



Iowa Department of Education



School Year: 2009-2010 <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 2009-2010

District allowed to certify on or after: 9/1/2010

District certification due date: 9/15/2010

Five-Year Site Visit Plan within 2009-2010 -- 2013-2014

CSIP Answers Cannot Be Changed.

The entire certification process has been completed for this district. CSIP answers have been automatically ported over to a future year to be modified.

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"/>
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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 3-11 • Trend line and subgroup data for ITBS/ITED science for grades 3-11 • 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 K-8 <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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 Literacy 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)

Building Reading AYP scores comparing FY09 to FY10:

Kreft PK-1 (data backfilled)

All students fell 4.34 points to 66.16% - met AYP

Low SES rose 8.05 points to 61.54% - met AYP

White fell 5.07 points to 67.4% - met AYP

Titan Hill 3-5

All students fell 4.9 points to 72.17% - missed AYP

Low SES fell 2.41 points to 62.5% - missed AYP

IEP fell 14.71 points to 27.06% - missed AYP

Hispanic rose 13.5 points to 52.5% - missed AYP

White fell 4.02 points to 74.26% - met AYP Growth Biennium

Middle School 6-8

All students fell 6.9 points to 62.77% - missed AYP

Low SES fell 9.98 points to 47.03% - missed AYP

IEP fell 14.13 points to 18.18% - missed AYP

Hispanic rose 2.12 points to 54.9% - missed AYP

White fell 7.05 points to 63.79% - missed AYP

High School 11

All students rose 13.34 points to 86.46% - met AYP

Low SES students rose 25.18 points to 76.0% - met AYP

White students rose 11.59 points to 87.64% - met AYP

These reading results reflect the following DINA/SINA designations for 2010-2011: District Delay-1, Lewis Central High School Delay-2, Lewis Central Middle School SINA-4, Titan Hill Intermediate SINA-2.

For all students in grades K-1, the percent proficient in reading on the Spr 2010 NWEA MAP for Primary test was 76.46%. This is up from 71.21% for the Spr testing in the prior year. 76.9% of

students testing both fall and Spring met their growth goal. Students in Kindergarten exceeded one year's target growth by 8.3 RIT and in grade 1 exceeded one year's target growth by 2.5 RIT.

For all students in grades 2-5, the percent proficient in reading on the Spr 2010 NWEA MAP was 59.86%. This is up slightly from 58.57% for Spr testing the prior year. 58.6% of students in grades 2-5 testing both fall and Spring met their growth goal. Students in grade 2 exceeded one year's target growth by 0.6 RIT, grade 3 exceeded one year's target growth by 1.5 RIT, grade 4 exceeded one year's target growth by 0.7 RIT, and grade 5 exceeded one year's target growth by 0.4 RIT.

For all students in grades 6-8, the percent proficient in reading on the Spr 2010 NWEA MAP was 65.97%. This is up slightly from 64.74% for the Spr testing the prior year. 59.4% of students testing both fall and Spring met their growth goal. Students in grade 6 exceeded one year's target growth by 3.1 RIT, grade 7 exceeded one year's target growth by 1.0 RIT, and grade 8 exceeded one year's target growth by 0.4 RIT.

Mathematics (LRDA1, LRDA2, LRDA3, LRDA4)

Building Math AYP scores comparing FY09 to FY10:

Kreft PK-1 (data backfilled)

All students fell 8.27 points to 63.45%

Low SES fell 7.75 points to 48.72%

White fell 7.19 points to 66.11%

Titan Hill 3-5

All students fell by 6.69 points to 68.88% - missed AYP

Low SES fell 7.42 points to 53.33% - missed AYP

IEP fell 7.38 points to 30.59% - missed AYP

Hispanic fell 14.71 points to 50.0% - missed AYP

White fell 5.94 points to 70.98% - missed AYP

Middle School 6-8

All students rose 4.13 points to 69.36% - met AYP Safe Harbor

Low SES rose 2.21 points to 53.81% - missed AYP

IEP rose 1.14 points to 25.76% - missed AYP

Hispanic rose 1.51 points to 52.94% - missed AYP

White rose 4.86 points to 71.11% - met AYP Safe Harbor

High School 11

All students rose 11.94 points to 85.49% - met AYP

Low SES rose 11.9 points to 66.0% - missed AYP

White rose 9.21 points to 86.59% - met AYP

These math results reflect the following DINA/SINA designations for 2010-2011: District REM-Watch, Lewis Central High School SINA-1, Lewis Central Middle School SINA-2, and Titan Hill Intermediate SINA-2.

