



DES MOINES PUBLIC SCHOOLS **GOAL ACTION PLAN**

Updated December 2021

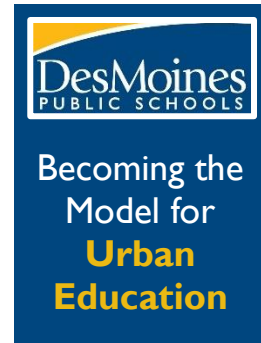


TABLE OF CONTENTS

| | |
|--|----|
| Table of Contents..... | i |
| Background..... | 2 |
| School Board Needs Assessment..... | 2 |
| DMPS Board Goals..... | 3 |
| The DMPS Collaborative Problem-Solving Process..... | 3 |
| DMPS Action Planning and Monitoring Process..... | 4 |
| Task Force Teams..... | 6 |
| The DMPS Goal Action Plan..... | 7 |
| 2020-2021..... | 9 |
| 2021-2022..... | 9 |
| Board Goal and Progress Measure Data..... | 11 |
| Goal 1: | 11 |
| Goal 2: | 12 |
| Goal 3: | 13 |
| Glossary..... | 14 |
| Appendix A..... | 15 |
| Early Literacy Collaborative Problem-Solving Team Attendees..... | 15 |
| Algebra I Collaborative Problem-Solving Team Attendees..... | 16 |
| Social Emotional Learning Collaborative Problem-Solving Team Attendees..... | 17 |
| Conditions for Learning Collaborative Problem-Solving Team Attendees..... | 18 |
| Appendix B..... | 20 |
| Prioritized and Verified Root Causes: All Collaborative Problem-Solving Teams..... | 20 |
| Appendix C..... | 21 |
| Prioritized and Verified Root Causes to Lever Crosswalk..... | 21 |
| Appendix D..... | 22 |
| MTSS District Leadership Team..... | 22 |

BACKGROUND

The Des Moines Public Schools (DMPS) serves over 32,000 students from an incredibly diverse community. Our students have countries of birth spanning more than 80 nations, with over 100 languages and dialects spoken in their homes. We believe that our district's diversity strengthens us. DMPS expects every student to succeed academically, socially, and emotionally. However, opportunity gaps, which often result in achievement gaps, persist within our walls.



While many factors contribute to the disproportionate outcomes occurring in our schools, we simply cannot regard all circumstances and outcomes as outside our locus of control. To serve all students, we must intentionally focus on student populations experiencing the largest disparities in opportunity and outcomes in order to build systems that better support our students.

School Board Needs Assessment

During the 2018-2019 school year, the DMPS School Board facilitated a number of public sessions that engaged parents, community members/partners, district staff, and students to collect information around two critical questions:

- What is the impact you want our school system to make on our students?
- What do you want students to know and be able to do?

Participants were then asked to list three student outcomes representative of their answers, which were collected, categorized and prioritized.

All the information gathered from those sessions, as well as a host of district data, was collaboratively reviewed and analyzed by the Board, the Superintendent, and district staff.

In addition to the information provided by the public sessions, district data revealed black males have the lowest rates of achievement in the district. This does not mean that black males are low achievers, but rather that our system's ability to create opportunities for success for black males is critically low and must be named and addressed. Naming and addressing this issue highlights the need for change within the system to evolve into one that does not continue to marginalize certain student populations — doing the business of school the same way and expecting different results is ineffective. As a result, the three priority areas that were determined through public meeting and Board prioritization must be analyzed through the focus lens of black male achievement.

Based on the Board's community engagement efforts, they produced specific, measurable, time-targeted goals in three priority areas: Early Literacy, Algebra Readiness, and Social Emotional Learning. The Board Goals were initially adopted by the School Board on June 18, 2019.

DMPS Board Goals

Early Literacy

- Goal 1: The percent of all third grade students on track in reading will increase from 52% to 72% by June 2024*, as measured by FAST.
- Goal 2: The percent of black male third grade students on track in reading will increase from 35% to 72% by June 2023, as measured by FAST.

Algebra

- Goal 3: The percent of black male students earning a 'B' or higher in Algebra 1 by the end of 9th grade will increase from 17% to 35% by August 2024*.

Social Emotional Learning

- The School Board created a management limitation around social emotional learning ([ML 2.10](#)). A goal will be developed once a baseline measure for social emotional learning is determined.

*Due to interruptions caused by the COVID-19 pandemic, the School Board updated these goals in October 2021. The Board chose to maintain the goal state but shifted the end year from 2023 to 2024 for Goals 1 and 3.

The DMPS Collaborative Problem-Solving Process

Beginning in August 2019, a team of district employees engaged staff, students, and community stakeholders in the DMPS Collaborative Problem-Solving Process, a data-based and equity driven decision-making process, to address the systemic shifts needed to meet the goals set out by the School Board in June 2019.

Teams focused on Early Literacy, Algebra, and Social Emotional Learning met at least five times between August 2019 and April 2020. Additionally, a team of staff, students, families, and community members started meeting in November 2019 to problem-solve around the conditions for learning in DMPS classrooms. Members/attendees of the Board Goals and Conditions for Learning Collaborative Problem-Solving Process teams are listed in Appendix A. These groups utilized the DMPS Collaborative Problem-Solving Process to critically examine current state of the three goal areas and conditions for learning, and to generate potential root causes of the issues that are causing insufficient outcomes for DMPS students. Under the premise that the system that is currently in place is aligned to create the outcomes that are occurring, these groups focused on the systemic changes that will provide students, staff, and the community the structures needed to create improvement. All four teams created problem statements relating to student outcomes and then prioritized and verified root causes to the problem statements. These problem statements and verified root causes can be found in Appendix B. The areas for system improvements related to the root causes identified by the three groups are further described below in the levers. (See Appendix C for the root cause to levers cross walk.) These levers are the changes in the system that will be made in order to address the root causes that were identified by CPSP team members and verified by district

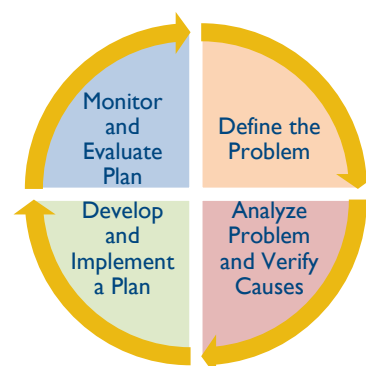


Figure 1. DMPS Collaborative Problem-Solving Process

staff. These levers are categorized as either “universal” (what all students receive) or “foundational” (supports that need to be in place for the universal tier to be effective).



