



## **PART I - ELIGIBILITY CERTIFICATION**

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12IA2

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

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All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)  
 (per district designation): 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
3 Total schools in district
2. District per-pupil expenditure: 9262

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	0	0	0		<b>7</b>	0	0	0
1	0	0	0		<b>8</b>	0	0	0
2	0	0	0		<b>9</b>	51	72	123
3	0	0	0		<b>10</b>	62	59	121
4	0	0	0		<b>11</b>	69	65	134
5	0	0	0		<b>12</b>	75	79	154
<b>Total in Applying School:</b>								532

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
1 % Black or African American  
0 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
99 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 6%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	32
(4)	Total number of students in the school as of October 1, 2010	532
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 21%

Total number of students who qualify: 111

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%

Total number of students served: 40

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>34</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>5</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>0</u>
Total number	<u>46</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	95%	93%	87%
High school graduation rate	97%	97%	97%	96%	91%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>146</u>
Enrolled in a 4-year college or university	<u>44%</u>
Enrolled in a community college	<u>32%</u>
Enrolled in vocational training	<u>3%</u>
Found employment	<u>9%</u>
Military service	<u>3%</u>
Other	<u>9%</u>
<b>Total</b>	<b><u>100%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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West Delaware High School strives to live our mission of providing, in collaboration with the family and community, a safe, culturally rich environment in which all students can reach their full potential academically, emotionally, and socially. Our action plan is to accomplish this through building relationships and delivering challenging academics while having students acquire and display 21st century skills.

The five mostly rural communities comprising the school district take great pride in the balance of excellence in the academics, athletics, and fine arts. WDHS offers a comprehensive curriculum including 50 college credits taught in-house by the high school staff in the curricular areas of math, language arts, science, fine arts, and career and technical education. In addition, we have a number of students who enroll in on-line AP courses or PSEO courses. Between 65-70% of the seniors and between 40-45% of the juniors take at least one college credit class. Traditionally, we score higher than the state average on ACT scores and college readiness indicators. The Iowa Test of Educational Development scores have been steadily increasing with the 2010-11 number of full academic year 11th graders scoring at a proficiency level of Reading 93%, Math 90%, and Science 95%. The proficiency level for all 11th grade students was Reading 91%, Math 88%, and Science 94%.

Around 85% of the students participate in one or more of the 31 extracurricular activities available. High value is placed on student participation as a way to build relationships, set and reach goals, and develop employability skill sets.

Awareness of the positive effects relationship building has on student achievement is evident in the graduation rate and dropout rate. Our graduation rate of around 97% with a dropout rate of less than 1% is evidence of the efforts to address the needs of at-risk students. The school's focus on continual improvement is demonstrated by recent application, acceptance, and participation in two different initiatives supported by the Iowa Department of Education. Six years ago the high school was one of 60 Iowa high schools selected to participate in the three-year Iowa High School Project where the schools involved were enrolled as participants in the International Center for Leadership in Education. This opportunity provided an abundance of instructional resources with a focus on increasing student achievement through rigor, relevance, and relationships. A team of WD teachers, in collaboration with other Iowa High School Project schools, participated in professional development activities that were then brought back to the West Delaware staff. At the end of this project, the Iowa Department of Education provided funding for 10 Iowa high schools to participate in IRIS (Iowa's Rapidly Improving Schools). The focus was to assemble schools designated as "forward thinking" and having a track record of innovation and willingness for continuous improvement to participate in addressing the academic and social/emotional needs of struggling students. West Delaware, along with nine other Iowa high schools, was selected to participate in this three-year initiative. The collaboration and willingness to learn and share from each school involved has resulted in a structure at West Delaware that includes Professional Learning Communities, RTI (Response to Intervention) tiering, and staff to student mentoring. A data collection source has been created allowing teachers to quickly access - in one location - information regarding any student's grades, test results, attendance, behavior, and RTI strategies used.

Additional efforts by the staff resulted in what is called "Hawk Habits," a character education component based upon Covey's *7 Habits of Highly Effective People*. Hawk Habits is delivered through the advisor/advisee program and incorporated by individual teachers into classes. Other highlights of the program include an all-day Freshmen Retreat at the beginning of the year used as a transition activity from middle school to high school, a Senior Launch activity for goal setting during the senior year and beyond, a Real-Life Academy that has the seniors participate in a simulation of what life for them may be in 10 years, and a Senior Service Day intended to highlight the importance of community service as they transition to the adult world.

