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**4773 0000-Northeast 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 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  Yes  No
- 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. Subpart 4 of the Educational Technology legislation incorporates into the ESEA the requirements of the children's Internet Protection Act (CIPA). These provisions require LEAs to certify, under certain circumstances, that schools have adopted and are enforcing Internet safety policies. As a condition of participating in the Educational Technology program, LEAs must submit a CIPA certification form to the SEA. The CIPA requirements in the ESEA apply with respect to elementary or secondary schools that do not receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet. The CIPA requirements in the ESEA do not apply to schools that receive e-rate discounts. (These schools are governed by other CIPA provisions and must submit their CIPA certification to the Federal Communications Commission.) Title II, Part D, Enhancing Education Through Technology  Yes  No
- 78. Each Educational Technology recipient must use at least 25 percent of its funds to provide ongoing, sustained, and intensive, high-quality professional development. (This requirement applies to both formula and competitive grant funds.) The recipient must provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments. However, the professional development requirement does not apply if the Educational Technology recipient demonstrates, to the satisfaction of its SEA, that it already provides, to all teachers in core academic subjects such professional development, which is based on a review of relevant research. Title II, Part D, Enhancing Education Through Technology  Yes  No
- 79. The Educational Technology application contains a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards. Title II, Part D, Enhancing Education Through Technology  Yes  No
- 80. The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A.  Yes  No

- 81. 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
- 82. Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7)  Yes  No
- 83. The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3)  Yes  No
- 84. 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
- 85. 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
- 86. 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
- 87. 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
- 88. 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
- 89. 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
- 90. 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
- 91. 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
- 92. 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
- 93. 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
- 94. 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
- 95. 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

**CSIP**

***Vision, Mission, Goals***

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

All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.

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

All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.

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

All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.

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

Yes  No

1. What are the district's goals related to K-3 reading or mathematics?

All students will demonstrate proficiency in reading and mathematics through the third grade Iowa Assessment.

5. 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?

Our plan to meet future goals includes the following: Implement a Response to Intervention program in grades K-6. Implement Authentic Intellectual Work professional development in grades K-12. Implement Iowa Core professional development in grades K-12.

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 mathematics?

Our plan to meet future goals includes the following: Implement a Response to Intervention program in grades K-6. Implement Authentic Intellectual Work professional development in grades K-12. Implement Iowa Core professional development in grades K-12.

7. 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?

Our plan to meet future goals includes the following: Implement a Response to Intervention program in grades K-6. Implement Authentic Intellectual Work professional development in grades K-12. Implement Iowa Core professional development in grades K-12.

8. 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?

Elementary Goal

- o To achieve 90% proficiency in reading and math on the Iowa Assessments in grades 3-5.

Middle School Goal

- o To achieve 90% proficiency in reading and math on the Iowa Assessments in grades 6-8.

High School Goal

- o To meet or exceed state percentages of ACT tested students ready for college level coursework in English, math, reading and science.
- o To increase the participation rate of students taking ACT.

Special Education Goal

- To have 90% of special education students meet or exceed the expected growth rates of students at the 50<sup>th</sup> percentile in reading and math on the Iowa Assessments in grades 3-8 and 11.

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

At-Risk students have access to the same instructional activities as all students. In addition, at-risk students may participate in:

- The Alternative High School program
- Individual or small group guidance programs
- On site counseling through an outside agency
- Response to Intervention program
- Big Brother/Big Sister mentoring program
- Juvenile Court Interventionist

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

The district utilizes AIMSweb diagnostic assessment tools in grades K-3 with K-1 focusing on phonemic awareness and grades 2-3 focusing on fluency.

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

Our plan to meet future goals includes the following: Implement a Response to Intervention program in grades K-6. Implement Authentic Intellectual Work

11. 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?

All students will demonstrate proficiency in reading and mathematics through the third grade Iowa Assessment.

*Collaborative Relationships*

12. 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?

