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4773 0000-Northeast Comm School District**CSIP-Assurances**

1. 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
2. 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
3. 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
4. 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
5. Mentoring and Induction: Goals for the program. Teacher Quality Program 281-IAC 83.3(2)(a) Yes No
6. 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
7. 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
8. 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
9. 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
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, 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
12. 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
13. 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
14. 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

15. Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281-IAC 83.3(2)(b) Yes No
16. 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
17. 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
18. The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A. Yes No
19. 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
20. 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
21. 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
22. 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
23. 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
24. 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
25. 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
26. 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
27. 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
28. 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
29. The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3) Yes No
30. 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
31. 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
32. The LEA/agency will fulfill such agency's school improvement responsibilities. Yes No
33. 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
34. 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

35. 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
36. 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
37. 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
38. 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
39. 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
40. 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
41. 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
42. 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
43. 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
44. 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
45. 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
46. 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
47. To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs. Yes No
48. 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
49. 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 Yes No

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

50. 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
51. 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
52. 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
53. 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
54. The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require. Yes No
55. 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
56. 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
57. 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
58. 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
59. 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
60. 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
61. 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
62. 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
63. The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
64. 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

65. 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
66. 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
67. 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
68. 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
69. 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
70. 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
71. To the extent feasible, such programs and projects will provide for family literacy programs. Yes No
72. 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
73. 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
74. 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
75. Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281-IAC 83.3(2)(f) Yes No
76. 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
77. 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
78. The LEA will provide a drug-free workplace environment. No Child Left Behind Act of 2001, Pub. L. No. 107-110 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. 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
81. 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

- 82. 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
- 83. 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
- 84. 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
- 85. 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
- 86. 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
- 87. 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
- 88. 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
- 89. 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
- 90. 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
- 91. 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
- 92. 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
- 93. 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
- 94. 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

CSIP

Vision, Mission, Goals

1. 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?

- To achieve 90% proficiency in reading, math and science on the Iowa Assessments in grades 3-5 and on the FAST Literacy Assessments in grades PreK-5.

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?

Our goal is to maintain classes of less than 25 students in each grade K-3.

3. 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 Multi Tiered System of Supports in grades PreK-8; provide professional development in Iowa Core English Language Arts to PreK-5 reading and writing teachers; and utilize universal screening data and progress monitoring data to measure the effectiveness of our core and supplemental instruction.

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?

Our district utilizes the Formative Assessment System for Teachers to measure reading accuracy and fluency skills, as well as phonemic awareness and comprehension.

5. 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.

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?

Implement a Multi Tiered System of Supports in grades K-8; implement Professional Learning Communities professional development in grades K-12; implement Iowa Core professional development in grades K-12; implement the FAST assessment system in grades K-5 to measure the success of our core and our supplemental instruction.

7. 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.

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?

Implement a Multi Tiered System of Supports in grades K-8; implement Professional Learning Communities professional development in grades K-12; implement Iowa Core professional development in grades K-12.

9. 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.

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?

Implement a Multi Tiered System of Supports in grades K-8; implement Professional Learning Communities professional development in grades K-12; implement Iowa Core professional development in grades K-12.

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 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.

In addition, the school district surveys all community members at least once every five years to seek input on various topics. In 2013-14 we utilized the Iowa Association of School Boards' School Improvement Needs Assessment survey.

Major Improvement Recommendation from this survey included:

- Focus attention and resources on improvement of instruction, rigor, and relevance, and student engagement.
- Continue to improve the assessment system to align to the content and rigor of the ICC.
- Continue to incorporate the content and rigor of the Iowa Core curriculum.
- Focus professional development on instruction practices that use student work and assessment data to ensure student mastery of benchmarks.
- Engage parents and communicate student progress to help ensure all students master the standards.

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.

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.

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- Continue to incorporate the content and rigor of the Iowa Core curriculum.
- Focus professional development on instruction practices that use student work and assessment data to ensure student mastery of benchmarks.
- Engage parents and communicate student progress to help ensure all students master the standards.