Figure 2. DMPS Strategic Tiers and Levers

The Board Goals Collaborative Problem-Solving Process teams also brainstormed actions within the levers and turned those actions over to district staff to prioritize and operationalize.

DMPS Action Planning and Monitoring Process

DMPS has formed a Multi-Tiered System of Supports (MTSS) Leadership Team to plan, monitor, and support actions with the aim of achieving the Board Goals. The purpose of this team is to lead and support implementation of MTSS in the areas of literacy, mathematics, and social emotional learning (SEL) in Preschool through 12th grade. The MTSS Leadership Team named task forces to focus on the action planning and execution specific to each board goal area, as well as the foundational tier. These task force groups are led by members of the MTSS Leadership Team and are comprised of district staff and community stakeholders. The MTSS Leadership Team will integrate plans and action steps across task forces and departments before work/plans are released to schools. Members of the MTSS Leadership Team are listed in Appendix D and current membership of the task forces are in Appendix E. Additional information regarding task force teams can be found on the next page.

Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of education that uses data-driven problem solving to integrate academic and behavioral instruction and intervention. Instruction and supports are provided in varying levels (tiers) based on the needs of students. The three tiers of support include:

- Universal: All students receive high-quality, differentiated instruction to meet their needs.
- Targeted: Identified students not making adequate progress are provided increasingly focused instruction matched to their needs.
- Intensive: Identified students receive individualized, intensive interventions that target skill deficits.

Our current focus is on the universal tier and the components of the foundational tier.

The use of a structured, data-driven problem-solving process to make decisions regarding implementation of MTSS is a critical component of support. This process ensures that each of the tiers included in the MTSS model is constructed in response to the specific needs of students in DMPS. The model on the next page shows the planned decision making and support structure, which will support the MTSS Leadership Team in the process of decision making and alignment.