Service Agencies/Groups:

- Bridgeview Counseling provided on site
- Big Brothers/Big Sister mentoring program provided on site
- Juvenile Court Interventionist is provided on site

Strategies for Parental Involvement:



- Open House
- Website
- Persona contact through meetings, phone calls, emails, and communication notebooks

13. 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 SIAC studies and discusses data related to district and program goals. The SIAC then makes recommendations to the board regarding district-wide prioritized needs, possible adjustments to CSIP goals, annual improvement goals and the programs and services provided to students. Once every five years the SIAC also provided input on the school district mission, vision, student learning goals, and long range goals. The Northeast school board makes decisions based on these recommendations.

14. 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.

The SIAC studies and discusses data related to district and program goals. The SIAC then makes recommendations to the board regarding district-wide prioritized needs, possible adjustments to CSIP goals, annual improvement goals and the programs and services provided to students. Once every five years the SIAC also provided input on the school district mission, vision, student learning goals, and long range goals. The Northeast school board makes decisions based on these recommendations.

**Learning Environment**

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

All of the district goals are fully inclusive of all races, cultures, and genders.

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

- Yes  No

1. Describe the district's technology plan. Please address 1) integration of technology into the curricula and instruction to enhance student achievement, 2) the district's specific goals for using advanced technology to improve student achievement, aligned with local content standards and benchmarks.

The Northeast Community School District recognizes the importance of integrating technology into curriculum and instruction, and supports the use of technology in teaching, learning, and instructional management. The effective use of technology is measured through the annual student achievement goals, as the district believes that the primary goal of technology is to increase student learning. Components of the district's technology plan include:

**District Infrastructure and Hardware Strategies**

- Develop an inventory of technology equipment in the school, updated annually.
- Develop a schedule for the technology infrastructure and hardware maintenance, replacement, support, and upgrading.
- Develop a plan to increase student access to technology including the implementation of a 1:1 laptop initiative.

**District Curriculum Strategies**

- Develop a Digital Citizenship course to teach appropriate use of technology to our students including ethical and legal issues, copyright, security, confidentiality, and equity of access;

- monitor adherence to these policies.
- Design lessons to integrate technology into the Iowa Core Curriculum for enhanced student learning.
- Utilize Authentic Intellectual Work rubrics to measure the authenticity, rigor, and relevance of technology use.
- Monitor student achievement data to measure effective use of technology.

2. Describe how the district will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.

Northeast Community Schools will foster community and parent involvement to support student achievement through the use of educational technology.

- Provide parent information sessions at school to increase parent awareness of technology.
- Maintain a district website to provide access to current, effective, and informative educational resources as they relate to technology.
- Provide local area newspapers and radio coverage of school related technology developments

3. Describe the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.

Northeast Community School District will encourage the efficient use of funds and resources in a manner which ensures that all schools and students have access to technologies that improve student competencies.

- Develop a funding schedule for the technology infrastructure and hardware including maintenance, replacement, support, and upgrading.
- Follow district guidelines for purchasing new technology equipment
- Encourage school/business partnerships including applying for grants to purchase additional equipment that aligns to the district technology vision.

4. Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.

The Northeast Community School District would willingly collaborate with adult literacy services providers to provide access to technology as allowed through the district school board policies.

5. Describe how the district will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.

The Northeast Community School District will employ the following strategies to deliver specialized or rigorous academic courses through the use of technology:

- Offer online Advanced Placement Courses through the Iowa Online Academy
- Utilize the Iowa Communications Network to offer courses unavailable on campus.

17. Does your district offer any online courses?

- Yes  No

*Curriculum and Instruction*

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

We are implementing the Iowa Core Curriculum in science.

**Science Standards**

- 1. Science as Inquiry
- 2. Physical Science
- 3. Earth and Space Science
- 4. Life Science

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

We are implementing the Iowa Core Curriculum in reading.

**Key Ideas and Details**

- 1. 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.
- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

- 4. 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.
- 5. 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.
- 6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

- 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
- 8. 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.
- 9. 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**

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

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

We are implementing the Iowa Core Curriculum in math.

**Standards for Mathematical Practices**

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.

5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### Standards for Mathematical Content

1. Number and Quantity
2. Algebra
3. Functions
4. Modeling
5. Geometry
6. Statistics and Probability

### *Professional Development*

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

The School Improvement Advisory Committee will generate and recommend goal statements to the board for adoption. The district and building level leadership teams, in collaboration with community stakeholders as appropriate, will design professional development strategies and actions that align with and support the established goals. Data indicators will be analyzed to determine progress toward goals.

