



Iowa Department of Education



School Year: 2007-2008 <input type="button" value="Go"/>	Form: Print Summary <input type="button" value="Go"/> <input type="button" value="Exit"/>
	District: 3645 Name: Lewis Central Comm School District

Division of PK-12 Education

Annual Comprehensive School Improvement Plan (CSIP)

Print Summary 2007-2008

This School Year's Records Are for Browsing, Only

(No updates/additions/deletions can be made to this web form.)

District allowed to certify on or after: 9/1/2008

District certification due date: 9/15/2008

Five-Year Site Visit Plan for 2004-2005 -- 2008-2009

CSIP Answers Cannot Be Changed.

The entire certification process has been completed for this district. CSIP answers CAN be ported over to a future year to be modified, see the bottom of a future year's Status form for this utility.

CSIP answers have been started for a newer school year, this year's answers can no longer be changed or certified.

Comprehensive School Improvement Plan <input type="button" value="Select Form"/>

Comprehensive School Improvement Plan	
All	<input type="button" value="Select CSIP Question"/>
I. What do data tell us about our student-learning needs?	
A. What data do we collect? Among the data we collect are the following (LRDA1, LRDA2, LRDA3, LRDA4):	
<ul style="list-style-type: none"> • Trend line and subgroup data for ITBS/ITED reading and mathematics at grades 3-9, and 11 • Trend line and subgroup data for ITBS/ITED science for grades 3-9, and 11 • Trend line and subgroup data for PLAN reading, mathematics and science at grade 10 • Trend line and subgroup data for NWEA MAP in reading comprehension and mathematics at grades 2-8 (Fall and Spring for grades 6-8 and Fall, Winter and Spring for grades 2-5) • Trend line and subgroup data for NWEA MAP in reading comprehension for Special education and ELL students at grades 9-12. (Fall, Winter and Spring) • English proficiency for all ELL students via the IDEA Proficiency Test (IPT) • Graduation rate • Grade 7-12 dropout percentages (aggregate and by subgroup) • Percentage of graduates planning to pursue postsecondary education • Percentage of graduates completing the core curriculum • Career and vocation education student data for Perkins (11th grade participants' proficiency in reading and mathematics, program completers, and occupational competency) 	

- Percentage of high school students achieving a score or status on the ACT indicating probable postsecondary success.
- Trend line data from the Iowa Youth Survey (grades 6, 8, and 11) (**SDF1, SDF2, SDF3**)
- Data from the district developed science and social studies assessments (grades 2-12 and all science and social studies courses at the high school)

- Participation rates for required district-wide assessments (grades 3-11)
- Phonemic Awareness (grade K)
- Marie Clay Observation Survey (grades K-1)
- Dynamic Indicators of Basic Early Literary Skills (DIBELS) data (grades K-1)
- Developmental Reading Assessment (DRA) data (grades 1-3)
- District-developed benchmark assessments in math, science and social studies (grades K-2)
- Basic Reading Inventory (BRI) data (grades 2-8)
- Quality Schools Survey - A comprehensive, community-wide needs assessment (completed at least once every five-years) (**LC3**)
 - Climate surveys (CRESST at the Middle School and teacher-developed surveys at the high school)
 - Parent and community opinions via parent network meetings at individual buildings and the Community Communication Group
 - Basic Educational Data Survey (BEDS) data (e.g., course offerings and enrollment information by course/gender)
 - District demographic data
 - Aggregate and subgroup attendance data (grades K-12)
 - Student work/course grades (grades 3-12)
 - Student discipline data (e.g., office referrals, suspensions, and expulsions) (grades K-12)
 - Student participation in the district's breakfast and lunch program (grades K-12)
 - One and five year graduate follow-up surveys

B. How do we collect and analyze data to determine prioritized student-learning needs?

District Leadership Teams

The Administrative Team consists of the Superintendent, School Improvement Specialist, Coordinator of Special Populations, Business Manager, Director of Operations, all Principals, Assistant Principals, Instructional Strategists and an AEA 13 Regional Administrator. This group meets at least once per month to collect and analyze district-level data and monitor implementation toward district goals.