For all students in grades K-1, the percent proficient in math on the Spr 2010 NWEA MAP for Primary test was 70.56%. This is up from 67.11% for the Spr testing in the prior year. 69.9% of students testing both fall and Spring met their growth goal. Students in Kindergarten exceeded one year's target growth by 5.7 RIT and in grade 1 exceeded one year's target growth by 0.7 RIT.

For all students in grades 2-5, the percent proficient in math on the Spr 2010 NWEA MAP was 60.23%. This is up slightly from 59.89% for Spr testing the prior year. 58.1% of students testing

both fall and Spring met their growth goal. Students in grade 2 exceeded one year's target growth by 0.6 RIT, grade 3 exceeded one year's target growth by 1.0 RIT, grade 4 exceeded one year's target growth by 0.0 RIT, and grade 5 exceeded one year's target growth by 0.9 RIT.

For all students in grades 6-8, the percent proficient in math on the Spr 2010 NWEA MAP was 62.57%. This is up from 58.66% for the Spr testing the prior year. 67.3% of students testing both fall and Spring met their growth goal. Students in grade 6 exceeded one year's target growth by 2.7 RIT, grade 7 exceeded one year's target growth by 1.6 RIT, and grade 8 exceeded one year's target growth by 2.0 RIT.

Science (LRDA1, LRDA2, LRDA3, LRDA4)

ITBS/ITED scores for all students in science grew on average 13.76 NSS (11.0 is one year).

Students with IEPs grew on average 5.79 NSS. This was 8.93 NSS less than those without IEPs.

For all students in grade 10, the percentage proficient (above 40 NPR) in science on the ACT PLAN assessment was 67.12%. This is up from 57.08% from the previous year.

Other Indicators (LRDA1, LRDA2, LRDA3, LRDA4)

The LC graduation rate remains below the state average at 87.04% (Class of 2007).

The K-8 Average Daily Attendance rate is 0.57 points below the state average at 95.15%. The K12 Average Daily Attendance rate is 1.53 points below the state average at 93.34%. (2007-2008 data)

In 2009-10, 52.35% of the 170 graduating seniors completed a core program, yet 82.94% 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 2008 in tobacco (from 21% currently using to 13%), alcohol (from 26% currently using to 18%) and drugs (from 14% currently using to 13%). (SDF1, SDF2, SDF3, SDF4)

In 2008, 37% of 11th graders reported currently using alcohol (down from 48.3 in 1999).

Favorable responses to the "Commitment to School/Learning" construct increased district-wide from 75.3% in 1999 to 81.2% in 2008.

Favorable responses to the "School Perceived to be Safe" construct increased district-wide from 77.2% in 1999 to 83.1% in 2008.

Favorable responses to the "Bullying" construct declined in grade 6 from 55.3% in 1999 to 26.5% in 2008.

In the Spr of 2008, results from a community-wide needs assessment included data from 898 parents, 123 staff, 1183 K-5 students, 576 5-8 students and 484 9-12 students. This was the second time this survey was administered. Parent and Community Involvement was rated lowest by most groups yet was very positive in nature. Vision was the highest rated characteristic. (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.

II. What do/will we do to meet student-learning needs?

A. What long-range goals have been established to support prioritized student needs?

Based upon recommendations from the District Leadership teams, the Board has adopted district goals aligned with student needs. These student learning goals will be re-visited through the School Improvement Advisory Committee and the needs assessment survey. **(LC5)**

District Student Learning Goals

Students graduating from Lewis Central Community School District will be able to do the following **(LC6)**:

- Read to understand and interpret information and for enjoyment.
- Write to communicate ideas and convey information to an audience.
- Adapt and apply listening and speaking skills to given situations.
- Use math skills to solve real-world problems.
- Access and use sources of information to solve problems and make decisions independently and as a member of a team.
- Apply scientific concepts to understand self, world and universe.
- Use technology to support learning and enhance daily living in a rapidly changing world.
- Know and apply principles of democracy to be productive citizens.
- Understand the concepts and benefits of healthy living.
- Demonstrate job-seeking and job-keeping skills.
- Experience and develop an awareness of the arts.

District Long-Range Goals

Goal 1: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school. **(LRG1, MCGF3, AR6, EIG1)**

The following indicators will measure district progress with Goal 1:

- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup.
- Percentage of students in grades 1-3 who are independent readers at grade level on the Developmental Reading Assessment (DRA) or the Basic Reading Inventory (BRI).
- Percentage of students in kindergarten reading at the proficient level or above on Rigby Benchmark testing.

