Lewis Central Comm School District
Comprehensive School Improvement Plan
2012-2013

Vision, Mission, Goals

1. Is the district accepting Early Intervention funding to be spent on K-3 reading and math?

   ○ Yes ● No

2. Is the district accepting Early Intervention funding to be spent on class size reduction?

   ● Yes ○ No

   1. What are the district's goals related to class size reduction?

      1. Decrease class size in grades K-3 regular education classrooms.

3. What activities are in place for K-3 students to achieve a higher level of success in the basic skills?

   Reduction of class sizes in grades K-2

   Professional development for teachers in Literacy, Cognitively Guided Instruction (math) and Science Writing Heuristic (science)

   Data Wall interventions in Literacy

   Title 1 interventions

   Special Education Interventions

   ELL interventions

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?

   Grade K - District developed phonological awareness assessment, Marie Clay Observation

Survey (all parts), Developmental Reading Assessment (DRA), Dynamic Indicator of Basic Early Literacy Skills (DIBELS) nonsense word portion only, district developed sight word assessment, NWEA MAP for Primary

Grade 1 - Developmental Reading Assessment (DRA), Making Sense of Phonics quick check assessment, district developed sight word assessment, NWEA MAP for Primary

Grade 2 - Basic Reading Inventory, Rigby Benchmark Kit, Monster Spelling Test, El Paso Phonics Survey, Ekwall Shanker - Application of Phonics Skills in Context

Grade 3 - Basic Reading Inventory, Rigby Benchmark Kit, Monster Spelling Test, El Paso Phonics Survey, Ekwall Shanker - Application of Phonics Skills in Context

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

District Student Learning Goals

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

- 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.

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?

Professional Development Structures Supporting Adult Learning

- District Leadership Team (DLT)
- District Content Teams in Literacy
- 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)
- Iowa Core Curriculum Leadership Professional Development for DLT
- Science Writing Heuristic (SWH) Leadership Teams (elementary)
- 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, 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 â€œRoundsâ€• conversations using eWalk

Professional Development Content Supporting Student Learning

- Iowa Core Curriculum (PK-12)
- Literacy Strategies Implementation (Read Alouds, Think Alouds, PWIM, Accuracy, Fluency, Vocabulary, access to print, quality non-fiction, comprehension strategies, writing, etc.)
- Science strategies (Science Writing Heuristic - SWH)
- Studying teaching and learning through the inquiry process
- Diagnosing Reading 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.)
- Leadership, Administrator Performance Standards, Iowa Teaching Standards
- Seamless curriculum, PLTW, Curriculum Academies, curriculum development

- Positive Behavioral Supports

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

District Student Learning Goals

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

- 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 2: All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

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?

Professional Development Structures Supporting Adult Learning

- District Leadership Team (DLT)
- District Content Teams in Math
- 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.)
- Math Lead Teams (all buildings)
- Iowa Core Curriculum Leadership Professional Development for DLT

- 6-12 MS/HS Collaboration in teacher learning centered around Math
- 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, 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)
- Math strategies implementation (Cognitively Guided Instruction - CGI, Odyssey)
- Science strategies (Science Writing Heuristic - SWH)
- Studying teaching and learning through the inquiry process
- Diagnosing 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.)
- Leadership, Administrator Performance Standards, Iowa Teaching Standards
- Seamless curriculum, Project Lead The Way, Curriculum Academies, curriculum development
- Positive Behavioral Supports

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

District Student Learning Goals

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

- 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 2: All K-12 students will achieve at high levels in science, prepared for success beyond high school.

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?

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, 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)
- 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.)
- Leadership, Administrator Performance Standards, Iowa Teaching Standards
- Seamless curriculum, Project Lead The Way, Curriculum Academies, curriculum development
- Positive Behavioral Supports

11. Does the district use additional allowable growth for provisions for at-risk students 2012-2013?

⦿ Yes ○ No

1. What are the educational program goals for at-risk students?

- Increase graduation rate.
- Increase attendance rate for identified at-risk students.
- Decrease referral rates for identified at-risk students.
- Increase academic success rates for identified at-risk students.
- Increase school engagement for identified at-risk students.
- Improve self-regulation behaviors for identified at-risk students.

