

**COON RAPIDS-BAYARD CSD : Comprehensive School Improvement Plan**  
**I. What do data tell us about our student-learning needs?**

**A. What data do we collect? A. What data do we collect?**

The Federal Department of Education, along with the Iowa Department of Education require specific information which reflects student proficiencies in reading, math and science as well as additional indicators of student success. The Coon Rapids-Bayard CSD also collects additional information which is used in the planning process for school improvement and instructional decision-making. This data is collected and compiled from multiple sources which include: School Improvement Teams, Area Education Agency Consultants, staff/student/community surveys, community forums/ meetings, research studies (What Works In Schools, Marzano), and professional staff development meetings.

A. What data do we collect?

The COON RAPIDS-BAYARD (CR-B) CSD collects the following required data:

**(LRDA1)**

- Trend line and subgroup data for ITBS/ITED reading and mathematics for grades 4, 8, and 11
- Trend line data for ITBS/ITED science for grades 4, 8, and 11
- Graduation rates
- Grade 7-12 dropout percentages (aggregate and by subgroup)
- Percentage of students planning to pursue postsecondary education
- Percentage of graduates completing the core curriculum (4 years of English, 3 years of each of mathematics, science, and social studies)
- Percentage of high school students achieving a score or status on a measure indicating probable post secondary success; CR-B uses the American College Test (ACT)
- Career and technical education (CTE) student data (e.g., 11th grade participant proficiency in reading and mathematics, program completers, and occupational competency **(PERK3)**
- Trend line data from the Iowa Youth Survey (grades 6, 8, and 11)

**(SDF1, SDF3, SDF4)**

- 40 Developmental-Positive Asset building surveys/data
  - Comprehensive,community-wide needs assessment (SIAC)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data for grades K-3
- Gates-MacGinitie early literacy diagnostic comprehension and vocabulary development data for grades 2 and 3
  - SCASS science second (multiple) assessments for grade 8
  - Iowa Collaborative Assessment Modules (ICAM's) second (multiple) assessments for grades 4, 8, and 11 in reading and math
  - Participation rates for required district-wide assessments (grades 4, 8, and 11)
- Heartland AEA IEP Results Summary Report of Dist. Data
- Attendance rates for K-12
  - Post-Graduate data
- ELL Proficiency Data PreK-12 (IPT results shared out in the spring)

The above data include those required by the state and federal governments, which are used to develop trend lines. (**LRDA1**) Portions of the required data are updated annually and reported in our Annual Progress Report.

The Coon Rapids-Bayard CSD believes in going above and beyond the state and federal requirements when it comes to analyzing student achievement data, scores, and results. In order to answer the on-going questions (documented with DDL training and guidelines) regarding our CR-B CSD, its population, the achievement of students, school climate, and the needs of students and staff, many other pieces of data are collected and analyzed which include the following:

- Basic Reading Inventory (BRI) data for grades 1-3 Title 1 students
  - READ WELL 1st grade unit placement assessments
  - Quick Reads, Running Records at 2nd & 3rd grades
  - Read Naturally, Academy of Reading, reading a-z.com benchmark books (guided reading), and Enchanted Learning computer-assisted educational software prgrms
  - Curriculum Based Measurement (CBM) – Norming data in math for grades 1-6
  - Daily Rocket Math, Basic Math facts assessments grades 1- 4
  - Gates-MacGinitie reading, vocabulary, and comprehension assessments grades 4-6
  - PreK Early-Literacy Assessments
  - Grades 4-6 Dibels assessments (oral reading fluency & accuracy- F, W, S)
  - ITBS/ITED data analyzed, compared, and compiled for every subtest at every grade level 3 – 11 (aggregate and by subgroup)
  - ITBS/ITED data analyzed, compared, and compiled on a school-wide level grades 3-11 (aggregate and by subgroup)
  - ITBS/ITED data analyzed, compared, and compiled by grouping various grade levels, to document trends, achievement levels, and student progress
  - ITBS/ITED trend line data is analyzed, compared, and compiled for every grade level from year to year
  - ITBS/ITED cohort and trend line data is analyzed, compared, and compiled
  - DATA ANALYSIS BOOKLET (Wahlstrom data analysis process) is compiled using district assessment data (ITBS, ITEDS, Dibels, etc.) and available for all teachers to review, analyze, answer questions, and document specific action plans in reading, math, science, and social studies areas
  - ITBS data is charted, documented, and also each elementary student’s ITBS achievement profile is discussed with them by our guidance team
  - ITBS item analysis, composite scores,
  - ELL placement tests - IPT’s - ELL portfolio assessments
  - ELL community and family needs assessment survey
  - Advanced Placement (AP) classes and data
  - Extended Learning Program assessments
  - Safe Schools Data- student discipline referrals, suspensions, expulsions, K-12
- (SDF1, SDF3)**
- SMART Goals- Monthly Monitoring of Student Interventions- Data Results
  - Employability ratings on quarterly Progress Reports
  - Student/Community Technology survey

- Elementary Parent-Teacher Organization (PTO) surveys, activities, events
- Building Assistance Team (BAT) Heartland AEA Data Summaries
- Post-Graduate Data
- Migrant Education Grant family surveys -
- DEPT. OF ED. ON-SITE VISIT EXIT SUMMARY (2003-04)
- ASCD What Works In Schools research-based staff survey that included 9 factors: curriculum instruction, assessment, class management, safe and orderly learning environment, collegiality and professionalism, challenging goals, parent and community involvement, home environment, and student motivation
  - Parent-Teacher conference contact and attendance rates
  - Building Assistance Team (BAT) referrals
  - District feasibility study data
  - Project E.A.S.I.E.R. - Dept. of Ed. Student I.D.'s

**B. How do we collect and analyze data to determine prioritized student-learning needs?** The Coon Rapids-Bayard School District has been working diligently on a district-wide assessment plan and in finding an affordable, suitable and comprehensive data management system that will support our determined efforts to use student achievement data for instructional purposes, getting the right kinds of data, at the right time, in the right way, and for the right reasons in the hands of students, teachers, administrators, committees (teacher, staff, parent, community), and to all our stakeholders. CR-B will continue to strive to put together a comprehensive plan that supports our building and district improvement goals.

NOTE: CR-B Data Management Team (made up of Secun. and Elem. Administrators, H.S. secretary, guidance counselor, technology coordinator) attended Project E.A.S.I.E.R. workshop in July in D.M.

Additionally, CR-B has incorporated Professional Staff Development time in training our staff to work with student achievement data using research-based strategies and Wahlstrom's process. We are becoming much more organized, effective and efficient in our efforts to review, analyze, and compile meaningful data; sharing that data with students, staff, parents, and the community. Our data collecting effort is a shared responsibility with all our stakeholders and aligns very closely with our annual and long-range student achievement goals. Chancery Solution Systems, Project E.A.S.I.E.R., Win School, HEART, and some in-house created data systems (charts, graphs, etc.) are helping to support these district data management efforts.

Coon Rapids-Bayard CSD CSIP Model 2003

District School Improvement Teams (SIT's)

CR-B utilizes six School Improvement Teams (SIT's) and the Team Leader approach to collecting and analyzing formative/summative data, and ensuring that we are implementing, monitoring, and evaluating the effectiveness of our Action Plans/Steps and School Improvement Goals. SIT's meet monthly in the areas of 1) Reading, 2) Math, 3)

Science, 4) Social Studies, 5) Vocational Education, and 6) Learning Environment/School-Home-Community Relations.

