teacher could support in his or her courses.

In 2014-15 school year, we began our Rigorous Curriculum Design Process to create units of study for courses. Each teacher was responsible for identifying the priority standards that were unwrapped to identify

learning targets. This information was then placed into a proficiency scale that outlined the learning levels of achievement. Since the Spring of 2015, teachers have been working on creating consistency with the critical components of their proficiency scales and aligning the learning targets and or standards to their assessments. Currently, teachers are working to use these scales and alignments to determine a student's level of proficiency based on a body of evidence from formative and summative assessments. Our next steps are to identify more clearly, the progressions of learning that need to take place in order to complete a learning target and the success criteria for what that progression looks and sounds like.

Although English and math have had the luxury of simple steps of identification and unwrapping, the curriculum design process has looked very different for Science and Social Studies. Science has been revised to more incorporate the National Next Generation Science Standards, whereas, Social Studies has been revamped to more closely mirror the C3 Framework. Science teachers incorporated the newly adopted NGSS standards into our system and adapted the standards into our curriculum design process. The Social Studies teachers are in the process of exploring their standards to learn their depth and breadth in concert with their content. Although the standards are new for Social Studies, teachers are still finding opportunities for productive civic engagement, having students participate in the community through service projects, job-shadowing or being a mentor/mentee. Some will participate in work-study programs.

Social Studies is not the sole content area responsible for providing students with opportunities for productive civic engagement. Math, ELA, and Science provide opportunities for students to grow in their citizenship and to show they are college and or career ready. Our students have acquired the necessary knowledge, transition skills, and strategies to be successful in a post-secondary or career-oriented setting.

2. **Other Curriculum Areas:**

Center Point-Urbana School District, along with the other schools and districts in the State of Iowa, has a clear and rigorous set of core expectations, or standards, for other curricular areas of the arts, foreign language, physical education, health and career tech, and technology. At CPU High School, there are numerous opportunities to take courses that would earn a student college credit while in high school. This is due in large part to the legislation known as "Senior Year Plus." There are minimum requirements that need to be followed that were set by the state, which will then allow students enrolled in college courses to receive both high school and college credit.

Outside the core curriculum Center Point - Urbana's high school engages students in the arts, foreign language, physical education, health and career tech, and technology. While our core courses target instruction in the core standards, our other curriculum courses work on pushing students' learning outside the traditional thinking and empower students to more freely pursue their areas of interest.
The arts (visual and/or performing) at Center Point-Urbana High School, offer an impressive instructional program. Our Art department offers course for all 9th-12th grade students, including Basic Photography, Beginning and Intermediate Art, Digital Imaging (with conjunction with Kirkwood Community College), and Senior Studio. Our music program also offers music opportunities with a district band and two choirs. Our performing arts includes courses such as Music Audition Independent Study and Music Theory. Many students who have interest in the arts are also interested in culture, and Center Point - Urbana High School also offers the opportunity for four years of Spanish.

In high school, our physical education/health wellness/and nutrition courses incorporate the National Physical Education Standards and Iowa Core Healthy Literacy Standards. Our physical education has moved away from learning games and rules to focusing on lifelong fitness and healthy learning styles. All students are required to take physical education and can incorporate additional physical education courses in 10th-12th grades such as Competitive Sports, Leisure Fitness and Weight Training. As 9th graders, all students are required to take Health I, which includes personal health, nutrition, mental health, First Aid/CPR, and practice health preventative behaviors.

Along with fitness and wellness, we provide opportunities for students to learn basic life skills and business courses. Our Family and Consumer Science courses address common life skills of Marriage and Family, Child and Development/Parenting, Beginning Family Consumer Science, and Clothing and Foods. Students

in grades 9-12, can also take Computer Explorations and Applications, and Introduction to Business; once in 10th grade, students can also take Accounting and Entrepreneurship; and in 11th grade, students have the opportunity for Desktop Publishing (concurrent with Kirkwood), Internships, Personal Finance; finally, as seniors, Employability Skills and Work Experience are offered. Our Family and Consumer Science and Business Courses best address the 21st Century Skills, as well as the competencies in their own consortium.