2. What are the educational program activities for at-risk students?

Connection to Graduation classes at the High School focusing on credit recovery

Summer school offerings for at-risk children

Academic Supports at the MS and HS that include Second Chance Reading classes, Literacy intervention sections, supplemental math sections and academic bus transportation.

On-line credit recovery classes offered at the HS

Connections classes (using 'Reconnecting Youth - a Peer Approach to Building Life Skills' curriculum) at the HS for identified at-risk students

Titan Problem Solvers at the elementary levels focusing on tutoring and mentoring for identified at-risk students

Lewis Central Lunch Time Pals at the elementary levels focusing on tutoring and mentoring for identified at-risk students

Titan Partners at the elementary levels focusing on academic achievement for identified at-risk students

Academic Tutoring for identified at-risk students

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Collaborative Relationships

12. 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.

The district's major educational needs include:

- 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

Our SIAC annually reviews student learning data from the APR and AYP reports, Iowa

Youth Survey results, Bullying and Harassment policy and results, and a Quality Schools Survey (a community-wide needs assessment administered at least once every five years). Other data are provided to the SIAC as requested from the members prior to formulating annual goals recommendations for Board consideration.

13. Describe the district's student learning goals and how the district has sought input from the local community at least once every five years about these goals.

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

- 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.

These student learning goals are annually reviewed by our SIAC.

14. What are the district's activities and cooperative arrangements with other service agencies/groups and strategies for parental involvement to meet the needs of at-risk students?

We partner with Heartland Family Service to provide access to an on-site psychiatric nurse to meet with students and families (Student Assistance Program) for all sorts of mental health and addiction related services and referrals.

At-risk staff and administration meet weekly to monitor attendance of at-risk students and make contacts, family appointments and home visits to positively engage parents in attendance issues for their children. We also partner with the County Attorney's Office to address attendance issues for the most needy families as appropriate.
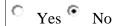
Learning Environment

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

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

Action for Goal 5:

1. Support students and families in order to increase student participation, attendance, and graduation rate
2. Create a learning environment that is safe, supportive, and conducive to learning (a culture of achievement and respect)

16. Is the district accepting Title II, Part D funds in 2012-2013?

○ Yes ● No

Curriculum and Instruction

17. Please list the district's content standards for reading for all grade levels that the district serves.

We use the Iowa Core.

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including

visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- Read and comprehend complex literary and informational texts independently and proficiently.

18. Please list the district's content standards for mathematics for all grade levels that the district serves.

We use the Iowa Core.

The K-5 standards:

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operationsâ€"Fractions
- Measurement and Data
- Geometry

The 6-8 standards:

- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Functions
- Geometry
- Statistics and Probability

The 9-12 standards:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

19. Please list the district's content standards for science for all grade levels of students who attend the school/school district.

> **We use the Iowa Core.**
>
> **Science as Inquiry:**
>
> Identify questions and related concepts; design and conduct scientific investigations; use technology and mathematics; formulate and revise scientific explanations and models; recognize and analyze alternative explanations and models, communicate and defend a scientific argument, observe; experiment, measure, graph, evaluate, discuss/debate, research, collect/analyze data, imagine, diagram, concept map, engage in peer review, recognize experimental error, reflect, and predict.
>
> **Science and Technology**:
>
> Identify problem or design an opportunity; propose a design and choose between alternative solutions; implement proposed solution; evaluate solution and its consequences; communicate a problem, process, and solution; use computer software, device interfaces, lab equipment, calculators, and GPS; use presentation software and hardware, communications equipment, and remote sensing equipment; generate and manipulate data; describe the connection between technology and the state of current knowledge,
>
> **Science in Personal and Social Perspectives**:
>
> Make appropriate personal/lifestyle/technology choices, evaluate, observe, discuss/debate, recognize interactions and inter-dependencies at all levels, explain, describe environmental effects of public policy, choose appropriate course(s) of action.
>
> **History and Nature of Science:**
>
> Understand significance of historical scientific events and technological advances; recognize/relate contributions of other cultures, groups and individuals; work as part of a team; build on work of others; engage in peer review; use logical arguments; rely on evidence; recognize/use new information; change hypotheses; identify/evaluate â€œgreat leapsâ€ • ; recognize/evaluate what is and is not science.

