1. All programs included in consolidation efforts will be administered in accordance with all applicable statutes, regulations, program plans and applications. No Child Left Behind Act of 2001, Pub. L. No. 107-110

2. The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require.

3. The school district/agency is in compliance with federal and state legislation which requires nondiscrimination on the basis of race, national origin, color, gender, religion, creed and disability including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Vocational Rehabilitation Act of 1973, the Americans with Disabilities Act of 1992 and Chapters 216.9 and 19B.11 of the Iowa Code. The district/agency utilizes multicultural, gender-fair approaches to its entire educational program as required in Chapter 256.11 of the Iowa Code.

4. The LEA/agency will allocate Title I funds to eligible attendance areas on the basis of the total number of children from low-income families in each area or schools in accordance with Section 1113.

5. The LEA shall provide students enrolled in a school identified under Section 1116(c) the option to transfer to another public school with the LEA, including a public school charter that has not been identified under Section 1116(c).

6. The local education agency (LEA) informs eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources. No Child Left Behind Act of 2001, Pub. L. No. 107-110

7. The eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110

8. The eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110

9. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127. No Child Left Behind Act of 2001, Pub. L. No. 107-110

10. A needs assessment has been conducted and is available for review that a) Involved teachers in its development b) Considered the means teachers require to learn content knowledge and teaching skills that will provide students the opportunity to meet challenging academic achievement standards, c) Considered the means principals require to learn the instructional leadership skills that will provide students the opportunity to meet challenging academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110

11. Activities have been identified and a description is available for review that - Denotes the involvement of teachers, principals, paraprofessionals, other relevant school personnel and parents collaboration in planning; Aligns professional development activities with curricula and programs that link with academic content standards, academic achievement standards, and assessments the results of which correlate with ITBS/ITED; Demonstrates the selection was based on review of scientifically based research and why the activities are expected to improve student achievement; Explains how a substantial, measurable, and positive impact will be made on student academic achievement and, where applicable, will reduce the achievement gap that separates low-income and minority students from others. No Child Left Behind Act of 2001, Pub. L. No. 107-110

12. A description will be made available to teachers and principals explaining how the professional development activities will ensure the needs of teachers and principals will be met; will provide training to enable teachers to teach and address the needs of students with different learning styles, improve student behavior in the classroom, involve parents in their child's education and/or understand the use of data and assessments to improve classroom practice and student learning; will be part of the district's effort to ensure highly qualified staff. No Child Left Behind Act of 2001, Pub. L. No. 107-110

13. Any unused funds of the gifted and talented program at the end of the budget year will be carried over to the subsequent budget year to the gifted and talented program. Iowa Code section 257.46

14. The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001,
15. The LEA/agency will employ teachers proficient in English, including written and oral communication skills. No Child Left Behind Act of 2001, Pub. L. No. 107-110

16. Assurances - The LEA/agency will integrate the bilingual program with the overall educational program. No Child Left Behind Act of 2001, Pub. L. No. 107-110

17. The LEA/agency will provide technical assistance and support to school wide programs. No Child Left Behind Act of 2001, Pub. L. No. 107-110

18. The LEA/agency will work in consultation with schools as the schools develop the schools' plans pursuant to school wide programs and assist schools as the schools implement such plans or undertake activities pursuant to target assistance schools so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

19. The LEA/agency will fulfill such agency's school improvement responsibilities.

20. The LEA/agency will provide services to eligible children attending private elementary schools and secondary schools and provide timely and meaningful consultation with private school officials regarding Title I, Title II, and Title IV Part A services. No Child Left Behind Act of 2001, Pub. L. No. 107-110

21. The LEA/agency will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110

22. The LEA/agency, if choosing to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act. Head Start Act, 42 USC 9831

23. The LEA/agency will use funds under this subpart to increase the level of state, local, and other non-federal funds that would be made available for programs and activities, and in no case supplant such state, local, and other non-federal funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110

24. Resources have been targeted on schools that have the lowest proportion of highly qualified teachers; have the largest class size; or, are identified for school improvement under the provisions of Title I, Part A. No Child Left Behind Act of 2001.

25. Mentoring and Induction: Goals for the program. Teacher Quality Program 281-IAC 83.3(2)(a)

26. Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281-IAC 83.3(2)(b)

27. Mentoring and Induction: A mentor training process that addresses mentor needs and reflects a clear understanding of the role of the mentor. Teacher Quality Program 281-IAC 83.3(2)(c)(2)

28. That, in the expenditures for professional development the requirements of private school children and teacher participation have been adhered to. The specific stipulations in No Child Left Behind include equitable services and benefits that are, in the aggregate, no less than the services and benefits provided through the same funding sources in 2001-2002; private school official consultation during the design and development of services; written justification by public school officials when private school officials disagree with the professional development design.