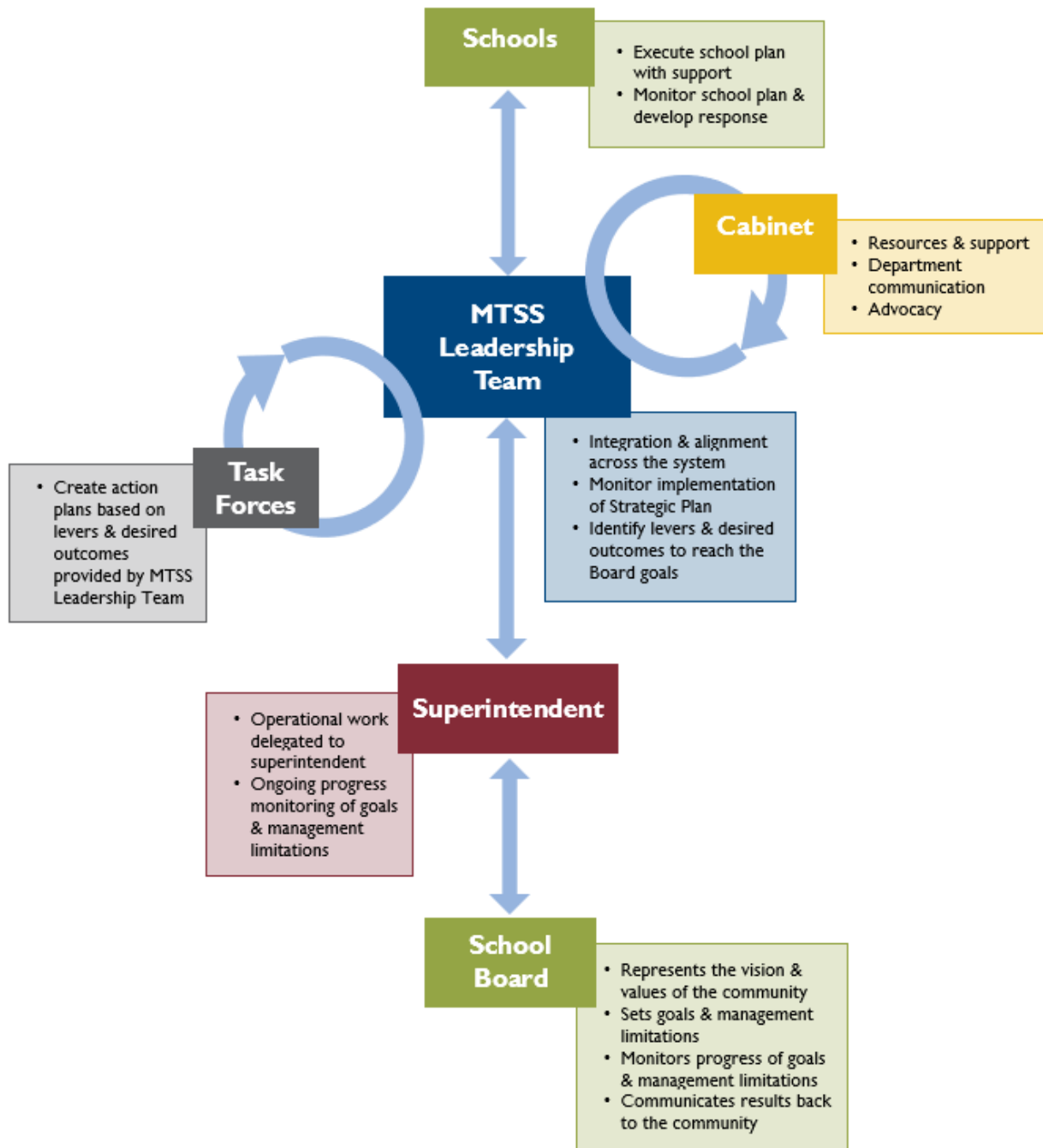


Figure 3. MTSS Leadership Function and Communication Flow

Task Force Teams

Task force teams were developed for each of the goal areas (early literacy, algebra, and social emotional learning), as well as each of the three components of the foundational tier, to create action plans specific to their areas and grounded in the levers and desired outcomes developed by the MTSS Leadership Team. These teams engage in detailed project management related to their areas while the MTSS team provides high-level guidance, approval, and monitoring of each task force's action plans. The MTSS Leadership Team prioritizes and integrates proposed Task Force actions before they are released to schools.

THE DMPS GOAL ACTION PLAN

This action plan is intended to capture the work that is currently in progress, has been planned, and as yet undefined, in order to document and communicate the near-term directions and efforts of the district. It will also serve as an important input and foundation for developing a longer-term strategic plan.

This goal action plan is structured to answer a series of questions; the answers to which help define the direction and efforts of the district.

| | |
|--|---------------------------------------|
| What do we need to accomplish? | Goals |
| Are we on track reach our goals? | Progress Measures |
| What will we focus on to accomplish our goals? | Lever |
| What does successful implementation of our levers look like? | Desired State |
| How will we achieve our desired state? | Outcomes |
| What changes should we make along the way? | Monitoring and Evaluation Plan |

Together, the answers to these questions form the contents of a complete and well-written plan for any organization.

| | Levers | Desired State (2022-23 School Year) |
|---|---|---|
| Universal Tier | Implementation of a High-Quality Curriculum | 100% of math classrooms implement a common high-quality curriculum |
| | | 100% of literacy/ELA classrooms implement a common high-quality curriculum |
| | | Integrated (across all departments) professional development plan by role for district and school staff |
| | Data Literacy/Balanced Assessment System | MTSS Leadership Team consistently and routinely monitors the plan (cadence of accountability) |
| | | 100% of schools will implement the DMPS CPSP in service of board goals |
| | | 100% of schools will implement data-based decision making at all levels of the system |
| | Access to Grade Level Expectations | 100% of our schools will have 80% of students with disabilities served in general education classrooms 80% or more of the time AND 100% of schools use the ELL Service Delivery Plan (LIEP) for 100% of the ELL Students. |
| | | 100% of schools implement a district-wide system intervention, with 100% of schools reporting fidelity. |
| | | 100% of classrooms will enact a fully integrated curriculum based on common competencies and assessment |
| | Social Emotional Learning | Professional Development that integrates SEL and academics is in place across the district |
| 100% of classrooms will enact a fully integrated curriculum based on common competencies and assessment | | |
| Foundational Tier | Health/Well being | 100% of schools have access to a system of support through internal and external services and partnerships |
| | | 100% of departments have access to a system of support through internal and external services and partnerships |
| | Safety | 100% of schools implement & support common expectations, routines, and procedures across all environments with all stakeholders |
| | | The district implements & supports an integrated system of safety for prevention, preparedness, response, and recovery across all environments with all stakeholders |
| | Engagement and Community Building | 100% of schools will have a system that accesses the voices of families, community, staff, and students that represent their school to build a culture that empowers all and create the space they want to be a part of |
| | | 100% of departments will have a system that accesses the voices of families, community, staff, and students that represent DMPS to build a culture that empowers all and create the space they want to be a part of |
| | | All students have equitable opportunities and access to activities both within and outside of school |

2020-2021

Through the Spring of 2020 and the 2020-2021 school year, DMPS teams continued to build consensus around and implement the Board Goal Levers. With significant disruptions due to the COVID-19 pandemic, much of the ongoing work was integrated with virtual supports, as staff across the district ensured that student needs were met in a shifting and uncertain landscape. During that time, DMPS pivoted to provide services that students and families needed, including deploying 6,548 hot spots and over 32,000 laptops to ensure student access to virtual learning.

2021-2022

To operationalize the Board Lever Desired State into annually achievable results during the 2021-2022 school year, the MTSS Leadership team established the following annual outcomes for the Board Levers. These outcomes are clearly defined and measurable, giving leaders the information necessary to determine if the district is on track with the work aligned to meeting the Board Goals. These outcomes are differentiated by school level and can be found on the next page; they are monitored throughout the year by the DMPS Directors PLC and the MTSS Leadership Team.