Learning Environment

20. Does your district offer any online courses?

> ● Yes ○ No

1. Please provide a description of your online curriculum.

> We provide access far all students in the district (K-12) to on-line supplemental curriculum from CompassLearning (Odyssey). We use high school courses in Odyssey

> to provide for credit recovery options for high school students.
>
> We also offer access to on-line AP courses through the Iowa On-line AP Academy.

Professional Development

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

> All district-level professional development is chosen, designed and delivered through the District Leadership Committee. This committee's charge is to make decisions regarding curriculum, instruction and assessment focusing on implementation of the Iowa Core. It has representation from all buildings and grade-spans within the district. This group also acts as a communication conduit between buildings, ensuring vertical articulation of plans and implementation efforts. Purposeful alignment of professional learning among buildings ensures a consistent focus.

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

> **Professional Development Content Supporting Student Learning**
>
> - Curriculum development using a foundation of Conceptual Learning and Understanding by Design targeting the Iowa Core Curriculum (PK-12)
> - 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, Thinking Mathematically)
> - Science strategies (Science Writing Heuristic - SWH)
> - Studying teaching and learning through the inquiry process (Concept-based Instruction)
> - 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
> - Leadership, Administrator Performance Standards, Iowa Teaching Standards
> - Project Lead the Way
> - Positive Behavioral Supports (PBIS)

23. 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 is in the middle of a 3-4 year plan of implementation where our curriculum design process of backward design and our instructional approaches are being shaped to more effectively impact student achievement. We have been purposeful and deliberate in our multifaceted approach.
>
> We are learning and using the Understanding by Design philosophy proven through the research of McTighe and Wiggins, as well as Concept-Based Instruction as consistent â€˜big rocksâ€™ on our dedicated full days of professional learning where the end goal is student understanding and the ability to transfer learning â€" to enable learners to connect, make meaning of, and effectively use discrete knowledge and skills. Another aspect of district professional learning is a technology tool that will allow all of us to develop and share a common process of identifying standards addressed within our content and instruction, aligning our intended, enacted, and assessed curriculum providing data by which to have conversations around horizontal alignment, as well as lead to the collection of data regarding accurate monitoring and reporting of standards.
>
> Another aspect of our professional learning targeting student achievement occurs during our 18 early release days where teachers and administrators target instructional needs of their buildings that include research based programs such as Cognitive Guided instruction for math, Science Writing Heuristics for science, and the Investigations and Deeper Investigations for Literacy and Math from our Iowa AEA support system.
>
> Teachers will use their learning to design and implement experiences that move students to deep understanding, within and outside specific content.
>
> We have identified two of the Iowa Core Curriculum outcomes for districts that speak to our work on our district: outcome 4 - District leaders and educators monitor and use data to increase the degree of alignment of each and every studentâ€™s enacted curriculum and other relevant educational opportunities to the ICC (action 2 - Engage in alignment preparation, selecting processes/tools that will be used locally & learn to use them) and outcome 5 - Educators engage in PD focused on implementing Characteristics of Effective Instruction and demonstrate understanding of Essential Concept and Skill Sets (action 2 - Educators engage in PD that contains all elements of effective PD for student achievement (IPDM)).

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

> The district's professional development actions align directly with the following Iowa Teaching Standards and Criteria:

- 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)

25. Describe how the district uses data analysis (goals, student achievement data and other data) to guide professional development. Include specific activities, resources and timelines.

Professional Development Learning Opportunities. Implementation involves:

- Common training sessions on approximately 18 early release day meetings per year for learning opportunities (theory presentations, collaborative practice, feedback, practice loops)
- Common training sessions on four in-service days during the school year (dialogue about curriculum alignment and implementation of the Iowa Core)
- Meetings of the building leadership teams (planning building professional development; 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.)
- Teacher Career Development Plans align to building and district goals of student achievement with built in reflection intervals for feedback and adjustments.

26. Describe how professional development contains all the elements of effective professional development for student achievement (theory, demonstration, practice, observation, reflection, collaboration, mentoring, and peer coaching). Include specific activities, resources, and timelines.