22. 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.

Northeast educators will take advantage of opportunities for professional development in the use of technologies that will enhance teacher effectiveness, student achievement, and instructional management.

- Provide training and support strategies to ensure that the staff has the appropriate competencies and continuous support needed to use educational technology to deliver and support instruction.
- Provide opportunities for all staff to enhance their educational technology knowledge and skills.
- Provide educators with access to professional development in the use of educational technology in order to prepare them to help students meet high academic standards.

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

The district follows the Iowa Professional Development Model.

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

Every year the Professional Development program is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.

25. Describe the district's plan for professional development, specifically focusing on curriculum, instruction, and assessment that targets student achievement.

Our plan to meet future goals includes the following:

- Implement a Response to Intervention program in grades K-6.
- Implement Authentic Intellectual Work professional development in grades K-12.
- Implement Iowa Core professional development in grades K-12.

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

These professional development actions align directly with the following Iowa Teaching Standards and Criteria:

- Standard #1 (specifically criteria 1b, 1c, 1f, and 1g)
- Standard #2 (specifically criteria 2a, 2b, 2c, and 2d)
- Standard #3 (specifically criteria 3a, 3b, 3c, 3d, and 3e)
- Standard #4 (specifically criteria 4a, 4c, and 4f)
- Standard #5 (specifically criteria 5a, 5c, and 5f)
- Standard #6 (specifically criteria 6c, 6d, and 6e)
- Standard #7 (specifically criteria 7a, 7b, 7c, and 7d)
- Standard #8 (specifically criteria 8c and 8e)

27. 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.

Implementation of the district career development plan will include all K-12 teachers responsible for instruction and involve these components:

SPRING (Introducing new strategy):

- Theory
- Demonstration
- Practice
- Observation

SUMMER (Developing new strategy):

- Workshops
- Collaboration

FALL (Implementing new strategy):

- Mentoring
- Peer Coaching
- Reflection
- Accountability

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

All teachers will be engaged in training, including those responsible for Title I, Career and Technical Education, Special Education, At-Risk, English Language Learners, Guidance, Media, and Gifted and Talented. The administration will also be actively involved. All staff members are required to document their involvement in professional development through their career portfolio.

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

The Northeast Community School Building Leadership Team will serve as the professional development provider for the district. The Iowa Department of Education accredits this provider.

**Monitoring and Accountability**

30. 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.

The district administers the Iowa Assessments in grades 3 through 11 in reading and math and analyzes the proficiency percentages in each grade, including a disaggregated analysis in gender, IEP and FRL status and race when ten or more students are included in a subgroup.

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

The district collects and analyzes data through three formal venues: the District Administrative Team, the Building Leadership Team, and the School Improvement Advisory Committee. The data are matched to district and program goals, include up to five year's of information, and are disaggregated where appropriate.