1d. Percentage of students who score at the proficient level or above (using local cut scores) on the NWEA Measures of Academic Progress (MAP) Reading Comprehension Test in grades K through 8, including data disaggregated by subgroup.

Goal 2: All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school. (**LRG2, MCGF3, AR6, EIG1**)

The following indicators will measure district progress with Goal 2:

2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup.

2b. Percentage of students who score at the proficient level or above (using local cut scores) on the NWEA Measures of Academic Progress (MAP) Mathematics Test in grades 2 through 8, including data disaggregated by subgroup.

2c. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the PLAN Test in grade 10.

Goal 3: All K-12 students will achieve at high levels in science, prepared for success beyond high school. (**LRG3, MCGF3, AR6**)

The following indicators will measure district progress with Goal 3:

3a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 5 and 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.

3b. Percentage of students in grades 4, 8, and 11 who achieve at the proficient level or above on the district developed science assessments.

Goal 4: All K-12 students will use technology in developing proficiency in reading, mathematics, and science. (**FTP1**)

The following indicators will measure district progress with Goal 4:

4a. The indicators identified for Goals 1, 2, and 3.

4b. Percentage of students at grade 8 rated at the proficient level or above after taking the required 8th grade Technical Integration of English class (TIE).

Goal 5: All students feel cared about at school and will exhibit safe, responsible, and respectful behaviors.

The following indicators will measure district progress with goal 5:

5a. Attendance rate as measured by the average daily attendance data, including data disaggregated by subgroup.

5b. Graduation rate as calculated by the Iowa Department of Education.

5c. Percentage of student body in grades 3-12 that receives any discipline referrals. (**SDF5, SDF6, SDF7**)

5d. Percentage of students in grades 6, 8, and 11 that report that they have used alcohol, tobacco, or other drugs on the Iowa Youth Survey. (**SDF5, SDF6, SDF7**).

5e. Student/staff/parent/community surveys

B. What process will be used to determine what we will do to meet the long-range goals?

Staff has worked to analyze the district and building data and identify areas of need. Building leadership teams have reviewed the data and used the information to develop staff development action plans. The Iowa Professional Development Model will be used in the planning. As actions are developed to support goals, implementation plans will be developed at the buildings and shared with the District Leadership teams to provide a PK-12 alignment of efforts.

C. What is our current practice to support these long-range goals? Intervention Structures

Supporting Students

- Special Education (PK-12)
- ESL Programming (PK-12)
- Gifted and Talented (PK-12)
- At-Risk programming through interventionists (classroom guidance, connections, bullying, at-risk group guidance, etc.)
 - Scheduled 30 minutes of intervention time daily (K-1)
 - Ten minute reading intervention (K-1)
 - Fit and Lit, Family Home packets, Parent Breakfasts (K-1)
 - Title 1 Supplemental Reading (K-5)
 - Supplemental Technology: Odyssey (2-12), Turn It In.com (9-12)
 - OASIS, Supplemental Math (6-8)
 - Transition activities at all levels
 - Five Star Graduation Rate Campaign
 - Student Assistance Program (6-12)
 - Homeroom and Advisor/Advisee programs
 - Teen Leadership (9th grade transition)
 - Guided Study Halls (6-12)
 - Academic Bus (6-12)
 - Increase in Testing Dates for ACT (host)
 - Titan Times – Academic Progress Folders (9-12)
 - Automatic Messaging System
 - Academic Referral program (9-12)
 - Credit Recovery, Skills Recovery – Odyssey (6-12)(**FTP2, FTP4, FTP5**)
 - Homework Hotline (6-8)
 - Co-taught class sections (K-12)
 - Second Chance Reading (6-12), FAME reading (9-12)
 - Teachers Assisting Teachers (TAT) teams
 - Instructional Paraeducators

Professional Development Structures Supporting Adult Learning

- District Leadership Team (DLT)
- District Content Teams in Literacy, Math, Science and Social Studies
- District Assessment Study Team
- Teacher collaboration time (grade level teams, disciplinary teams, Professional Learning Community (PLC) committees, Peace Assemblies to increase grade level meeting time, planning for interventions, etc.)
 - Literacy Lead Teams (all buildings)
 - Math Lead Teams (all buildings)
 - Iowa Core Curriculum Leadership Professional Development for DLT
 - Science Writing Heuristic (SWH) Leadership Teams (elementary)
 - Para-educator, bus drivers, substitutes training
 - 6-12 MS/HS Collaboration in teacher learning centered around Literacy
 - Co-Teaching
 - Teacher Quality Committee resources for needed endorsements (Reading, etc.)
 - Mentoring programs
 - Early release time for PD, district days for curriculum work
 - Early Childhood Institute
 - Optional professional development opportunities in technology (**FTP2, FTP4, FTP5**), use of data, teaching strategies, Iowa Teaching standards, etc.
 - AEA support (Special Education Support, building consultants, content specialists in reading, math, and science, professional libraries, etc.)

