



# DES MOINES PUBLIC SCHOOLS **GOAL ACTION PLAN**

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Updated December 2022



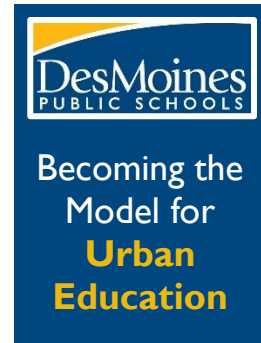


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# BACKGROUND

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 and adjusted in the fall of 2022 to better align with state and federal evaluation methods and board governance best practices.

## DMPS Board Goals

### Early Literacy

- Goal 1: The percent of all fourth grade students proficient on the ISASP ELA assessment will increase from 52.7% in June 2022 to 67% in June 2026.
- Goal 2: The percent of Black male fourth grade students proficient on the ISASP ELA assessment will increase from 29.5% in June 2022 to 67% in June 2026.

### Algebra

- Goal 3: The percent of Black male eleventh grade students proficient on the ISASP mathematics assessment will increase from 17.7% in June 2022 to 45% in June 2026.

## DMPS Board Guardrails

In the summer and fall of 2022, the Board removed social emotional learning from the Goals area established previously and in its place established a series of Guardrails to be monitored by the Board and the District MTSS Team. These guardrails are then monitored through a series of data points, including risk ratios, Panorama perspective data, outcomes on formative assessments, and staffing ratios.

1. The Superintendent shall not allow inequitable treatment of students or the continuation of systems that allow for it.
2. The Superintendent shall not allow the social emotional learning needs of marginalized students to be unaddressed.
3. The Superintendent shall not allow the composition of the teaching and learning staff to diverge regarding demographics and cultural responsiveness, from the student population while utilizing hiring practices conducted in accordance with the District's Affirmative Action Plan and Equal Employment Opportunity/Non-Discrimination Process.
4. The Superintendent shall not allow an environment for both students and staff that is unsafe and unwelcome.
5. The Superintendent shall not cause or allow any practice, activity, decision, or organizational circumstance that is financially imprudent, unnecessarily risks district assets, or violates commonly accepted business and professional practices.

## 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

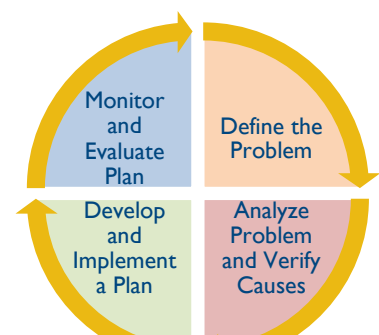


Figure 1. DMPS Collaborative Problem-Solving Process



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 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 by fully implementing the seven Board Goal Levers. 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. This team integrates planning and action steps across departments before work/plans are released to schools, participates in and plans necessary professional learning, and develops and executes the system for monitoring progress toward Board Goals. Members of the District MTSS Leadership Team are listed in Appendix D.

In the spring of the 2021-2022 school year, district directors who lead the implementation work around each of the levers proposed Outcomes as well as District and School Indicators for the 2022-2023 school year for each Board Goal Lever to the District MTSS leadership team. These indicators will be reviewed by school leadership teams and principal supervisors at quarterly check-ins throughout the 2022-2023 school year, providing for district monitoring and meeting ESSA requirements. The District MTSS Leadership Team will review the roll-up data from these check-ins. The outcomes and indicators are available in Appendix E.

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.

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.