In our technical courses, Center Point-Urbana High School not only offers the typical Woods and Metals courses, we uniquely offer Project Lead The Way (PLTW), as well. These courses provide students with transformative learning experiences. PLTW courses are designed to create an engaging, hands-on classroom environment and empower students to develop in-demand knowledge and skills they need to thrive. Our PLTW certified through extensive training and provided the resources and support they need to engage students in real-world learning.

3. Instructional Methods, Interventions, and Assessments:

The instructional methods, interventions and assessments that Center Point - Urbana High School employs are based on a data-decision making process. Our staff at the high school are committed to excellence, and therefore, employ effective instructional strategies during our universal and targeted instruction time, aim to close the achievement gap, and continuously use data to improve student learning. Our explicit instruction, Standards-Based Learning, Data Teams, collaboration between our special and general education teachers, and our Multi-Tiered Systems of Supports (MTSS) initiatives allow the school to meet various student learning needs and promote high level of student achievement across multiple disciplines.

The high school utilizes the Data Teams process to analyze student data to determine the instructional strategies and targeted interventions necessary for the students' proficiency. Teachers collaboratively analyze data and prioritize needs by identifying strengths and needs of student performance and then form inferences based on the data. The Data Teams also prioritize by focusing on the most urgent needs of the learners. Teachers collaborate to identify research-based/evidence-based instructional strategies proven to be high-leverage.

The Instructional Coach plays an essential role in the design and delivery of the professional learning. Through planning, teaching and reflecting with teachers, the Instructional Coach ensures teachers feel confident and supported in carrying out the responsibilities of implementation and moving their teaching practice forward. The district has also devoted an additional teacher leadership role to a specially designed instruction (SDI) coach, who will assist our special education teachers in the diagnosis, design, and delivery of specially designed instruction for those students who are 10 percent or farther behind their peers.

Instructional practices have become more targeted with the implementation of standards-based learning. In our system, teachers use the standard as the end goal of learning, but they develop learning targets, a progression of learning and success criteria to help students see not only what they are learning but how they will learn it and when they know they've learned it. To implement this system, teachers need to be well-versed in their standards and have a clear understanding of the learner outcomes. In the process of delving deeper into the standards, the teachers are realizing they need the clarity of learning just as much as the student to pinpoint where a student needs help or an extension of the learning. Teachers are seeking more strategies and using different practices to heighten engagement and address specific student deficiencies in an individualized manner.

As part of the MTSS at the high school, faculty have creatively designed time to engage students in standards-based learning during our homeroom and STORM Lunch time. The STORM acronym stands for Student Tutorial Opportunities Reassessing Meetings. Each of the letters provides a different option for learners during this time. Teachers appreciate having scheduled time for students in need of individual conferencing, explicit instruction, or to reassess.

Because literacy and ELA standards are a focus in our district goals, teachers have been asking for and researching best practices for assisting students in reading comprehension and writing. The high school

teachers have attended professional learning for rigorous reading strategies and a district-driven professional learning for Write Tools. Having common language and strategies for literacy has allowed teachers to better address student needs. The English teachers and instructional coaches have been integral in providing the clarity of learning for the literacy standards and in advising other content areas in how to address student deficiencies.

Another avenue of instruction is our first-year cohort of teachers who are implementing a blended format in their courses. Blended learning and a standards-based system marry well, since teachers are using the standard or the standard's learning targets as the focus for instruction and assessment. In any course, a teacher can use formative assessments to determine whether a student is progressing towards proficiency; however, the blended format immediately speaks to opportunities for differentiation and individualized instruction. These teachers are using station rotations, mini-lessons, individualized playlists and student voice and choice to better serve students' needs. Technology supports are necessary for the blended format, as on-line programs and engaging video and audio tools are necessary to fully engage and assist students with their modality of learning.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The building principal with the support of teachers and the counselor, provide and enforce clear structure, rules/expectations, and procedures for students. Positive Behavior Intervention Supports (PBIS) is a comprehensive approach to creating consistent, predictable, safe, and positive school environments and responding to behavior challenges and motivating students. The High School PBIS team has worked together to outline the behavior expectations in the common areas of the school. A major part of the PBIS system is to acknowledge students that are following school expectations. Each of these expectations falls into one of the areas of creating a Caring community; Positive attitude; Upstanding citizen.

To create a Caring community, teachers have conversations to define bullying, the different types of bullying behaviors, and how to be an upstander not a bystander to ensure our students feel safe at school. In our hallways, lunchroom, and restroom areas, posters offer the behavioral expectations for each situation to better promote a safe and caring environment. Without the feeling of safety, the achievement in the classroom will not happen.