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

Percent proficient on ITBS/ITED in Reading		2011-2012	2007-08	2008-09	2009-10	2010-11	Male	Fem	SES	IEP
	Grades 3-5	86.2	81.9	81.7	83.0	83.3	81.6	86.3	70.9	18.7
	Grades 6-8	71.0	75.8	80.0	82.0	80.9	85.0	77.8	79.4	38.9
	Grade 11	85.7	91.0	86.6	83.0	78.0	74.3	86.6	53.4	37.5
Percent proficient on ITBS/ITED in Math		2011-2012	2007-08	2008-09	2009-10	2010-11	Male	Fem	SES	IEP
	Grades 3-5	93.3	91.3	84.2	89.0	88.9	61.4	87.1	79.4	56.2
	Grades 6-8	84.7	87.0	93.3	89.0	93.4	95.7	92.3	94.1	72.2
	Grade 11	85.7	91.0	82.7	94.2	80.0	80.0	80.0	66.7	62.5
Percent proficient on ITBS/ITED in Science		2011-2012	2007-08	2008-09	2009-10	2010-11	Male	Fem	SES	IEP
	Grades 3-5	86.5	86.2	82.9	87.7	88.2	91.1	85.9	76.9	61.1
	Grades 6-8	75.6	89.5	87.3	91.3	87.4	89.4	85.6	83.5	77.8
	Grade 11	92.9	92.7	88.2	92.5	81.6	82.4	80.1	95.0	25.0
Average Scores on ACT taken by Seniors		2011-2012 2007-08 2008-09 2009-10 2010-11 State average								
	English	20.7	20.3	22.9	22.8	21.7	21.6			
	Math	19.9	20.2	20.5	20.8	20.5	21.7			
	Reading	21.6	21.8	23.8	22.7	22.6	22.5			
	Science	21.4	21.5	22.8	22.5	21.0	22.2			
	Composite	21.1	21.1	22.5	22.3	21.5	22.1			
Percent scoring 20 or higher on ACT		2011-2012 2007-08 2008-09 2009-10 2010-11 State average								
	Percent	58	71.2	79	70.0	58.5	70			
Percent proficient on Work Keys in 11th Grade		2011-2012 2007-08 2008-09 2009-10 2010-11 Male Fem								
	Reading: >3	84	98	98	92.0	87.0	90.6	86.1		
	Math: >3	88	92	92	96.0	85.0	84.4	83.3		
Percent proficient on the 10 <sup>th</sup> grade science assessment		2011-2012 2007-08 2008-09 2009-10 2010-11								
	Percent	93	95.8	83.3	79.2	86.6				
Percent proficient on the 8th grade technology assessment		2011-2012 2007-08 2008-09 2009-10 2010-11								
	Percent	95.3	98.0	98.2	96.7	100				
Percent identified for special		2011-2012 2007-08 2008-09 2009-10 2010-11 State average								
	Elementary	13.5	12.9	13.2	13.1	13.6	12.8			

education services	Secondary	14.7	11.7	13.6	12.8	10.7		
Percent of special education students served in general education at least 80% of the day		2011-201207-0808-0909-1010-11					Target Rate: 80%	
	Elementary	74.4	60.0	50.0	63.8	73.9	State Average: 55.1%	
	Secondary	88.1	75.7	82.2	93.0	91.1		

Average Daily Attendance		2011-201207-0808-0909-1010-11					Male	Fem	State Ave.
	Elementary	96.6	96.1	96.0	95.8	96.0	96.5	96.8	
	Secondary	95.1	95.5	96.0	95.4	95.4	95.1	95.1	
Graduation Rate		2011-201207-0808-0909-1010-11					State average		
	Percent	97	98.0	100	98.1	NA	87.2		
Percent taking ACT/SAT		2011-201207-0808-0909-1010-11					State average		
	Percent	45.6	49	49	60.3	60.0	65		
Percent of seniors indicating post secondary educational plans		2011-201207-0808-0909-1010-11					'08 Iowa Graduates		
	Percent	70	85	84	84.2	84.0	81.5		
Participation rate in co/extra curricular activities		2011-201207-0808-0909-1010-11							
	Percent	83	81.3	83.6	81.9	75.0			

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

Percent highly proficient on ITBS/ITED in Reading		2011-201207-0808-0909-1010-11							
	Grades 3-5	10.3	23.8	20.1	14.2	13.9			
	Grades 6-8	9.3	17.0	17.3	16.4	15.5			
	Grade 11	20.0	14.6	23.1	18.8	16.0			
Percent highly proficient on ITBS/ITED in Math		2011-201207-0808-0909-1010-11							
	Grades 3-5	37.4	37.6	27.7	33.4	31.5			
	Grades 6-8	29.6	36.9	42.6	32.7	37.1			
	Grade 11	15.7	18.2	26.9	18.8	20.0			
Percent highly proficient on ITBS/ITED in Science		2011-201207-0808-0909-1010-11							
	Grades 3-5	14.7	22.7	21.1	13.9	10.5			
	Grades 6-8	6.3	22.0	25.0	20.0	13.2			
	Grade 11	31.4	18.2	27.4	26.4	26.5			
Percent of seniors who have taken college courses		2011-201207-0808-0909-1010-11							
	Percent	67	50.0	54.2	72.0	66.0			
Percent of seniors who have taken Chemistry, Physics, or Pre-Calculus		2011-201207-0808-0909-1010-11					State average		
	Chemistry	79	68.8	69.5	88.0	86.0	59.4		
	Physics	18	29.2	35.6	16.0	20.0	24.8		
	Pre-Calculus	34	30.6	32.2	64.0	46.0	37.1		
Percent of seniors who completed 4 years of a foreign language		2011-201207-0808-0909-1010-11							
	Percent	36	18.8	33.9	58.0	52.0			