The Six School Improvement Teams (SIT's) consist of a cross section of PreK-12 teachers with each monthly meeting being facilitated by a trained Team Leader. Our SIT's coordinate our school improvement efforts in each of those areas, and determine specific action steps, analyze data (ITBS/ITED, ICAM item analysis, etc.) and student achievement goals, disseminate SIT info. (goals, action steps), and evaluate the effectiveness of our programs.

Recommendations are then submitted to all our staff and then to the School Improvement Advisory Committee (SIAC). The SIT's work in conjunction with our Professional Development/Curriculum Planning Committee (made up of Admin. Team, AEA consultant, and Team Leaders), Building Assistance Teams, Building Leadership Teams, Assessment Teams, SIAC, Technology Committee, and the CR-B School Board.

#### Stakeholder Groups

Through the leadership of the SIT'S, Professional Development and Curriculum Coordinating Committee, and Building Leadership Teams, stakeholder groups have the opportunity to participate in, and contribute to the school improvement process of the CR-B CSD. These stakeholder groups include all CR-B staff, School Improvement Advisory Committee (SIAC), CR-B School Board, Community Groups and Organizations (Rotary, Lions Club, etc.), Community Forums-focus groups, Parent-Teacher Organization, AEA 11 School Improvement Consultants, Community Opportunities Carroll Co., and other local and county business representatives.

Throughout the school improvement process, our SIAC (membership is aligned with state and federal representation guidelines - 30 members) meets four times a year to further study, discuss, and summarize school data, evaluate programs, review district goals and action plans, and make recommendations to the board of directors. The CR-B School Board makes many decisions based on this school improvement process and carefully selected recommendations.

#### **C. What did we learn through this data analysis?** C. What did we learn through this data analysis?

Through the analysis of the above data on a dist., bldg., class level, along with comparisons with the state's student performance trajectories, results from Community Forum mtg., survey results, ON-SITE VISIT exit summary, the CR-B staff and administration have learned the following: **(LRDA1, LRDA2, LRDA3, LRDA4)**

#### Demographics---

In the class of 2004 ...

38 OF 41 graduated (92.7%), 27% of graduates plan to attend a 4-yr. College  
61% plan to attend 2-yr. community college or voc. tech/bus. school program.  
4% to military, 8% to the workforce. 3 year CR-B Data:

96.4% graduated 33.6% planned to attend 4-yr. College 1.41.4% planned to attend 2-yr. Comm. College/or voc/tech./bus. school  
2.1% to the military, 19.3% to employment or undecided

99% of CR-B students participate in district-wide assessments.

Dropouts at CR-B for the past 2 years totals 5 students.

Average Daily Attendance rates for K-12 have been at 88 - 90%.

There has been a significant increase in the number of seniors intending to pursue post-secondary ed. over the past 4 yrs, with 88% indicating to do so for 03-04

The % of all graduates completing core program has been steadily increasing over the past 5 yrs (district is up-down-up-down-up)

The avg ACT Composite score has gradually increased over the past 4 yrs.,21.5-03-04

The % of low SES students has increased over the past 5 yrs.

The % of IEP students has increased over the past 5 yrs.

#### Trend Data: READING

Dibels – Phonemic Awareness proficiency levels are on the increase at primary level

ICAM proficiency levels (01-04) range from 82% to 94% at 4th, 8th, and 11th grades

School-wide reading comprehension proficiencies (grades 3-11)

Trend3yrs, at 4th increasing,72 to 75% performing at/above prof. on the ITBS/ITED.

Trend3yrs decreased at 8th, 83% to 74% performing at/above prof. on the ITBS/ITED.

Trend3yrs at 11th increasing,74% to 84%performing at/above prof. on the ITBS/ITED.

Reading comprehension prof. levels in grades 7-11 (03-04) are:

7th- 65.85% 8th- 74.07% 9th- 78.85% 10th- 69.77% 11th- 85.21%

Reading comprehension prof. levels in grades 3-6 (03-04) are:

3rd- 54.55% 4th- 72.22% 5th- 77.14% 6th- 64.52%

Reading Comprehension % is highest at 11th grade; lowest at 3rd gr(03-04)

The gap in rdg comprehension performance between lower socioeconomic status students (SES) and higher SES is significant at 8th&11th

Prof. level comparison: (SES)- Free/Reduced to Full Price

4th- 76% to 78% 8th- 60% to 82% 11th- 71% to 87%

Prof. level comparison: (GENDER)- Female to Male

4th- 76.1% to 68% 8th- 83.0% to 66% 11th-77% to 93%

CR-B is above state traj. at all 4th, 8th,11th grade in rdg comprehension (compared to state traj.)

#### Trend Data: MATH

Math CBM's are on the increase in math facts, mixed math, and math application areas

ICAM prof. levels range from 80% to 90% in 2002 – 2004 for 4th, 8th, 11th students

Math prof. results in 7-11(03-04):

7th-70.73% 8th- 70.37% 9th-89.47% 10th-69.77% 11th-78.95%

Math prof. results in 3-6(03-04):

3rd-59.09% 4th- 66.67% 5th- 74.29% 6th-77.42%

Proficiency Level comparisons between students Free/Reduced to Full Priced (SES) 4th- 66.7% to 66.7% 8th- 50.0% to 82.0% 11th- 43% to 87.0%

Proficiency Level comparisons: GENDER- Female to Male  
4th- 76.0% to 58.0% 8th- 75.0% to 66.7% 11th- 68.0% to 93.0%

CR-B's 4th,8th,11th Math trajectories are all above state's

Trend Data: SCIENCE

Science prof.levels in grades 7-11, students performing at or above prof. on the ITBS/ITED: 7th-78.05% 8th-85.19% 9th-94.74% 10th-76.74% 11th-86.84%

Science prof. levels in 3-6, students performing at or above prof. on the ITBS/ITED are:  
3rd-91.91% 4th-91.67% 5th-88.57% 6th-77.42%

Prof. Level comparisons(SES): Students who are Free/Reduced to Full priced  
4th- 93% to 90% 8th- 80% to 88% 11th- 57% to 93%

Prof. Level comparisons(GENDER): Female to Male  
4th- 100% to 84% 8th- 83% to 86% 11th- 81% to 93%

Only 38% of sophomores scored proficient on SCASS assessment(03-04)

Learning Environment--- Safe and Orderly Schools

Over the past several yrs,CR-B has analyzed and reviewed student discipline data, student/staff/community surveys, school environment and safe and orderly data, and determined that our staff and some members within our community would be professionally trained, understand the framework behind these programs, and have general knowledge to support our school improvement goals/efforts.

Our teachers, staff, and community members have received PD opportunities, training, and attended work sessions by Randall Sprick, Asset-Building Program specialists, S.A.F.E. Communities Coalition State Coordinator, and Character Counts Education trainers from the Iowa Institute of Ch. Cts. Ed. at Drake Uni.(staff has attended several other C.Cts. workshops, seminars).Through the school improvement process, students, staff, parents,& community members (community mtg) have been provided with pertinent student achievement data and learning environ.- safe schools info.  
**(LC3,LC4)(SDF1,SDF2,SDF3,SDF4)**

Through the analysis of staff, student, parent, and comm. miscellaneous surveys, along with comparative Search Institute Devm'tal Assets info. and the Iowa Youth Survey Data, the CR-B SD learned the following: NOTE: More detailed and comprehensive data at district level. (No Room -too many characters!)