The professional learning that occurs on our five full day district days and our 18 early release days is grounded in best practice and researched theory as evidenced by the professional literature. Multiple experts show data that relates conceptual understanding and conceptual instruction and design to higher student achievement. Experts such as Grant Wiggins, Dylan Wiliams, Lynn Erickson to name a few provide research that support the type of work we are doing. The design of our PD time uses teacher modeling

as they present material as part of our District Leadership Team. All our participants are involved in professional reading and discussion, guided practice around the strategies being presented, artifacts displayed with feedback loops built into the PD time frames. DVD excerpts are used appropriately to hear from the experts, see demonstrations and allow for processing of this material. We have also strategically called on outside experts locally, within our Green Hills AEA, to those outside our state such as Dr. Lynn Erickson (past years) and using ASCD experts in train-the-trainers model situations (past years) that have ripple effects (this year) within our lead learners who directly impact teachers in classroom who directly impact students.

Professional Learning Community Collaboration Teams are used at the building level to create avenues for collaboration, observations, feedback, assessment of implementation, etc. on a regular basis during the early release days and also at regular intervals outside these times. Besides the Collaborative Learning Teams within buildings, teachers also have peer coaches as part of the Career Development Plan process; we use Journey to Excellence mentoring for our beginning educators and also provide support for new and experienced teachers in our district through peer mentors who all engage in regular collaboration with monthly reports, summer learning sessions prior to the start of school, and periodic face-to-face meetings to ensure as smooth as transition as possible into our district.

Our administrators are immersed in our PD plans from inception to delivery to assessment afterwards as lead learners, modeling for teachers those characteristics of effective educators.Â Our district also provides for professional learning for this group of educators monthly through resources such as School Administrators of Iowa, book studies, and discussion groups.

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

Every PK-12 teacher must sign in at each professional development opportunity. These lists are then reviewed by administration. The lists are also used as pay sheets if the professional development is specially funded outside the regular contract.

All administrators are expected to be full participants in district professional development implementation as well.

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

Lewis Central Schools

Green Hills Area Education Association

School Administrators of Iowa

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29. 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.

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.

Each building has a tech committee that identifies professional development needs in technology and develops plans to meet the needs. We also partner with GHAEA to provide access to technology consultants for building and district tech committees and for professional development.

Monitoring and Accountability

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

Goal attainment for individual students is monitored by each special education teacher and IEP team through the state Web IEP system. The district also reviews goal attainment by reviewing and evaluating reports generated through the Web IEP system.

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

The district implements a co-teaching model at all levels to provide for greater access and progress in the general education curriculum.Â Through Co-teaching most students will receive instruction through Science Writing Heuristic, Cognitively Guided Instruction, Thinking Mathematically, and Concept Based Instruction strategies.Â Second Chance Reading and Reading Intervention are also offered as a supplemental class at Titan Hill, the middle school, and/or the high school.Â The district also provides many students with a variety of assistive technology (Lexia, WordQ/SpeakQ, DT Trainer, Teach Town, Co-Writer/Write Out Loud, Intellitools, Clicker 6, etc)Â to support the districtâ€™s curriculum.Â Program modifications, accommodations, and differentiation occur at all levels and in all subject areas.Â Supports and related services including interpreters, para-educators, Speech, PT, OT, hearing and vision Itinerant services, counseling and AT are

also provided to individual students.

32. How does the district evaluate its at-risk program?

The district uses a variety of measures to evaluate the effective of its at-risk programs. These measures may include by are not limited to: attendance records, achievement data, participation in school activities, self-assessment surveys, teacher surveys, parental feedback, referral data, grade reports, etc.

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

Gifted and Talented program evaluation occurs in a variety of ways throughout the district. The TAG teacher have established monthly meetings with parents to review and discuss current programs and plan for additional opportunities based on feedback and data. Also, the gifted and talented teachers and the coordinator of special populations meet on a quarterly basis to review data and discuss individual students and programs. Annually, the teachers, administration, and SIAC committee review achievement data and set goals. The teachers are also looking at additional pieces of data throughout the year to make instructional and program changes that will meet the needs of gifted and talented learners.