The District Leadership Team meets at least six times per year. The team is comprised of general education and special education teachers from each building, the principals, the instructional strategists, the school improvement specialist and the superintendent. This group reviews information from Building Leadership Teams and shares district-level data. In addition, information regarding the implementation of actions and activities to support current district goals at each building are shared. The District Leadership Team ensures that the action plans designed to meet district goals are communicated and understood at all levels within the district. Implementation data on action plans are also shared with the District Leadership Team. These data, along with implementation data from state and federal programs and services, are incorporated into annual conversations about supports for established student needs, adjustments to actions, programs and services, and progress toward district goals.

Building Leadership Teams

Each building in the district has at least one Building Leadership Team whose responsibility is to collect and analyze data related to its level. Each group is responsible for monitoring the implementation of specific initiatives within the buildings as well as monitoring student achievement data. The leadership teams consist of the principal, the instructional strategist, AEA

technical support, counselors and teachers. The leadership teams meet at least monthly at which time they analyze implementation data and student achievement data. Data is analyzed by working through a four-question process: 1) What do you notice in the data?; 2) What additional questions does the data generate?; 3) What implications do the results have for instructional practice and staff development?; and 4) What can we infer teachers need to work on? This information is then shared and discussed with the rest of the building staff during staff meetings and early release days.

Stakeholder Groups

District and building information is shared with various stakeholder groups, including the School Board, School Improvement Advisory Committee, TAG Advisory Committee, Preschool Advisory Committee, At-Risk Advisory Committee, Special Education Advisory, Community Conversation Group, Parent-Teacher Association (PTA), district patrons, and various community organizations.

The School Improvement Advisory Committee studies and discusses data from the District Leadership Team and the Building Leadership Cadres and summarizes the findings. The School Improvement Advisory Committee through the School Improvement Specialist then makes recommendations to the board regarding district-wide prioritized needs, possible adjustments to goals, programs and services provided to students. The school board makes decisions based on these recommendations.

C. What did we learn through this data analysis? Reading (LRDA1, LRDA2, LRDA3, LRDA4)

District Reading scores comparing FY07 to FY08 on ITBS/ITED were are follows:

Grades 3-5

All students fell by 3.2 percentage points but met AYP growth triennium
Low SES students fell 4.47 percentage points and missed AYP
IEP students rose 6.43 percentage points but missed AYP
Hispanic students rose 6.86 percentage points and met AYP
White students fell 3.52 percentage points but met AYP growth triennium

Grades 6-8

All students fell by 4.88 percentage points but met AYP growth triennium
Low SES students fell 7.76 percentage points and missed AYP
IEP students fell 10.94 percentage points and missed AYP
Hispanic students were 59.38 percent proficient in FY08 and missed AYP
White students fell 5.44 percentage points but met AYP growth triennium

Grade 11

All students rose by 1.1 percentage points and met AYP triennium
Low SES students fell 0.87 percentage points and missed AYP

These reading results have put the District on the DINA watch list, Lewis Central High School is on the Watch List, Lewis Central Middle School is on the Watch List, and Titan Hill Intermediate is on the Watch list.

Average gain in RIT scores for reading comprehension on the NWEA MAP assessment increased in grades 3-8 for FY05 and FY06.

Reading comprehension as measured by the PLAN test in 10th grade has increased slightly over the last four years (74.1% proficient Fall 2003).

83% of all 3rd graders read at a level of 38 or higher on DRA during the Spring administration (at grade level) with 56% of all 3rd grade students reading at a level of 44 (maximum level possible).

DRA results for 1st graders show that 58% of the students met or exceeded the expected reading level. 71% of 2nd graders met or exceeded the proficient level in reading.

Rigby Benchmark testing (Spring 2004) indicated that 79% of kindergarteners met or exceeded the proficiency level. This is a decline in students at or above proficiency from the previous three years.

Mathematics (LRDA1, LRDA2, LRDA3, LRDA4)

District Math scores comparing FY07 to FY08 on ITBS/ITED were are follows:

Grades 3-5

All students fell by 8.05 percentage points but met AYP growth biennium

Low SES students fell 10.0 percentage points and missed AYP

IEP students fell 6.65 percentage points and missed AYP

Hispanic students rose 1.07 percentage points and met AYP

White students fell 9.04 percentage points but met AYP growth biennium

Grades 6-8

All students fell by 5.53 percentage points but met AYP biennium

Low SES students fell 5.27 percentage points and missed AYP

IEP students fell 31.25 percentage points and missed AYP

Hispanic students were 62.5 percent proficient in FY08 and met AYP

White students fell 4.71 percentage points but met AYP biennium

Grade 11

All students fell by 2.84 percentage points but met AYP

Low SES students fell 9.84 percentage points but met AYP biennium

These math results have put the District on the DINA watch list, Lewis Central Middle School continues to be on the SINA List, and Titan Hill Intermediate is on the Watch list.