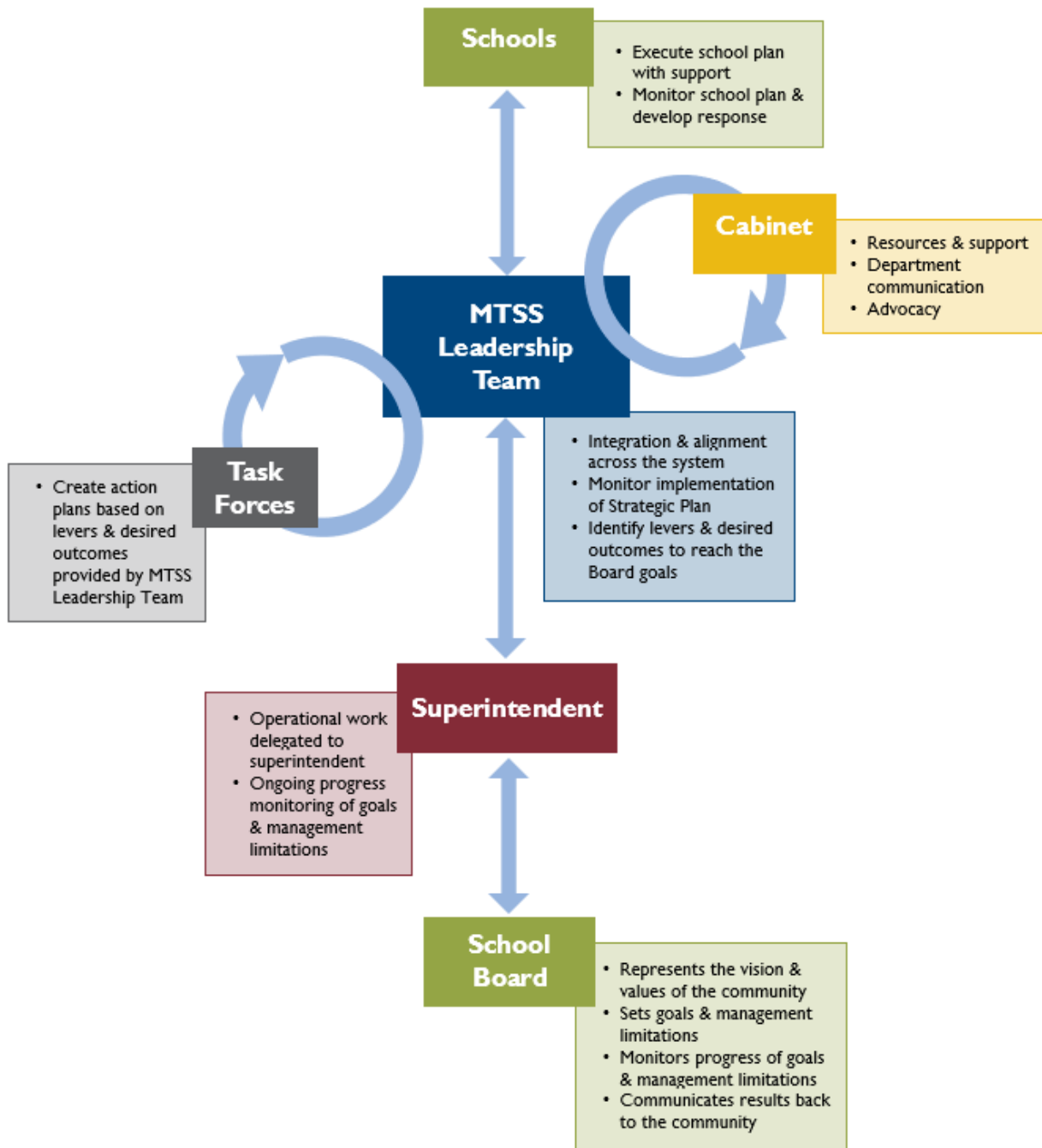


Figure 3. MTSS Leadership Function and Communication Flow



# THE DMPS GOAL ACTION PLAN

This action plan is intended to capture the work that is currently in progress, has been planned, and is 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**

How will we know if we are on track to meet our goals? **Interim Goals**

What will we focus on to accomplish our goals? **Levers**

What does successful implementation of our levers look like? **Annual Objectives and Monitoring process**

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.