Learning Environment

13. 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.

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?

PreK-12 teachers have been required to review the Iowa Core Standards and identify which are Priority Standards and which are Supporting Standards within their curricular area. Teachers will then create common assessments to measure student progress in these standards.

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?

PreK-12 teachers have been required to review the Iowa Core Standards and identify which are Priority Standards and which are Supporting Standards within their curricular area. Teachers will then create common assessments to measure student progress in these standards.

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?

PreK-12 teachers have been required to review the Iowa Core Standards and identify which are Priority Standards and which are Supporting Standards within their curricular area. Teachers will then create common assessments to measure student progress in these standards.

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?

PreK-12 teachers have been required to review the Iowa Core Standards and identify which are Priority Standards and which are Supporting Standards within their curricular area. Teachers will then create common assessments to measure student progress in these standards.

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?

PreK-12 teachers have been required to review the Iowa Core Standards and identify which are Priority Standards and which are Supporting Standards within their curricular area. Teachers will then create common assessments to measure student progress in these standards.

Learning Environment

19. Does your district offer any online courses?

Yes No

1. Please provide a description of your online curriculum.

Our district allows students to take online courses through the Iowa Online Advanced Placement Academy and through Eastern Iowa Community College.

Professional Development

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

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

The district follows the Iowa Professional Development Model.

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.

Our plan to meet future goals includes the following:

- Implement a Multi-Tiered System of Supports in grades PreK-12.
- Implement Professional Learning Communities professional development in grades PreK-12.
- Implement Iowa Core professional development in grades PreK-12.

23. 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)

24. 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.

25. 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.

26. 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.

Monitoring and Accountability

27. 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.

Students with IEPs who did not achieve proficiency are also monitored to determine if they have made one year's growth on the Iowa Assessment.

28. 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.

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

Every three years each program, including the at-risk 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.

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

Every three years each program, including the dropout prevention 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.

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

Every three years each program, including the gifted and talented 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.

32. All districts are required to upload a current 2013-2014 ELL Plan (Word or pdf file). This plan must be submitted using the Title III state-required Lau (ELL) Plan template. The Lau (ELL) Plan template and Lau (ELL) Plan Reference Guide are found at https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners#Lau_ELL_Plan

33. 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.

The district ELL Coordinator attends professional development opportunities provided at the AEA for ELL coordinators and then shares appropriate strategies with teachers and associates who work with ELL students.

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

All ELL identified students are assessed annually through the I-ELDA assessment.

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

Every three years each program, including the ELL 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.

34. 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.

35. 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.