Much of the high school's success and achievements have been the result of participation and support from many stakeholders. The strength and commitment of the staff has resulted in effective layers of leadership within the building allowing staff to productively engage in areas of interest that contribute to continuous improvement. Intentional collaborative efforts to include the parents and community in the knowledge about and involvement in the educational process has been vital to programs in academics, athletics, and fine arts.

### 1. Assessment Results:

#### A. Performance Levels

The standardized assessment used for the district is the Iowa Test of Educational Development, developed by Riverside Publishing. This assessment uses a proficiency cut-off at the 41st percentile, in accordance with Iowa definition. NCLB proficiency is measured by the performance of 11th graders in math and reading.

Performance levels are provided in three categories:

- low: a score between the 1st percentile and the 40th percentile;
- middle: a score between the 41st percentile and the 89th percentile;
- high: a score between the 90th percentile and the 99th percentile.

Middle or high scores are considered acceptable for proficiency.

All data concerning percentages at each level of proficiency is shared with the faculty, and departments have the opportunity to do an item analysis to see if any weaknesses exist in the curriculum. Students who do not meet proficiency in targeted areas of math or English may be given interventions including additional math assistance or Second Chance Reading. Students with higher scores are also noted and that information is communicated to the faculty, as those students may need individual differentiated lessons to challenge their abilities and interests. Teachers are made aware of student needs within each class through access to individual standardized scores and, as of this semester, an informational database that helps track each student's behaviors (positive and negative), attendance, and interventions being used.

#### B. Performance Trends

Performance data over the past five years for 11th grade shows proficiency gains in for all students and sub-groups IEP and SES students in both reading and mathematics. The number of proficient students in reading increased from 68% in 2006-07 to 91% in 2010-11, likewise SES students from 60 to 84%, and IEP students from 18 to 50%. IEP student scores varied up/down over the five-year period, but the IEP sub-group has the fewest number of students requiring careful analysis for the variations. In the same five-year period, in mathematics, the number of proficient students increased from 81 to 88%, SES students from 65% in 2006-2007 and 69% in 2010-2011 but with up/down scores for the years in-between, and IEP students demonstrated up/down scores over the five years with 36% proficient in 2006-2007 and 40% in 2010-2011.

Levels of proficiency for cohort groups SES and IEP showed more proficient in 11th grade than 10th grade four out of five years. With sub-groups being more than 10 percentage points below the all-student group, we implemented Response to Intervention (RTI) in the fall of 2009-2010 to address struggling learners at all levels as those specific strategies helped targeted groups and would help increase student achievement in groups where fewer numbers could quickly skew scores.

Cohort data has been analyzed to verify if the strategies were effective and to determine if use will continue positive growth in student achievement on the Iowa Test of Educational Development. We found the data showed an increase in grade 11 (NCLB reporting grade) over the five-year period except for 2008-2009. Even though that year did not follow the school trend, it was an increase in achievement

for this same group of students from the previous year.

We tried to determine if individual student data from the ITEDs was an accurate representation of the academic achievement levels by closely looking at the non-proficient students' ITED/ITBS, 10th grade PLAN, NWEA MAP scores and local assessments and grade history. This led us to focusing on both academic and non-academic factors affecting achievement scores.

We worked in conjunction with Middle School guidance and faculty to create a balanced Advisor-Advisee system assigning each teacher 12-13 students -- with no more than two-three struggling learners - to establish consistent relationships. There we review test-taking strategy skills, remind students one-on-one about the importance of the tests, administer the tests, and remind students of consequences of low scores; for instance, in Iowa, those who do not show proficiency in core areas can't take college-credit classes until the deficiency is a proficiency.