All grade except 6th had more than one year expected growth in RIT scores for math on the NWEA MAP assessment Fall 2005 to Spring 2006.

Mathematics total as measured by the PLAN test in 10th grade has increased slightly for the last three years (81.4% proficient Fall 2005).

66% of 1st graders and 69% of kindergarteners mastered math concepts as measured by district developed math assessments.

ACT trends show LC above state and national averages in all areas except math.

Science (LRDA1, LRDA2, LRDA3, LRDA4)

Science as measured by the PLAN test in 10th grade has decreased slightly for the last three years (74.6% proficient Fall 2003).

Other Indicators (**LRDA1, LRDA2, LRDA3, LRDA4**)

The LC graduation rate has increased steadily for the past five years but remain below the state average.

The K-8 Average Daily Attendance rate increased for the third year in a row to 95.40% in 2005.

In 2005-06, 44.5% of the graduating seniors completed a core program, yet 82.7% of the graduating class plan to continue education beyond high school.

We saw an overall reduction in substance use prevalence rates on the Iowa Youth Survey from 1999 to 2005 in tobacco (from 21% currently using to 12%), alcohol (from 26% currently using to 20%) and drugs (from 14% currently using to 12%). (Healthy Youth domain and substance use constructs) (**SDF1, SDF2, SDF3, SDF4**)

In 2002, 40% of 11th graders reported currently using alcohol (nearly double the AEA and state averages).

Students reporting that they agree that violence is the worst way to solve problems increased from 80% to 91% from 1999 to 2002. (Socially Competent Youth domain and Positive Values construct)

11th graders reporting that other students treat them with respect increased from 32% in 1999 to 52% in 2002.

In 2002, 63% of the 6th graders reported that other students treat them with respect compared to 33% of the 8th graders.

In Spring of 2000, the district conducted a community-wide needs assessment survey from the New Iowa Schools receiving completed surveys from 523 parents, 145 staff members and 988 students. This was the second time the district had used this survey. The highest issue of concern for all parents regardless of level was "school climate". Middle school students and teachers both felt that "school climate" was a concern. Although other issues were measured through this survey, climate surfaced as the primary priority. (**LC3**)

D. From the data analysis, what are our prioritized student needs? Based on the data reviewed, we developed the following list of prioritized student needs (**LC4**):

- Improve reading comprehension for all students, especially low SES and IEP students at all grades
- Improve mathematics performance for all students, especially low SES and IEP students at all grades
- Improve science performance for all students, especially low SES and IEP students at all grades
- Create a positive and respectful climate to enhance the learning environment in our district
- Improve district graduation rate

E. How will we develop goals and actions based upon the prioritized needs? The building leadership teams in collaboration with community stakeholders as appropriate will review the data, develop goals, and design plans of action to address the prioritized student needs. These plans will be reviewed by the district leadership teams (Administrative Team, District Leadership Team, School Improvement Advisory Committee and other Building Leadership Teams as appropriate) and recommended to the Board for adoption.

District Information	
Authorized Agency	Lewis Central Comm School District 1600 E S Omaha Brdg Rd Council Bluffs, Iowa 51503 AEA: AEA 13 Green Hills (district filed under aea control code 9213) School Improvement Consultant for this AEA: Denise.Mulcahy@iowa.gov , 515-281-3198
CSIP Coordinator	Name: David Black Title: School Improvement Specialist Telephone: 712 - 366 - 8203 Extension: FAX: 712 - 366 - 8315 Email: dblack@lewiscentral.k12.ia.us
Year Site Visit Scheduled	2005
Certified Dates	District: 7/30/2009 10:21:09 AM Readers: 7/31/2009 2:54:26 PM State: 7/31/2009 2:54:36 PM

Annual Comprehensive School Improvement Plan (CSIP)

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