Search Institute's Developmental Assets CR-B 6, 8, 11 grade survey (partial summary):  
(EXTERNAL ASSETS): Highest Rated Assets were in areas of Family Support, Safety at home, school, neighborhood, Neighborhood boundaries, Religious Community, and Youth Programs.

(EXTERNAL ASSETS): Lowest Rated Assets were Positive Family Communication, Caring School Climate, Youth as Resources, Adult Role Models, and Creative activities  
AVERAGE NUMBER OF ASSETS OUR YOUTH REPORTED:

6th 23.8 7th- 21.3 8th-17.6 9th-14.3 10th- 16.5 11th- 15.9

2002 IA. Youth Survey for grades 6, 8, and 11 (partial summary): (SDF2, SDF4)

ATTITUDES ABOUT SCHOOL- A high percentage of students reported that most students in school would say it would be very wrong or wrong to: carry a gun, knife, or weapon to school, to use any illegal drug other than alcohol, cigarettes, and marijuana, or to smoke marijuana. When asked is students in my school treat each other with respect, only 19% of 6th graders, 3% of 8th graders, and 6% of 11th graders strongly agreed (54% of 11th graders disagreed with statement).

STUDENT BEHAVIORS-

88% of 6th graders and 67% of our 8th graders reported they have never drank alcohol. On school violence, when asked if during the past 30 days, how many of those days did you carry a weapon such as a gun, knife, or club on school property, 100% of 6th & 8th graders said zero times. 6% of 11th graders reported that they had 6 or more times.

**D. From the data analysis, what are our prioritized student needs?** Based upon reviews of the above data, the Coon Rapids-Bayard Community School District has identified the following prioritized needs:

- Improve reading comprehension at all grade levels for all subgroups
- Improve vocabulary acquisition at all grade levels for all subgroups
- Improve math proficiencies at all grade levels for all subgroups
- Improve science proficiencies at all grade levels for all subgroups
- Improve the alignment of Curriculum, Instruction, and Assessment
- Improve the instructional strategies, techniques, and methods needed to meet the diverse needs of students in each of our classrooms (DIFFERENTIATED INSTRUCTION)
- Improve the coordination, communication, and comprehensiveness of all our committees and district initiatives
- Improve climate/culture at all three building sites, by continuing to implement comprehensive measures in the areas of character education and asset-building
- Improve/increase technology use and integration at all three building sites

**E. How will we develop goals and actions based upon the prioritized needs?** The Professional Development/Curriculum Coordinating Committee, in coordination/collaboration with our six District School Improvement Teams, School Improvement Advisory Committee (SIAC), Administrative Team, and School Board, will

continue to review, analyze, plan, implement, and evaluate our District School Improvement Action Planning drafts developed by our SIT's and approved by the SIAC in the Spring of 2004. SIT Action Plan drafts from our six SIT's were shared with District teachers at our Professional development inservice in May, 2004.

These Action Plans and School Improvement Goals will be shared once again with our entire CR-B staff in the fall of 2004 for review, possible revisions, and final draft, before then be shared once again with the SIAC and with the CR-B Board of Directors. Resource allocation for the implementation of the action plans can then be considered by the board. With the use of this procedure, once again all stakeholders of the CR-B SD are a part of the collaborative decision-making process to meet the district's mission.

## **Comprehensive School Improvement Plan**

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

**A. What long-range goals have been established to support prioritized student needs?** Based upon recommendations from State On-Site Visit Team, District School Improvement Teams, Community Forum- Focus meeting, and the School Improvement Advisory Committee (SIACC), the school board has adopted district goals which are aligned with student needs. **(LC5)**

#### District Student Learning Goals

Coon Rapids-Bayard has general expectations of its graduates, which are stated in student learning goals which are as follows: **(LC6)**

##### ALL STUDENTS WILL:

- Use information, resources and reasoning to solve problems and make decisions in a technologically changing world.
- Demonstrate effective communication of ideas by processing information, fluently expressing ideas in oral and written language, and utilizing reading skills to comprehend and interpret a variety of texts.
  - Use effective leadership and social skills to work both individually and collaboratively.
  - Acquire an understanding and a respect for the rights and dignity of others who may be of different gender, race, national origin and abilities.
  - Have the skills, habits, and traits of character for leading healthy, productive lives as responsible, contributing members of the community.
  - Facilitate growth in independent, self-directed learning with the development of skills, concepts and positive attitudes both in and out of the school setting.

#### District Long-Range Goals

Coon Rapids-Bayard Community School District's long range goals define the desired

targets to be reached over the next five years. These long-range goals serve two purposes: 1) to meet locally determined student needs goals and 2) to address state and federal student accountability

Goal 1: The percent of all students performing at the proficiency level as measured by the district-wide assessment in reading (comprehension) will increase. **(LRG1, MCGF3, AR6, EIG1)**

The following indicators will measure district progress with Goal 1:

1a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3-8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup.

1b. Early Literacy indicators using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) (elem. K-6) **(DWAP3, DWAP4)**

1c. Word Attack Skills, Vocabulary, and Comprehension indicators using Gates-MacGinitie Assessment (grades 2-6)

1d. Fluency/Comprehension indicators using Read Naturally (grades 1-4 Special Education and Title Reading students) **(DWAP4)**

1e. Vocabulary/comprehension indicators using SRA – Reading Mastery in special education (K-12) **(DWAP4)**

1f. Running records and Basic Reading Inventory-BRI (Title students 1-3)

1g. ACT scores in English and reading for participating graduates **(DWAP6)**

1h. Percentage of students in grades 4, 8, and 11 who achieve at the intermediate level or above in the Iowa Collaborative Assessment Modules (ICAM's)

Goal 2: The percent of all students performing at the proficiency level as measured by the district-wide assessment in math will increase.

**(LRG2, LRG3, MCGF3, AR6, EIG1)**

The following indicators will measure district progress with Goal 2:

2a. ITBS/ITED Mathematics proficiency levels in grades 3-11 **(DWAP1)**

2b. ACT scores in mathematics for participating graduates **(DWAP7)**

2c. Curriculum Based Measurement (CBM's) in math (grades 1-6) **(DWAP7)**

2d. Percentage of students in grades 4, 8, and 11 who achieve at the intermediate level or above on the Iowa Collaborative Assessment Modules.

Goal 3: The percent of all students performing at the proficiency level as measured by the district-wide assessment in science will increase.

**(LRG3, MCGF3, AR6, EIG1)**

The following indicators will measure district progress with Goal 3:

3a. ITBS/ITED Science proficiency levels in grades 3- 11

3b. SCASS Science proficiency levels in grade 10

3c. District developed Science test in grade 8

3d. District ACT scores in science for participating graduates **(DWAP8)**

Goal 4: All K-12 students will have accessibility to technology at their level and will demonstrate competency in age-appropriate technology skills. **(FTP1)**

The following indicators will measure district progress with Goal 4:

- 4a. ITBS/ITED Reference Materials proficiency levels in grades 3-11
- 4b. ITBS/ITED Mathematics proficiency levels in grades 3-11
- 4c. ITBS/ITED science proficiency levels in grades 3-11
- 4d. Percentage of students at grade 8 who score at the proficient level or above on a locally developed technology assessment
- 4e. Technology student and family survey

Goal 5: All K-12 students will demonstrate behavioral expectations, increased responsibility for their learning, and improved character in a safe, orderly, connecting, and challenging learning environment.