We continually review RTI data (at least bi-weekly through an IRIS cadre) and have implemented additional practices to help close the gap in proficiency. 1.) Struggling students are assigned a student-selected mentor who works in conjunction with the Advisor and parents/guardians doing weekly checks for grades, maintaining contact with the student in getting help so he/she does not fall further behind. 2.) A Tutorial class was established where students work with yet another teacher in a guided study situation. 3.) Professional Learning Committee (PLC) work meets a minimum twice a month and has a two-fold approach: departmental groups focus on developing common summative and formative assessments for each class consistent with the Core and benchmarks and work on creating differentiated learning lessons; inter-departmental PLC groups make recommendations on systemic helps for students on the D/F lists which are regularly sent out to the staff. 4.) Our Professional Development work concentrates on RTI and creating Tier I, II, and III intervention possibilities.

All of these efforts have shown a direct correlation to improved yearly scores.

## **2. Using Assessment Results:**

West Delaware High School teachers continually discuss data from a number of sources in order to improve achievement, to guide students in developing a four-year plan and selecting classes that will challenge them and still allow for success, and to tweak curriculum and lesson planning. Students 9-11 take the ITEDs, sophomores take the PLAN, and special education students take MAP (Measures of Academic Progress) testing twice a year – in the fall and in the spring. Teachers review the individual, grade-level, and cohort scores data in both multi-disciplinary and department teams where they are encouraged to celebrate the successes and to ask the hard questions about what patterns are indicated and why – both for the failures and the successes.

Cohort data has been closely analyzed for the last five years. Since beginning the training process of Response to Intervention (RTI) in the fall of 2009-2010, we have seen gains in the number of proficient students in both reading and mathematics. A team of teachers continually reviews the RTI data and presents the information to the BLT. They are attending training sessions on how to interpret and use data. The District will be sending a contingency of teachers from elementary, middle and high schools to PLC training this summer; the goal is to have all teachers trained in this within the next three years.

We are on a 4x4 block scheduling format which allows time for students to take foundations classes to strengthen skills and still allows them time to grow to capabilities required in dual-credit classes if they wish. We have developed a Concepts in Math class for strengthening foundation skills which then prepares them for Algebra and Geometry and have developed two complementary classes of Statistical Analysis and Algebra III for those who cannot pass the Accuplacer Test or do not meet the ACT score requirements for dual-credit classes but who wish to prepare for the next level of education.

Because reading is a key component to success, literacy and content reading teaching techniques have been implemented through professional development with all teaching staff. We require students who

lack proficiency in reading to take the Language Arts Lab (Second Chance Reading). English classes encourage independent individualized reading and an Individualized Reading class is offered for students to continue developing and discussing their reading on a one-to-one basis. The core classes are expected to require reading and to guide students in their reading.

Once the tests are taken, all data is reviewed in three arenas: teacher, student, and community. The teachers use this information to dictate needed professional instruction and to help determine what needs to be tracked and how to best do that. Data is also shared at the District Leadership Team (representatives from each of the elementary, middle school, and high school Building Leadership Teams; superintendent; school improvement director; and elementary, middle school, and high school principals) where more discussion and more questioning takes place to determine if the data indicates a systemic problem and to determine who or what approaches need to be made. Guidance also uses the data to offer individual assistance in creating the four-year plans and the quarterly/yearly plans.

Students are given the results at Advisor/Advisee meetings where options are discussed about term and yearly plans. If a student fails to meet proficiency in certain areas, some dual-credit class opportunity and open-campus privileges may be revoked, and they may need to take skill-building classes.

The community is also informed of testing results. This information is shared in an administration presentation before the District Board, through the District Newsletter, given to parents at Parent-Teacher conferences, and published in the local newspaper and on the webpage. A District SIAC group (composed of representative students, instructors, administrators, and community members) also sifts through the information looking for patterns and offering suggestions.

This process has continued to show gains in achievement. We believe our rigor, relevance, and relationships framework; RTI approach; tutorials and mentoring systems; and databases are instrumental in this success.

### **3. Sharing Lessons Learned:**

We have developed and implemented a 9-12 grade program called “Hawk Habits,” based on Stephen Covey’s book *7 Habits of Highly Effective People*, focusing on respect, responsibility, relationships, and relevance. Teachers and volunteer students explain and demonstrate each skill; then, everyone is encouraged to practice the skills in their daily lives. We have shared this positive program with Elkader HS and with our middle school staff, noting it’s a nice blend with their PBIS (Positive Behavioral Interventions and Supports) system.