34. Does the district accept Title III funds 2012-2013?

⦿ Yes ○ No

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

Professional Development is provided for targeted staff through ICLC, Our Kids, AEA sponsored training in Sheltered Instruction, and Elementary /Secondary Language Acquisition. Professional Development for the entire district focuses on curriculum, instruction, and assessment for all students. ESL teachers participate in this PD and play a significant role in helping other staff members align language objectives within the content standards and plan for differentiation to meet the needs of ELL's. A designated ESL teacher participates in the District Leadership Team and provides a voice for ensuring that ELL needs are met throughout the district by all teachers.

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

English Language Learners are assessed annually using the I-ELDA. Along with this annual assessment, the building LAC teams will review a body of evidence to assess language acquisition and content achievement of all ELL's in the district. This evidence may include Iowa assessments, MAP testing, teacher observations and reports, grades, student's writing samples, standards based reporting, etc. ESL teachers and the coordinator of special populations meet monthly

to review student data and evaluate the effectiveness that programs are having on student achievement.

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

English Language programs are established based on anticipated enrollments at the end of each school year.Â Following summer registration and fall enrollments, the ESL teachers and coordinator of special populations meet after all new students have been assessed to adjust and align programs to meet the needs of all ELLâ€™s.Â The teachers and coordinator of special populations continue to meet on a monthly basis throughout the year to review student data and progress.Â Adjustments are made throughout the year in the districts ESL programs as student needs change.Â Each building has an established LAC team that is designed to meet as needed to review differentiated learning plans for individual students and make program recommendations based on a collection of evidence.

35. Does the district accept Title I funds 2012-2013?

◉ Yes ○ No

1. How does the district conduct an annual review of the effectiveness of parental involvement in Title I programs?

Fall/Winter:

- parent night to inform parents of the Title program
- parent activity night to give ideas for working with students at home in the area of reading
- survey sent home to students â€œgraduatingâ€• from Title services to allow us to see data concerning students who have made good gains

Spring:

- parent night to review data and program effectiveness
- Title survey sent home to all households where a student was served by Title I funding
- end of year meeting to share analysis of the survey data and to have parent involvement in future plans for the Title program

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

The district 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.
- 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.

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 Coordinator of Curriculum and Instruction, 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.

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.

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 APR, AYP, Iowa Youth Survey, Quality Schools Survey and other data 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.

37. Describe the district's long-range needs assessment analysis for state indicators.

The LC graduation rate remains below the state average at 83.7% (Class of 2011)

- Cohort ending 2010-2011 4-year cohort graduation rate:Â 83.65% (Statewide = 88.32%)
- Cohort ending 2009-2010 4-year cohort graduation rate:Â 86.08% (Statewide = 88.8%)
- Cohort ending 2008-2009 4-year cohort graduation rate:Â 89.18% (Statewide = 87.3%)
- Cohort ending 2010-2011 5 year cohort graduation rate:Â Â Â 86.67% (Statewide = 91.80%)
- Cohort ending 2009-2010 5 year cohort graduation rate:Â Â Â 90.21% (Statewide = 90.5%)

The K-8 Average Daily Attendance rate in 2011-2012 was above the state average at 96.2%

38. Describe the district's long-range needs assessment analysis for locally determined indicators.

The affective long range goal adopted by the district states that "All students feel cared about at school and will exhibit safe, responsible, and respectful behaviors.â€•

One indicator of our effectiveness in this goal area is the substance use prevalence rates that students report on the Iowa Youth Survey. We are making progress with this goal as indicated by reduction in tobacco, alcohol and drug use by students over the past several years. Total prevalence rates for students in grades 6, 8, and 11 reported on the Iowa Youth Survey:

- "currently using tobacco" have fallen from 21% in the Fall of 2000 to 13% in the Fall of 2008.
- "ever used tobacco" have fallen from 30% in the Fall of 2000 to 19% in the Fall of 2008.
- "currently using alcohol" have fallen from 26% in the Fall of 2000 to 18% in the Fall of 2008.
- "ever used alcohol" have fallen from 42% in the Fall of 2000 to 35% in the Fall of 2008.
- "currently using drugs" have fallen from 14% in the Fall of 2000 to 13% in the Fall

of 2008.
- "ever used drugs" have fallen from 25% in the Fall of 2000 to 23% in the Fall of 2008.

