

**3645 0000-Lewis Central Comm School District**

**CSIP-Assurances**

1. All programs included in consolidation efforts will be administered in accordance with all applicable statutes, regulations, program plans and applications. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
2. The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require.  Yes  No
3. The school district/agency is in compliance with federal and state legislation which requires nondiscrimination on the basis of race, national origin, color, gender, religion, creed and disability including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Vocational Rehabilitation Act of 1973, the Americans with Disabilities Act of 1992 and Chapters 216.9 and 19B.11 of the Iowa Code. The district/agency utilizes multicultural, gender-fair approaches to its entire educational program as required in Chapter 256.11 of the Iowa Code.  Yes  No
4. The LEA/agency will allocate Title I funds to eligible attendance areas on the basis of the total number of children from low-income families in each area or schools in accordance with Section 1113.  Yes  No
5. The LEA shall provide students enrolled in a school identified under Section 1116(c) the option to transfer to another public school with the LEA, including a public school charter that has not been identified under Section 1116 (c).  Yes  No
6. The local education agency (LEA) informs eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
7. The LEA/agency will provide technical assistance and support to school wide programs. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
8. The LEA/agency will work in consultation with schools as the schools develop the schools' plans pursuant to school wide programs and assist schools as the schools implement such plans or undertake activities pursuant to target assistance schools so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.  Yes  No
9. The LEA/agency will fulfill such agency's school improvement responsibilities.  Yes  No
10. The LEA/agency will provide services to eligible children attending private elementary schools and secondary schools and provide timely and meaningful consultation with private school officials regarding Title I, Title II, and Title IV Part A services. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
11. The LEA/agency will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
12. The LEA/agency, if choosing to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act. Head Start Act, 42 USC 9831  Yes  No

13. The LEA/agency will use funds under this subpart to increase the level of state, local, and other non-federal funds that would be made available for programs and activities, and in no case supplant such state, local, and other non-federal funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
14. The LEA/agency will work in consultation with schools as the schools develop and implement their plans or activities related to Title I parent involvement and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
15. The LEA/agency will comply with Title I requirements regarding the qualifications of teachers and paraprofessionals and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
16. The LEA/agency will inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and inform waivers under the Education Flexibility Partnership Act of 1999. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
17. The LEA/agency will coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
18. The LEA/agency will ensure that low income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
19. The LEA/agency will use the results of the students academic assessments and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under these parts to determine whether all the schools are making the progress necessary to ensure that all students will meet the locally determined level of achievement on the district academic assessments within 12, years from the end of the 2001-2002 school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
20. The LEA/agency will ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
21. The LEA/agency will assist each school served by the agency and assisted under these parts in developing or identifying examples of high quality, effective curricula. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
22. The LEA assures that teachers employed in nonpublic schools within the public school boundaries shall be provided equitable opportunity for participation in the benefits of the project. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
23. The control and administration of funds received for programs shall be a public entity, including property acquired with the funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
24. Funds received under this part will be used only for programs and projects, including the acquisition of equipment, in accordance with section 1306. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
25. Funds received under this part will be used only to coordinate such programs and projects with similar programs and projects within the State and in other States, as well  Yes  No

as with other Federal programs that can benefit migratory children and their families. No Child Left Behind Act of 2001, Pub. L. No. 107-110

26. Such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 112,0A, and part I. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
27. In the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parent advisory councils for programs of 1 school year in duration, and that such programs are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provisions impractical; and in a format and language understandable to the parents. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
28. In the planning and carrying out such programs and projects, there has been and will be, adequate provision for addressing the unmet education needs of preschool migratory children. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
29. Migrant Education programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, school, and local educational agencies under Title. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
30. To the extent feasible, such programs and projects will provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
31. To the extent feasible, such programs and projects will provide for professional development programs, including mentoring, for teachers and other program personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
32. To the extent feasible, such programs and projects will provide for family literacy programs.  Yes  No
33. To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs.  Yes  No
34. To the extent feasible, such programs and projects will provide for programs to facilitate the transition of secondary school students to post-secondary education or employment.  Yes  No
35. The State will assist the Secretary in determining the number of migratory children in the State. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
36. Each LEA/agency that is included in the eligible entity is complying with section 3302 prior to, and throughout, each school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
37. The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
38. The eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
39. The eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

40. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
41. A needs assessment has been conducted and is available for review that a) Involved teachers in its development b) Considered the means teachers require to learn content knowledge and teaching skills that will provide students the opportunity to meet challenging academic achievement standards, c) Considered the means principals require to learn the instructional leadership skills that will provide students the opportunity to meet challenging academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
42. Activities have been identified and a description is available for review that - Denotes the involvement of teachers, principals, paraprofessionals, other relevant school personnel and parents collaboration in planning; Aligns professional development activities with curricula and programs that link with academic content standards, academic achievement standards, and assessments the results of which correlate with ITBS/ITED; Demonstrates the selection was based on review of scientifically based research and why the activities are expected to improve student achievement; Explains how a substantial, measurable, and positive impact will be made on student academic achievement and, where applicable, will reduce the achievement gap that separates low-income and minority students from others. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
43. A description will be made available to teachers and principals explaining how the professional development activities will ensure the needs of teachers and principals will be met; will provide training to enable teachers to teach and address the needs of students with different learning styles, improve student behavior in the classroom, involve parents in their child's education and/or understand the use of data and assessments to improve classroom practice and student learning; will be part of the district's effort to ensure highly qualified staff. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
44. Resources have been targeted on schools that have the lowest proportion of highly qualified teachers; have the largest class size; or, are identified for school improvement under the provisions of Title I, Part A. No Child Left Behind Act of 2001.  Yes  No
45. Mentoring and Induction: Goals for the program. Teacher Quality Program 281-IAC 83.3(2)(a)  Yes  No
46. Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281-IAC 83.3(2)(b)  Yes  No
47. Mentoring and Induction: A mentor training process that addresses mentor needs and reflects a clear understanding of the role of the mentor. Teacher Quality Program 281-IAC 83.3(2)(c)(2)  Yes  No
48. That, in the expenditures for professional development the requirements of private school children and teacher participation have been adhered to. The specific stipulations in No Child Left Behind include equitable services and benefits that are, in the aggregate, no less than the services and benefits provided through the same funding sources in 2001- 2002; private school official consultation during the design and development of services; written justification by public school officials when private school officials disagree with the professional development design.  Yes  No
49. Mentoring and Induction: A mentor training process that results in the mentor's understanding of the personal and professional needs of new teachers. Teacher Quality Program 281-IAC 83.3(2)(c)(3)  Yes  No

50. Mentoring and Induction: A mentor training process that provides the mentor with an understanding of the district expectations for beginning teacher competencies based on the Iowa teaching standards. Teacher Quality Program 281-IAC 83.3(2)(c)(4)  Yes  No
51. Mentoring and Induction: A mentor training process that facilitates the mentor's ability to provide guidance and support to new teachers. Teacher Quality Program 281-IAC 83.3(2)(c)(5)  Yes  No
52. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and for beginning teachers that includes released time for mentors and beginning teachers to plan. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(1)  Yes  No
53. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers that provide demonstration of classroom practices. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(2)  Yes  No
54. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers to observe teaching. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(3)  Yes  No
55. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers to provide feedback. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(4)  Yes  No
56. Mentoring and Induction: A supportive organizational structure for beginning teachers which shall include a selection process of who will be in the mentoring/beginning teacher partnership. Teacher Quality Program 281-IAC 83.3(2)(d)(2)  Yes  No
57. Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281-IAC 83.3(2)(f)  Yes  No
58. Mentoring and Induction: A plan that reflects the needs of the beginning teacher employed by the district. Teacher Quality Program 281-IAC 83.3(2)(g)  Yes  No
59. Mentoring and Induction: The school district has a process for how information about the district's Beginning Teacher Induction and Mentoring program will be provided to interested stakeholders. Teacher Quality Program 281-IAC 83.3(e)(3)  Yes  No
60. The LEA/agency and the delinquent facility ensure that funded educational programs are coordinated with the student's home school. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
61. The funded delinquent facility will notify the LEA of the youth served is identified as in appropriate need of special education services while in the facility. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
62. The LEA/agency and delinquent facility, where feasible, will provide transition assistance to help the youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
63. The delinquent facility will work to ensure that teachers and other qualified staff are trained to work with children with disabilities and other students with special needs, taking into consideration the unique needs of such children and students.  Yes  No
64. The LEA/agency and the delinquent facility will work to ensure that educational programs provided are related to assisting students that meet high educational standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