In an effort to make “12th grade more meaningful,” we implemented Senior Launch Day where a motivational speaker and various activities help seniors envision post high school lives. We shared this and “Hawk Habits” with Muscatine and Cascade high schools.

We have been on a 4X4 block extended learning time schedule for over a decade. New Hampton HS spent two days observing and talking with our staff, as they were considering moving to block scheduling. After two professional in-service presentations, they developed and implemented block scheduling and more student-centered learning activities throughout their curriculum.

Science teachers have presented twice at the University of Northern Iowa’s “Spotlight on Technology for K-12 Education” showing student work as a result of engaging and empowering students using technology and plan to present at the Upper Iowa K-12 Technology Conference. Math teachers have presented at the State Math Conference demonstrating how to create differentiated lessons and to get students involved in their own learning. A math teacher is helping Burlington HS “glean ideas from a successful school” offering ways to proactively work on strategies to improve their math program and meet the NCLB math trajectory.

Over the past three years, staff members have presented at the Delaware County Professional Development Day, where all teachers, administrators, and guidance counselors from neighboring Ed-Co and Maquoketa Valley School Districts gather to share effective, innovative classroom strategies and to discuss instructional concerns and ways to handle them. The comments about the day of teachers helping teachers are positive.

We also collaborate in the IRIS project, a three-year, statewide series of conferences focusing on ways to help struggling learners (those not meeting full academic potential) and creating immediate interventions to help students meet success. Teachers engage in department and inter-disciplinary Professional Learning Communities bi-weekly to focus on struggling learners and best-teaching practices.

#### **4. Engaging Families and Communities:**

Having the full support of families and community is essential for the survival of any school and is acknowledged in our mission statement. Only through consistently engaging and in collaborative discussions with all stakeholders can a healthy atmosphere be created so parents, students, staff, and community members feel safe and valued as co-owners of the educational successes at WD. There are many opportunities for all levels of involvement. We must go into the community, take the students into the community, and bring the community to us.

Staff is involved in collaborative efforts in numerous community activities through churches, committees, partnerships, and boards. Students are engaged in community service projects, volunteerism, and numerous skills learned in the classroom are shared via student “businesses,” and are visible through concerts, sporting and fine arts events, honor and recognition banquets, promotional speaking over radio and television. They conduct farm, bike, and ATV safety fairs. The community is invited to open forums, numerous extra-curricular events, class reunions, speaking engagements, and complete surveys.

For those wanting to “touch base”:

- the Back-to-School Fair;
- Freshman Orientation Night;
- development of a district Vision Statement;
- district newsletter, websites for constant monitoring of information and grades;
- parent-teacher conferences;
- surveys -- Safe and Supportive schools, block scheduling effectiveness;
- recognition banquets honoring students;
- Expo Night showcasing student projects and performance in CTE, fine arts.

For short-term commitments:

- Sophomore Career Fair;
- “Senior Launch” day -- alumni discussing successful transition from school to work;
- volunteer speakers in the classrooms.

For more long-term associations:

- athletic, academic, music booster clubs for fund-raising,
- providing supervision or work to make production/performances successful,

- 200+ member volunteer program with a coordinator for those willing to share their skills;
- School Improvement Committee for those interested in working with data;
- Co-Op and AOEE mentoring programs for students to get out into the work force;
- School Board and Lighthouse Project, state initiative where BOE works with members to study student achievement data and identify ways the community can support teachers and students.

There are many more behind-the-scenes projects being done too numerous to mention. We want and encourage the parents and community to contact us as they have a vested interest in our success.

## 1. Curriculum:

Our core curriculum benchmarks and standards were developed using local, state, and national curricular standards with the intent to prepare students for all post-secondary options. These benchmarks have been aligned vertically K-12, and curriculum content and/or teaching techniques, with the use of Response to Intervention (RTI) techniques, have been adapted to accommodate learners at every level. All assessments -- formative and summative -- have been written in every discipline according to the essential benchmarks.

As we continuously revise our curriculum, we have adopted a blended Curriculum Leadership Institute Model, and Rigor, Relevance, Relationship framework to help all students reach mastery and benchmarks in each discipline. Gap analysis and constant data analysis is used to assess changing needs. We have begun the process of aligning our curriculum to the Iowa Core curriculum in English/Language Arts and math. Science is currently aligned.