The following indicators will measure district progress with Goal 5:

- 5a. Discipline referrals **(SDF5, SDF6, SDF7)**
- 5b. Iowa Youth Survey and use of Alcohol, Tobacco, and other Drugs **(SDF5, SDF6, SDF7)**
- 5c. Developmental Assets Survey and Information
- 5d. Attendance Rate
- 5e. Graduation Rate
- 5f. Percentage of returned Student & Family Handbook Parent Notification Form

**B. What process will be used to determine what we will do to meet the long-range goals?** The District Professional Development and Curriculum Planning Team, in conjunction with our School Improvement Teams (SIT's), SIAC, and various other teams, will continue to address, review, revise, plan, and evaluate the prioritized **ACTION PLANS, INTERVENTIONS, AND SCHOOL IMPROVEMENT ACTIVITIES** that were drafted by our Reading, Math, Science, Social Studies, Vocational Education, and Learning Environment/Home, School, Community Relations SIT's in the spring of 2004. They will also identify sources of both formative and summative data points to measure progress toward the long-range goals. The Iowa Professional Development Model will be used to develop the District Career Development Plan along with action research design to guide conversations and assist making goal progress. Implementation strategies will be developed at all levels and content areas to provide alignment of curriculum, instruction, and assessment.

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

- 1. Instructional Strategies Currently Used in the District:
  - Daily Oral Language activities
  - Guided Reading groups (K-3)
  - Flexible, small group instruction
  - Leveled Reading/math groups

- Early-Intervention individual/small group instruction
  - Six Traits of Writing (PreK-12)
  - Differentiated Instruction (Bloom's Taxonomy, etc.)
  - Hands-on science (3-12)
  - Inquiry-based science instruction, activities
  - Cooperative Learning strategies
  - Math Leadership Institute II strategies, Mental Math (1-6)
  - Saxon Math - (7-8)
2. Instructional Programs/Services Supports Currently Used in the District:
- Professional Staff Development Program (K-12)
  - At-risk Program/Guidance-Counseling Services (K-12)
  - Gifted and Talented Program/Services (K-12)
  - Special Education Program/Services (PreK-12)
  - Mentoring and Induction Program
  - Early-Interventionist/Reading Specialist/Title Collaboration and Team -Teaching
  - Building Assistance Teams (PreK-12)
  - Academy of Reading
  - Assistive Technology- Educational Software: Kurzweil, Read Naturally, Plato Learning, Roseitta Stone, Enchanted Learning, ReadingA-Z.com
  - Curriculum Mapping , Vertical and Horizontal Articulation
  - Foster Grandparent Program
  - Volunteer Program (Community and Students)
  - School-Wide Title Reading/Math Program (Title I)
  - Character Education Program: CHARACTER COUNTS! (K-6)
  - Perkins: Vocational and Technical Education Programs (9-12)
  - Title II, Part D: Technology Usage
  - Title IV, Safe and Drug-Free Schools Program/Services
3. System-wide Management Supports Currently Used in the District
- Resource allocation (e.g., financial and personnel)
  - Technology (e.g., H.E.A.R.T. data management system)
  - Technology (e.g., Project E.A.S.I.E.R. , Winn School)
  - Policy Development (School Board- Administration)
  - Personnel Evaluations systems (includes administrators, teachers, and paraeducators)
  - Curriculum and Professional Development
  - Iowa Technical Adequacy Project (ITAP) – curriculum/assessment alignment)
  - School-wide Title Program
  - School Improvement Teams -Leadership for CSIP implementation
  - H.E.A.R.T. – data management system
  - WEB – site , CR-B Simplified OnLine Communication System- (SOCS)

**C. What is our current practice to support these long-range goals? 1. Instructional Strategies Currently Used in the District:**

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- Differentiated Instruction (Bloom's Taxonomy, etc.)
- Hands-on science (3-12)
- Inquiry-based science instruction, activities
- Cooperative Learning strategies
- Math Leadership Institute II strategies, Mental Math (1-6)
- Saxon Math - (7-8)
- ESL Classes (PreK - 6)
- Quick Reads/Fluency Practice (PreK - 6)

**2. Instructional Programs/Services Supports Currently Used in the District:**

- Professional Staff Development Program (K-12)
- At-risk Program/Guidance-Counseling Services (K-12)
- Gifted and Talented Program/Services (K-12)
- Special Education Program/Services (PreK-12)
- Mentoring and Induction Program
- Early-Interventionist/Reading Specialist/Title Collaboration and Team -Teaching
- Building Assistance Teams (PreK-12)
- Title I Aide
- Academy of Reading
- Assistive Technology- Educational Software: Kurzweil, Read Naturally, Plato Learning, Roseitta Stone, Enchanted Learning, ReadingA-Z.com
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**3. System-wide Management Supports Currently Used in the District**

- Resource allocation (e.g., financial and personnel)
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- School-wide Title Program
- School Improvement Teams -Leadership for CSIP implementation
- H.E.A.R.T. – data management system
- WEB – site , CR-B Simplified OnLine Communication System- (SOCS)

**D. How is our current practice aligned with or supported by the research base?** We have relied upon Heartland AEA, our school improvement consultants, and local content areas experts to access information about practices supported by scientifically-based research. The analysis of our local data indicate that our current practices have or should have contributed to positive student results.

Current Practices Supported by Research and/or Local Data. The district has determined that research and/or local student data support the use of several of our current practices related to the goal areas. These practices include the following:

Reading:

- Phonemic Awareness Instruction
- “Big Ideas” incorporated in DIBELS Literacy Assessments/Interventions
- S.M.A.R.T. Goals (Schmoker RESULTS bk. research)
- Balanced Literacy Program Components

Guided Reading

Literature Circles

PALS

Independent Rdg./Writing,

Shared Readings,

Read Alouds

- Six Traits of Writing (District-wide Professional Development)
  - Brain-Based Activities (Bloom’s Taxonomy, Learning Styl
  - Computer-assisted programs (Academy of Reading, Read Naturally)
- Enchanted Learning (teacher used)  
ReadingA-Z.com)

- Quick Reads Program
  - CBM’s- Dibels Fluency and Accuracy F, W, Spring assessments
  - Gates-MacGinitie Vocab. / Comprehension Diagnostic assessments
- Lindamood-Bell instruction in Title Reading 1-3  
Write Well & basal-based integrated spelling programs  
Textbooks have research-based components

Math:

- Math Leadership Academy II
- CBM’s- Norming Math facts, mixed math and math application assessments- Fall,

Winter, Spring

- Test-taking strategies
- Math Facts Program – Rocket Math (charting/graphing/goals)  
Thinking with Numbers (2-6)

Learning Environment:

- CHARACTER COUNTS! Education and Activities
- 40 Developmental, Assets-Building Program
- Positive Behavior Supports (Caught Being Good, Up-slips, Positive Phone Calls, Attendance Certificates, Awards Assemblies, etc.)
- SDFS activities (Red Ribbon Week, D.A.R.E., Rock In Prevention Programs, etc.)
- Service Learning Projects- Student Volunteer Hours
- Parent Teacher Organization (PTO)

Research needed in the following areas:

Technology: We need age-appropriate K-12 strategies to improve technology skills within content areas that will prepare students for success beyond high school with special consideration given to elementary grades

Content areas: We need to continue our research to find strategies for all curricular areas that will enhance instruction with special emphasis on word attack skills, comprehension, vocabulary development, and math computation.