29. Mentoring and Induction: A mentor training process that results in the mentor's understanding of the personal and professional needs of new teachers. Teacher Quality Program 281-IAC 83.3(2)(c)(3)

30. If Title V funds are expended for any of the areas designated as appropriate for use, the LEA/agency assures that the funds are used to enhance student achievement. No Child Left Behind Act of 2001, Pub. L. No. 107-110

31. No smoking is permitted within any indoor facility owned, leased, or contracted for and utilized by the LEA for provisions of routine or regular kindergarten, elementary, or secondary education or library services to children.

32. As a condition of receiving funds under this Act, local education agency assures that no policy of the local education agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a). NCLB Section 9524
33. Mentoring and Induction, Beginning Administrators: The district assures that it has a beginning administrator mentoring and induction plan that describes the following components: support system for the beginning administrator, program organizational and collaborative structures, budget, including a narrative that describes the sustainability of the program and program evaluation.  Yes  No

34. Anti-harassment and anti-bullying: The school/school district assures that it has an anti-harassment and anti-bullying policy in board policy and is integrated into the comprehensive school improvement plan under SF 61, 256.7 [subsection 21] and shall report data collected under SF 61, 256.7 [subsection 6].  Yes  No

35. In the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parent advisory councils for programs of 1 school year in duration, and that such programs are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provisions impractical; and in a format and language understandable to the parents. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

36. In the planning and carrying out such programs and projects, there has been and will be, adequate provision for addressing the unmet education needs of preschool migratory children. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

37. Migrant Education programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, school, and local educational agencies under Title. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

38. To the extent feasible, such programs and projects will provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

39. To the extent feasible, such programs and projects will provide for professional development programs, including mentoring, for teachers and other program personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

40. The LEA/agency has developed programs and activities for limited English proficient students and immigrant children and youth. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

41. The LEA/agency offers high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

42. The LEA/agency will hold elementary and secondary buildings receiving Title III funds accountable for A) meeting annual measurable achievement objectives for limited English proficient students, B) making adequate yearly progress for limited English proficient students, and C) annually measuring the English proficiency of limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

43. The LEA/agency will promote parental and community participation in programs for limited English proficient students. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

44. The LEA/agency will use Title III funds to meet all annual measurable achievement objectives for limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

45. The LEA/agency assures that language instruction educational programs carried out under Title III will ensure that limited English proficient children being served by the programs develop English proficiency. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

46. The LEA/agency will work in consultation with schools as the schools develop and implement their plans or activities related to Title I parent involvement and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

47. The LEA/agency will comply with Title I requirements regarding the qualifications of teachers and paraprofessionals and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

48. The LEA/agency will inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and inform waivers under the Education Flexibility Partnership Act of 1999. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

49. The LEA/agency will coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services  Yes  No
to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring. No Child Left Behind Act of 2001, Pub. L. No. 107-110

50. The LEA/agency will ensure that low income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. No Child Left Behind Act of 2001, Pub. L. No. 107-110

51. The LEA/agency will use the results of the students academic assessments and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under these parts to determine whether all the schools are making the progress necessary to ensure that all students will meet the locally determined level of achievement on the district academic assessments within 12, years from the end of the 2001-2002 school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110

52. The LEA will provide a drug-free workplace environment. No Child Left Behind Act of 2001, Pub. L. No. 107-110

53. To the extent possible, the School Improvement Advisory Committee membership includes persons from diverse racial/ethnic backgrounds, a balance of men and women, and persons with disabilities. 281 - IAC 12.2 (256)

54. The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A.

55. The LEA has a staff utilization plan for at-risk allowable growth. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(4)

56. Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7)

57. The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3)

58. The LEA/agency has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, in developing Title III programs and activities. No Child Left Behind Act of 2001, Pub. L. No. 107-110

59. The delinquent facility will work to ensure that teachers and other qualified staff are trained to work with children with disabilities and other students with special needs, taking into consideration the unique needs of such children and students.

60. The LEA/agency and the delinquent facility will work to ensure that educational programs provided are related to assisting students that meet high educational standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110

61. Parents will be involved, where feasible, in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities.

62. Coordinate services and programs with other services and programs provided to delinquent youth (e.g., WIA & LEA activities under the Juvenile Justice and Delinquency Prevention Act of 1974; local businesses). No Child Left Behind Act of 2001, Pub. L. No. 107-110

63. The LEA provides staff development to achieve greater access to and participation in the core subjects, especially in mathematics and science, by students from historically underrepresented groups. No Child Left Behind Act of 2001, Pub. L. No. 107-110

64. Funds generated by a school district under Iowa Code 257.46 shall be utilized exclusively for a school district's gifted and talented program. Iowa Code section 257.46

65. The district uses the TELPA to screen and identify English Language Learners within the first 30 days of a student being enrolled in the district.