Goal	Annual	Data Indicator	School Performance	Comparison		
CORE ACADEMIC LEARNING All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.	To achieve 90% proficiency in reading, math, and science on the Iowa Assessments. To meet or exceed state percentages in ACT. To have 90% of SE students meet or exceed expected growth rates.	Percent proficient on ITBS/ITED in Reading	09-10 10-11 11-12 12-13 2013-2014 Grades 3-5 83.0 83.3 86.2 79.3 87.9 Grades 6-8 82.0 80.9 71.0 71.1 83.6 Grade 11 83.0 78.0 85.7 85.0 86.7	Male Fem SES IEP 81.6 93.5 86.5 42.9 83.7 83.5 74.7 38.1 83.3 90.9 75.0 0		
		Percent proficient on ITBS/ITED in Math	09-10 10-11 11-12 12-13 2013-2014 Grades 3-5 89.0 88.9 93.3 91.0 91.5 Grades 6-8 89.0 93.4 84.7 84.3 95.4 Grade 11 94.2 80.0 85.7 81.3 92.0	Male Fem SES IEP 89.5 93.5 90.4 61.9 94.2 96.7 91.1 71.4 90.5 93.9 87.5 33.3		
		Percent proficient on ITBS/ITED in Science	09-10 10-11 11-12 12-13 2013-2014 Grades 3-5 87.7 88.2 86.5 86.3 87.6 Grades 6-8 91.3 87.4 75.6 82.4 85.7 Grade 11 92.5 81.6 92.9 87.5 85.3	Male Fem SES IEP 89.5 85.7 80.8 71.4 90.4 80.4 77.5 57.1 85.7 84.8 79.2 16.7		
		Average Scores on ACT taken by Seniors	English 22.8 21.7 20.7 22.3 22.1 Math 20.8 20.5 19.9 21.1 19.8 Reading 22.7 22.6 21.6 23.5 21.3 Science 22.5 21.0 21.4 22.2 21.8 Composite 22.3 21.5 21.1 22.4 21.3	State average 21.5 21.4 22.5 22.2 22.0		
		Percent scoring 20 or higher on ACT	09-10 10-11 11-12 12-13 2013-2014 Percent 70.0 58.5 58 72.9 67.3	State average 70		
		Percent of ACT Tested Graduates Meeting College Readiness Benchmarks	09-10 10-11 11-12 12-13 2013-2014 English 82 87 85 89 Math 48 35 50 35 Reading 58 45 63 36 Science 27 32 48 49 All Four 24 19 29 20	State average 89 48 52 47 31		
		Percent of PLAN Tested 10th Graders Meeting College Readiness Benchmarks	09-10 10-11 11-12 12-13 2013-2014 English 84 83.1 Math 31 30.1 Reading 44 63.9 Science 17 19.3	State average 12.8		
		Percent identified for special education services	09-10 10-11 11-12 12-13 2013-2014 Elementary 13.1 13.6 13.5 13.5 13.9 Secondary 12.8 10.7 14.7 13.6 8.2	12.8		
		Percent of special education students meeting or exceeding the expected growth rates on the Iowa Assessments	09-10 10-11 11-12 12-13 2013-2014 4th-6th Reading 66.6 77.8 4th-6th Math 77.7 66.7 7th-11th Reading 46.2 71.4 7th-11th Math 61.5 79.3			
		Percent highly proficient on ITBS/ITED in	09-10 10-11 11-12 12-13 2013-2014 Grades 3-5 14.2 13.9 10.3 10.1 21.4 Grades 6-8 16.4 15.5 9.3 10.3 22.3			
		STRETCH LEARNING All students will				