Number of behavior referrals 7th-12th	Total	2011-2012	207-08	08-09	09-10	10-11			
		455	368	207	233	421			
Number of out of school suspensions 7th-12th	Number	2011-2012	207-08	08-09	09-10	10-11			
		32	15	20	6	20			
Number of in school suspensions 7th-12th	Number	2011-2012	207-08	08-09	09-10	10-11			
		43	29	26	36	50			
Spectator sportsmanship ratings at athletic events		2011-2012	207-08	08-09	09-10	10-11	State average		
Baseball	1.24	1.12	1.18	1.21	1.21	Baseball: 1.27			
Football	1.20	1.24	1.14	1.17	1.05	Football: 1.34			
Basketball	1.23	1.72	1.19	1.44	1.62	Basketball: 1.48			
Soccer	1.32					Soccer: 1.58			
Wrestling	1.16	1.12	1.03	1.06	1.06	Wrestling: 1.18			
Iowa Youth Survey		2010	2002	2005	2008	2010	MaleFem	Districts/Size	
Percent of students who indicated they were working in a paid job (B1)	6th Grade	9	48	15	9	10	9	6th: 22	
	8th Grade	22	40	27	22	32	9	8th: 31	
	11th Grade	68	65	59	68	na	na	11th: 61	
Iowa Youth Survey		2010	2002	2005	2008	2010	MaleFem	Districts/Size	
Percent of students volunteering in the community (B3)	6th Grade	44	73	54	44	45	44	6th: 46	
	8th Grade	49	83	49	49	33	68	8th: 48	
	11th Grade	60	87	63	60	na	na	11th: 61	
Iowa Youth Survey		2010	2002	2005	2008	2010	MaleFem	Districts/Size	
Percent of students who reported suicidal plans or attempts (B81,82,85,86)	6th Grade	2/4	8/4	5/2	9	2/4	5/5	0/3	6th: 4/3
	8th Grade	6/0	8/11	11/10	18	6/0	3/0	9/0	8th: 11/6
	11th Grade	12/7	17/16	13/11	10	12/7	na	na	11th: 9/5
Iowa Youth Survey		2010	2002	2005	2008	2010	MaleFem	Districts/Size	
Percent of students who reported are currently using Alcohol (summary)	6th Grade	0	6	5	2	0	0	0	6th: 5
	8th Grade	10	24	17	12	10	10	9	8th: 13
	11th Grade	32	62	55	30	32	na	na	11th: 32
Iowa Youth Survey		2010	2002	2005	2008	2010	MaleFem	Districts/Size	
Percent of students who	6th Grade	0	2	0	2	0	0	0	6th: 2



reported are currently using Tobacco (summary)	8th Grade	2	3	4	4	2	3	0	8th:	6
Iowa Youth Survey	11th Grade	24	34	42	12	24	na	na	11th:	22
Percent of students who reported are currently using Drugs (summary)	2010	2002	2005	2008	2010	Male	Fem	Districts/Size		
Iowa Youth Survey	6th Grade	2	0	5	6	2	5	0	6th:	5
Percent of students who reported a positive school staff/ student support system(construct)	8th Grade	2	10	7	10	2	3	0	8th:	8
Iowa Youth Survey	11th Grade	5	14	17	6	5	na	na	11th:	4
Percent of students who reported being violent or aggressive (construct)	2010	2002	2005	2008	2010	Male	Fem	Iowa		
Iowa Youth Survey	6th Grade	53	46	54	53	53	53	6th:	63	
Percent of students who reported being bullied (construct)	8th Grade	43	46	37	43	41	45	8th:	45	
Iowa Youth Survey	11th Grade	21	27	48	21	na	na	11th:	35	
Percent of students who reported being bullied (construct)	2010	2002	2005	2008	2010	Male	Fem	Iowa		
Iowa Youth Survey	6th Grade	2	15	11	2	0	3	6th:	6	
Percent of students who reported being bullied (construct)	8th Grade	6	13	16	6	7	5	8th:	12	
Iowa Youth Survey	11th Grade	8	19	4	8	na	na	11th:	16	
Percent of students who reported being bullied (construct)	2010	2002	2005	2008	2010	Male	Fem	Iowa		
Iowa Youth Survey	6th Grade	52	67	53	52	65	28	6th:	48	
Percent of students who reported being bullied (construct)	8th Grade	50	65	80	50	44	58	8th:	48	
Iowa Youth Survey	11th Grade	58	54	51	58	na	na	11th:	55	