- SINA/DINA technical assistance
- Professional Evaluation systems for teachers and administrators based upon state standards
- Administrator "Rounds" conversations using eWalk

Professional Development Content Supporting Student Learning

- Iowa Core Curriculum (PK-12)
- Capturing Kids Hearts
- Literacy Strategies Implementation (Read Alouds, Think Alouds, PWIM, Accuracy, Fluency, Vocabulary, access to print, quality non-fiction, comprehension strategies, writing, etc.)
- Math strategies implementation (Cognitively Guided Instruction - CGI, Odyssey)
- Science strategies (Science Writing Heuristic - SWH)
- Studying teaching and learning through the inquiry process
- Diagnosing Reading and Math difficulties
- Assessment literacy (assessment development, assessment administration, data use, etc.)
- Co-Teaching Strategies (focusing on Special Education student needs)
- Iowa Preschool Standards
- Differentiation Strategies (ELL, TAG, SpEd, Core Instruction, etc.)
- Technology use in the classroom, support for communication, parental involvement (Inform, Odyssey, NWEA tools, Website, eWalk, etc.) (**FTP2, FTP4, FTP5**)
- Leadership, Administrator Performance Standards, Iowa Teaching Standards
- Seamless curriculum, PLTW, Curriculum Academies, curriculum development
- Positive Behavioral Supports

D. How is our current practice aligned with or supported by the research base? Lewis

Central strives to endorse and implement research-based instructional strategies and practices in the classroom as much as possible. Through various programs and support systems such as the District's Staff Development Plan, Teacher Evaluation System (based on the Iowa Teaching Standards), curriculum development processes, and building action plans, research-based practices are continuously pursued, implemented and evaluated.

Research Needed. In some cases we know the research exists (i.e. Every Child Reads, Reading Recovery, Boystown FAME, Second Chance Reading, Science Writing Heuristic, Cognitively Guided Instruction, etc.) but we have not completed the study process to document the research. Building Leadership Teams will collect and review the literature base on research-based practices. Other areas will be added as Building Leadership Teams choose strategies that align with goals.

Reading:

- Read alouds
- Picture Word Inductive Model (PWIM)
- Guided Reading (Flexible Dynamic Grouping)
- Boystown FAME reading program
- DEAR

Math:

- Calendar Math

Technology:

- Strategies designed to enhance instruction in reading, mathematics, and science

Environment:

- Alternative high school programming (**AR7**)

Middle school concept
Lifeskills instruction
Re-connecting Youth strategies
Understanding poverty (Ruby Payne research)
Foundations: Establishing Positive School-wide Discipline

Assessment:

Student-led conferences
Student-Involved Assessment
Assessment FOR Learning (including formative assessment)

Instruction:

Flexible small group instruction
Integrated Thematic Instruction
Inclusionary special services
Community Building/Collaborative Processing
Standards-Based Instruction
Reciprocal teaching
Building background knowledge/vocabulary
Problem Based Learning - Cognitively Guided Instruction (CGI)
Inquiry Based Learning - Science Writing Heuristic strategies (SWH)

E. What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)?

Instructional Strategy Decisions: In reviewing our instructional practices, it is apparent that some practices have a clearly documented research base while others do not. As the Lewis Central addresses the research base, we must address the following:

1. The discontinuation of practices that are not supported by research or have not produced evidence of contributing to positive student results such as inappropriate use of homework, inappropriate grading practices, inappropriate assessment practices, and whole class ability grouping.
2. The consistent implementation of strategies that are research-based and/or have contributed to gains in student achievement, such as differentiated instruction, student-involved assessment practices, and strong alignment between curriculum, instruction and assessment.

Curriculum/Assessment Alignment: Our district has standards and benchmarks in all content areas. Content Teams are working on implementation of the Iowa Core Curriculum in Literacy, Math, Science and Social Studies. Other content areas meet in PLC groups to align and strengthen curriculum and integration in all curriculum areas.

Every Child Reads: We are confident that the strategies in Every Child Reads are well grounded in the literature. We have examined implementation data and found evidence that the strategies are being implemented in reading instruction. There is no gap between the research and practice. We will be combining efforts between buildings to accommodate training issues with AEA personnel and will study implementation efforts between buildings during the coming two years.