66. The district/school has adopted the high school graduation requirements for all students to include a minimum satisfactory completion of four years of English and language arts, three years of mathematics, three years of science, and three years of social studies.

67. To the extent feasible, such programs and projects will provide for family literacy programs.

68. To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs.

69. To the extent feasible, such programs and projects will provide for programs to facilitate the transition
of secondary school students to post-secondary education or employment.

70. The State will assist the Secretary in determining the number of migratory children in the State. No Child Left Behind Act of 2001, Pub. L. No. 107-110

71. Each LEA/agency that is included in the eligible entity is complying with section 3302 prior to, and throughout, each school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110

72. The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110

73. Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281-IAC 83.3(2)(f)

74. Mentoring and Induction: A plan that reflects the needs of the beginning teacher employed by the district. Teacher Quality Program 281-IAC 83.3(2)(g)

75. Mentoring and Induction: The school district has a process for how information about the district's Beginning Teacher Induction and Mentoring program will be provided to interested stakeholders. Teacher Quality Program 281-IAC 83.3(e)(3)

76. The LEA/agency and the delinquent facility ensure that funded educational programs are coordinated with the student's home school. No Child Left Behind Act of 2001, Pub. L. No. 107-110

77. The funded delinquent facility will notify the LEA of the youth served is identified as in appropriate need of special education services while in the facility. No Child Left Behind Act of 2001, Pub. L. No. 107-110

78. The LEA/agency and delinquent facility, where feasible, will provide transition assistance to help the youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling. No Child Left Behind Act of 2001, Pub. L. No. 107-110

79. The LEA/agency has an advisory council with the majority of members being parents and representatives of the children and youth served in the program. No Child Left Behind Act of 2001, Pub. L. No. 107-110

80. The LEA will be in compliance with the federal regulation regarding lobbying and debarment. No Child Left Behind Act of 2001, Pub. L. No. 107-110

81. The LEA/agency will ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. No Child Left Behind Act of 2001, Pub. L. No. 107-110

82. The LEA/agency will assist each school served by the agency and assisted under these parts in developing or identifying examples of high quality, effective curricula. No Child Left Behind Act of 2001, Pub. L. No. 107-110

83. The LEA assures that teachers employed in nonpublic schools within the public school boundaries shall be provided equitable opportunity for participation in the benefits of the project. No Child Left Behind Act of 2001, Pub. L. No. 107-110

84. The control and administration of funds received for programs shall be a public entity, including property acquired with the funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110

85. Funds received under this part will be used only for programs and projects, including the acquisition of equipment, in accordance with section 1306. No Child Left Behind Act of 2001, Pub. L. No. 107-110

86. Funds received under this part will be used only to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families. No Child Left Behind Act of 2001, Pub. L. No. 107-110

87. Such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (e) of section 112.0A, and part I. No Child Left Behind Act of 2001, Pub. L. No. 107-110

88. Mentoring and Induction: A mentor training process that provides the mentor with an understanding of the district expectations for beginning teacher competencies based on the Iowa teaching standards. Teacher Quality Program 281-IAC 83.3(2)(c)(4)
89. Mentoring and Induction: A mentor training process that facilitates the mentor's ability to provide guidance and support to new teachers. Teacher Quality Program 281-IAC 83.3(2)(c)(5)  
   ☑ Yes ☐ No

90. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and for beginning teachers that includes released time for mentors and beginning teachers to plan. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(1)  
   ☑ Yes ☐ No

91. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers that provide demonstration of classroom practices. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(2)  
   ☑ Yes ☐ No

92. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers to observe teaching. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(3)  
   ☑ Yes ☐ No

93. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers to provide feedback. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(4)  
   ☑ Yes ☐ No

94. Mentoring and Induction: A supportive organizational structure for beginning teachers which shall include a selection process of who will be in the mentoring/beginning teacher partnership. Teacher Quality Program 281-IAC 83.3(2)(d)(2)  
   ☑ Yes ☐ No

---

**CSIP**

**Vision, Mission, Goals**

1. Is the district accepting Early Intervention funding to be spent on K-3 reading and math?  
   ☑ Yes ☐ No

2. What are the district’s goals related to K-3 reading or mathematics?  
   **READING:** The percent of students who will score proficient on the DRA2 during the spring testing is as follows:
   - 83% - Kindergarten
   - 70% - First Grade
   - 75% - Second Grade
   - 78% - Third Grade

   90% of students in grades K-3 will be at benchmark on the FAST screening assessments during the spring testing.

3. Is the district accepting Early Intervention funding to be spent on class size reduction?  
   ☑ Yes ☐ No

1. What are the district’s class size goals for each grade K through 3?  
   Class size in grades K-2 will not exceed 24 students.
   Class size in grade 3 will not exceed 28 students.