Environment: We need to find strategies that will complement and support the current CHARACTER COUNTS! and Positive Developmental, Assets-Building Program that has been part of our district-wide initiative for several years.

**E. What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)?** Curriculum/Assessment Alignment. We have developed standards and benchmarks (descriptors in some areas) in all content areas. We have worked extensively with Curriculum Mapping process. We completed an alignment review of our curriculum and district-wide assessments during the 2002-2003 school year using the Iowa Technical Adequacy (ITAP) process. We have attended Wahlstrom workshops on the importance of the alignment between Curriculum, Instruction, and Assessment. We have also been working on developing grade level expectations to achieve a tighter alignment with our district assessments.

Instructional Strategy Decisions. In review of our instructional practices, it is apparent that we have some practices with a documented research base, some practices with a weak research base, and some practices with no research base. We will address the following issues:

- 1) The discontinuation of practices that are not supported by research or have not produced evidence of contributing to positive student results, and
- 2) The consistent implementation of strategies that are research- based and/or have contributed to gains in student achievement.

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

1. Implement the district career development plan (PD program). (AMN1, AMN2, AMN3, IIE1, PERK1, SPED1, TQ7)

Our dist. career devm't plan describes dist.-level prof. dev.(PD) efforts aligned with prioritized student needs.Overall,the focus of our PreK-12 Prof. Staff Dev. will be in the area of Differentiated Instruction.In reading,the PD target will be work attack skills, fluency rates, vocab. acquisition,& comprehension. In math,the emphasis will be on computation and problem-solving skills. In science,the emphasis will be on inquiry-based, hands-on learning and application. The selection of the PD targets were based upon student data.Teacher practices were also studied to help identify PD needs.This aligns with long range goals #1, #2, #3, #4, and #5.(PD6, TQ1, TQ2)The plan describes a cycle in which PD efforts will be targeted at student learning and sustained until student gains are acquired,and adapted to meet the needs of future students (such as our expanding Hispanic/ELL students). At least 80% of PD time and resources will be focused on learning new content and instructional practices.(TQ3, TQ4, FTP3, LEP1)

Research-based Strategies. The Curr.& PD Planning Team, consisting of reps. from the bldg.& dist. leadership teams,reviewed research on the strategies below and found that they have resulted in significant student achievement gains.In addition, we applied the following federal criteria to determine if a program/strategy has a quality research base:

a) Evidence of positive student results demonstrated by research that employed systematic empirical methods and b)The research was described in studies that demonstrated the use of rigorous,systematic,objective procedures to obtain reliable&valid knowledge relevant to educ. activities/programs. (PD5,SDF9)

Participation. Teachers will be engaged in training,including those responsible for Title I, SpEd, At-Risk, ELL, and G&T. Principals/central office staff will also be actively involved.We will work with the AEA;teachers can receive licensure renewal credits for participation in dist.-wide & bdlg.-wide PD mtgs. and for their work with implementation of new strategies within their classrooms. (PERK1, SPED1, LEP1, TQ8)

PD Content. Beginning with the 04-05 sch. yr, prof. instructional staff will(continue to) implement the following instructional strategies: (FTP2, FTP4, FTP5)

a)Differentiated Instructional Strategies ("Best Practice" strategies to meet the diverse students needs in each classroom)b)Vocab. Acquisition/Comprehension strategies c)Six Traits of Writing d)Techn. Integration E)Learning Environ. (Climate-Culture-Classrm. Management)F) ELL Strategies

PreK-12 teachers will be continuing their ongoing efforts to update curr. maps, analyze alignment of curr., instruction, & assessment(CIA),and articulating/writing gr.level expectations & descriptors.

Alignment with the Ia Teaching Strdrs. These PD actions align directly with the following Ia. Teaching Strdrs./Criteria:(**TQ5**)  
Standard #1 (criteria 1b,1e,1f) Standard #2 (criteria 2a,2b,2d) Standard #3 (criteria 3a,3b,3d,3e) Standard #4 (criteria 4a,4b,4f) Standard #6 (criteria 6b,6c,6e) Standard #7(criteria 7a,7b,7c,7d)

PD Learning Opportunities. Implementation of the district career development plan will involve these components: (**TQ8**)

Differentiated Instruction, Best Practices to meet the needs of diverse learners  
Six Traits of Writing, Teacher portfolios (electronic)and individual career plans  
Ongoing Curriculum mapping, alignment and infusion

PD Providers. AEA consultants will serve as the PD provider for the dist. The Ia Dept. of Ed. accredits this provider. In addition, certain members of our teaching staff are certified as trainers and will be used to facilitate and coordinate PD activities. In addition, specific program trainers may be brought in (i.e. Differentiated Instruction, Six Traits trainers, etc.) (**TQ6**)

2. Enhance instructional materials/resources.

Curr. mapping will be reviewed/updated to include scope and sequence and infusion areas in PreK-12 reading, math, and science (**AMN1, AMN2, AMN3**) On-going curr. adoption cycle. Provide techn. tools for on-going formative data collection. Provide techn. support for staff interested in creating electronic portfolios (**FTP4, FTP5**)

3. Provide supports that will address Low SES students' achievement.

On-going support for low-achieving students outside the normal school day (**AR7**)

Continued support and opportunities for classes and groups to participate in out-of-district trips and learning experiences (**AR7**)

Provide technology access with ICN upgrades and web access for all students (**FTP4, FTP5**) Provide School-wide Title Program Services ( )

Provide special education services for low SES students that qualify for reading, math, or science instructional services (**SPED1**)

4. Provide supports that will address CTE students' achievement in reading, mathematics, and science.

Provide techn. access with ICN upgrades and web access for all students (**FTP4, FTP5**)

Integrate skill devpmt. in all subject areas into the career and technical ed. curr. (**PERK1**)

Provide career/transition services (including job shadowing, internships, work experience) for sped students through the AEA (**SPED1**)

Provide job shadowing, internships, work experience opportunities for all students

Invite community career people into classrooms to discuss educ. & preparation for various career paths

Provide career counseling for students based upon individual interests and abilities (identified through ACT, ASVAB, Choices assessments, IA. Youth Survey) (**PERK1**)

Provide training opportunities related to careers for vocational program instructors

throughout the Carl Perkins consortium, administered by DMACC and/or Ia. Western Comm. College (**PERK1**)

Actions for CSIP Goal 5

1. Create a learning environment that is safe, orderly, supportive, engaging and challenging for learners.

Monthly classroom lessons related to the six pillars of CC!

Recognition system (Caught Being Good!) for those students who exhibit CC!

Bring in outside presenters to lead instructional activities for PreK-12 students to enhance CC (RIP)

Provide on-going support for cross-age mentoring program for elem. students at 2nd gr. level, 4th-6th level, and at other levels (includes at-risk students). (**AR7**)

Secondary guid. counselor/admin. will provide career track guidance and support for alternative ed. students

At-Risk Liason officer will work with secondary students on positive Developmental assets, team-building skills

A.B.C./P.R.I.D.E teams will continue to plan monthly activities, & special events

In-service training (and review) for all staff on school-wide behavior plans, asset-building activities, common area goals, expectations, and responsibilities. (**AR7, SDF9**)

Continue to use CR-B planners and determine specific guidelines/acceptable behaviors (**AR7, SDF9**)

**G. How will we support implementation of the identified actions?** Implementation plans for the above described actions for CSIP goals 1, 2, 3, 4, and 5 will be devised. Implementation plans will address the following components:

- Clear expectations at the district, building, and classroom levels
- Clear expectations and any changes in the Student and Family Handbooks or board policy will be communicated to students, parents, families, and members of the community (through assemblies, bulletins, newsletters, media articles)
- Baseline data for each action, if available
- Resources to support each action including timelines, personnel, and budget (including state and federal programs support as necessary)
- Specific implementation outcomes for action steps
- Persons responsible for oversight of implementation
- Evaluation of action implementation effectiveness

### **Comprehensive School Improvement Plan**

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

**A. How will we know student learning has changed over time in relation to our long-range goals?** A. How will we know student learning has changed over time in relation to our long-range goals?