Mathematics Instruction: The research base in mathematics indicates that student achievement will improve if instruction is problem-centered and incorporates the use of representations. Current practice in mathematics does not reflect these strategies; as a result, these strategies will be part of our district career development plan. Each of our elementary buildings have created leadership cadres in mathematics and are studying math and math implementation with the support of our AEA. Cognitively Guided Instruction (CGI) is a major focus for professional development in grades K-5.

Science Instruction: The research base in science indicates that student achievement will improve if instruction is inquiry-centered and incorporates hands-on instructional practices. Even though our curriculum was designed using inquiry-based thinking, implementation has not been monitored, and staff development on standards-based instruction in science has been weak at best. Current practice in science needs to be studied; as a result, selection of appropriate instructional strategies for science will be part of our district career development plan. Our elementary staff are studying Science Writing Heuristic and began implementation in FY08 in several classrooms. We find this work very promising for changing instructional practice and deepening understanding in science for both students and staff. The effort has been expanded to include all teachers in grades K-5 and all science teachers on the Science Content Team.

F. What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice? Actions for CSIP Goals 1, 2, 3, and 4

1. Continue the development and implementation of the district career development plan. (**AMN1, AMN2, IEI1, PERK1, SPED1, TQ7**)

Our career development plans describe efforts aligned with prioritized student needs. In reading, the target will be comprehension. In mathematics, the emphasis will be on problem solving. The selection of targets was based on student data. Teacher practices will be studied to help identify other professional development needs. (**PD6, TQ1, TQ2**)

Our intention is to have least 80% of professional development time focused on learning new content and instructional practices. (**TQ3, TQ4, FTP3, LEP1**)

Research-based Strategies. Building Leadership Teams will review research on strategies that have resulted in significant achievement gains. We will apply federal criteria to determine if a program/strategy has a quality research base prior to adopting or abandoning the strategy. (**PD5, SDF9**)

Participation. All teachers, principals and central office staff will be engaged in training. (**PERK1, SPED1, LEP1, TQ8**)

Professional Development Content Supporting Student Learning

- Iowa Core Curriculum (PK-12)
- Capturing Kids Hearts
- Literacy Strategies Implementation (Read Alouds, Think Alouds, PWIM, Accuracy, Fluency, Vocabulary, access to print, quality non-fiction, comprehension strategies, writing, etc.)
 - Math strategies implementation (E2T2 project, Cognitively Guided Instruction - CGI, Odyssey)
 - Science strategies (Science Writing Heuristic - SWH)
 - Studying teaching and learning through the inquiry process
 - Diagnosing Reading and Math difficulties
 - Assessment literacy (assessment development, assessment administration, formative assessment, data use, etc.)
 - Co-Teaching Strategies (focusing on Special Education student needs)
 - Iowa Preschool Standards and High Scope
 - Differentiation Strategies (ELL, TAG, SpEd, Core Instruction, etc.)
 - Technology use in the classroom, support for communication, parental involvement (Inform, Odyssey, NWEA tools, Website, eWalk, etc.) (**FTP2, FTP4, FTP5**)
 - Leadership, Administrator Performance Standards, Iowa Teaching Standards
 - Seamless curriculum, PLTW, Curriculum Academies, curriculum development

- Positive Behavioral Supports)

Prior to the start of each school year, staff are updated on the instructional and personal productivity technology advances made over the summer and that are available to them. Further sessions are held as needed during the school year for specific individuals and groups based on needs. **(FTP4, FTP5)**

All instructional paraprofessionals participate in the state certification process provided through the AEA and district.

Alignment with the Iowa Teaching Standards. These professional development actions align directly with the following Iowa Teaching Standards and Criteria: **(TQ5)**

Standard #1 Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals (criteria 1a-1g)

Standard #2 Demonstrates competence in content knowledge (criteria 2a, 2b, and 2d)

Standard #3 Demonstrates competence in planning and preparation for instruction (criteria 3a, 3b, 3d, and 3e)

Standard #4 Uses strategies to deliver instruction that meet the multiple learning needs of students (criteria 4a, 4b, and 4f)

Standard #5 Uses multiple measures to monitor achievement (criteria 5b-5e)

Standard #7 Professional Development (criteria 7a-7d)

Professional Development Learning Opportunities. Implementation will involve: **(TQ7)**

- Common training sessions on approximately 18 early release day meetings per year for learning opportunities (theory presentations, reading literature, discussions)
- Common training sessions on four inservice days during the school year (dialogue about curriculum alignment and implementation of the Iowa Core)
- Meetings of the building leadership teams (planning next building meeting; collecting, organizing, and analyzing data; practicing demonstrations)
- Teachers working in PLC teams weekly
- Grade level, team level and department meetings (observing demonstrations, working with data, developing lessons, reviewing theory, etc.)