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

		2011-201207-0808-0909-1010-11MaleFemSES IEP									
Percent proficient on ITBS/ITED in Reading	Grades 3-5	86.2	81.9	81.7	83.0	83.3	81.6	86.3	70.9	18.7	
	Grades 6-8	71.0	75.8	80.0	82.0	80.9	85.0	77.8	79.4	38.9	
	Grade 11	85.7	91.0	86.6	83.0	78.0	74.3	86.6	53.4	37.5	
		2011-201207-0808-0909-1010-11MaleFemSES IEP									
Percent proficient on ITBS/ITED in Math	Grades 3-5	93.3	91.3	84.2	89.0	88.9	61.4	87.1	79.4	56.2	
	Grades 6-8	84.7	87.0	93.3	89.0	93.4	95.7	92.3	94.1	72.2	
	Grade 11	85.7	91.0	82.7	94.2	80.0	80.0	80.0	66.7	62.5	
		2011-201207-0808-0909-1010-11MaleFemSES IEP									
Percent proficient on ITBS/ITED in	Grades 3-5	86.5	86.2	82.9	87.7	88.2	91.1	85.9	76.9	61.1	

Science	Grades 6-8	75.6	89.5	87.3	91.3	87.4	89.4	85.6	83.5	77.8
	Grade 11	92.9	92.7	88.2	92.5	81.6	82.4	80.1	95.0	25.0
2011-2012 07-08 08-09 09-10 10-11 State average										
Average Scores on ACT taken by Seniors	English	20.7	20.3	22.9	22.8	21.7	21.6			
	Math	19.9	20.2	20.5	20.8	20.5	21.7			
	Reading	21.6	21.8	23.8	22.7	22.6	22.5			
	Science	21.4	21.5	22.8	22.5	21.0	22.2			
	Composite	21.1	21.1	22.5	22.3	21.5	22.1			

35. 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
Work Keys (ACT product)	

36. 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
Work Keys (ACT product)	

37. 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
District Developed Tests; District Wide Assessments	

38. 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.

Our ELL coordinator attend monthly professional development sessions at the Area Education Agency and shares this information with the appropriate staff at Northeast.

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

Each spring we administer the I-ELDA - Iowa English Language Development Assessment, to all ELL students.

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

Each year we analyze the results of the I-ELDA - Iowa English Language Development Assessment to determine how well our ELL program is helping students to develop English proficiency. The ELL coordinator works closely with the classroom teacher to align the ELL instruction to classroom standards and benchmarks.

39. 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?

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All Career and Technical Education programs are evaluated by a third party assessor, namely Eastern Iowa Community College.

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

All district certified staff including those responsible for Title I, Career and Technical Education, Special Education, At-Risk, English Language Learners, Guidance, Media, Gifted and Talented, and administrative personnel are included in the district comprehensive professional development program that is aligned with the Iowa Professional Development Model.

- 40. 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?

Every year the Title I program is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements. Title I parents are also surveyed each year to provide insight into the program and to make recommendation regarding the Parental Involvement policy.

- 41. 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.

Every three years each program is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.

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

Every three years each program is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.

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

Every year the Professional Development program is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.

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

Every three years each program is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.

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

Every year the Professional Development program is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.

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

The Iowa Assessment data is disaggregated to determine the percentage of students with and without IEPs who achieved proficiency in reading, math and science in grades 3-8 and 11.

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

All special education teachers have received inservice on writing rigorous goals for each special education student, creating an aim line data target that is intent on closing the gap between special education students and their peers. These goals are monitored on a bi-monthly basis. If, at any time, four data points fall above or below the aimline, a phase line is initiated requiring teachers to alter their instructional method or strategy.

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

Every three years each program is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.

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

Every three years each program is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.