CR-B CD will use multiple data sources to determine if student learning has changed, including a combination of district-wide standardized assessments, grade level and classroom assessments, and perceptual data (such as surveys).

Note: Please Refer to Question 1B and the organizational structure and purpose of our School Improvement Teams and Professional Development and Curriculum Coordinating Committee for the explanation of how the data from these assessment measures will be collected, analyzed, and shared with the district. CR-B will continue to ensure that all students of the district will be included in district-wide assessments. **(DWAP1)**

#### Monitoring Progress with Long-Range CSIP Goals

CR-B CSD will monitor progress on its long-range goals through the analysis of aggregate and disaggregated trend line data from the sources listed above in Question 2 as indicators of district progress with goals 1, 2, 3, 4, and 5.

**(DWAP1, DWAP3, DWAP4, DWAP6, DWAP7, DWAP8)**

#### Alignment of Standards and Assessments- Iowa Technical Adequacy Project (ITAP)

To make certain that the assessments used to monitor progress on long-range achievement goals are aligned with the district's curriculum, CR-B CSD completed the Iowa Technical Adequacy Project (ITAP) process for the ITBS, ITED, and ICAM's. During the ITAP process we used several teams of teachers that were representative of the different grade levels above and below required grade level. Our alignment teams indicated a need to modify several benchmarks in reading and math. By using ITAP process and specific criteria, and incorporating teams of teachers to work through the alignment process, we are confident that all are standards are sufficiently measured with the ITBS, ITED, AND ICAM'S in reading and math. These changes were made in the April/May of 2003.

#### Student Indicator Data used for Evaluation of Programs and Services

The same student indicator data used to measure progress with CSIP goals will also be used to help inform decisions regarding the effectiveness of the following programs and services provided by Coon Rapids-Bayard CSD.

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

- Career and Technical Education (CTE) Programs

Note: More specific details regarding Coon Rapids-Bayard's program/service evaluation process are included in the next section of the CSIP.

#### Additional Data Gathering and Analysis

To help provide a more complete picture of student learning needs, Coon Rapids-Bayard will continue to monitor the following data sources:

- All data points included in the district's Annual Progress Report (APR)
- The percentage of students who participate in district-wide assessment
- The percentage of students in the lowest (at-risk or deficit) category in DIBELS in grades K-3. (**DWAP3, DWAP4, DWAP6**)
- BRI, CBM- Norming Data in Math application and Reading Fluency/Accuracy
- Annual cohort performance from grade 3 through 11 as measured by the ITBS AND ITED in the areas of reading, math, and science.
- Career and technical education student data from the end-of-the-year program report (Perkins report)
- The percentage of students indicating a safe learning environment and that other students treat them with respect as reported through the Iowa Youth Survey
- IDEA Proficiency Test (IPT) for English Language Learners to measure ELL students' English proficiency (**LEP2**)
- Special Education IEP data analysis reports
- Summer Academic School longitudinal - trend line data

#### Future Data Gathering

Coon Rapids-Bayard CSD is aware that it will need to collect additional information to allow for more informed evaluation of programs and services. Currently, the district plans to add the following measures:

During the 2004-05 school year:

- Continue to expand, review, and analyze DIBELS assessment data through sixth grade
- Explore methods of further developing Gates-MacGinitie diagnostic assessments in grades 2-6
- Development of a technology assessment for several grade levels
- In-house gathering of data to measure the extent of implementation of Six Traits of Writing, specific Differentiated Instructional Strategies and Best Practices
- Continue to review, analyze, monitor and evaluate the impact of new Science Curriculum at grades 3-6
- Continue to review, analyze, monitor and evaluate the impact of new Math Scott-Foresman series at primary level
- Continue monitoring and evaluating the impact of School-Wide Title 1 plan
- Monitoring and Implementation levels (documentation) of Six Traits, Differentiated Instructional Strategies

- Lesson Plan Design possibilities (Marzano)
- Monitor Kurzweil Learning software implementation
- Monitor PLATO Learning software implementation
- Monitor ACADEMY OF READING software curriculum implementation
- Monitor ELL classes, proficiency levels, results of disaggregated data
- H.E.A.R.T. data management system will be more accessible and used by our teachers

During the 2005-06 school year:

- Continue to monitor DIBELS assessment info. and intervention results
- Continue to monitor new Science and Math curricular materials
- Continue to explore math assessment options at elementary level
- Continue to monitor student-parent-community use of CR-B website
- Continue to explore a new primary Math assessment

### **Comprehensive School Improvement Plan**

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

##### **A. What strategies/process will we use to evaluate how well the activities included in Constant Conversation Question 2 (What do/will we do to meet student learning needs?) were implemented? Goal-Oriented Approach to Program Evaluation**

Coon Rapids-Bayard CSD has adopted a goal-oriented approach to formally evaluate the programs and services it offers to meet prioritized student needs as identified in its CSIP. (ECSIP1) This goal-oriented approach to program evaluation includes the following components:

- Identification of programs that contribute to progress with CSIP goals (program expectations)
- Identification of any additional program goals (program expectations)
- Identification of variables which affect performance
- Identification of the indicators by which program effectiveness will be judged relative to performance
- Development of procedures for collecting information about performance
- Collection of performance data
- Comparison of the information regarding performance with the expected CSIP/program goals
- Communicating of results of the comparison to appropriate audiences

Coon Rapids-Bayard CSD will use a combination of formative and summative evaluation processes within the program evaluation process. (TQ12) The district will also determine the frequency of the formative and summative valuation processes for each of the programs/services by two factors: 1) legal mandates and 2) local data. At a minimum, an in-depth formal summative evaluation for all of the programs that CR-B incorporates into its CSIP will occur within a five-year rotation.

Note: CR-B CSD will submit, as required, any annual evaluation/reporting data for state

and federal programs.

The District Administrative Team recommended the following program rotation and timelines for in-depth summative program evaluation, using both student achievement data and teacher implementation data:

PROGRAM	IN-DEPTH PROGRAM EVALUATION ROTATION
Professional Development Program (District Career Development Plan)	Annually, beginning in 2005 <b>(TQ10, TQ11)</b>

Title II, Part A (Teacher And Principal training/ Recruiting Note: Title II, Part A is embedded in dist. career dev. Plan.	Annually, beginning in 2005 <b>(TPTR1)</b>
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Title 1, Part A (Parent Involvement)	Every 2 years, beginning in 2005 <b>(TITL1)</b>
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Title II, Part D (E2T2)	Every 2 years, beginning in 2006 <b>(FTP6)</b>
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Title IV (Safe and Drug Free Schools)	Every 3 years, beginning in 2005 <b>(SDF10)</b>
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Mentoring and Induction Program	Every 3 years, beginning in 2006 <b>(TQ9)</b>
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Title III (Language Instruction for LEP students)	Every 2 years, beginning in 2006 <b>(LEP3)</b>
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Talented and Gifted Program	Every five years, beginning in 2007 <b>(GT2)</b>
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Perkins (Vocational/Career And Technical Education Prog.	Every five years, beginning in 2007 <b>(PERK2, PERK3)</b>
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PROGRAM	IN-DEPTH PROGRAM EVALUATION ROTATION
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At-Risk Program	Every five years, beginning in 2008 <b>(AR4)</b>
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Special Education Programs	Every five years, beginning in 2008
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and Services

(ESPE1, ESPE2)

Coon Rapids-Bayard CSD will collect formative evaluation data for each program on an annual basis. However, the district will collect data regarding some programs, such as the professional development program (district career development plan), more frequently. Progress toward meeting program/service expectations will be reported to the Professional Development and Curriculum Planning Team, Team Leaders, the Board of Education, and the SIAC.