Professional Development Providers. AEA consultants and Lewis Central staff will serve as providers for the district. **(TQ6)**

2. Strengthen alignment between curriculum, assessment and instruction

- Continue to review and align benchmarks and specific knowledge with courses and assessments
- Complete curriculum mapping in the areas of math and science **(AMN3)**
- Implement student performance and data organization tools including piloting the Curriculum Mapper and Instructional Planner
- Implement materials selection processes
- Complete integration of all infusion areas in all curriculum documents
- Implement 3-Minute Walkthrough reflections in all PK-12 classrooms

3. Provide supports to address ELL students' achievement

- Implement annual identification and provision of appropriate services to ELL students to increase language proficiency and academic achievement
- Implement programs and support services necessary to increase language proficiency and academic achievement **(AR7)**

4. Provide supports that will address achievement for students with IEPs

- Improve collaborative teaching (team teaching) between special education and general education teachers

- Improve quality of IEP goal development

Actions for CSIP Goal 5

1. Support students and families in order to increase student participation, attendance, and graduation rate
 - Increase the number/type of community adult education opportunities, including Love and Logic classes for parents
 - Provide support programs for identified At-Risk, Special Education, and general education students (i.e. Student Assistance Program)
 - Implement student-led conferences in all grades PK-8
 - Enhance student mentoring program in grades 9-12
 - Implement web-based parent access to secured student information (expanding to include grades K-5)
 - Implement success strategies for at-risk students at the middle school (**AR7**)
2. Create a learning environment that is safe, supportive, and conducive to learning (a culture of achievement and respect)
 - Implement the Capturing Kids' Hearts program at the Middle School focusing on connecting with every student. (**AR7, SDF9**)
 - Implement common area behavior expectations at Titan Hill and the Middle School (**SDF9**)
 - Implement lifeskills instruction through the ITI model for all students grades PK-5 (**SDF9**)
 - Implement conflict managers at Titan Hill for responding to student conflicts (**SDF9**)
 - Review/revise Board policies and procedures addressing school safety, substance abuse and harassment
 - Implement a Positive Behavioral Supports program at the High School (**SDF9**)

G. How will we support implementation of the identified actions? A yearlong meeting and staff development schedule will be developed at each building each year. There will be two early dismissal dates for staff development each month during the school year. Staff will meet monthly to review and analyze data, learn new strategies and implement plans. Grade levels and departments will meet monthly to analyze data, plan instruction, and evaluate implementation of initiatives. Cross grade level teams will meet monthly to plan instruction, analyze data, and review curricular articulation. Leadership teams will meet to plan staff development and analyze data to be shared with staff and stakeholders.

We will devise implementation plans for the actions previously described for the CSIP goals. Implementation plans will address the following components:

- Clear expectations at the district, building, and classroom levels.
- Baseline data for each action, if available
- Resources to support each action including timelines, personnel, and budget (including state and federal programs support as necessary)
- Specific implementation outcomes for action steps
- Persons responsible for oversight of implementation
- Evaluation of action implementation effectiveness

III. How do/will we know that student learning has changed?

A. How will we know student learning has changed over time in relation to our long-range goals? We will use multiple data sources to determine if student learning has changed, including a combination of district assessments, standardized assessments, grade level and classroom assessments, and perceptual data. The Building Leadership Teams will ensure that data from these assessment measures are collected, analyzed and reported. The district will continue to ensure that all students enrolled at the specified grade level are included in district-wide

assessments. **(DWAP1)**

Monitoring Progress with Long-Range CSIP Goals

We will monitor progress on our long-range goals through analysis of aggregated and disaggregated trend line data from the following sources:

- ITBS/ITED reading comprehension, mathematics total, and science at grades 3-9, and 11
- PLAN reading comprehension, mathematics, and science tests at grade 10. (Goals 1-3)
- NWEA reading and math assessments at grades K-8 (Goals 1-2)
- Developmental Reading Assessment at grades K-1 (Goal 1)
- Basic Reading Inventory at grades 2-5
- District Developed Technology Assessment at grade 8 (Goal 4)
- District Developed benchmark assessments in Science (Goal 3)
- Attendance, discipline and drop-out data (Goal 5)
- District graduation data as calculated by the Iowa Department of Education (Goal 5)
- The percentage of the students in grades 6, 8, and 11 that reports having used alcohol, tobacco, or other drugs as reported through the Iowa Youth Survey (Goal 5)