3. What activities are in place for K-3 students to achieve a higher level of success in the basic skills?  
   All students, grades K-3, are universally screened using FAST and DIBELS and a math screener (in 2015, the assessment was Fuchs and Fuchs). In addition, they all are administered the DRA2 assessment for literacy. This information along with teacher observation is used to determine instruction and need for interventions. Interventions include:
Interventions include:
- Reading Recovery
- LETRS literacy program
- Comprehensive Intervention Model group instruction
- Small group instruction (literacy and mathematics) in Tier 1, Tier 2 and Tier 3
- Peer coaching from the instructional coach
- After school tutoring
- Title I program assistance
- English as a Second Language instruction
- Talented and Gifted accelerated instruction
- Extended time in core instruction
- Differentiated Instruction
- Progress monitoring
- Use of supplemental instructional materials
- Flexible group for instruction
- Computer aided instruction
- Explicit Instruction
- Implementation of the five reading foundation skills of core instruction

4. What diagnostic assessment tools does your district use in each of grades K, 1, 2, 3 to assist teachers in measuring reading accuracy and fluency skills, including but not limited to phonemic awareness, oral reading ability, and comprehension skills?

The district uses the DRA2 assessment for diagnostic purposes in literacy.

5. What are the district's measureable, long-range goals to address improvement in reading?

All students will over time, read, independently, increasingly complex text with understanding.

6. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in reading?

Adoption of a literacy program (based on research) addressing reading, writing, listening, speaking and language; professional development to support teaching the IC/CCSS related to literacy (reading).

Scheduled professional development workshops focusing on a) 5 components of foundations of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and b) employing research based instructional strategies of explicit instruction and gradual release of responsibility for both whole group and small group instruction.

Implementation of practices for review of assessment data and using data to guide instruction.

7. What are the district's measureable, long-range goals to address improvement in mathematics?

All students will over time, solve, independently, increasingly complex mathematical problems.

8. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in mathematics?

Alignment and implementation of the IC/CCSS for mathematics.

Formal curriculum review process for mathematics began in the spring 2014; a survey of parents, students, teachers and administrators provided data coupled with academic achievement data. During 2014-15, a district-wide committee met to review the data, identify strengths and limitations, and craft an improvement plan that included the purchase of new materials.

At the elementary level new instructional materials were adopted. The secondary purchase was delayed due to budget.
9. What are the district's measureable, long-range goals to address improvement in science?

   All students will over time, construct and use, independently, increasingly complex scientific knowledge.

10. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in science?

   Alignment and implementation of the IC for science.
   Pilot and begin implementation of science instruction at elementary with Next Generation science standards.

**Collaborative Relationships**

11. Describe the district's major education needs and how the district has sought input from the local community at least once every five years about these needs.

   Major Educational Needs: Improvement of academic achievement for sub-groups of students including children with disabilities, children of poverty, and minority children (African American and Hispanic) in both reading and mathematics.

   The district seeks input from the community regarding major education needs through two major initiatives. First is the district curriculum review process, which occurs on an annual basis (each curricular area being reviewed in depth on an eight year cycle); during the first year of the review for a given curricular area, surveys are completed by teachers, administrators, students and parents. Data from the survey assists the district in identifying major educational needs. In addition, focus groups are conducted to gather information for major education needs. Second, the district conducts a community survey. The chief of community affairs coordinates the survey through the office of the superintendent. Data from the survey assist the district in identifying major educational needs.

12. Describe the district's student learning goals (general statements of expectations for all graduates) and how the district has sought input from the local community at least once every five years about these goals.

   District Student Learning Goals: Goal 1: Annually increase the percentage of students who are proficient in Reading, as measured by the Iowa Assessments, with a focus on closing the achievement gap for each subgroup measured under the Elementary and Secondary Education Act. Goal 2: Annually increase the percentage of students who are proficient in Math, as measured by the Iowa Assessments, with a focus on closing the achievement gap for each subgroup measured under the Elementary and Secondary Education Act. Goal 3: Annually improve the educational experiences for all children through culturally inclusive and responsive school environments and classroom instruction, as measured by various student assessments including the Biennial Youth Survey, with a focus on equitable outcomes for students and protected classes.

   The district seeks input from the community regarding student learning goals from the SIAC committee that meets twice annually. This information is then presented to the Board of Education in preparation for their goal setting process.

**Learning Environment**

13. What are the district's goals that support the incorporation of multicultural and gender fair curriculum into the educational program?

   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.
**Curriculum and Instruction**

14. By law, local standards are to be identical to the Iowa Core Standards in literacy. What steps is the district/school taking to ensure that the standards are being implemented in literacy?