**B. What implementation/student data will we collect, analyze, and use to determine how well each program/service described in Question 2 has been implemented to support our CSIP goals? CSIP Indicator Data to Measure Program Effectiveness**

Coon Rapids-Bayard CSD will evaluate the effectiveness of the majority of its instructional programs and services, at least partially, through examination of the indicator data, disaggregated by program participants, for each of the goals listed in its CSIP Constant Conversation Question #2. Based on input from the program providers, Team Leader Committee, and Professional development and Curriculum Planning team, the district decide that evaluation of these data would be sufficient, at this time, to assist in determining the effectiveness of the following programs:

- Professional Development Program (district career development plan)

(TQ11)

- Gifted and Talented Program (GT2)
- At-Risk Program (AR4)
- Perkins (Vocational/Career and Technical Education Programs)

(PERK2, PERK3)

- Mentoring and Induction Program (TQ9)
- Special education Programs and services (ESPE2)
- Title I, Part A (Parental Involvement Program) (TITL1)
- Title II, Part D (E2T2) (FTP6)
- Title III, (Language Instruction for Limited English Proficient and Immigrant

Students Program (LEP3)

- Title IV, (Safe and Drug Free Schools) (SDF10)

Additional Indicator Data to Measure Program Effectiveness

The district decided that it needs additional information to determine the effectiveness of some of its programs. In addition to the indicator data associated with the CSIP goals listed in Coon Rapids-Bayard Constant Conversation #2, the district will also collect, analyzed, and use the following data to inform effectiveness with the following programs:

PROFESSIONAL DEVELOPMENT PROGRAM and TITLE II, PART A  
(TQ10, TQ11, TQ12, TPTR1)

- Percentage of faculty responsible for instruction who participate in district and building career development opportunities

- Percentage of PreK-12 teachers who accurately use the strategies as measured by observations and implementation logs.
- Percentage of PreK – 12 teachers who document technology usage in their implementation logs

#### **GIFTED AND TALENTED PROGRAM (GT2)**

In addition to district-wide scores on ITBS/ITED for gifted and talented students, the following indicators are used to judge the effectiveness of the gifted and talented program:

- End of year TAG Committee review
- Student evaluations
- Teacher evaluations
- TAG Assessment Measures

Based upon the above, the gifted and talented program is evaluated annually, with changes being proposed to enhance the quality of the program.

#### **PERKINS (Vocational/Career and Technical Education Programs (PERK2, PERK3)**

- Percentage of students by special population subgroups in career and technical programs who are proficient in occupational skills
- Percentage of graduates by special population who were program concentrators who receive a high school diploma or equivalent
- Percentage of senior program completers by subgroups who participate in career and technical programs who indicate their intention to continue their education, non-military employment, or military employment

Percentage of Senior program completers who utilize an existing articulation agreement to gain credit and/or advance standing at a post-secondary institution.

#### **MENTORING AND INDUCTION PROGRAM (TQ9)**

- Percentage of beginning teachers participating in the mentoring and induction program who meet goals of the district career development plan, as appropriate to their teaching assignment
- Percentage of beginning teachers participating in the mentoring and induction program who demonstrate competency in classroom management skills

#### **SPECIAL EDUCATION PROGRAMS AND SERVICES (ESPE1)**

- Percentage of all students with Individualized Education Programs (IEPs) who meet their IEP goals

#### **TITLE I, PART A, PARENTAL INVOLVEMENT (TITL1)**

- Percentage of parents who participate in the annual evaluation of the parental involvement policy in improving the academic quality of schools served under Title 1, Part A

#### **TITLE III (LEP3)**

- Percentage of ELL students who are proficient in English

### **Planning Assurances**

Verified	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.
Verified	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).
Verified	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
Verified	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
Verified	The LEA/agency will work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will fulfill such agency's school improvement responsibilities.
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	To the extent feasible, such programs and projects will provide for family literacy programs, including such programs that use models developed under Even Start. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	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. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	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
Verified	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

Verified	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
Verified	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
Verified	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
Verified	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 312,6 and 312,7. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	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
Verified	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
Verified	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

Verified	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, Pub. L. No. 107-110
Verified	Mentoring and Induction: Goals for the program. Teacher Quality Program 281—IAC 83.3(2)(a)
Verified	Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281—IAC 83.3(2)(b)
Verified	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)
Verified	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. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	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)
Verified	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)
Verified	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)
Verified	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)
Verified	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)
Verified	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)
Verified	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)
Verified	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)
Verified	Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281—IAC 83.3(2)(f)
Verified	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)
Verified	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)
Verified	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
Verified	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
Verified	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
Verified	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. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	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
Verified	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. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	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
Verified	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
Verified	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
Verified	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
Verified	The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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

Verified	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
Verified	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
Verified	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
Verified	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
Verified	The LEA assures the Iowa Department of Education that the LEA conducted a needs assessment and based all relevant elements in this application upon the needs assessment as required by the various entitlement programs represented within. [Section 212,2(b)] [Section 5133(b)] [Section 1111(b)(3)]
Verified	The LEA assures that federal funds will be used to supplement, and not supplant, programs that are state or locally funded or funded by other federal programs.[ Section 1706]
Verified	The LEA assures that representatives of eligible private schools within the LEA have engaged in meaningful consultation with the district in the development of this application and in determining the allocation of funds that support services to eligible private school students. The applicant agency will maintain records, which document private involvement and impact of programs at private sites. All private schools have been given an invitation to participate in programs for which they are eligible. [Section 212,2 (11)] [Section 5142] [Section 5133 (5)] [Section 112,0]
Verified	The LEA assures that all stakeholders, including parents, have been consulted with, and were involved in, the planning, design, and review of this application and that those parents listed as members of the Consolidated Planning Committee have actively participated in the application development and review process. [Section 212,2(2)] [Section 3116(c)(5)]
Verified	The LEA assures that services, materials, and equipment provided to private school students will be secular, neutral, and non-ideological in nature. [Section 9501 (2)]
Verified	The LEA assures that materials and equipment provided to public and private schools will be labeled according to the funding entitlement.
Verified	The LEA assures that it will account for the need for equitable access to, and equitable participation by both public and private, in all programs for students,

	teachers, administrators, and other program beneficiaries. Further, the LEA will address barriers that impede equitable access and participation, including barriers related to sex, race, color, national origin, disability, and age (General Education Provisions Act, Section 427).
Verified	The LEA assures that it will disaggregate data by sex, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged.
Verified	An Area or a local education agency (LEA) that applies for and receives E2T2 funds must provide assurance that its project contains all the content and professional development elements as laid out in the NCLB Title II part D. It must also assure that children enrolled in private schools, as well as their teachers and other educational personnel, with an opportunity to participate in the program on an equitable basis. To accomplish this, an AEA or LEA seeking E2T2 monies must engage in a timely and meaningful manner consultation with appropriate private school officials during the design and development of a E2T2 project. The consultation should address how the needs of the private school children would be identified, the services that would be offered, how and where those services would be provided, and service assessment. The consultation should also address the opportunities of private school teachers and other educational personnel to participate in professional development activities. The LEA assure
Verified	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. Mentoring and Induction Beginning Administrators Program HF 2792, 256.7 [Subsection 21] — 2007 IAC 284A,.2
Verified	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].
Verified	Certification of Compliance with NCLB Religious Expression: The District has no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary or secondary schools pursuant to guidance of the Secretary of the United States Department of Education with respect to No Child Left Behind Act of 2001, Pub. L. No. 107-110, [Section 7904]
Verified	The district assures it provides a system for delivering instructional services