65. Parents will be involved, where feasible, in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities.  Yes  No
66. Coordinate services and programs with other services and programs provided to delinquent youth (e.g., WIA & LEA activities under the Juvenile Justice and Delinquency Prevention Act of 1974; local businesses). No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
67. The LEA provides staff development to achieve greater access to and participation in the core subjects, especially in mathematics and science, by students from historically underrepresented groups. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
68. Funds generated by a school district under Iowa Code 257.46 shall be utilized exclusively for a school district's gifted and talented program. Iowa Code section 257.46  Yes  No
69. Any unused funds of the gifted and talented program at the end of the budget year will be carried over to the subsequent budget year to the gifted and talented program. Iowa Code section 257.46  Yes  No
70. The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
71. The LEA/agency will employ teachers proficient in English, including written and oral communication skills. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
72. Assurances - The LEA/agency will integrate the bilingual program with the overall educational program. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
73. The LEA/agency has an advisory council with the majority of members being parents and representatives of the children and youth served in the program. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
74. The LEA will be in compliance with the federal regulation regarding lobbying and debarment. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
75. The LEA will provide a drug-free workplace environment. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
76. To the extent possible, the School Improvement Advisory Committee membership includes persons from diverse racial/ethnic backgrounds, a balance of men and women, and persons with disabilities. 281 - IAC 12.2 (256)  Yes  No
77. The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A.  Yes  No
78. The LEA has a staff utilization plan for at-risk allowable growth. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(4)  Yes  No
79. Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7)  Yes  No
80. The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3)  Yes  No
81. The LEA/agency has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, in developing Title III programs and activities. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
82. The LEA/agency has developed programs and activities for limited English proficient students and immigrant children and youth. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No

83. The LEA/agency offers high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
84. The LEA/agency will hold elementary and secondary buildings receiving Title III funds accountable for A) meeting annual measurable achievement objectives for limited English proficient students, B) making adequate yearly progress for limited English proficient students, and C) annually measuring the English proficiency of limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
85. The LEA/agency will promote parental and community participation in programs for limited English proficient students. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
86. The LEA/agency will use Title III funds to meet all annual measurable achievement objectives for limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
87. The LEA/agency assures that language instruction educational programs carried out under Title III will ensure that limited English proficient children being served by the programs develop English proficiency. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
88. If Title V funds are expended for any of the areas designated as appropriate for use, the LEA/agency assures that the funds are used to enhance student achievement. No Child Left Behind Act of 2001, Pub. L. No. 107-110  Yes  No
89. No smoking is permitted within any indoor facility owned, leased, or contracted for and utilized by the LEA for provisions of routine or regular kindergarten, elementary, or secondary education or library services to children.  Yes  No
90. As a condition of receiving funds under this Act, local education agency assures that no policy of the local education agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a). NCLB Section 9524  Yes  No
91. Mentoring and Induction, Beginning Administrators: The district assures that it has a beginning administrator mentoring and induction plan that describes the following components: support system for the beginning administrator, program organizational and collaborative structures, budget, including a narrative that describes the sustainability of the program and program evaluation.  Yes  No
92. The district uses the TELPA to screen and identify English Language Learners within the first 30 days of a student being enrolled in the district.  Yes  No
93. The district/school has adopted the high school graduation requirements for all students to include a minimum satisfactory completion of four years of English and language arts, three years of mathematics, three years of science, and three years of social studies.  Yes  No
94. Anti-harassment and anti-bullying: The school/school district assures that it has an anti-harassment and anti-bullying policy in board policy and is integrated into the comprehensive school improvement plan under SF 61, 256.7 [subsection 21] and shall report data collected under SF 61, 256.7 [subsection 6].  Yes  No

## **Fall 2013 CSIP**

### **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 class size goals for each grade K through 3?

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, Phonics Quick Check

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, Words Their Way Spelling Inventory, Eckwall Shanker (Phonemic Awareness, Phonics, and Structural Analysis Subtests), Ohio Sight Word Test



Grade 3 - Basic Reading Inventory, Rigby Benchmark Kit, Words Their Way Spelling Inventory, Eckwall Shanker (Phonemic Awareness, Phonics, and Structural Analysis Subtests), Ohio Sight Word Test

5. What are the district's measurable, 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 “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.)
- 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

### ***Collaborative Relationships***

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

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.

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

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.