| | Levers | 2021-22 Outcomes |
|--------------------------------------|---------------------------------|---|
| Universal Tier | High Quality Curriculum | Full implementation in 100% of K-5 and Grade 6-Algebra I Classrooms of IM (Math) Curriculum; some design principles are in place and curriculum materials are used as intended. |
| | | Full implementation in 100% of classrooms grades K-5 and grades 6-8 of EL (Literacy) curriculum: <i>most</i> design principles are in place and curriculum materials are used as intended. |
| | | Full implementation in 100% of classrooms grades K-2 of foundational skills (Literacy) curriculum based on the Science of Reading. |
| | Access | (2022-2023) 100% of our schools will have 80% of students with disabilities served in general education classrooms 80% or more of the time AND 100% of schools use the ELL Service Delivery Plan (LIEP) for 100% of the ELL Students. |
| | | (2022-2023) 100% of schools implement a district-wide system intervention, with 100% of schools reporting fidelity. |
| | Data Literacy | 100% of schools build consensus on the need for data-based decision making and engage their staff in collaborative inquiry that informs the school action plan, as well as directly informs the school data-based decision-making processes. |
| | | 100% of school leadership teams have a calendar that includes monthly opportunities for collaborative, data-based decision making to occur. |
| | | 100% of schools have an action plan with clear action steps for accountability and meaningful implementation indicators of success. |
| | | 100% of school leadership teams review their board goal lever aligned action plan at least quarterly for evidence of implementation. |
| | Social Emotional Learning | 30% of elementary schools, 60% of middle schools, and 100% of high schools are implementing Phase 1-SEL (Adult Practices and School Systems). |
| 100% of schools engage in adult SEL. | | |
| Foundational Tier | Health & Wellbeing | 100% of schools provide support services through building support teams, based on requests from student support form. |
| | | 100% of student support requests from students of color will drive the creation of new partnerships. |
| | Engagement & Community Building | 50% of staff within 100% of schools will utilize a system (SchoolCNXT, parent groups) to access the voices of families, community, staff, and students that represent their school to build a culture that empowers all and create the space for belonging and a feeling of being valued. |
| | | 100% of schools with a full-time Community School Coordinator will implement School Advisory Councils. |
| | | 65% or more of students in transitional years (5-6 and 8-9) are engaging in community partnerships or district sponsored activities. |
| | Safety | 40% of all students will be engaged in at least one district or community partnership activity. |
| | | 100% of schools and sites develop common expectations in all environments across all stakeholder groups; students, teachers/staff, parents/families, community, district staff. |
| | | 100% schools implement a whole-school, whole-child safety plan - developed and supported by district. 50% of schools implement with fidelity. |

BOARD GOAL AND PROGRESS MEASURE DATA

Progress towards the board goals are presented to the School Board four times per year. Public dashboards were developed to create public transparency in progress towards the board goals. Targets on the dashboards were determined by setting equal interval increases from fall 2019 data to the spring 2023 goal. To view current progress towards Board Goals, please click on the following links:

- [Goal 1 Dashboard](#)
- [Goal 2 Dashboard](#)
- [Goal 3 Dashboard](#)

Goal 1: The percent of all third grade students on track in reading will increase from 52% to 72% by June 2024, as measured by FAST.

| Measure | Explanation | 2024 Target |
|---|--|--|
| Goal Measure: Percent of All 3 rd Grade Students Meeting Benchmark on FAST Reading | FAST stands for Formative Assessment System for Teachers. The FAST earlyReading Assessment is administered to every grade K-1 student and the Curriculum Based Measurement for Reading (CBM-Reading) Assessment is administered to every grade 2-3 student three times throughout the year to identify students who are <i>at risk</i> for not reading on grade level. The assessment is designed to generously identify students (screening). Using the at-risk benchmark score cut point on the assessment, students are identified as either meeting benchmark or not meeting benchmark. The cut point varies by grade level and test session. | Third Grade: 72% |
| Progress Measure: Percent of All Grade K-2 Students Meeting Benchmark on FAST Reading | FAST stands for Formative Assessment System for Teachers. The FAST earlyReading Assessment is administered to every grade K-1 student and the CBM-Reading Assessment is administered to every grade 2-3 student three times throughout the year to identify students who are <i>at risk</i> for not reading on grade level. The assessment is designed to generously identify students (screening). Using the at-risk benchmark score cut point on the assessment, students are identified as either meeting benchmark or not meeting benchmark. The cut point varies by grade level and test session. | Kindergarten: 78% First Grade: 73% Second Grade: 73% |
| Progress Measure: Percent of All Grades 1-3 Students Not Meeting FAST Benchmark Who Are Progress Monitored on CBM-Reading | This only includes students who were progressed monitored on the CBM-Reading through a specified date two times per year. Students must have been enrolled at a school on the specified date and have been below the FAST benchmark on the previous testing session to be included in this measure. | All Grades: 100% |

Goal 2: The percent of black male third grade students on track in reading will increase from 35% to 72% by June 2023, as measured by FAST.

| Measure | Explanation | 2023 Target |
|--|---|---|
| <p>Goal Measure: Percent of Black Male 3rd Grade Students Meeting Benchmark on FAST Reading</p> | <p>FAST stands for Formative Assessment System for Teachers. The FAST earlyReading Assessment is administered to every grade K-1 student and the CBM-Reading Assessment is administered to every grade 2-3 student three times throughout the year to identify students who are <i>at risk</i> for not reading on grade level. The assessment is designed to generously identify students (screening).</p> <p>Using the at-risk benchmark score cut point on the assessment, students are indicated as either meeting benchmark or not meeting benchmark. The cut point varies by grade level and test session.</p> | <p>Third Grade: 72%</p> |
| <p>Progress Measure: Percent of Black Male Grade K-2 Students Meeting Benchmark on FAST Reading</p> | <p>FAST stands for Formative Assessment System for Teachers. The FAST earlyReading Assessment is administered to every grade K-1 student and the CBM-Reading Assessment is administered to every grade 2-3 student three times throughout the year to identify students who are <i>at risk</i> for not reading on grade level. The assessment is designed to generously identify students (screening).</p> <p>Using the at-risk benchmark score cut point on the assessment, students are indicated as either meeting benchmark or not meeting benchmark. The cut point varies by grade level and test session.</p> | <p>Kindergarten: 78%</p> <p>First Grade: 73%</p> <p>Second Grade: 73%</p> |
| <p>Progress Measure: Percent of Black Male Grades 1-3 Students Not Meeting FAST Benchmark Who Are Progress Monitored on CBM-Reading</p> | <p>This only includes students who were progressed monitored on the CBM-Reading through a specified date two times per year. Students must have been enrolled at a school on the specified date and have been below the FAST benchmark on the previous testing session to be included in this measure.</p> | <p>All Grades: 100%</p> |