demonstrate rigorous and relevant learning to prepare for real world success.	Reading	Grade 11	18.8	16.0	20.0	18.8	6.7					
	Percent highly proficient on ITBS/ITED in Math	Grades 3-5	33.4	31.5	37.4	40.4	46.1					
		Grades 6-8	32.7	37.1	29.6	33.8	50.5					
	Percent highly proficient on ITBS/ITED in Science	Grade 11	18.8	20.0	15.7	17.5	20.0					
		Grades 3-5	13.9	10.5	14.7	16.6	18.3					
		Grades 6-8	20.0	13.2	6.3	9.56	8.6					
		Grade 11	26.4	26.5	31.4	20.0	17.3					
	Percent of seniors who have taken college courses	Percent	72.0	66.0	67	62	78.6					
	Percent of seniors who have taken Chemistry, Physics, or Pre-Calculus	Chemistry	88.0	86.0	79	74.6	77.4	59.4				
		Physics	16.0	20.0	18	22.7	14.3	24.8				
	Pre-Calculus	64.0	46.0	34	44	41.7	37.1					
	Percent of seniors who completed 4 years of a foreign language	Percent	58.0	52.0	36	33.3	29.7					
NORTHEAST COMMUNITY SCHOOL DISTRICT												
Goal	Annual	Data Indicator	School Performance					Comparison				
STUDENT ENGAGEMENT All students will experience supportive relationships, feel a sense of belonging, and be motivated to learn.	To increase the participation rate of students taking ACT.	Average Daily Attendance	09-10 10-1111-1212-132013-2014					Male Fem State Ave.				
			Elementary	95.8	96.0	96.6	95.7	96.3	95.4	96.0	95.8	
			Secondary	95.4	95.4	95.1	95.4	96.1	95.5	95.4		
		Graduation Rate	09-10 10-1111-1212-132013-2014					State average				
			Percent	98.1	97	94.8	94.2	NA	89.3			
		Percent taking ACT/SAT	09-10 10-1111-1212-132013-2014					State average				
			Percent	60.3	60.0	45.6	64	65.5	65			
		Percent of seniors indicating post secondary educational plans	09-10 10-1111-1212-132013-2014					'08 Iowa Graduates				
			Percent	84.2	84.0	70	78		81.5			
			Number of out of school suspensions 7th-12th	09-10 10-1111-1212-132013-2014								
PERSONAL SKILL DEVELOPMENT All students will demonstrate positive personal, social, service and leadership skills.		Number of in school suspensions 7th-12th	09-10 10-1111-1212-132013-2014									
			Number	36	50	43	58	25				
		Spectator sportsmanship ratings at athletic events	09-10 10-1111-1212-132013-2014					State average				
			Baseball	1.21	1.21	1.24	1.18	1.24	Baseball: 1.26			
			Football	1.17	1.05	1.20	1.29	1.34	Football: 1.37			
			Basketball	1.44	1.62	1.23	1.51	1.46	Basketball: 1.48			
			Soccer			1.32	1.13	1.54	Soccer: 1.59			
			Wrestling	1.06	1.06	1.16	1.15	1.15	Wrestling: 1.15			
		Iowa Youth Survey	2005 2008 2010 2012					Male Fem Districts/Size				
		Percent of students who indicated they were working in a paid job (B1)	6th Grade	48	15	9	32		42	19	6th:	26
	8th Grade	40	27	22	28		39	27	8th:	30		
	11th Grade	65	59	68	42		41	44	11th:	57		

Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Districts/Size
Percent of students volunteering in the community (B3)	6th Grade	73	54	44	35	26	47	6th: 49
	8th Grade	83	49	49	35	33	36	8th: 50
	11th Grade	87	63	60	68	68	68	11th: 63
Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Districts/Size
Percent of students who reported suicidal plans or attempts (B62 & 63)	6th Grade	5/2	9	2/4	9/2	8/4	11/06th:	4/1
	8th Grade	11/10	18	6/0	4/1	0/0	7/2	8th: 8/3
	11th Grade	13/11	10	12/7	5/3	0/0	10/5	11th: 6/2
Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Districts/Size
Percent of students who reported are currently using Alcohol (summary)	6th Grade	5	2	0	2	4	0	6th: 4
	8th Grade	17	12	10	4	4	5	8th: 9
	11th Grade	55	30	32	11	11	12	11th: 29
Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Districts/Size
Percent of students who reported are currently using Tobacco (summary)	6th Grade	0	2	0	0	0	0	6th: 1
	8th Grade	4	4	2	1	0	2	8th: 4
	11th Grade	42	12	24	9	8	10	11th: 18
Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Districts/Size
Percent of students who reported are currently using Drugs (summary)	6th Grade	5	6	2	5	4	6	6th: 7
	8th Grade	7	10	2	3	0	5	8th: 6
	11th Grade	17	6	5	11	16	7	11th: 11
Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Iowa
Percent of students who reported a positive school staff/student support system(construct)	6th Grade	46	54	53	62	60	65	6th:
	8th Grade	46	37	43	56	54	52	8th:
	11th Grade	27	48	21	35	42	28	11th:
Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Iowa
Percent of students who reported being violent or aggressive (construct)	6th Grade	15	11	2	7	8	6	6th:
	8th Grade	13	16	6	6	4	7	8th:
	11th Grade	19	4	8	9	11	8	11th:
Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Iowa
Percent of students who	6th Grade	67	53	52	61	58	67	6th:

DEMOGRAPHIC DATA	District Enrollment	reported being bullied (construct)	8th Grade	65	80	50	57		32	71	8th:	
		11th Grade	54	51	58	59		50	68	11th:		
		09-10 10-1111-1212-132013-2014										
		Elementary	365	370	362	382	418					
		Middle/High	335	355	459	482	456					
		District	700	725	821	864	874					
		Open Enroll In				200	226	340				
		Opn Enroll Out				43	50	49				
		Minority %	6.1	6.2	6.1	5.9	6.4					
		Free/Reduce %	30.1	27.5	30.1	32.9	34.6					

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

Goal	Annual	Data Indicator	School Performance	Comparison
CORE ACADEMIC LEARNING All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.	To achieve 90% proficiency in reading, math, and science on the Iowa Assessments. To meet or exceed state percentages in ACT. To have 90% of SE students meet or exceed expected growth rates.	Percent proficient on ITBS/ITED in Reading	Grades 3-5 Grades 6-8 Grade 11	09-10 10-1111-1212-132013-2014 Male Fem SES IEP 81.6 93.5 86.5 42.9 83.7 83.5 74.7 38.1 83.3 90.9 75.0 0
		Percent proficient on ITBS/ITED in Math	Grades 3-5 Grades 6-8 Grade 11	83.0 83.3 86.2 79.3 87.9 82.0 80.9 71.0 71.1 83.6 83.0 78.0 85.7 85.0 86.7
		Percent proficient on ITBS/ITED in Science	Grades 3-5 Grades 6-8 Grade 11	89.0 88.9 93.3 91.0 91.5 89.0 93.4 84.7 84.3 95.4 94.2 80.0 85.7 81.3 92.0
		Average Scores on ACT taken by Seniors	English Math Reading Science Composite	09-10 10-1111-1212-132013-2014 Male Fem SES IEP 89.5 93.5 90.4 61.9 94.2 96.7 91.1 71.4 90.5 93.9 87.5 33.3 89.5 85.7 80.8 71.4 90.4 80.4 77.5 57.1 85.7 84.8 79.2 16.7
		Percent scoring 20 or higher on ACT	Percent	09-10 10-1111-1212-132013-2014 State average 70.0 58.5 58 72.9 67.3 70
		Percent of ACT Tested Graduates Meeting College Readiness Benchmarks	English Math Reading Science All Four	09-10 10-1111-1212-132013-2014 State average 82 87 85 89 89 48 35 50 35 48 58 45 63 36 52 27 32 48 49 47 24 19 29 20 31
		Percent of PLAN Tested 10th Graders Meeting College Readiness Benchmarks	English Math Reading Science	09-10 10-1111-1212-132013-2014 State average 84 83.1 31 30.1 44 63.9 17 19.3
		Percent identified for special education services	Elementary Secondary	09-10 10-1111-1212-132013-2014 State average 13.1 13.6 13.5 13.5 13.9 12.8 12.8 10.7 14.7 13.6 8.2
		Percent of special education students meeting or exceeding the expected growth rates on the Iowa	4th-6th Reading 4th-6th Math 7th-11th Reading	09-10 10-1111-1212-132013-2014 State average 66.6 77.8 77.7 66.7 46.2 71.4