To be an Upstanding citizen, students are encouraged and rewarded for doing the "right thing when no one is looking" and following the posted expectations for each area. In addition, the students must look out for others as much as they look out for themselves.

Our Pointer Positive attitude is fostered through a growth mindset and engagement strategies teachers use in the classroom and in other areas of interaction. Our growth mindset professional learning and classroom instruction better motivates our students and is based on Trevor Ragan's Train Ugly and Carol Dweck's theory; whereas, our engagement strategies that foster more commitment to learning come from the Schlechty Institute for Engagement. We also promote a social-emotional curriculum for students who display a need for better social cues and interactions. Through growth mindset and engagement instruction, students and teachers can better promote a positive attitude.

The PBIS framework is based on our own teachers' value systems. Just as the teachers can nominate students for an "Extra" Pointer Award or give them tickets, students can offer the same encouragement and public acknowledgement for teachers. Not only do we have high expectations for our students, but we have high expectations of ourselves to model the appropriate behaviors in and out of the building. The use of our CPU acronym is for our daily mission; the system is what produces contributing adults.

2. Engaging Families and Community:

Being from a small rural town, Center Point-Urbana High School enjoys strong support from our community. Our parents believe in the value of education, and we establish opportunities throughout the year for our families and communities to interact.

Our parents are heavily involved in our students daily lives and in their future planning. One of the most difficult times is moving from eighth to ninth grade. Each February, we offer a parent transition night in which the student and their parent are able to tour the school and meet the advisory team. At the beginning of each school year, we provide students and parents with the foundational practices and philosophy of our Standards-based Learning system. To keep in check, parents are invited to visit with teachers three times a year. For juniors, our counselor provides a Financial Aid Night to help students and parents navigate the finances of college.

The Lion's Club and CPU Booster Club host our Homecoming Parade and Dinner for our students. The Veteran's Day program at the high school is well attended and fills the building. In the Spring, all the Senior Citizens are invited to enjoy the decorations from prom and have dinner at Senior Rock. Before graduation, the Senior Citizens and businesses come in again to present awards to the graduating senior

class.

We are fortunate to work closely with different local businesses, not only for the donations they provide to our school, but also the opportunities they provide for our students. This year is the first year, the high school has organized our Future Business Leaders of America (FBLA) student group. These students organize activities in partnership with businesses. Many of our local businesses provide job shadows, work experience, internships, and service learning, as well. These experiences provide students opportunities to learn new skills, apply classroom knowledge in a real-world setting, and develop employability behaviors that better prepare them for the workplace and gain insight that will help them make more informed career choices.

The Ed Thomas Leadership Academy is an opportunity for 9-12 graders to strengthen their positive leadership skills and character. We send teacher-nominated students in the fall and in the spring, who are not necessarily our top students or the leaders in the classroom or activities. We want to build leadership capacity among our students and help them realize their potential and the impact they can have on others.

3. Professional Development:

The district prioritized goals, which are the professional development goals, are: 1) Improve knowledge and understanding of ELA Standards in order to improve student learning in literacy; 2) Improve knowledge and understanding of the Standards-Based Learning process; and 3) Improve our collaborative structures for teachers.

The district provides five full professional development days throughout the calendar year, and next year, we will provide every Wednesday late-starts for Professional Learning. The full days of Professional Development are devoted in each building to the two goals: 1) Improve knowledge and understanding of ELA Standards in order to improve student learning in literacy; 2) Improve knowledge and understanding of the Standards-Based Learning process. Every Wednesday late-start is devoted to our Data Teams Process PreK-12 to address our third goal: 3) Improve our collaborative structures for teachers. Teachers will receive additional time for collaboration and planning for interventions.

The high school professional development has focused on improving the knowledge and understanding of ELA standards and Standards-Based Learning. The Standards-Based Learning activities are aligned to our Curriculum Design Process. During this time, teachers are focused on the core and supplementary curricula students need to reach a satisfactory level of proficiency on the Iowa Common Core Standards. As a district, we used Larry Ainsworth's Rigorous Curriculum design process to plot the pace of courses, as well as create units of instruction around bundles of standards. Teachers spend time collaborating on student data and how to provide students with the instructional practices and strategies that are high-leverage. The Instructional Coaches are critical to this process of professional learning.