Goal 3: The percent of black male students earning a ‘B’ or higher in Algebra I by the end of 9th grade will increase from 17% to 35% by August 2024.

| Measure | Explanation | 2024 Target |
|--|--|---|
| <p>Goal Measure: Percent of Black Male Students Earning a B or Higher in Algebra I by the End of 9th Grade</p> | <p>All black male ninth grade students are included in the denominator of this measure, including both students who have not taken Algebra and student who have taken Algebra. Students must have an average grade of a B or higher between both semesters of Algebra I and one full credit to count towards this measure.</p> <p>Algebra I course numbers used: Semester 1 - MTH111, MTH111IB, MTH943, MTH1110, MTH111F Semester 2 - MTH112, MTH112IB, MTH944, MTH1120, MTH112F</p> | <p>Ninth Grade: 35%</p> |
| <p>Progress Measure: Percent of Black Males Scheduled in Algebra I at the beginning of Each Semester of Their 9th Grade Year or Entering 9th Grade with a B or Higher in Algebra I from 8th Grade</p> | <p>This measure indicates students who are currently eligible to meet the goal (who has access by ninth grade). The measure looks at the first day of each semester and assesses whether a student is scheduled for an Algebra I course for that semester. This does not account for students who may drop the course throughout the semester, only the students who were scheduled on the first day of each semester. Student who earned a B or higher in eighth grade are added to the measure (these students counts are highlighted in the tool tip of the dashboard).</p> | <p>Ninth Grade: 80%</p> |
| <p>Progress Measure: Percent of Black Males Enrolled in Algebra I as 9th Graders Who are Earning a B or Higher</p> | <p>This measure indicates student success of student taking Algebra I in ninth grade. Grades are pulled from the student’s in-progress score after each quarter and after final semester grades are posted. Only ninth grade students who are enrolled in the course are included in this percentage.</p> | <p>Ninth Grade: 50%</p> |
| <p>Progress Measure: Percent of Black Male Students Exceeding At-Risk Cut Point on District Interim Math Assessments</p> | <p>Using the at-risk cut point on the assessment, students are indicated as either at-risk or exceeding the at-risk cut point (progressing, meeting benchmark, and advanced performance levels combined). The cut point aligns with being on-track for accessing grade level content.</p> | <p>Sixth Grade: 28% Seventh Grade: 29% Eighth Grade: 29% Ninth Grade: 30%</p> |

GLOSSARY

| | |
|---------------------------------|---|
| Goal | An observable and measurable end result with a timeframe; something to be accomplished |
| Progress Measure | An observable and measurable result within a short timeframe and aligned towards a goal |
| Root cause | initiating cause of either a condition or a causal chain that leads to an outcome or effect; A "root cause" is a "cause" (factor) that is "root" (deep, basic, fundamental, underlying, initial or the like). |
| Lever | Priority areas of focus in service of the goals |
| Universal Tier Levers | Lever that need to be in place at every school and for every student |
| Foundational Tier Levers | Lever in service of universal (need to be in place in order for universal tier to be effective) |
| Desired State | Changes from the program such as: knowledge, awareness, skills, attitudes, opinions, aspirations, motivation, behavior, practice, decision-making, policies, social action, condition, or status. Final outcomes (long-term). |
| Outcome | What we will accomplish (a cluster of actions aimed toward reaching a goal) |
| Action Steps | How we will accomplish it (detailed, specific efforts towards reaching an objective) |

APPENDIX A

Early Literacy Collaborative Problem-Solving Team Attendees

| | |
|---|---|
| <p>Committee Support</p> | <p>Carlene Lodermeier (<i>facilitator</i>) – <i>Regional Director, Heartland AEA 11</i> Kelly Schofield (<i>team lead</i>) – <i>Director of Teaching & Learning - Elementary</i> April Murray – <i>Assessment and Data Project Specialist</i></p> |
| <p>District Staff, DMEA, & AEA</p> <p><i>Number Invited: 14</i></p> | <p>Andrea Baker – <i>Executive Assistant, Operations</i> Emily Behrens - <i>Human Resources Manager (Elementary)</i> Greg Grylls – <i>Principal Supervisor</i> Susie Guest – <i>Early Childhood Administrator</i> Theron Hobbs – <i>Community School Coordinator, Lovejoy Elementary</i> Vanessa Howell – <i>Community Partnership Coordinator</i> Jeff Lindemoen - <i>Chief Engineer, Carver Elementary</i> Noelle Nelson - <i>Executive Director of Teaching & Learning</i> Jamie O'Brien – <i>Elementary Literacy Coordinator</i> Jenny Sumner – <i>Professional Learning & Leadership Consultant, Heartland AEA</i> Doug Smith – <i>UniServ Director, DMEA</i></p> |
| <p>Teachers and School Administrators</p> <p><i>Number Invited: 10</i></p> | <p>Devan Benjamin – <i>Instructional Coach, Willard Elementary</i> Jill Burnett-Requist – <i>Principal, Carver Elementary</i> Joy Fischer – <i>Early Childhood Teacher, Cowles Montessori</i> Tina Greene – <i>English Language Learners, Cattell Elementary</i> Shelly Johnson – <i>Associate Principal, Cattell Elementary</i> Renita Lord – <i>Principal, Garton Elementary</i> Timothy Tutt – <i>Second Grade Teacher, Hanawalt Elementary</i></p> |
| <p>Community and Parents</p> <p><i>Number Invited: 15</i></p> | <p>Nathan Blake – <i>DMPS Parent</i> Bobbretta Brewton – <i>NAACP</i> Ramon Christopher – <i>Community Member</i> Anita Fleming Rife - <i>NAACP</i> Robert Glass – <i>NAACP</i> Charles Mercer – <i>Des Moines YMCA, Executive Director, Grubb YMCA</i> Cameron Nicholson – <i>Des Moines YMCA, Vice President</i> Jay Peterson – <i>Community Member</i> Devin Sapkota – <i>DMPS Parent, Findley Elementary and Harding Middle</i></p> |