Prevalence rates in the Fall of 2008 at Lewis Central were lower than the comparison districts group of similar sized schools in Iowa in alcohol use but slightly higher than the comparison group in tobacco and drug use.

We will be administering the Iowa Youth survey again in the Fall of 2012.

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

Upon review the SIAC determined that the District Student Learning Goals are still viable and applicable for students who will graduate from Lewis Central. Our program and graduation requirements reflect these goals (i.e. fine arts, parenting and vocational program classes required for graduation).

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 reading in 2011-2012.

Assessment	Other
NWEA (Northwest Evaluation Association)	

41. 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 2011-2012.

Assessment	Other
NWEA (Northwest Evaluation Association)	

42. 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 2011-2012.

Assessment	Other
PLAN (ACT product)	

43. 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.

NWEA MAP assessments in Reading and Math at grades K-8 are administered both in September and April. Results are shared with teachers for inclusion in Career Development Plans and for planning for differentiation within the classroom, with students for goal setting for the year, and with building leadership teams for targeting professional development and student interventions, and with parents at conferences as appropriate. The data are shared in the Spring with the SIAC for program evaluation purposes. Student achievement growth goals are set and evaluated based upon these data.

The PLAN Assessment for grade 10 is administered in October and is used as a multiple assessment for science at the high school. Results are also used with students for goal setting and course selection in conjunction with "I Have A Plan".

The IA Assessments for grades 3-11 are administered in March. Results are shared with teachers for inclusion in Career Development Plans, with students for goal setting for next year (and parents via a mailing), and with building leadership teams for targeting professional development and student interventions. The data are shared with the SIAC and the Board for program evaluation purposes.

Building leadership teams and SIAC examine these data for both proficiency and growth, dis-aggregating by all sub-groups.

44. Does the district accept Title II, Part A funds 2012-2013?

○ 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.

Lowering class size in grades K-3 will provide for more capacity for direct teacher contact and interaction with individual students. It can reduce classroom management issues enabling teachers to spend more time on instruction.

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

We examine teacher retention data and look at data from surveys of both new teachers and mentors to make program adjustments. We also partner with GHAEA for training and program evaluation for the Beginning Teacher Induction and Mentoring program.

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

We use eWalk and the walk-through process to gather and share data regarding strategies implementation. We also have shared data with our Teacher Quality Committee regarding

quality goal development by teachers in their Career Development Plans.

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

We examine IA Testing and NWEA data as one measure of the effectiveness of our professional development efforts. We target academic areas based upon student achievement results in reading and math, often with strategies designed to make a stronger difference for students in targeted subgroups (e.g. Co-Teaching efforts for ensuring that students with IEPs gain stronger access to strong core instruction).

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

Most of our efforts thus far for using formative assessment information is through the walk-through process. Walk-through data are formative, feedback is provided at the time of the walk-through (or shortly thereafter) and is not used for evaluative purposes. The feedback is designed to help the teacher reflect on his/her practice.

We also use the walk-through process to gather data regarding strategies implementation. Summary data are routinely shared with teachers and building leadership teams who use the information as one consideration when designing professional development within the buildings.

Teachers build Individual Career Development Plans that target student achievement. These goals must be aligned with District or Building goals and are most often framed in terms of student growth using district assessments.

Student achievement growth on the Iowa Assessments and NWEA MAP assessments provide information for the District Leadership Team and Building Leadership Teams to use to evaluate the effects of instructional change from professional development.

49. Is the district accepting Perkins funds in 2012-2013?

○ Yes ○ No

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

We partner with GHAEA and IWCC and work with our advisory groups to annually evaluate the effectiveness of our career education and technicalÂ programs.

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

Our district professional development efforts focus on teaching for conceptual

understanding to the Iowa Core. These efforts for the past four years have focused on Understanding by Design as a framework for planning for and delivering instruction to increase students' conceptual understanding of content. The specific instructional strategies are often tied to Cognitively Guided Instruction, Science Writing Heuristic, or Literacy. All teachers, guidance staff, and administrative personnel are involved in district professional development.

In addition to this comprehensive professional development provided at the district level, staff are focused on building level needs through early out professional development sessions, Professional Learning Communities (PLCs), curriculum Content Teams, and specific vocational program needs such as Project Lead the Way training and Perkins consortium staff development sessions.