All disciplines have conscientiously developed a variety of class options to meet student needs without tracking. In addition, we offer 50 dual-credits to accommodate our students. For our high achieving students we have a talented and gifted program. For struggling learners and non-traditional students we have an off-campus, credit-recovery/alternative school program plus we have supplemented with on-site tutorials and class specific interventions.

Each discipline has a unique contribution to the overall academic experience of our students. Our science curriculum incorporates an inquiry-based approach to problem solving and hands-on learning. The math department uses cooperative peer learning techniques and interactive technology to create a new approach to problem solving. Our social studies department provides relevant real-life experiences and facilitates events such as school board debates and provides other meaningful connections to the community emphasizing citizenship. Our foreign language department has a proficiency emphasis and provides the opportunity for trips abroad to experience first-hand the target cultures relevant to their learning. The visual and performing arts departments have students creating portfolios and various hands-on activities, taking theory study, as well as participating in individual and group performing events and competitive contests plus honors recognitions, and expositions. Our physical education classes focus on life long healthy choices and the department also offers an extreme PE option.

A unique strength at West Delaware is our Career and Technical Education (CTE) strands. Our Industrial Technology program includes on-site autos and welding academies and a woodworking area. These areas have constant contact with community employers and frequently provide placement for students. Our Agricultural Education strand provides students knowledge for direct-hire in agricultural employment areas immediately and often during high school (AOEE). Our Family and Consumer Science strand provide Foods and Nutrition, Child Development, Sewing, and Consumer Science classes, and supports the FCCLA extra-curricular. Our Business and Information Technology strand provides free Website support to area nonprofit organizations including Website development and Website hosting. It also supports one of the largest Future Business Leaders of America chapters in Iowa, never finishing less than runner-up in the Chapter of the Year Award during the past nine years.

Teaching approaches in each discipline includes established best practices of inquiry, modeling, and reflective writing, as well as technology integration through a variety of social media, wikis, blogs, online and blended instruction.

## **2. Reading/English:**

The West Delaware English department is unified in the belief strong communication skills are critical to success. Classes incorporate a strong reading and writing emphasis. Teachers challenge and enrich student learning by taking the students from where they are individually to higher skill levels through the integration of reading, writing, speaking, critical thinking, listening, and technological literacy. Teachers instill the life-long passion and importance of reading by offering independent reading time, and our Language Arts Lab/Second Chance Reading course strengthens struggling readers' fluency, comprehension, and vocabulary skills.

The English department realizes student choice and individualized attention are critical for student engagement and success. Our English instructors utilize best practices, our teacher-librarian/media specialist's expertise, and department collaboration concerning each student's strengths and weaknesses. Teachable moments, flexibility, and working with our special resources teachers and specialists -- as well as paraprofessionals and gifted and talented experts -- help us meet the needs of each student. Lessons are tiered and differentiated as needed to make sure no student is allowed to "fall through the cracks." Core classes with multiple teachers have like materials, formatives, and summatives to insure consistency.

All students are required to take English I, II, and III before branching out into areas of interest such as technical reading and writing, creative writing, career exploration, journalism, philosophy, individualized reading, speech, and basic communications. A majority of students go beyond the eight-semester requirement to take additional classes, including the more advanced seminar and dual-credit classes in writing and literature.

English I emphasizes effective reading comprehension strategies to summarize, analyze, and discuss nonfiction; utilizes the writing process to construct expository and analytical essays; and exposes students to multi-cultural, non-sexist literature, including *The Odyssey*.

English II augments English I skills and emphasizes choosing a self-selected topic and synthesizing research into a persuasive essay, analyzing Shakespearean dramatic devices, delivering speeches, participating in guided discussion, and writing creatively.

English III focuses on the critical analysis and historical distinctions of American literature eras by incorporating visual literacy, research-based expository writing, and student-centered discussion.

The teachers conscientiously look at data from ITED, ACT, and Accuplacer testing and collaborate with the middle school teachers to strengthen curriculum and glean advice on how to best help incoming students for individual success. Students leave West Delaware prepared for life-long learning and success.