Algebra I Collaborative Problem-Solving Team Attendees

| | |
|--|--|
| <p>Committee Support</p> | <p>Mary Grinstead (<i>facilitator</i>) – <i>Director of Assessment Data and Evaluation</i> Sarah Dougherty (<i>team lead</i>) – <i>Director, Teaching and Learning - Secondary</i> David Roney – <i>Assessment Coordinator</i></p> |
| <p>District Staff, DMEA, & AEA</p> <p><i>Number Invited: 15</i></p> | <p>Shashank Aurora – <i>Chief Financial Officer</i> Charlene Beattie – <i>Community Schools Coordinator, Weeks Middle</i> Casaundra Christensen – <i>Financial Communications Manager, Business and Finance</i> Alyson Finley – <i>Special Education Administrator</i> Joe Judge – <i>UniServ Director - DMEA</i> Laura Mc Atee – <i>Bilingual Family Liaison</i> Bryan McEvoy – <i>Director of Custodial Services</i> Maureen Norris – <i>Human Resources Manager, Instruction</i> Pablo Ortega – <i>Director of English Language Learners Program</i> Brianne Peppers - <i>Professional Learning & Leadership Consultant - Heartland AEA</i> Susan Tallman – <i>Chief of Human Resources</i> Antonia Valadez – <i>Site Coordinator, Community Schools</i> Mike Vukovich – <i>Director of High Schools</i> Courtney Wahlstrom – <i>Curriculum - Secondary Math</i></p> |
| <p>Teachers and School Administrators</p> <p><i>Number Invited: 9</i></p> | <p>Barb Adams – <i>Principal, Findley Elementary</i> Amelia Boggess – <i>Math Teacher, Roosevelt High School</i> Ella Cowherd – <i>Math Teacher, Weeks Middle</i> Charlie Hiemer – <i>Math Support Teacher</i> Peter LeBlanc – <i>Principal, Goodrell Middle</i> Jean Mullen – <i>Instructional Coach, Lincoln High</i> William Terry - <i>Teacher, Goodrell Middle</i></p> |
| <p>Community and Parents</p> <p><i>Number Invited: 12</i></p> | <p>Mickey Carlson - <i>NAACP</i> Rose Green – <i>DMPS Parent</i> Mike Huguelet – <i>United Way, Community Member</i> Christa Jackson – <i>Iowa State University, Assoc. Professor, College of Human Sciences</i> Vidal Spaine – <i>Community Member, Special Education Teacher, East High</i></p> |
| <p>Students</p> <p><i>Number Invited: 13</i></p> | <p>Eyifehn Forfor – <i>11th Grade Student, North High</i> Trinity Galbreath - <i>10th Grade Student, Lincoln High</i> Kahlil Jackson – <i>10th Grade Student, Roosevelt High</i> Richard White – <i>11th Grade Student, East High</i></p> |

Social Emotional Learning Collaborative Problem-Solving Team Attendees

| | |
|--|---|
| Committee Support | Wilma Gajdel (facilitator) - Director of Federal and Grant Programs Jake Troja (team lead) – Director of School Climate Transformation Josie Sturgis – Program Evaluator |
| District Staff, DMEA, & AEA <i>Number Invited: 13</i> | Almardi Abdalla – Bilingual Family Liaison, Arabic Shelly Bosovich – Executive Director, Student Services Josh Brown – President, DMEA Martha Burch – Human Resources Executive Assistant, Classified Kristi Eckard – C3 Coordinator Laura Fefchak – Special Education Director Nyla Kenne – C3 Coordinator Sheila Mason – Director, Human Resources Noemi Mendez – English Language Learner Curriculum Coordinator LaShone Mosley – Director of Transportation Tim Schott – Executive Director, Talent Support Jolene Teske – Gifted and Talented Supervisor Allyson Vukovich – Director of Community Schools |
| Teachers and School Administrators <i>Number Invited: 12</i> | Mark Adams – Principal, Brubaker Elementary Kisha Barnes – Principal, King Elementary Jaclyn Brees – Instructional Coach, Samuelson Elementary Pat Glassell – Interventionist, Focus High Jenifer Rico – English Language Learner Teacher, McKinley Elementary Jennifer Schlomer – Counselor, Howe Elementary Sonya Smith - Community Schools Site Coordinator, Central Campus |
| Community and Parents <i>Number Invited: 11</i> | Joyce Bruce – Former DMPS Teacher Brian Gentry - DMPS Parent Lindsey Jenkins – DMPS Parent Mary Lynn Jones – NAACP Sara Middendorf – DMPS Parent Alex Piedras – Community Member, Dir of Multicultural and Community Outreach, Grand View University Claudia Thrane – Community Member Breanne Ward – DMPS Parent |
| Students <i>Number Invited: 12</i> | Cole Flaherty - 11 th Grade Student, Lincoln High Zion Freeman – 12 th Grade Student, Roosevelt High Samantha Harris – 11 th Grade Student, Roosevelt Lyric Sellers – 10 th Grade Student, East High |