### ***Learning Environment***

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

Goal 5: 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)

### ***Curriculum and Instruction***

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

Lewis Central plans instruction using an online tool, Instruction Planner/Curriculum Mapper. This tool keeps track of our intended, enacted, and assessed curriculum which includes the Iowa Core standards. As part of using this tool, planners are required to identify standards they address as well as attach them to the appropriate skill(s) and assessment(s) within the unit.

Once plans are completed this online tool documents when and where standards are taught and assessed.

LC also uses PowerSchool to manage Iowa Core standards information for report cards and reports standards achievement to parents in grades K-5 using standards-based report cards tied to the Iowa Core.

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

Lewis Central plans instruction using an online tool, Instruction Planner/Curriculum Mapper. This tool keeps track of our intended, enacted, and assessed curriculum which includes the Iowa Core standards. As part of using this tool, planners are required to identify standards they address as well as attach them to the appropriate skill(s) and assessment(s) within the unit.

Once plans are completed this online tool documents when and where standards are taught and assessed.

LC also uses PowerSchool to manage Iowa Core standards information for report cards and reports standards achievement to parents in grades K-5 using standards-based report cards tied to the Iowa Core.

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

Lewis Central plans instruction using an online tool, Instruction Planner/Curriculum Mapper. This tool keeps track of our intended, enacted, and assessed curriculum which includes the Iowa Core standards. As part of using this tool, planners are required to identify standards they address as well as attach them to the appropriate skill(s) and assessment(s) within the unit.

Once plans are completed this online tool documents when and where standards are taught and assessed.

LC also uses PowerSchool to manage Iowa Core standards information for report cards and reports standards achievement to parents in grades K-5 using standards-based report cards tied to the Iowa Core.

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

Lewis Central plans instruction using an online tool, Instruction Planner/Curriculum Mapper. This tool keeps track of our intended, enacted, and assessed curriculum which includes the Iowa Core standards. As part of using this tool, planners are required to identify standards they address as well as attach them to the appropriate skill(s) and assessment(s) within the unit.

Once plans are completed this online tool documents when and where standards are taught and assessed.

LC also uses PowerSchool to manage Iowa Core standards information for report cards and reports standards achievement to parents in grades K-5 using standards-based report cards tied to the Iowa Core.

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

Lewis Central plans instruction using an online tool, Instruction Planner/Curriculum Mapper. This tool keeps track of our intended, enacted, and assessed curriculum which includes the Iowa Core standards. As part of using this tool, planners are required to identify standards they address as well as attach them to the appropriate skill(s) and assessment(s) within the unit.

Once plans are completed this online tool documents when and where standards are taught and assessed.

### **Learning Environment**

19. Does your district offer any online courses?

Yes  No

1. Please provide a description of your online curriculum.

We provide access for 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**

20. How does the district ensure that professional development activities are aligned with 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.

21. 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)

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

The district 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 "big rocks" on our dedicated full days of professional learning where the end goal is student understanding and the ability to transfer learning - 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 student'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)).

**23. 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)

**24. Describe how the district uses data analysis (goals, student achievement data, and other data) to guide professional development, including professional development supporting the implementation of the Iowa Core. 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.

25. Describe how professional development, including professional development supportive of the implementation of the Iowa Core, 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 Wiliam, 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. 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.

26. 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.

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

Lewis Central Schools

Green Hills Area Education Association

School Administrators of Iowa

28. 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***

29. 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.

30. 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. Through Co-teaching most students will receive instruction through Science Writing Heuristic, Cognitively Guided Instruction, Thinking Mathematically, and Concept Based Instruction strategies. Second Chance Reading and Reading Intervention are also offered as a supplemental class at Titan Hill, the middle school, and/or the high school. 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) to support the district's curriculum. Program modifications, accommodations, and differentiation occur at all levels and in all subject areas. 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.

31. 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.

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

Input from program providers, stakeholders, administrators, teachers, parents, and students provide the forum upon which the effectiveness of the programs for dropout prevention programs for returning and potential dropouts are determined. Specific data sources for the programs are as follows:

- Enrollment of At-Risk students
- Percentage of program students who are proficient in mathematics (IA Assessments and NWEA MAP)
- Percentage of program students who are proficient in reading (IA Assessments and NWEA MAP )
- Percent of program students receiving discipline referrals
- Attendance of program students

- Grades of program students
- Graduation rate of program students

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. All districts are required to upload a current 2012-2013 ELL Plan (Word or pdf file). Districts may also choose to use the new Lau (ELL) Plan template to update a 2012-2013 ELL plan as an additional upload.