	<b>Levers</b>	<b>Desired State (2022-23 School Year)</b>
<b>Universal Tier</b>	Implementation of a High-Quality Curriculum	Full implementation in 100% of math classrooms implement a common high-quality curriculum: all design principles are in place and curriculum materials are used as intended.
		Full implementation with integrity in 100% of literacy/ELA classrooms implement a common high-quality curriculum: all design principles are in place and curriculum materials are used as intended.
	Data Literacy/Balanced Assessment System	Schools build consensus on the need for data-based decision making and engage their staff in a meaningful cadence of collaborative inquiry and data-based decision making.
		Schools have an action plan with clear action steps for accountability and meaningful implementation of indicators and schools measure and verify their action plan indicators of success at least quarterly.
	Access to Grade Level Expectations	All students with disabilities have access to grade level core instruction.
		All students have equitable access to meaningful learning and opportunities to demonstrate understanding.
Social Emotional Learning	All schools implement transformative SEL.	
<b>Foundational Tier</b>	Health/Well being	All students and families have access to healthy food, health services, and supportive services through internal and external partnerships and programs.
	Engagement and Community Building	School utilize a system to access the voices of families, community, staff, and students that represent their school to build culture that empowers all and creates the space for belonging and a feeling of being valued.
		All students and students in transition years (5 <sup>th</sup> , 6 <sup>th</sup> , 8 <sup>th</sup> , 9 <sup>th</sup> ) experience strong engagement and community in all buildings.
Safety	Schools implement the districtwide safety framework with fidelity.	

## **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 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 were differentiated by school level and can be found in previous drafts of this document; they are monitored throughout the year by the DMPS Directors PLC and the MTSS Leadership Team.

## **2022-2023**

Continuing to build and refine the process that the District MTSS leadership team utilized in the 2021-2022 school year, the team continued to monitor Lever Objectives that were established in the previous spring. Throughout the year, the team met bi-monthly to monitor lever-based action plans as well as monitoring Goal, Guardrail, and lever objective data. Through this monitoring process, lever leads and teams were given feedback on their ongoing action plan to support them in making adjustments throughout the year. Additionally, through the ESSA aligned quarterly check-ins, Network Director's met with school admin teams to monitor school-based action plans.

# 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 Fourth Grade Students Proficient on the ISASP ELA Assessment Will Increase From 52.7% in June 2022 to 67% in June 2026.

Measure	Explanation	2026 Target
<p><b>Goal Measure:</b> The percent of 4th grade students proficient on the ISASP ELA assessment</p>	<p>The Iowa Statewide Assessment of Student Progress (ISASP) are assessments developed by Iowa Testing Programs at the University of Iowa for the state of Iowa. The assessments are aligned with the Iowa Core standards and used statewide to assess student learning outcomes.</p> <p>Using the cut points established by Iowa Testing Programs, students are indicated as Advanced, Proficient, or Not Proficient. Students who score above the Proficient or Advanced cut points are considered proficient on the exam.</p>	67%
<p><b>Interim Goal:</b> The percent of 2nd-3rd grade students meeting benchmark on FastBridge CBM-Reading</p>	<p>The FastBridge 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 identified as either meeting benchmark or not meeting benchmark. The cut point varies by grade level and test session.</p>	70%
<p><b>Interim Goal:</b> The percent of 2nd-3rd grade students that show typical or aggressive growth on FastBridge CBM-Reading</p>	<p>The FastBridge 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 FastBridge growth percentiles, students are indicated as either making typical or aggressive growth from fall to spring or making modest or flat growth.</p> <p>Typical growth is defined by FastBridge as equal to or greater than 40<sup>th</sup> percentile but less than 75<sup>th</sup> percentile. Aggressive growth is defined by FastBridge as greater than the 75<sup>th</sup> percentile.</p>	80%

**Goal 2: The Percent of Black Male Fourth Grade Students Proficient on the ISASP ELA Assessment Will Increase From 29.5% in June 2022 to 67% in June 2026.**