The Instructional Coach plays an essential role in the design and delivery of the professional learning. The Instructional Coach is key in providing teacher data, including implementation and fidelity of the instructional practices, as well as the needs and supports teachers require to continue to enhance their teaching and learning. Through planning, teaching and reflecting with teachers, the Instructional Coach ensures teachers feel confident and supported in carrying out the responsibilities of implementation and moving their teaching practice forward.

4. School Leadership:

The leadership philosophy and structure of the school revolves around the idea of building consensus around a shared vision. Teachers are ultimately the driving force behind the success of high-implementation and fidelity of strategies in the classroom that will increase student achievement.

The building principal's role is to lead the creation of a common vision aligned to the district goals, build support around the vision, then help put resources and systems in place that support the needs of the teachers to enhance teaching and learning. The principal provides and enforces clear structure, rules, and

procedures for staff. The principal, with the encouragement of the director of instructional services, ensure teachers have necessary staff development opportunities/time and budget that directly enhance their teaching and learning.

The Instructional Coach position at the high school is full-release. The Instructional Coach plays an essential role in the design and delivery of the professional learning. Through planning, teaching and reflecting with teachers, the Instructional Coach ensures teachers feel confident and supported in carrying out the responsibilities of implementation and moving their teaching practice forward.

The Standards-based Learning Council, which includes the principal, instructional coach, and teachers, is the largest decision-making body and frequently discusses and debates topics that are sometimes brought to the full staff for discussion to determine next steps for professional development.

The six Data Team Leaders at the high school facilitate the use of data in collaborative structures, focused on student learning of the Common Core and teacher implementation of instructional strategies. These teachers attend necessary trainings to increase knowledge-base, in order to use data-driven dialogue that is comprehensive, purposeful and action driven. In addition, the data team leaders work collaboratively across the district with the other data team leaders, instructional coaches, and administration to develop processes and structures to support teacher growth and reflective practices through the use of data.

The building principal with the support of the Positive Behavior Supports team and counselor, provide and enforce clear structure, rules/expectations, and procedures for students. The High School PBIS team, for example, has worked together to outline the behavior expectations in the common areas of the school. The team gathers, organizes and analyzes the building data, such as, office referrals, suspensions, attendance, and tickets. The team determines next steps for interventions or growth.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

One of the practices that we believe has been instrumental to the success of our district has been implementation of Data Teams. The high school utilizes the Data Teams structure. Data Teams demonstrate how to implement data-driven decision making at the classroom teacher level. The district uses the Data Teams processed designed by The Leadership and Learning Center (now Houghton Mifflin Harcourt). Through the Teacher Leadership funds in Iowa, the high school not only employs one full release Instructional Coach, but also six Data Team Leaders. These paid positions together, have greatly impacted the leadership and empowerment of teachers as leaders. Each Data Team at the high school has one Data Team leader to facilitate the learning and implementation of the Data Team process. Data Teams provide a structure for teachers to specifically identify areas of student need and collaboratively decide on the best instructional approach in response to those needs.

The high school Data Teams are structured by content areas to form a data teams, in which teachers bring student work to analyze in a five-step process. The teachers analyze data and prioritize needs by identifying strengths and needs of student performance and then form inferences based on the data. The Data Team also prioritize by focusing on the most urgent needs of the learners. The teacher then engage in writing SMART goals. These short-term goals are reviewed and revised throughout the data cycle. During the Data Team meetings, teachers select common instructional strategies. Teachers collaborate to identify research-based/evidence-based instructional strategies proven to be high-leverage. The teachers review and monitor implementation as well as improvements that indicate the effectiveness of the selected strategies and then, evaluate the results.

Instructional practices have become more targeted with the implementation of standards-based learning. In our system, teachers use the standard as the end goal of learning, but they develop learning targets, a progression of learning and success criteria to help students see not only what they are learning but how they will learn it and when they know they've learned it. To implement this system, teachers need to be well-versed in their standards and have a clear understanding of the learner outcomes. In the process of delving deeper into the standards, the teachers are realizing they need the clarity of learning just as much as the student to pinpoint where a student needs help or an extension of the learning. Teachers are seeking more strategies and using different practices to heighten engagement and address specific student deficiencies in an individualized manner.