Program Action Plans are Linked to Student Achievement Data

The student achievement data listed above are also used to monitor and measure progress and effectiveness of the following programs and services:

- Professional development for teachers and principals (District Career Development Plan and Title II, Part A)
- Supplemental reading and mathematics services for eligible students (Title I, Part A)
- Use of technology to improve student achievement (Title II, Part D)
- Programs and services to assist English Language Learners (Title III, Part A)
- Drug and violence prevention program (Title IV, Part A)
- Early Intervention program for grades K-3
- K-12 At-Risk program
- K-12 Gifted and Talented (TAG) program
- Special education services
- Career and Technical Education (CTE) programs

Additional Data Gathering and Analysis

LC also collects, analyzes and reports data in the following areas:

- All data points included in the district's Annual Progress Report (APR)
- The percentage of students who participate in district-wide assessment
- The percentage of students in the lowest (at-risk or deficit) category on DIBELS in grades K-1. **(DWAP3, DWAP4, DWAP6)**

- Annual cohort performance from grade 3 through grade 11 as measured by the ITBS and ITED in the areas of reading, mathematics, science.

- Annual cohort performance and growth gains from grade 2 through grade 8 as measured by the NWEA Reading and Math assessments.

- Career and technical education student data from the end-of-year program report (Perkins report)

- The percentage of students indicating a safe learning environment and that other students treat them with respect as reported through the Iowa Youth Survey

- IDEA Proficiency Test (IPT) for English Language Learners to measure ELL students'

English proficiency **(LEP2, LEP3)**

- Community Needs Assessment Surveys (every 5 years)
- One and five year graduate surveys

As per the district assessment plan, the following district-wide assessments are administered **(DWAP1, DWAP6, DWAP7, DWAP8)**:

- Grade PK – Early Childhood Environment Rating Scale (ECERS), Getting Ready to Read
- Grade K – Phonemic Awareness, Marie Clay Observation Survey, Text Reading

(Benchmark Books), Sight Words, Math Benchmarks, Science Benchmarks, Social Studies Benchmarks

- Grade 1 – DIBELS, Marie Clay Observation Survey, Text Reading (DRA), Sight Words, Math Benchmarks, Science Benchmarks, Social Studies Benchmarks
- Grade 2 – NWEA MAP in Reading and Math, Science Benchmarks, Social Studies Benchmarks, Basic Reading Inventory (BRI)
- Grade 3 – ITBS, NWEA MAP in Reading and Math, Science Benchmarks, Social Studies Benchmarks, Basic Reading Inventory (BRI)
- Grade 4 – ITBS, NWEA MAP in Reading and Math, Science Benchmarks, Social Studies Benchmarks, Basic Reading Inventory (BRI)
- Grade 5 – ITBS, NWEA MAP in Reading and Math, Science Benchmarks, Social Studies Benchmarks, Basic Reading Inventory (BRI)
- Grade 6 – ITBS, NWEA MAP in Reading and Math, Science Benchmarks, Social Studies Benchmarks, Iowa Youth Survey
- Grade 7 – ITBS, NWEA MAP in Reading and Math, Science Benchmarks, Social Studies Benchmarks
- Grade 8 – ITBS, NWEA MAP in Reading and Math, Science Benchmarks, Social Studies Benchmarks, Iowa Youth Survey
- Grade 9 – ITED, Course Benchmark Assessments
- Grade 10 – ITED, PLAN, Course Benchmark Assessments
- Grade 11 – ITED, ACT (optional), Iowa Youth Survey, Course Benchmark Assessments
- Grade 12 – ITED, ACT (optional), Course Benchmark Assessments

IV. How will we evaluate our programs and services to ensure improved student learning?

A. What strategies/process will we use to evaluate how well the activities included in Constant Conversation Question 2 (What do/will we do to meet student learning needs?) were implemented? LC will use a goal-oriented approach to formally evaluate the programs and services it offers to meet student needs as identified in the CSIP. **(ECSIP1)** This approach includes the following components:

- Identification of programs that contribute to progress with the CSIP goals.
- Identification of any additional program goals.
- Identification of specific indicators of success as measured by student achievement data

(ECSIP1)

- Development of procedures for collecting information about performance.
- Collection of performance data.
- Comparison of data with expected program goals.
- Communication of results to appropriate audiences.
- Adjustment of programs and services as appropriate based upon evaluation.