Measure	Explanation	2026 Target
<p><b>Goal Measure:</b> The percent of 4th grade Black Male students proficient on the ISASP ELA assessment</p>	<p>The Iowa Statewide Assessment of Student Progress (ISASP) are assessments developed by Iowa Testing Programs at the University of Iowa for the state of Iowa. The assessments are aligned with the Iowa Core standards and used statewide to assess student learning outcomes.</p> <p>Using the cut points established by Iowa Testing Programs, students are indicated as Advanced, Proficient, or Not Proficient. Students who score above the Proficient or Advanced cut points are considered proficient on the exam.</p>	67%
<p><b>Interim Goal:</b> The percent of 1st-3rd grade Black male students in ELL programming that show typical or aggressive growth on the FastBridge reading screener</p>	<p>The FastBridge 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 FastBridge growth percentiles, students are indicated as either making typical or aggressive growth from fall to spring or making modest or flat growth.</p> <p>Typical growth is defined by FastBridge as equal to or greater than 40<sup>th</sup> percentile but less than 75<sup>th</sup> percentile. Aggressive growth is defined by FastBridge as greater than the 75<sup>th</sup> percentile.</p>	80%
<p><b>Interim Goal:</b> The percent of 1st-3rd grade Black male students with IEPs that show typical or aggressive growth on the FastBridge reading screener</p>	<p>The FastBridge 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 FastBridge growth percentiles, students are indicated as either making typical or aggressive growth from fall to spring or making modest or flat growth.</p> <p>Typical growth is defined by FastBridge as equal to or greater than 40<sup>th</sup> percentile but less than 75<sup>th</sup> percentile. Aggressive growth is defined by FastBridge as greater than the 75<sup>th</sup> percentile.</p>	80%
<p><b>Interim Goal:</b> The percent of favorable responses from 3rd grade Black male students on the Self-Efficacy measure of the Panorama Student SEL Survey</p>	<p>The Panorama SEL Survey is administered twice a year to measure social-emotional constructs related to student success in school.</p> <p>Using student responses to items related to the Self-Efficacy construct on the Panorama SEL Survey, percent favorability is calculated for each item and the percent of favorable responses to each item are averaged to create a percent favorable for the construct of Self-Efficacy as a whole. Five items measure the Self-Efficacy construct on the 3-5 grade form. It is not required that students answer every item.</p>	70%

Goal 3: The Percent of Black Male Eleventh Grade Students Proficient on the ISASP Mathematics Assessment Will Increase From 17.7% in June 2022 to 45% in June 2026.

Measure	Explanation	2026 Target
<p><b>Goal Measure:</b> The percent of 11th grade Black male students proficient on the ISASP Math assessment</p>	<p>The Iowa Statewide Assessment of Student Progress (ISASP) are assessments developed by Iowa Testing Programs at the University of Iowa for the state of Iowa. The assessments are aligned with the Iowa Core standards and used statewide to assess student learning outcomes.</p> <p>Using the cut points established by Iowa Testing Programs, students are indicated as Advanced, Proficient, or Not Proficient. Students who score above the Proficient or Advanced cut points are considered proficient on the exam.</p> <p>Test results are linked to the school where the student tested during each session. Homeschooled students are excluded from this measure.</p>	45%
<p><b>Interim Goal:</b> The percent of favorable responses from grade 6-10 Black male students on the Teacher-Student Relationship measure of the Panorama Student SEL Survey</p>	<p>The Panorama SEL Survey is administered twice a year to measure social-emotional constructs related to student success in school.</p> <p>Using student responses to items related to the Teacher-Student Relationships construct on the Panorama SEL Survey, percent favorability is calculated for each item and the percent of favorable responses to each item are averaged to create a percent favorable for the construct of Teacher-Student Relationships as a whole. Five items measure the Teacher-Student Relationships construct on the 6-12 grade form. It is not required that students answer every item.</p>	65%
<p><b>Interim Goal:</b> The percent of grade 6-8 Black male students meeting benchmark on the FastBridge math screener.</p>	<p>The FastBridge aMath Assessment is administered to every grade 6-8 student two times throughout the year to identify students who are <i>at risk</i> for not meeting grade level outcomes. 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>	55%



<p><b>Interim Goal:</b> The percent of Black male students completing Algebra I with a B or higher by the end of grade 9</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. For example, a student can receive a C first semester and an A second semester, resulting in a B average, which will count towards to the total percentage.</p> <p>Algebra I course numbers used: Semester 1 - MTH111, MTH111IB, MTH943, MTH1110, TH111F Semester 2 - MTH112, MTH112IB, MTH944, MTH1120, TH112F</p>	<p>40%</p>
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## GLOSSARY

<b>Goal</b>	An observable and measurable end result with a timeframe; something to be accomplished
<b>Progress Measure</b>	An observable and measurable result within a short timeframe and aligned towards a goal
<b>Root cause</b>	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).
<b>Levers</b>	Priority areas of focus in service of the goals
<b>Universal Tier Levers</b>	Levers that need to be in place at every school and for every student
<b>Foundational Tier Levers</b>	Levers in service of universal (need to be in place in order for universal tier to be effective)
<b>Desired State</b>	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).
<b>Outcome</b>	What we will accomplish (a cluster of actions aimed toward reaching a goal)
<b>Action Steps</b>	How we will accomplish it (detailed, specific efforts towards reaching an objective)