	Assessments	7th-11th Math	61.5	79.3				
	Percent highly proficient on ITBS/ITED in Reading	Grades 3-5 Grades 6-8 Grade 11	14.2 16.4 18.8	13.9 15.5 16.0	10.3 9.3 20.0	10.1 10.3 18.8	21.4 22.3 6.7	
	Percent highly proficient on ITBS/ITED in Math	Grades 3-5 Grades 6-8 Grade 11	33.4 32.7 18.8	31.5 37.1 20.0	37.4 29.6 15.7	40.4 33.8 17.5	46.1 50.5 20.0	
	Percent highly proficient on ITBS/ITED in Science	Grades 3-5 Grades 6-8 Grade 11	13.9 20.0 26.4	10.5 13.2 26.5	14.7 6.3 31.4	16.6 9.56 20.0	18.3 8.6 17.3	
	Percent of seniors who have taken college courses	Percent	72.0	66.0	67	62	78.6	
	Percent of seniors who have taken Chemistry, Physics, or Pre-Calculus	Chemistry Physics Pre-Calculus	88.0 16.0 64.0	86.0 20.0 46.0	79 18 34	74.6 22.7 44	77.4 14.3 41.7	
	Percent of seniors who completed 4 years of a foreign language	Percent	58.0	52.0	36	33.3	29.7	
NORTHEAST COMMUNITY SCHOOL DISTRICT								
Goal	Annual	Data Indicator	School Performance				Comparison	
			09-10	10-1111	1212-13	2013-2014	Male Fem State Ave.	
STUDENT ENGAGEMENT		Average Daily Attendance	Elementary	95.8	96.0	96.6	95.7	96.3
All students will experience supportive relationships, feel a sense of belonging, and be motivated to learn.	To increase the participation rate of students taking ACT.	Graduation Rate	Secondary	95.4	95.4	95.1	95.4	96.1
		Percent taking ACT/SAT	Percent	98.1	97	94.8	94.2	NA
		Percent of seniors indicating post secondary educational plans	Percent	60.3	60.0	45.6	64	65.5
		Number of out of school suspensions	Number	6	20	32	24	18
PERSONAL SKILL DEVELOPMENT		Number of in school suspensions	Number	36	50	43	58	25
All students will demonstrate positive personal, social, service and leadership skills.		Spectator sportsmanship ratings at athletic events	Baseball	1.21	1.21	1.24	1.18	1.24
			Football	1.17	1.05	1.20	1.29	1.34
			Basketball	1.44	1.62	1.23	1.51	1.46
			Soccer			1.32	1.13	1.54
			Wrestling	1.06	1.06	1.16	1.15	1.15

Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Districts/Size
Percent of students who indicated they were working in a paid job (B1)	6th Grade	48	15	9	32	42	19	6th: 26
	8th Grade	40	27	22	28	39	27	8th: 30
	11th Grade	65	59	68	42	41	44	11th: 57
Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Districts/Size
Percent of students volunteering in the community (B3)	6th Grade	73	54	44	35	26	47	6th: 49
	8th Grade	83	49	49	35	33	36	8th: 50
	11th Grade	87	63	60	68	68	68	11th: 63
Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Districts/Size
Percent of students who reported suicidal plans or attempts (B62 & 63)	6th Grade	5/2	9	2/4	9/2	8/4	11/06th:	4/1
	8th Grade	11/1018		6/0	4/1	0/0	7/2	8th: 8/3
	11th Grade	13/1110		12/7	5/3	0/0	10/511th:	6/2
Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Districts/Size
Percent of students who reported are currently using Alcohol (summary)	6th Grade	5	2	0	2	4	0	6th: 4
	8th Grade	17	12	10	4	4	5	8th: 9
	11th Grade	55	30	32	11	11	12	11th: 29
Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Districts/Size
Percent of students who reported are currently using Tobacco (summary)	6th Grade	0	2	0	0	0	0	6th: 1
	8th Grade	4	4	2	1	0	2	8th: 4
	11th Grade	42	12	24	9	8	10	11th: 18
Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Districts/Size
Percent of students who reported are currently using Drugs (summary)	6th Grade	5	6	2	5	4	6	6th: 7
	8th Grade	7	10	2	3	0	5	8th: 6
	11th Grade	17	6	5	11	16	7	11th: 11
Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Iowa
Percent of students who reported a positive school staff/student support system(construct)	6th Grade	46	54	53	62	60	65	6th:
	8th Grade	46	37	43	56	54	52	8th:
	11th Grade	27	48	21	35	42	28	11th:
Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Iowa
Percent of students who reported being violent or	6th Grade	15	11	2	7	8	6	6th:
	8th Grade	13	16	6	6	4	7	8th:

DEMOGRAPHIC DATA	aggressive (construct)	11th Grade	19	4	8	9	11	8	11th:
	Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Iowa
	Percent of students who reported being bullied (construct)	6th Grade	67	53	52	61	58	67	6th:
		8th Grade	65	80	50	57	32	71	8th:
		11th Grade	54	51	58	59	50	68	11th:
			09-10	10-11	11-12	12-13	2013-2014		
		Elementary	365	370	362	382	418		
		Middle/High District	335	355	459	482	456		
		Open Enroll In			200	226	340		
		Opn Enroll Out			43	50	49		
	Minority %	6.1	6.2	6.1	5.9	6.4			
	Free/Reduce %	30.1	27.5	30.1	32.9	34.6			

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

Goal	Annual	Data Indicator	School Performance	Comparison	
CORE ACADEMIC LEARNING All students will demonstrate proficiency in English language arts, mathematics, science, social studies, and technology.	To achieve 90% proficiency in reading, math, and science on the Iowa Assessments. To meet or exceed state percentages in ACT. To have 90% of SE students meet or exceed expected growth rates.	Percent proficient on ITBS/ITED in Reading	09-10 10-11 11-12 12-13 2013-2014	Male Fem SES IEP	
		Percent proficient on ITBS/ITED in Math	09-10 10-11 11-12 12-13 2013-2014	Male Fem SES IEP	
		Percent proficient on ITBS/ITED in Science	09-10 10-11 11-12 12-13 2013-2014	Male Fem SES IEP	
		Average Scores on ACT taken by Seniors	English Math Reading Science Composite	22.8 21.7 20.7 22.3 22.1 20.8 20.5 19.9 21.1 19.8 22.7 22.6 21.6 23.5 21.3 22.5 21.0 21.4 22.2 21.8 22.2 22.3 21.5 21.1 22.4 21.3	21.5 21.4 22.5 22.2 22.0
		Percent scoring 20 or higher on ACT	Percent	09-10 10-11 11-12 12-13 2013-2014	State average 70
		Percent of ACT Tested Graduates Meeting College Readiness Benchmarks	English Math Reading Science All Four	82 87 85 89 48 35 50 35 58 45 63 36 27 32 48 49 24 19 29 20	89 48 52 47 31
		Percent of PLAN Tested 10th Graders Meeting College Readiness Benchmarks	English Math Reading Science	09-10 10-11 11-12 12-13 2013-2014	State average 84 83.1 31 30.1 44 63.9 17 19.3
		Percent identified for special education services	Elementary Secondary	09-10 10-11 11-12 12-13 2013-2014	State average 13.1 13.6 13.5 13.5 13.9 12.8 12.8 10.7 14.7 13.6 8.2
		Percent of		09-10 10-11 11-12 12-13 2013-2014	