## **3. Mathematics:**

The West Delaware High School math department offers two beginning routes to students to help them attain the Iowa Core Curriculum: the first, for students performing below grade level, offers a foundations/Concepts class emphasizing core skills with remedial/re-teach helps preparing them for the more challenging courses; the second, for students performing at or above grade proficiency level and for those demonstrating proficiency after the Concepts class, offers more challenging classes like Algebra III, Calculus Plus, or dual-credit classes such as Pre-Calculus, Statistics, and Calculus. Calculus II is offered over the ICN network through a local college.

All students are required to take two algebra courses, one geometry course, and one statistics course before graduating (six semesters). Currently 53% of our students enroll in dual credit classes.

Technology is utilized in every classroom. Flip video and You Tube video channels are used allowing students access to instruction beyond the classroom. Graphing calculators are used to deepen student

understanding of math concepts. TI-Inspire hand-helds, temperature probes, motion sensors, and light sensors, and computer simulations are used for discovery, prediction, and reflection. Edmodo is used to improve communication allowing for sharing of information outside the classroom. Document cameras and projectors are used to show work and present information.

A variety of instructional methods are used in the math classrooms. Formative assessments are widely used to gauge student learning and guide instruction. Re-teaching and interventions are used to assist struggling learners and to challenge high achieving students. Through a new database being implemented this term, a collaborative posting of interventions in Tiers I, II, and III is being utilized to strengthen resources and provide possible approaches to adapt to individual needs. A summative assessment is given at the end of each unit with re-teaching available to students who have not mastered the content. Consistency in core classes with multiple teachers is assured by utilizing common formatives and summatives. Student-led instruction, pairing and grouping students, project based units, and differentiated assignments are some of the instructional methods regularly utilized to individualize lessons.

After data received from assessments in ITED testing grades 9-11 and PLAN testing grade 10, the department continuously asks specific questions about what to do to improve low level scores and how to maintain high test scores, then adjusts curriculum and lessons accordingly.

#### **4. Additional Curriculum Area:**

WDHS prides itself on balancing core and fine arts curriculum and on our ability to provide opportunities to help students develop an appreciation for culture transcending their high school experiences. Our fine arts departments have a variety of curricular (high school and college credit) and extracurricular opportunities for students. The extra-curricular activities hone communication and performance skills as well as showcase student talent and created products with 5 yearly concerts, 2 show choirs, a jazz band, and local and regional art shows. Plus the Friends of Music Booster Club and the Hanson Memorial Foundation Committee sponsor community events showcasing talent from around America.

The Visual Arts department offers project-based learning in Art Appreciation, Ceramics, Photography, Graphic Design, Painting, Drawing, and Foundation in Art. Here students make choices based on their own unique tastes, beliefs, and perceptions of the world. A breadth of materials, mediums, and topics are available for students to select from while being able to work in either 2D or 3D format. Students develop a plan for a project, explain the process, and reflect on the end product. Portfolios are developed for scholarship presentations.

The Music Department offers Mixed, Concert, Treble Clef, and Bass Clef Choruses; Marching and Concert Bands; Music Theory; Music Appreciation. The ensembles require continuous problem solving and cultural interpretation skills; students must develop relationships and trust while working towards exemplary performances. Students audition and participate in All-State and college honor bands and choirs, show choir contests, and have sung in front of local/state events.

In both Music and Art Appreciation classes, students use critical thinking and problem solving skills in written and oral formats to discuss and help them understand how the world has influenced the arts and how the arts have influenced the world. They develop an understanding of how globalization and cultural diversity affect their everyday thinking and decision-making skills. Through the fine arts curriculum, students develop life-long skills encouraging them to appreciate, understand, and participate in a culturally rich society (now and in the future), maybe by participating in community bands or church choirs; local art fairs; community theater; attending concerts, shows, art exhibits, museums; supporting arts endeavors.

All Fine Arts courses demonstrate student-centered learning and differentiation allowing for individuality. Students set and achieve individual goals while collaborating with others to achieve group goals.

## **5. Instructional Methods:**

Teachers strive to relate to all students providing unique, engaging instructional methods as seen through a general “how teachers teach” survey. SMART goals, inquiry-based instruction, and hands-on activities engage students in the learning process through projects, presentations, and lab activities. Reflection, both oral and written, is utilized frequently and consistently. Block scheduling lends itself to different teaching strategies and allows for one-on-one re-teach time, enrichments, and credit-recovery. Teachers are required to observe and reflect upon their colleagues’ teaching methods, providing an avenue for employing new strategies and instructional methods. General education and special education teachers collaborate to assure lessons allow everyone success. Interdisciplinary lessons provide experiences demonstrating connections and relevance.