    Through the curriculum review process, the district literacy standards have been aligned with the Iowa Core Standards. The district curriculum guide for language arts lists the Iowa Core Standards. All teachers in the district complete the Iowa Core Curriculum validation checklist in the spring of the school year.

15. By law, local standards are to be identical to the Iowa Core Standards in mathematics. What steps is the district/school taking to ensure that the standards are being implemented in mathematics?

    Through the curriculum review process, the district mathematics standards have been aligned with the Iowa Core Standards. The district curriculum guide for mathematics lists all Iowa Core Standards. All teachers in the district complete the Iowa Core Curriculum validation checklist in the spring of the school year.

16. By law, local standards are to be identical to the Iowa Core Standards in science. What steps is the district/school taking to ensure that the standards are being implemented in science?

    Through the curriculum review process, the district science standards have been aligned with the Iowa Core Standards. The district science curriculum guide lists the Iowa Core Standards. All teachers in the district complete the Iowa Core Curriculum validation checklist in the spring of the school year.

17. By law, local standards are to be identical to the Iowa Core Standards in social studies. What steps is the district/school taking to ensure that the standards are being implemented in social studies?

    Through the curriculum review process, the district curriculum social studies standards have been aligned with the Iowa Core Standards. The district social studies guide lists the Iowa Core Standards. All teachers in the district complete the Iowa Core Curriculum validation checklist in the spring of the school year.

18. By law, local standards are to be identical to the Iowa Core Standards in 21st century skills. What steps is the district/school taking to ensure that the standards are being implemented in 21st century skills?

    Through the curriculum review process, the district 21st century skills standards have been aligned with the Iowa Core Standards. All teachers in the district complete the Iowa Core Curriculum validation checklist in the spring of the school year.

**Learning Environment**

19. Does your district offer any online courses?

   - Yes  - No

   1. Please provide a description of your online curriculum.

       **AP Online learning** - The Iowa Online Advanced Placement Academy delivers AP courses to high school students utilizing Apex Learning on-line technology. It gives students an opportunity to take college-
level courses and exams while still in high school. This works well for students that have schedule conflicts at the high school.

**APEX Learning** - These courses assist students that are in need of credit recovery at the high school level.

**Iowa Learning Online** - This program helps our District expand learning opportunities for high school students using the Internet and interactive video classrooms.

**Professional Development**

20. How does the district ensure that professional development activities are aligned with its long-range student learning goals?

The district developed a comprehensive school improvement plan that is based on the district student learning goals. In this plan, a list of approved professional development topics was developed. The district CSIP was shared with all building administrators who in turn share it with their building leadership team. The building leadership team used the same template to develop their building CSIP. The CSIP included student learning goals based on multiple student achievement data points, an action plan that is focused on implementation of professional development, and an evaluation component of the impact of the CSIP on student learning and teacher implementation of targeted strategies.

A professional development calendar is developed annually. Approximately 35% of the professional development time is allotted to district planned sessions with 65% being building planned.

All building leadership teams are required to submit their CSIP by October 1st with the plans reviewed by district administrators. In January, the two directors of schools meet with the building principals to review the CSIP plan and progress on meeting goals. In September, of the following year, the evaluation component of the CSIP plan is submitted to district administrators and the cycle begins again with revisions to the district and building CSIP plans for the upcoming year. The revisions are based on student achievement data.

21. What research-based staff development practices does the district have in place?

District staff development topics are determined by student achievement data and teacher perception surveys of need. All professional development is based on the Iowa Professional Development Model and is driven by the district’s Comprehensive School Improvement Plan to improve student achievement.

Time is set aside for professional development during teacher contract time. Professional development activities are scheduled weekly during Thursday early release days, workshops days before school begins, and one teacher quality professional development day day. Teachers are required to attend these sessions and are given the opportunity to meet in job alike, grade level, or building teams. Professional development is scheduled to give teachers time to implement new strategies between sessions so that staff may discuss implementation and collaborate to plan instruction.

Teachers also have the opportunity to select from a menu of topics and attend professional development sessions during the summer and after contract hours. This meets the needs of adult learners for choice.

22. Describe the district’s (CSIP and DINA)/building’s (SINA) plan for professional development, specifically focusing on curriculum, instruction, and assessment that targets student achievement. When a district is selected answer at the district level, when a building is selected answer at the building level.

The district’s plan for professional development is two-pronged in that it is district and building based. Priorities in the plan were:

**Curriculum:**
- Reading-The five essential components of literacy instruction (K-6) and vocabulary (7-12)
- Math-Problem Solving
• Safe and Connected Schools-Positive Behavioral Interventions and Supports
• Student Learning Standards

Instruction
• Differentiated Instruction
• Explicit Instruction
• Response to Intervention
• Understanding by Design

Assessment
• FAST Assessments and DIBELS-administering and analyzing the data to make instructional decisions
• Progress Monitoring-administering and analyzing the data to make instructional decisions
• DRA2-administering and analyzing the data to make instructional decisions
• Iowa Assessments-understanding and administering the tests/analyzing data

In 2013-14, a district-wide professional development focus on Multi-Tier Support System began. Work continues with the goal of full implementation by fall 2016.