35. Will the district receive services under Title III in (current\_school\_year), either as a direct subgrantee or through an AEA consortium?

Yes    No

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

Professional development is provided through district level PD days, early dismissals, and PLC's. In addition to these opportunities, general teachers engage in collaborative conversations and joint planning with ESL teachers to differentiate and infuse language objectives into daily lessons.

Specific opportunities have included extensive work in Iowa CORE, UbD, specific literacy and writing work, SIOP training for selected general education teachers, general education and ESL teacher participation at ICLC, and specific training for ESL teachers in assessment instruments for ELL's.

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

Assessment of ELL's is complex and involves both documentation of Language proficiency and academic achievement. Multiple measure of learner's proficiency in oral language, speaking, reading and writing, along with academic achievement are collected throughout the year and become part of the student's portfolio. Evidence that teachers use may include classroom work samples, NWEA, Iowa assessments, TELPA, IELDA, classroom assessments, and teacher reports. District assessment of ELL's is not an annual activity or event, rather on ongoing analyses of growth and progress in both language proficiency and academic achievement.

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

The elementary schools follow a Sheltered English/ ESL program. It may consist of a content ESL program combined with sheltered instruction in English in the general education classroom. The ESL teacher and general education staff collaborate to successfully serve the needs of all ELL students in the building. At this level developmental appropriate instruction is an important factor; therefore, each building may look different as it delivers services. However, all programs follow these key components.

- Pre - K - Students will be primarily served in their general education classroom with consultation between the classroom teacher and the ESL teacher.
- 1st - 5th - Students will be served in the general education classroom through sheltered instruction and may also receive a content based ESL instructional model when appropriate the ESL teacher may use a co-Teaching approach to meet students' needs.

Lewis Central Middle School and High School follows a Sheltered English model program combined with a content ESL program. Services for ELL's are determined by Language Proficiency Levels. The Counselors, ESL Teacher and LAC team members carefully review data and determine the most appropriate program based on individual needs. This program may include Content Based ESL, Sheltered Individual, and/or a combination of both. The team also works to place students into classrooms where teachers have received professional development in Second Language Acquisition. When appropriate the ESL teacher may use a co-teaching approach to meet student's needs. Students may also be scheduled into classes with peers who may provide language support, if appropriate.

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

The LC graduation rate is above the state average at 89.86% (Class of 2012)

- Cohort ending 2011-2012 4-year cohort graduation rate: 89.89% (Statewide = 89.26%)
- Cohort ending 2010-2011 4-year cohort graduation rate: 83.65% (Statewide = 88.32%)
- Cohort ending 2009-2010 4-year cohort graduation rate: 86.08% (Statewide = 88.8%)
- Cohort ending 2008-2009 4-year cohort graduation rate: 89.18% (Statewide = 87.3%)
- Cohort ending 2011-2012 5 year cohort graduation rate: 85.85% (Statewide = 91.45%)
- Cohort ending 2010-2011 5 year cohort graduation rate: 86.67% (Statewide = 91.80%)
- Cohort ending 2009-2010 5 year cohort graduation rate: 90.21% (Statewide = 90.5%)

The K-8 Average Daily Attendance rate in 2012-2013 was above the state average at 96.4%

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."

One indicator of our effectiveness in this goal area is the "school staff/student support" construct that students report on the Iowa Youth Survey. Students were asked "How much do you agree or disagree that each of the following statements is true: my teachers care about me; my teachers are available to talk with students one-on-one; my teachers notice when I am doing a good job and let me know about it; students in my school treat each other with respect; my school lets a parent/guardian know if I'm doing a good job; there is at least one adult at school that I could go to for help with a problem?" We are making progress with this goal.

Favorable responses were given by 47% of the students in 2012 for this construct compared to 36.7% in 2010. This is up and even though it is much lower than we desire, it is the highest favorable response that students have reported. (In 2002 this metric was 35.7% favorable.)

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 2012-2013.

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 2012-2013.

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 2012-2013.

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 2013-2014?

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 2013-2014?

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 technical programs.

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



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.

Finally, within the Perkins budget we set aside \$270 per CTE teacher to be used for their own CTE specific professional learning.