21st century skills are used in, then taken out of the classroom -- West Delaware Metal Works (student-run ornamental fabrication business), Family and Consumer Science Take and Bake meals, Route 66 Real Time Experience (create a trip on a budget), horticulture/ greenhouse (students raise, sell plants and flowers), STAR trigonometry contest, journalism articles and photography published on-line for State organizations, DMACC Autos Contest, Kirkwood CC welding contests, contest speech and writing, various simulations and reenactments, Real Life Academy (Delaware County Economic Development members guide seniors through various career, personal finance strategies), and school board debates and caucusing.

Technology comes to the forefront with hybrid and blended learning opportunities and by bringing the web into the classroom through the use of Wiggio, Edmodo, Prezi, Web quests, multimedia presentations, and publications, providing students with choices of media so all learning styles and abilities are addressed. Learning Style and Personal Interest Surveys allow teachers to address different student needs. Use of laptops, computer labs, and handheld digital devices bring the technological world into the learning process. Twenty-four hour access to grades and course content extend learning beyond the school day.

Helping all learners succeed begins with utilizing formative and summative assessments to track the progress of students throughout each term. Tutorial classes and credit recovery programs, including an Alternative School option, and interventions such as weekly grade updates, advisor-advisee group meetings, and a mentoring program provide windows into each student’s learning progression to help students stay connected and involved in their learning process.

## **6. Professional Development:**

West Delaware High School staff participate in a variety of professional development activities at the district, building, department, and individual levels to increase student achievement. Five years ago, the District shifted from district level development of the professional development plan to a building level development of the plan, where the building leadership team creates then submits plans to the district’s School Improvement Director for review and final approval.

At the district and department levels, there has been a focus throughout the last five years on alignment with the Iowa Core and the Common Core Curriculums to be implemented in the 2012-13 school year. Subject Area Committees, under the direction of the School Improvement Director, have performed gap analysis of current curriculum to the Iowa Core/Common Core curriculum, and based upon the gap analysis, departments have been revising curriculum to meet the Iowa Core/Common Core standards for all students.

At the building level, the Professional Development plan is developed by the Building Leadership Team with input by the high school staff. The PD needs are based upon state and school district initiatives and building needs. Student assessment data reviewed in the development process and effectiveness of implementation include ITED (Iowa Test of Educational Development), PLAN assessment/survey,

NWEA MAPs assessment, College Admission assessments, and local course assessments. Additional data is collected from the Iowa Youth Survey, We Teach Survey, We Learn Survey, Safe and Supportive Schools Survey, and locally developed Block Schedule Effectiveness Survey.

Research based professional development has also been supported through involvement in two pilot programs. West Delaware High School was one of 60 high schools involved in the Iowa High School Project, a project aligned with the International Center for Leadership in Education, promoting a collaborative effort to integrate the components of Rigor, Relevance, and Relationship as a vehicle for school improvement. We are also one of ten high schools in Iowa selected to be members of IRIS (Iowa's Rapidly Improving Schools), the focus being Response to Intervention strategies to address the needs of struggling learners.

Individually, teachers are expected to create an Individual Professional Development Career Plan which entails a pre- and post-reflective conference with a building administrator discussing how the teacher plans to focus on and incorporate into the classroom an independently selected district or building-level initiative.

## **7. School Leadership:**

West Delaware High School's leadership philosophy is a collaborative leadership system consisting of two administrators and a building leadership team. The principal is responsible for the overall operation of the school including instructional leadership and school management, and the second administrator is the assistant principal/activities director. While both administrators share the student management tasks, the assistant principal assumes most of these duties to free up the principal to focus efforts on instruction and student achievement.