23. How do the district's professional development learning opportunities align with the Iowa Teaching Standards?

The professional development actions align with the following Iowa Teaching Standards:
• Standard 2-Deomstrates competence in content knowledge.
• Standard 3-Demonstrates competence in planning and preparation for instruction.
• Standard 4-Uses strategies to deliver instruction that meets the multiple learnign needs of students
• Standard 7-Engages in professional growth

24. How does the district ensure that professional development includes all K-12 teachers responsible for instruction?

Time is set aside weekly for professional development in addition to workshop days before school begins. All of this time is during teacher contract time and they are required to attend. Attendance is taken at the sessions and all absences must be approved by building administrators.

Professional development is planned to include topics that are grade and content specific so that the learning is relevant for teachers. In addition, professional development is offered outside the contract time and teachers have the choice of topics and also the opportunity to earn additional compensation.

25. Who are the district's approved professional development providers?

Grant Wood Area Education Agency Learning Consultants
Jacobsen Center (University of Northern Iowa)
University of Iowa Faculty and Staff
National Experts/Consultants
EDEquity
ASCD

26. Describe the district's sustained professional development related to the integration and effective use of technology for teachers, principals, administrators, and school media library personnel.
A three year technology professional development plan addresses both instructional and utility goals. Instructional Goal: to utilize various technology tools and software to enhance student learning. The district has also hired 32 innovation specialists to help support this work through our TLC program.

Year Two Focus: Google, SMART board and iPad training aimed at integration of technology in all curricular areas.

Target groups: All teachers

Trainers: Innovation specialists, SMART certified (32 librarians and teachers), GWAEA personnel and web links, consultant service Tierney Brothers Inc

Formats: day long workshops, 2-3 hours after school sessions, webinars, web links (24/7). During the school year and summer

A series of trainings were held for all teachers related to technology. Additional sessions will be provided for new teachers as well as for teachers who need additional help.

**Monitoring and Accountability**

27. How does the district monitor goal attainment for individualized education programs (IEPs)?

The ICCSD currently monitors student IEP goals with progress monitoring tools that are sensitive to change to ensure eligible students are making accelerated progress to close the achievement gap at a Rate of Progress similar to their same age peers.

IEP teams establish a measurable goal and progress monitoring tool to include the following; establish outcome(s) to be achieved that address the priority needs of the individual, set the baseline, from this baseline establish a challenging goal that may be achieved within a year, and establish progress monitoring procedures for each goal. Progress will be monitored using graphs or other visual representations.

IEP teams determine a student’s Rate of Progress compared to the expected performance of same age peers to include the following; baseline performance for same age peer group, ending performance for same age peer group, baseline performance for the target individual, and the ending performance for the target individual. This information allows IEP teams to obtain the individual student’s rate of progress and develop a rigorous goal to close the achievement gap. A trendline is developed which includes baseline peer performance at the beginning of the intervention to the expected goal if different than the expected peer performance at the end of the intervention.

28. What evidence-based activities does the district have in place designed to improve individual student performance resulting from the provision of special education?

The ICCSD has several evidence-based activities in place to improve student performance.

Examples of these evidence-based practices include:

Structured TEACCCCH, Voyager Reading Program, PBIS, Creative Curriculum, Read it Again Early Childhood Reading Program, Passages, Jamestown Readers, Do the Math, Social Thinking-Michelle Garcia Winner, Social Stories-Carol Gray, Super Flex Curriculum, Trans Math, Corrective Reading, Soar to Success, and Step up to Writing. The Special Education Department completed a district-wide review of the special education program, with an emphasis on curriculum, in the spring of 2014. The initial phase included identifying areas of strength as well as identifying areas of need. Through a systematic process the district plan identifies evidence-based materials teachers can access to meet individual needs and close the achievement gap. The district will review student performance data as it relates to state goals and benchmarks to ensure accelerated growth through evidence-based activities.

29. How does the district evaluate its at-risk program?
We have three major indicators to measure the success of our at-risk interventions:

- Attendance
- Behavior
- Increased academic performance

For students who have received two or more trimesters of a service, data are pulled from Power School to see if there is an increase in attendance, a decrease in office referrals and/or suspensions, and if there is an increase in academic performance. For elementary school, FAST, DIBELS and DRA scores are used to measure progress; at the secondary schools a decrease in the number of F grades is measured and as well as the number of students who graduate. In addition to the “hard data” that is collected, surveys are distributed to parents and teachers to measure effectiveness of several programs.