## APPENDIX A

### Early Literacy Collaborative Problem-Solving Team Attendees

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

## Algebra I Collaborative Problem-Solving Team Attendees

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

## Social Emotional Learning Collaborative Problem-Solving Team Attendees

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

## Conditions for Learning Collaborative Problem-Solving Team Attendees

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

<p><b>Community and Parents</b></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><b>Students</b></p>	<table border="0"> <tr> <td> <p>Maya Adhikari  Alejandro Aleman  Sir'Ron J Brown  Jaryleen Calvillo  Jayleen Calvillo  Jenny Cruz  Wendy Cruz  Yajayra Cruz  Annika Delyiah</p> </td> <td> <p>Pleylueon Forfor  Asal Hameed  Porscha Lambert-Marie  Drake Ledinsky  Jaliyah Manderson  Megan Pham  Thu Pham  Angelo Reese  Nyadeng Wal</p> </td> </tr> </table>	<p>Maya Adhikari  Alejandro Aleman  Sir'Ron J Brown  Jaryleen Calvillo  Jayleen Calvillo  Jenny Cruz  Wendy Cruz  Yajayra Cruz  Annika Delyiah</p>	<p>Pleylueon Forfor  Asal Hameed  Porscha Lambert-Marie  Drake Ledinsky  Jaliyah Manderson  Megan Pham  Thu Pham  Angelo Reese  Nyadeng Wal</p>
<p>Maya Adhikari  Alejandro Aleman  Sir'Ron J Brown  Jaryleen Calvillo  Jayleen Calvillo  Jenny Cruz  Wendy Cruz  Yajayra Cruz  Annika Delyiah</p>	<p>Pleylueon Forfor  Asal Hameed  Porscha Lambert-Marie  Drake Ledinsky  Jaliyah Manderson  Megan Pham  Thu Pham  Angelo Reese  Nyadeng Wal</p>		



# 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. <sup>1</sup>		
Prioritized & Verified Root Causes <sup>2</sup>	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	

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

<sup>2</sup> Additional identified Root Causes have been filed for future consideration and verification.

# APPENDIX C

## Prioritized and Verified Root Causes to Lever Crosswalk (Fall, 2019)

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
	←————— Equity —————→						
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

<b>Leadership</b>	<p><b>Shelly Bosovich</b> - <i>Executive Director of Student Services</i>  <b>Crista Carlile</b> – <i>Regional Director, Heartland AEA</i>  <b>Tim Schott</b> - <i>Executive Director of Talent Support</i></p>
<b>Committee Support</b>	<p><b>Tammy Humpal</b> (<i>facilitator</i>) – <i>Heartland AEA</i></p>
<b>Members</b>	<p><b>Jason Allen</b> – <i>District Activities Director</i>  <b>Katie Cook</b> – <i>Student Services Director</i>  <b>Becky Curry</b> – <i>Student Services Director</i>  <b>Erin Elscott</b> – <i>Student Services Director</i>  <b>Alyson Finley</b> – <i>Student Services Director</i>  <b>Josie Sturgis</b> – <i>Interim Director of Assessment, Data, &amp; Evaluation</i>  <b>Greg Grylls</b> – <i>Principal Supervisor</i>  <b>Susie Guest</b> – <i>Early Childhood Administrator</i>  <b>Susan Hope</b> – <i>Student Services Director</i>  <b>David Johns</b> – <i>Director of Talent Support</i>  <b>Barry Jones</b> – <i>Principal Supervisor</i>  <b>Wayne Knutson</b> – <i>Principal Supervisor</i>  <b>Peter LeBlanc</b> – <i>Director of Talent Support</i>  <b>Mike Lord</b> – <i>Principal Supervisor</i>  <b>Kelly Schofield</b> – <i>Director of Teaching &amp; Learning, Elementary</i>  <b>Jolene Teske</b> – <i>Gifted &amp; Talented Program Supervisor</i>  <b>Jake Troja</b> – <i>Director of School Climate Transformation</i>  <b>Mike Vukovich</b> – <i>Principal Supervisor</i></p>



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