Six years ago a building leadership team was formed consisting of both administrators, teacher representatives from most curricular departments (math, English, science, social studies, fine arts, career and technical education, and special education), and a high school consultant from the Area Education Agency. The Building Leadership Team (BLT) is chaired by a faculty member with the administrators and AEA liaison serving as team members. The most important responsibility of this team is to establish the vision and set goals for the building. An additional task is the administration of and the distribution of the budget of the building level Teacher Quality Program funded by the State. This program supplements teacher pay for additional efforts made to improve instruction. The BLT is committed to establishing a system of accountability focused on efforts to increase student achievement. All teaching staff are eligible to participate in these opportunities. Another task of the BLT is to develop the professional development plan for the high school. This plan is developed with teacher input and reviewed with the district's Director of School Improvement who is responsible for monitoring all professional development in the school district.

We are extremely proud of what we refer to as layers of leadership. The successes the high school has experienced in the past six years are a result of all staff having opportunities to participate in leadership activities. Many staff, in addition to the Building Leadership Team, assume leadership positions and play major roles in developing specific tasks such as the Advisor/Advisee Program, the Hawk Habits (building developed character education program), the Senior Launch (making the senior year meaningful), the Mentoring Program for struggling learners, the ninth grade transition, standardized testing strategies and motivation, etc. There has been an increase in student achievement directly correlating to the increase in staff leadership roles.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Iowa Test of Educational Development

Edition/Publication Year: Form C/2007 Publisher: Riverside

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Intermediate plus High	88	85	79	85	81
High	31	27	26	23	27
Number of students tested	134	136	135	159	144
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Intermediate plus High	69	56	38	70	65
High	15	7	10	7	30
Number of students tested	26	27	21	27	20
<b>2. African American Students</b>					
Intermediate plus High					
High					
Number of students tested		2	1	1	1
<b>3. Hispanic or Latino Students</b>					
Intermediate plus High					
High					
Number of students tested				1	2
<b>4. Special Education Students</b>					
Intermediate plus High	40	47	27	50	36
High	10	0	0	6	0
Number of students tested	10	19	15	16	11
<b>5. English Language Learner Students</b>					
Intermediate plus High					
High					
Number of students tested					
<b>6.</b>					
Intermediate plus High					
High					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Iowa Test of Educational Development

Edition/Publication Year: Form C/2007 Publisher: Riverside

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Intermediate plus High	91	84	77	81	68
High	19	18	19	17	19
Number of students tested	134	136	135	159	144
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Intermediate plus High	84	70	48	70	60
High	4	11	5	15	15
Number of students tested	26	27	21	27	20
<b>2. African American Students</b>					
Intermediate plus High					
High					
Number of students tested		2	1	1	1
<b>3. Hispanic or Latino Students</b>					
Intermediate plus High					
High					
Number of students tested				1	2
<b>4. Special Education Students</b>					
Intermediate plus High	50	58	20	50	18
High	10	0	0	6	0
Number of students tested	10	19	15	16	11
<b>5. English Language Learner Students</b>					
Intermediate plus High					
High					
Number of students tested					
<b>6.</b>					
Intermediate plus High					
High					
Number of students tested					
<b>NOTES:</b>					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Intermediate plus High	88	85	79	85	81
High	31	27	26	23	27
Number of students tested	134	136	135	159	144
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Intermediate plus High	69	56	38	70	65
High	15	7	10	7	30
Number of students tested	26	27	21	27	20
<b>2. African American Students</b>					
Intermediate plus High					
High					
Number of students tested	0	2	1	1	1
<b>3. Hispanic or Latino Students</b>					
Intermediate plus High					
High					
Number of students tested	0	0	0	1	2
<b>4. Special Education Students</b>					
Intermediate plus High	40	47	27	50	36
High	10	0	0	6	0
Number of students tested	10	19	15	16	11
<b>5. English Language Learner Students</b>					
Intermediate plus High					
High					
Number of students tested					
<b>6.</b>					
Intermediate plus High					
High					
Number of students tested					
<b>NOTES:</b>					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Intermediate plus High	91	84	77	81	68
High	19	18	19	17	19
Number of students tested	134	136	135	159	144
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	0
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<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Intermediate plus High	84	70	48	70	60
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Intermediate plus High	50	58	20	50	18
High	10	0	0	6	0
Number of students tested	10	19	15	16	11
<b>5. English Language Learner Students</b>					
Intermediate plus High	0	0	0	0	0
High	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Intermediate plus High	0	0	0	0	0
High	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

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