30. How does the district evaluate its dropout prevention programs for returning and potential dropouts?

The ICCSD Dropout Prevention Program has four overall outcomes to decrease the number of dropouts:

1) Increase attendance
   
   75% of students served will have an attendance rate of 90% or more

2) Decrease disruptive behaviors
   
   95% of students served will decrease the number of out-of-school suspensions

3) Decrease the number of failing grades
   
   70% of students served will pass all of their classes
   
   70% of students served will become proficient on DIBELS

The ICCSD has collaborated with the Grant Wood AEA to develop an Interventions database, as a part of Powerschool, the district’s data management system. The Interventions database tracks the students served in all of the ICCSD programs. Program goals are established for each intervention and attendance, behavior, grades and DIBELS data can be pulled for participants in a specific program to measure progress towards the stated goals. This data are analyzed to determine if program goals have been met. Program changes are then made, based on this data.

31. How does the district evaluate its gifted and talented program?

Through a formal curriculum review process. Standards from national gifted education organizations provide guidance relative to identifying components of a quality GT program. The steps in the process for evaluation include: gathering data (achievement data as well as survey data), analysis of data, identification of strengths and limitations, creation of an improvement plan that includes recommendations/strategies/point person/timeline.
32. Districts are required to upload an ELL Plan (Word or pdf file) updated for the current school. This plan must be submitted using the Title III state-required Lau (ELL) Plan template. The Lau (ELL) Plan template and Lau (ELL) Plan Reference Guide are found at https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners#Lau_ELL_Plan

33. Will the district receive services under Title III in current_school_year, either as a direct subgrantee or though an AEA consortium?

☐ Yes  ☐ No

1. Describe the professional development that is provided to improve curriculum, instruction, and assessment for Limited English Proficient children.

Professional development provided includes the following:

- Attendance at TESOL and ICLC
- Workshops on vocabulary acquisition
- Workshops on the new standards for ELL
- Workshop sessions on the new ELPA21 assessment and data analysis
- Summer training of SIOP (Sheltered Instruction Observation Protocol)
- Summer training for Our Kids

In addition, on a monthly basis, teachers participate in a one to one and a half hour professional development activity. There are 7 sessions dedicated to professional development for ELL teachers throughout the year.

2. How does the district annually assess the English proficiency of limited English proficient students?

Through administration of the ELPA21.

3. How does the district ensure that its English language instruction educational program assists LEP students to develop English proficiency?

Multiple ways including a) self-monitoring in which the district assessment and intake center assessor reviews individual student files annually ensuring all components of the student’s program are addressed, and b) annual analysis of student achievement data for LEP students including IA and ELPA21.

34. Describe how the district collects and analyzes data over time to determine the accomplishment of the district’s goals.

Data from the Iowa Assessments, FAST, DIBELS, DRA2, ICCSD Math assessments, and ICCSD Science assessments are reviewed and interpreted by a) building teams, b) district curriculum self-study teams, c) directors of schools, d) curriculum coordinators and e) SIAC advisory committee. Patterns and trends are identified for all students and subgroups. Data are reviewed for proficiency rate and growth over time. Data are analyzed for both the same grade comparisons and intact cohort groups.

35. Describe the district’s long-range needs assessment analysis for all state indicators (reading, math, science, dropouts, seniors intending to pursue post-secondary education, indicators of post-secondary success, graduates completing core program). Analysis means examining the data/information to answer questions about how well students are learning, determining priorities, and focusing instruction.

Data from the Iowa Assessments are reviewed and interpreted by a) building teams, b) district curriculum self-study teams, c) directors of schools, d) curriculum coordinators, and e) SIAC advisory committee. Patterns and trends are identified for all students and subgroups. Data are reviewed for proficiency rate and growth over time. Data are analyzed for the same grade comparisons and intact cohort groups. District
teams drill down to the item analysis using this information to look for trends and patterns. This information is used during the curriculum review process and development of Comprehensive School Improvement Plans.

36. Describe the district’s long-range needs assessment analysis for locally determined indicators.

Data from the FAST, DIBELS, DRA2, ICCSD Math assessments, and ICCSD Science assessments are reviewed and interpreted by a) building teams, b) district curriculum self-study teams, c) directors of schools, d) curriculum coordinators and e) SIAC advisory committee. Patterns and trends are identified for all students and subgroups. Data are reviewed for proficiency rate and growth over time. Data are analyzed for both the same grade comparisons and intact cohort groups.

37. Describe the district’s long-range needs assessment analysis for locally established student learning goals.

Data from the Iowa Assessments, DIBELS, DRA2, ICCSD Math assessments, ICCSD Science assessments, attendance data, behavior data, the Iowa Youth Survey results, and graduation rate are reviewed and interpreted by a) building teams, b) district curriculum self-study teams, c) directors of schools, d) curriculum coordinators and e) SIAC advisory committee. Patterns and trends are identified for all students and subgroups. Data are analyzed for both the same grade comparisons and intact cohort groups. Data are reviewed to determine progress on meeting student learning goals and results reported in the district annual progress report to the community. If goals are not met, a corrective action plan is developed and implemented.

38. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2014-2015.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRA - Developmental Reading Assessment</td>
<td></td>
</tr>
</tbody>
</table>

39. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2014-2015.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Developed Tests; District Wide Assessments</td>
<td></td>
</tr>
</tbody>
</table>

40. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2014-2015.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Developed Tests; District Wide Assessments</td>
<td></td>
</tr>
</tbody>
</table>

41. Describe how the district administers district-wide assessments and analyzes results of these assessments for all students (IEP, ELL, FRL, etc.) in reading and mathematics.

All students, except for students who take the Alternate Assessment as determined by the IEP, are administered the district-wide assessments. The data is compiled by grade level at the building and district levels. This data is also disaggregated by subgroups by grade level, analyzing proficiency and growth rate. The data from the multiple assessments is converged to present a complete picture of student achievement to identify patterns and trends.

This information as well as individual student achievement scores are shared with teachers and principals. Student achievement is tracked over time to chart individual student growth.

Teachers and principals use this information in the development of building Comprehensive School Improvement Plans, setting academic achievement goals, developing action plans including benchmark checks and an annual evaluation/review. A similar process is followed at the district level.

Student assessment data is also used by building Professional Learning Community teams to determine and change instruction.

Student achievement data is reported annually to the Board of Education, parents, and the community.
42. Does the district accept Title II, Part A funds 2015-2016?

☐ Yes  ☐ No

1. Describe how the activities funded through Title II, Part A will have a substantial, measurable, and positive impact on student academic achievement.

These funds provide professional development in the area of reading and mathematics to kindergarten through sixth grade teachers. Specific training in understanding and implementing the Common Core State Standards / Iowa Core Curriculum is the focus. Much of the content of the professional development activities center around research based instructional practices. Teaching strategies for concepts as well as generalizations and principles are a major focus. Secondary teachers also received training in Understanding by Design. Secondary science teachers attended the NSTA conference as well.

43. How does the district evaluate its Beginning Teacher Induction and Mentoring program?

The ICCSD Mentoring Program is evaluated in the following ways:

- District teacher retention data analysis
- Reflection on program evaluations and feedback from mentor training sessions
- Review of the weekly meeting logs and collaborative logs maintained by the mentor and beginning teacher

44. How does the district evaluate the effectiveness of its district career development plan by analyzing teacher data about the implementation of instructional strategies?

Teachers complete a district survey in May. This survey lists the topics organized by the components of the Iowa Professional Development Model and asks teachers to rate the impact of professional development on student achievement and their instruction in the classroom. In addition, teachers are asked to indicate how frequently they implement the strategy that was learned during professional development sessions and their skill of implementing this strategy. The data are compiled by grade level/content area and is shared with the teachers. The data will be tracked over upcoming years to determine the effectiveness and impact of the district career development plan over time.

45. How does the district evaluate the effectiveness of its career development plan by analyzing student achievement data?

Student achievement data is tracked over the years to develop a longitudinal trend in the core subjects of reading, math, and science. This is compared to the district career development plan to determine the impact that professional development had on student achievement.

46. How does the district evaluate the effectiveness of its career development plan by analyzing formative and summative data?

Formative and summative data are used to track student achievement. The formative data are used to monitor student progress during the implementation of new strategies and/or programs. During building PLC meetings, teachers use student data to determine and revise instruction. This information is tracked in meeting minutes, student data boards and notebooks.

Summative data is analyzed annually looking at trends and patterns over time. This information is correlated with the implementation of new programs and instructional strategies to determine the impact on student achievement.

47. Is the district accepting Perkins funds in 2015-2016?

☐ Yes  ☐ No

1. How does the district independently evaluate and continuously improve the performance of all of its
career and technical education programs?

Iowa City Community School uses a district curriculum review process that occurs once every 8 years. It follows a process similar to the Iowa Professional Development plan: data are collected (achievement data as well as survey data), data are analyzed, strengths and limitations are identified, an improvement plan is developed with strategies/actions steps/point person/times, and the program is evaluated over time. Standards from national CTE organizations provide guidance relative to identifying components of a quality CTE program.

2. Describe the comprehensive professional development that is provided for career and technical teachers, academic teachers, guidance staff, and administrative personnel to improve the career and technical education program.

The Iowa Professional Development model is used to guide PD for CTE teachers, academic teachers, guidance staff and administrative personnel. The major emphasis of the district has been improvement of reading skills, particularly informational text, through implementation of teaching reading in the content areas.