Conditions for Learning Collaborative Problem-Solving Team Attendees

| | |
|---|---|
| Committee Support | <p>Mary Grinstead (<i>facilitator</i>) - <i>Director of Assessment, Data, and Evaluation</i> Jake Troja (<i>team lead</i>) – <i>Director of School Climate Transformation</i> Josie Sturgis – <i>Program Evaluator</i></p> |
| District Staff, DMEA, & AEA | <p>Amy Abler, C3 Coordinator Joshua Brown, DMEA President Maria Burleson, Bilingual Family Liaison Debra Carr, C3 Coordinator Laura Fefchak, Special Education Director Cynthia Hernandez-Seifer, Bilingual Family Liaison Theron Hobbs, Community Schools Coordinator, Lovejoy Elementary Vanessa Howell, Community Partnership Coordinator Jafar Kini, Bilingual Family Liaison Laura McAtee, Bilingual Family Liaison Dave Murillo, Security Specialist Jill Padgett, District Coordinator for Community Schools Tim Schott, Executive Director, Leadership and Learning Anita Smith, C3 Coordinator Matt Smith, Associate Superintendent Allyson Vukovich, Director, Community in Schools Jason Young, Operations</p> |
| Teachers, School based staff, and Administrators | <p>Charlene Beattie, Community Schools Coordinator, Weeks Middle School Brad Buckley, Community Schools Coordinator, Morris Elementary Dayna Chandler, Case Manager, Callanan Middle School Lesley Christensen, Community Schools Coordinator, Monroe Elementary Sharlene Claytor, Specialist, Goodrell Middle School Gretchen Critelli, Community Schools Coordinator, Hoover High School William Crosby, Associate Principal, Goodrell Middle Kaitlin Doyle, Teacher, Hiatt Middle School Louis Fountain, Community Schools Coordinator, Callanan Middle Molly Girsch, Community Schools Coordinator, McKinley Elementary Ben Graeber, Principal, North High School Jeff Hummel, Associate Principal, Roosevelt High School Davena Johnson, Teacher, Brody MS Tim Johnson, Community Schools Coordinator, North High School Julie Lake, Teacher, Howe Elementary Greg Marshall, Associate Principal, Lincoln High School Pashion Muhammad, Metro Kids Facilitator Shelly Pospeshil, Principal, Lovejoy Elementary Carrie Romo, Associate Principal, Roosevelt High School Heather Saville, Teacher, Wright Elementary Steven Schappaugh, Associate Principal, North High School Michael Schole, Teacher, various Traci Shipley, Principal, River Woods Elementary Sonya Smith, Community Schools Coordinator, Central Campus Lupe Thomason, Specialist, Roosevelt High School Timothy Tutt, Teacher, Hanawalt Elementary</p> |

| | | | | | | | | | | | | | | | | | | | |
|---|--|----------------------|------------------------|-------------------------|--------------------|------------------------|------------------------------|--------------------------|-----------------------|-------------------------|--------------------------|-------------------|-------------------|-------------------|-----------------|---------------------|---------------------|-----------------------|--------------------|
| <p>Community and Parents</p> | <p>Abdi Abdinoor, <i>Bilingual Family Liaison</i> Ashwaag Ahmed, <i>Bilingual Family Coordinator</i> Ann Bates Joyce Bruce Susan Cooper Shannon Cortesio Anne Cross, <i>Teacher, Central Academy</i> Serenity Daniels Carla A Dawson Freddie Diaz Ashlin Ford Tim Friche Alycia Green, <i>Associate, Callanan Middle School</i> SaMariyon (DJ) J Gochett Joe Judge Freweini Kawaj Genevieve Kemps Cale Kline Jeremy Kline Kelly Kline Maria Lantz, <i>Associate Principal, Stowe Elementary</i> Jessica Ledinsky Kenneth Manderson Lindsey Manderson Regina Martinez Luis Orellana Zachary Scott, <i>Teacher, Carver Elementary</i> Doug Smith Zipporah Smith, <i>Teacher, River Woods</i> Tsheten Tamang</p> | | | | | | | | | | | | | | | | | | |
| <p>Students</p> | <table border="0"> <tr> <td>Maya Adhikari</td> <td>Pleyleon Forfor</td> </tr> <tr> <td>Alejandro Aleman</td> <td>Asal Hameed</td> </tr> <tr> <td>Sir'Ron J Brown</td> <td>Porscha Lambert-Marie</td> </tr> <tr> <td>Jaryleen Calvillo</td> <td>Drake Ledinsky</td> </tr> <tr> <td>Jayleen Calvillo</td> <td>Jaliyah Manderson</td> </tr> <tr> <td>Jenny Cruz</td> <td>Megan Pham</td> </tr> <tr> <td>Wendy Cruz</td> <td>Thu Pham</td> </tr> <tr> <td>Yajayra Cruz</td> <td>Angelo Reese</td> </tr> <tr> <td>Annika Delyiah</td> <td>Nyadeng Wal</td> </tr> </table> | Maya Adhikari | Pleyleon Forfor | Alejandro Aleman | Asal Hameed | Sir'Ron J Brown | Porscha Lambert-Marie | Jaryleen Calvillo | Drake Ledinsky | Jayleen Calvillo | Jaliyah Manderson | Jenny Cruz | Megan Pham | Wendy Cruz | Thu Pham | Yajayra Cruz | Angelo Reese | Annika Delyiah | Nyadeng Wal |
| Maya Adhikari | Pleyleon Forfor | | | | | | | | | | | | | | | | | | |
| Alejandro Aleman | Asal Hameed | | | | | | | | | | | | | | | | | | |
| Sir'Ron J Brown | Porscha Lambert-Marie | | | | | | | | | | | | | | | | | | |
| Jaryleen Calvillo | Drake Ledinsky | | | | | | | | | | | | | | | | | | |
| Jayleen Calvillo | Jaliyah Manderson | | | | | | | | | | | | | | | | | | |
| Jenny Cruz | Megan Pham | | | | | | | | | | | | | | | | | | |
| Wendy Cruz | Thu Pham | | | | | | | | | | | | | | | | | | |
| Yajayra Cruz | Angelo Reese | | | | | | | | | | | | | | | | | | |
| Annika Delyiah | Nyadeng Wal | | | | | | | | | | | | | | | | | | |