Program Evaluation Schedule

- Annually, District Career Development Plan (TQ10, TQ11)
- Annually, Title II, Part A (TPTR1)
- Annually, Title I, Part A (TITL1)
- Every five years, beginning with the 2005-06 school year, Talented and Gifted (GT2)
- Annually, beginning with the 2005-06 school year, Title II, Part D (E2T2 and FTP6)
- Every three years, beginning with the 2005-06 school year, Title IV – Safe and Drug Free Schools (SDF10)
 - Every two years, beginning with the 2005-06 school year, Title III – Language Instruction for ELL students (LEP3)
 - Every five years, beginning with the 2006-07 school year, Early Intervention Program
 - Every five years, beginning with the 2006-07 school year, At-Risk Program (AR4)
 - Annually, beginning with the 2006-07 school year, Mentoring and Induction Program (TQ9)

- Every five years, beginning with the 2007-08 school year, Perkins Vocational Career and Technical Education Programs (**PERK2, PERK3**)
- Every five years, beginning with the 2008-09 school year, Special Education Programs and Services (**ESPE1, ESPE2**)

B. What implementation/student data will we collect, analyze, and use to determine how well each program/service described in Question 2 has been implemented to support our CSIP goals? Input from program providers, stakeholders, administrators, teachers, parents, and students provide the forum upon which the effectiveness of the programs are determined. Specific data sources for the programs are as follows:

District Career Development Plan (TQ10, TQ11, TQ12)

- Percent proficient, grade level equivalents and percentile ranks of whole grade and sub-group data from ITBS/ITED in math, reading and science
- Whole grade and sub-group data from NWEA MAP in math and reading
- Implementation data gathered by Building Leadership Teams
- Benchmark assessment data in reading, math and science

Title I, Part A

- Percentage of Title I students proficient in reading comprehension (ITBS and MAP)
- Percent of Title I students reading at least at grade level (DRA, BRI, Benchmark Books)
- Parent attendance at Title I Family nights (**TITL1**)
- Year-end parent surveys of Title I programs (**TITL1**)

Perkins Vocational Education (**PERK2, PERK 3**)

- Percentage of program students proficient in mathematics
- Percentage of program students proficient in reading
- Percentage of program students proficient in occupational skills
- Percentage of program completers
- Percentage of program completers receiving a high school diploma
- Percentage of program completers continuing in education, military and employment
- Percentage of program students in non-traditional gender programs
- Percentage of program completers in non-traditional gender programs

Title II, Part A (Teacher Training/Recruiting/Class Size)

- ITBS/ITED Reading Comprehension student achievement data
- ITBS/ITED Mathematics student achievement data
- EEO data on first and second year teachers (**TPTR1**)
- Data from the Teacher Mentoring and Induction Program
- Class size trends (K-3)

Title II, Part D (Technology)

- Student achievement data on Technology Literacy Standards in 8th grade (**FTP6**)

Title III (Language Instruction for LEP Students) (**LEP3, LEP2**)

- ESL student performance on IPT test
- ESL student performance on MAP assessments in reading and math
- ESL student grades
- ESL student drop-out rate
- Annual enrollment data of ESL student population
- ITBS/ITED data of LEP students

Title IV (Safe and Drug Free Schools) (**SDF10**)

- Iowa Youth Survey (Questions 12, 21-30, 39, 43-53)
- Student discipline referrals related to substance abuse, bullying, harassment and violence

Early Childhood Program

- Annual growth trends for reading and math on MAP assessments
- Percentage of students reading at least on Grade-Level
- Grade 3 ITBS Reading Comprehension student achievement data

Teacher Mentoring and Induction Program (TQ9)

- Individual Teacher Comprehensive Evaluations
- Teacher Retention
- Assessments, Reflections, Evaluations
- Percent of beginning teachers completing the Mentoring and Induction Program who obtain a Standard Teaching License

Gifted and Talented Program (GT2)

- Percentage of identified G & T students who have Personalized Education Plan
- Percentage of G & T students that have met the goals of their Personalized Education Plan

At-Risk Program (AR4)

- Enrollment of At-Risk students
- Percentage of program students who are proficient in mathematics (ITBS/ITED)
- Percentage of program students who are proficient in reading (ITBS/ITED)
- Percent of program students receiving discipline referrals
- Attendance of program students
- Grades of program students
- Graduation rate of program students
- Parent participation in Love and Logic Workshops

Special Education Program (ESPE1, ESPE2)

- Percentage of program students attaining IEP goals
- Enrollment of program students in courses
- Percentage of program students who are proficient in mathematics (ITBS/ITED)
- Percentage of program students who are proficient in reading (ITBS/ITED)
- IEP monitoring
- Program student achievement data on district assessments

District Information

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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

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