	Soccer		1.32	1.13	1.54		Soccer: 1.59
	Wrestling	1.06	1.06	1.16	1.15	1.15	Wrestling: 1.15
Iowa Youth Survey		2005	2008	2010	2012		MaleFem Districts/Size
Percent of students who indicated they were working in a paid job (B1)	6th Grade	48	15	9	32		42 19 6th: 26
	8th Grade	40	27	22	28		39 27 8th: 30
	11th Grade	65	59	68	42		41 44 11th: 57
Iowa Youth Survey		2005	2008	2010	2012		MaleFem Districts/Size
Percent of students volunteering in the community (B3)	6th Grade	73	54	44	35		26 47 6th: 49
	8th Grade	83	49	49	35		33 36 8th: 50
	11th Grade	87	63	60	68		68 68 11th: 63
Iowa Youth Survey		2005	2008	2010	2012		MaleFem Districts/Size
Percent of students who reported suicidal plans or attempts (B62 & 63)	6th Grade	5/2	9	2/4	9/2		8/4 11/06th: 4/1
	8th Grade	11/10	18	6/0	4/1		0/0 7/2 8th: 8/3
	11th Grade	13/11	10	12/7	5/3		0/0 10/5 11th: 6/2
Iowa Youth Survey		2005	2008	2010	2012		MaleFem Districts/Size
Percent of students who reported are currently using Alcohol (summary)	6th Grade	5	2	0	2		4 0 6th: 4
	8th Grade	17	12	10	4		4 5 8th: 9
	11th Grade	55	30	32	11		11 12 11th: 29
Iowa Youth Survey		2005	2008	2010	2012		MaleFem Districts/Size
Percent of students who reported are currently using Tobacco (summary)	6th Grade	0	2	0	0		0 0 6th: 1
	8th Grade	4	4	2	1		0 2 8th: 4
	11th Grade	42	12	24	9		8 10 11th: 18
Iowa Youth Survey		2005	2008	2010	2012		MaleFem Districts/Size
Percent of students who reported are currently using Drugs (summary)	6th Grade	5	6	2	5		4 6 6th: 7
	8th Grade	7	10	2	3		0 5 8th: 6
	11th Grade	17	6	5	11		16 7 11th: 11
Iowa Youth Survey		2005	2008	2010	2012		MaleFem Iowa
Percent of students who reported a positive school staff/ student support system(construct)	6th Grade	46	54	53	62		60 65 6th:
	8th Grade	46	37	43	56		54 52 8th:
	11th Grade	27	48	21	35		42 28 11th:
Iowa Youth Survey		2005	2008	2010	2012		MaleFem Iowa
Percent of students who	6th Grade	15	11	2	7		8 6 6th:

	reported being violent or aggressive (construct)	8th Grade	13	16	6	6	4	7	8th:
		11th Grade	19	4	8	9	11	8	11th:
	Iowa Youth Survey		2005	2008	2010	2012	Male	Fem	Iowa
	Percent of students who reported being bullied (construct)	6th Grade	67	53	52	61	58	67	6th:
		8th Grade	65	80	50	57	32	71	8th:
		11th Grade	54	51	58	59	50	68	11th:
			09-10	10-11	11-12	12-13	2013-2014		
		Elementary	365	370	362	382	418		
		Middle/High	335	355	459	482	456		
		District	700	725	821	864	874		
DEMOGRAPHIC DATA	District Enrollment	Open Enroll In			200	226	340		
		Opn Enroll Out			43	50	49		
		Minority %	6.1	6.2	6.1	5.9	6.4		
		Free/Reduce %	30.1	27.5	30.1	32.9	34.6		

38. 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 2013-2014.

Assessment	Other
PLAN (ACT product)	

39. 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 2013-2014.

Assessment	Other
PLAN (ACT product)	

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 science in 2013-2014.

Assessment	Other
PLAN (ACT product)	

41. 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.

42. Does the district accept Title II, Part A funds 2014-2015?

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.

The district uses funds from Title II, Part A to hire additional teachers at the elementary level to reduce class sizes in grades K-3. Smaller class sizes allows teachers to better individual instruction and provide additional support to struggling learners. This is measured through K-3 academic assessments.

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

Every three years each program, including the Beginning Teacher Induction and Mentoring 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 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.

45. 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.

46. 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.

47. Is the district accepting Perkins funds in 2014-2015?

Yes No

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

Our Career and Technical Education program is evaluated through a variety of processes including:

- A review every three years by the School Improvement Advisory Committee
- A review every year by the School to Work Committee
- A review by the second party assessors
- A review by the local community college

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.

All teachers, guidance staff and administrative personnel are involved in the district professional development program.

In addition, professional development funds are used to provide content specific workshop and conference opportunities to all career and technical education teachers so that they can stay current with the changes in their field.