APPENDIX B

Prioritized and Verified Root Causes: All Collaborative Problem-Solving Teams

| | Board Goals Collaborative Problem-Solving Teams | | | Conditions for Learning Collaborative Problem-Solving Team | Root Cause Definition (Combined from all teams) |
|---|--|---|--|--|---|
| | Early Literacy | Algebra | Social Emotional Learning (SEL) | | |
| Problem Statement | Too few third grade students, particularly black male students, are on track in reading. | Too few black male students are earning a B or higher in Algebra I by the end of 9th grade. | Too many students are showing an increase in risk behaviors such as: physical violence, self-harm, and low connectedness to peers and adults. ¹ | | |
| Prioritized & Verified Root Causes ² | Resources and Training for Teachers | Lack of Culturally Specific Content & Reading Materials | SEL Curriculum and Staff training | Lack of intentional universal structures and expectations for building positive relationships | High-quality curriculum, content, and resources |
| | Curriculum & Instruction | | | | |
| | Expectations | Implicit Bias | Cultural Responsivity | Lack of cultural proficiency/competencies | Cultural Proficiency/ Implicit Bias |
| | Student Connection | | Authentic Student and Staff Relationships | Students and Teachers struggle to build authentic relationships | Authentic Student and Staff Relationships |
| | Access to Algebra I Course | Explicit Core Instruction/Access to Grade Level Standards | | | Grade-level expectations |
| | | Lack of Preschool | | | |
| | | | Student/Family Voice | Lack of expectations to consistently partner with families and the community to support students | Universal families and community partnerships to support students |
| | | | Community Collaboration | | |
| | | Behavior - Lack of Routines/Systems | Systemic Approaches to Behavioral Needs | [Not] providing consistent expectations and reinforcement for behaviors/ classroom management | Behavior/classroom management systems and expectations |
| | Purpose & Self Efficacy | | | | Teacher self-efficacy |
| | | | Technology | Technology | Technology use expectations |
| | | | Transportation | Access to transportation | |
| | Diversity of Staff & Staff Retention | | | Diversity of staff & staff retention | |
| | Lack of Systems to Respond to Data | | | Lack of systems to respond to data | |

¹ The Conditions for Learning team initially identified four data based problem statements, which, when summarized, aligned with the SEL team's written problem statement.

² Additional identified Root Causes have been filed for future consideration and verification.

APPENDIX C

Prioritized and Verified Root Causes to Lever Crosswalk

| Combined Collaborative Problem-Solving Root Causes | Universal Levers | | | | Foundational Tier | | |
|---|---|-----------------------------------|---|---------------------------|-----------------------------------|--------|-------------------|
| | Implementation of a High-Quality Curriculum | Access to Grade Level Expectation | Data Literacy/ Balanced Assessment System | Social Emotional Learning | Engagement and Community Building | Safety | Health/ Wellbeing |
| | | | | | | | |
| High-quality curriculum, content, and resources | X | | X | X | | | |
| Cultural proficiency/ implicit bias | X | | | X | | | X |
| Authentic student and staff relationships | | | | X | X | X | |
| Grade-level expectations | | X | X | | | | |
| Universal families and community partnerships to support students | | | | | X | | |
| Behavior/classroom management systems and expectations | | | | X | X | X | |
| Teacher self-efficacy | | | | | | | X |
| Technology use expectations | | | | | | | X |
| Access to transportation | | | | | | | X |
| Diversity of staff & staff retention | | X | | | X | | |
| Lack of systems to respond to data | | | X | | | | |

APPENDIX D

MTSS District Leadership Team

| | |
|--------------------------|---|
| Leadership | Noelle Nelson - <i>Executive Director of Teaching & Learning</i> Shelly Bosovich - <i>Executive Director of Student Services</i> Carlene Lodermeier – <i>Regional Director, Heartland AEA</i> Tim Schott - <i>Executive Director of Talent Support</i> |
| Committee Support | Tammy Humpal (<i>facilitator</i>) – <i>Heartland AEA</i> Josie Sturgis (<i>project manager</i>) – <i>Program Evaluator</i> |
| Members | Jason Allen – <i>District Activities Director</i> Katie Cook – <i>Student Services Director</i> Becky Curry – <i>Student Services Director</i> Erin Elscott – <i>Student Services Director</i> Alyson Finley – <i>Student Services Director</i> Mary Grinstead – <i>Director of Assessment, Data, & Evaluation</i> Greg Grylls – <i>Principal Supervisor</i> Susie Guest – <i>Early Childhood Administrator</i> Susan Hope – <i>Student Services Director</i> David Johns – <i>Director of Talent Support</i> Barry Jones – <i>Principal Supervisor</i> Emma Knapp – <i>Continuous Improvement Coordinator</i> Wayne Knutson – <i>Principal Supervisor</i> Peter LeBlanc – <i>Director of Talent Support</i> Mike Lord – <i>Principal Supervisor</i> Kelly Schofield – <i>Director of Teaching & Learning, Elementary</i> Jolene Teske – <i>Gifted & Talented Program Supervisor</i> Jake Troja – <i>Director of School Climate Transformation</i> Allyson Vukovich – <i>Director of Community Schools</i> Mike Vukovich – <i>Principal Supervisor</i> |

Des Moines Public Schools

2100 Fleur Drive

Des Moines, Iowa 50321

(515) 242-7911

www.dmschools.org | facebook.com/dmschools | twitter.com/dmschools

The creation and authoring of this document was facilitated by the Assessment, Data, and Evaluation team. Contact Mary Grinstead, Ph.D., Director of Assessment, Data, and Evaluation, at mary.grinstead@dmschools.org with any edits or questions.