

ICCSB School Board Policies

ENDS POLICIES

Academic achievement is the highest priority for the Iowa City Community School District. The policies listed here define the end results desired for our students and include what they are expected to know and be able to do as a result of their educational experience. The policies were developed through extensive community and staff involvement and reflect our community's educational values. Very specific goals are stated only for the core areas of the curriculum, reflecting their status as receiving the highest priority in the District with respect to allocation of resources. Other areas of the curriculum, such as Foreign Language, Arts Education, Physical Education, ELP, ELL, and Career Education are considered very important to accomplishment of the Global Ends Policy listed below and will be supported and monitored with respect to that goal statement.

The Ends Policies are goal statements set by the Board to govern the ICCSD. They are not they only academic goals in effect in the District. A listing of more specific District wide student learning goals with standards and benchmarks for each curricular area can be found at <https://www.iowacityschools.org/Page/1115>

Additionally, measurable goals and action plans designed to achieve the goals are established annually for the District and each school, as mandated by the State of Iowa. The District's current Comprehensive School Improvement Plan can be found at <https://www.iowacityschools.org/domain/3453>

Reports will be provided in accordance with Appendix 4, which can be found at <https://www.iowacityschools.org/cms/lib/IA01903939/Centricity/Domain/80/Appendix%204%20-%20Academic%20Ends%20Policies%20Data%20Reports.pdf>

GLOBAL ENDS POLICIES (LEVEL 1)

The district will ensure that students become responsible, independent, lifelong learners capable of making informed decisions in a democratic society as well as in the dynamic global community.

Reading

Students will, over time, independently read increasingly complex and engaging text with understanding.

- On average, achievement will be as high as or higher than previous years for the same grade groups.
- On average, achievement will increase at a rate equal to or greater than the national average for cohort groups.
- On average, achievement gaps between subgroups will decrease from previous years.

Writing

Students will, over time, independently write increasingly complex text with meaning, clarity, and purpose and application of standard conventions.

- On average, achievement will be as high as or higher than previous years for same grade groups.

Math

Students will, over time, independently solve increasingly complex mathematical problems.

- On average, achievement will be as high as or higher than previous years for the same grade groups.
- On average, achievement will increase at a rate equal to or greater than the national average for cohort groups.
- On average, achievement gaps between subgroups will decrease from previous years.

Science

Students will, over time, independently use increasingly complex scientific information and the processed of inquiry to construct scientific knowledge.

- On average, achievement will be as high as or higher than previous years for the same grade groups.
- On average, achievement will increase at a rate equal to or greater than the national average for cohort groups.
- On average, achievement gaps between subgroups will decrease from previous years.

Social Studies

Students will, over time, develop the knowledge and the skills of the core disciplines of social studies and apply this knowledge to their lives as citizens.

- On average, achievement will be as high as or higher than previous years for same grade groups.

Character Development

Students will demonstrate knowledge and understanding of community accepted intrapersonal, interpersonal and civic values consistent with the ICCSD Equity Statement. Students will demonstrate acceptance and internalization of those values through their behavior during the school day.

- On average, positive Character Development outcomes will improve (not decline) as measured by district indicators.

Fine Arts

Students will observe and/or participate in multiple fine arts experiences, representing a broad range of fine arts forms.

- On average, the number of experiences and/or range of art forms will increase over time.
- On average, the number and percent of students from the disaggregated sub groups will increase in voluntary participation in one or more of the art forms.

Approved: June 13, 2000

Revised: March 11, 2003
January 11, 2005
September 12, 2005
January 9, 2007
July 12, 2011
November 6, 2012
December 10, 2013
October 13, 2015
April 11, 2017