	<p>including a full continuum of services and placements to address the needs of eligible individuals aged 3 to 21, and shall provide for the following:</p> <ul style="list-style-type: none"> <li>* The provision of specially designed instruction and related activities through: <ul style="list-style-type: none"> <li>- cooperative efforts of special education teachers and general education teachers in the general education classroom; and/or</li> <li>- on a limited basis by a special education teacher; and/or</li> <li>- consultation with a general education teacher.</li> </ul> </li> <li>* The provision of accommodations and modifications to the general education environment and program, including settings and programs for eligible individuals aged 3 through 5</li> <li>* The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligib</li> </ul>
Verified	<p>The district assures that, by July 1, 2009, it will have taken the following actions concerning the District Developed Service Delivery Plan:</p> <ul style="list-style-type: none"> <li>* Approval by the school board of the development of a plan for organizing and providing special education services.</li> <li>* Development of the delivery system by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative. The AEA representative will be selected by the AEA Special Education Director.</li> <li>* Verification by the AEA Special Education Director will verify that the delivery system is in compliance with the Iowa Administrative Rules of Special Education prior to the school board adoption.</li> <li>* Plan was available for public comment for 30 days prior to adoption.</li> <li>* Approval by the school board of the plan prior to implementation.</li> </ul> <p>IAC 281-41.408(2)c</p>
Verified	<p>The District Developed Service Delivery Plan will be described in writing and will include the following components by July 1, 2009:</p> <ul style="list-style-type: none"> <li>* A description of how services will be organized and provided to eligible individuals, consistent with the requirements of the Iowa Administrative Rules of Special Education and the provisions described in 41.408(2)a</li> <li>* A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented.</li> <li>* A description of the procedures a special education teacher can use to resolve caseload concerns. The procedures will provide timelines for the resolution of a concern and identify the person to whom a teacher reports a concern. The procedures will also identify the person or persons who are responsible for reviewing a concern and making a decision, including any corrective actions.</li> <li>* A description of the process that will be used to e</li> </ul>
<p><b>Other Requirements</b></p>	

Verified	<p><b>Content standards for reading</b> for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)</p> <p>1. Students read with fluency and understanding. 2. Students read and understand literature representative of various purposes, sources, ideas, and cultures. 3. Students will write to communicate for a variety of purposes. 4. Students listen and speak for diverse purposes. 5. Students use a variety of technological and informational sources to acquire, synthesize, and communicate information. Note: Standards 1, 2, and 5 are Reading Standards. Standards 3 and 4 are Language Arts Standards.</p>
Verified	<p><b>Content standards for mathematics</b> for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)</p> <p>1. Students will understand the use of numbers and the processes of computation. 2. Students will understand and use patterns, functions, and algebraic concepts. 3. Students will have a foundation in geometric concepts and develop spatial sense. 4. Students will understand and use measurement. 5. Students will understand and use data analysis, statistics, and probability. 6. Students will demonstrate a variety of problem solving strategies. 7. Students will understand and use mathematical connections, communication, and reasoning.</p>
Verified	<p><b>Content standards for science</b> for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)</p> <p>Content Standard A: Science as Inquiry A-1 Students will have abilities necessary to do sci. inquiry. A-2 Student will develop an understanding about sci inquiry. Content Standard B: Students will understand&amp;apply physical science concepts. B-1 Students will be able to observe,measure,or describe the following conepts relating to the properties of objets and materials. B-2 Students will be able to observe, measure, and describe the following concepts relating to the position and motion of objects: B-3 Students will be able to observe, measure, or describe the transfer of energy. B-4 Students will understand and describe following motions and forces: B-5 Students will understand conservcaton of energy and increase in disorder. B-6 Students understand interactions of energy and matter. Content Standard C: Students will understand and apply life science concepts. C-1 Students will be able to observe, measure, or describe the following characteristics an or functions of organisms: C-2 Students will be able to observe, measure, or describe life cycles, reproduction, and heredity. C-3 Students will be able to observe, measure, or describe the following concepts about organisms and environments: C-4 Students swill be able ot observe, measure, or describe interdependence and ecosystems. C-5 Students will be able to observe, measure, or describe diversity and adaptations of organisms. C-6 Students will understand behavior of organisms. Content Standard D: Students will</p>

understand&apply earth and space science concepts. D-1 Students will be able to observe, measure, or describe the following properties and structure of earth materials: D-2 Objects in sky D-3 Changes in universe Content E: Students will understand or apply science and technology. E-1 Students will demonstrate the abilities of technological design. E-2 Students will understand/apply the following connections between science and technology.

Verified

**Technology:** A description of how the applicant 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. Title II, Part D, Section 2414(b)(8)

CR-B's ICN coordinator shares information and communicates with all staff each month on upcoming ICN activities, classes, and scheduled events. The use of the ICN will be incorporated into our long-range goals supporting our district's efforts to use long distance learning/technology to support our building and district goals. ICN sessions and topics that align with our district's professional staff development goals and grade level curriculum objectives, we be made available for our teaching staff and students. Our newly created and wonderfully configured CR-B school WEBSITE is an excellent opportunity for our district to communicate and deliver school information at all levels into the homes of our students,parents, and community. The WEBSITE will allow our teachers, students, staff, and parents to be much more creative, innovative and more flexible with learning opportunities outside the school day. Our teachers will have a high tech. medium to share curriculum goals, course objectives, standards and benchmarks, schedules, grading procedures,assignments, etc. on the CR-B website. CR-B incorporates and participates in the following distance learning opportunitites: - A.P. Online Academy sponsored by Belin Blank Center for G-T students at Univ. of Iowa. - Graceland Colleg online course offerings - DMACC Consortium providing shared courses at various sites around Carroll Co.

Verified

**Technology:** A description of 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. Title II, Part D, Section 2414(b)(12)

CR-B District has acquired the following supporting services,educational software packages and licenses to support our district goals and efforts to meet the diverse needs, backgrounds, and learning styles of all our students; at all grade levels: - readinga-z.com K-12 resource - Enchanted Learning K-12 resource - Plato Software K-12 resource - Kurzweil software K-12 resource - Rosietta software K-12 resource - Read Naturally K-12 resource Mobile Wireless Lab 15 laptops for 4 - 8 grade levels (4-12) Choices Career Software

	7-12 Graceland Online Dual credit coursework AP Online Academy (U of I)
Verified	<p><b>Technology:</b> A description of how the applicant 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. Title II, Part D, Section 2414(b)(9)</p> <p>The CR-B District has enlisted the services of Simplified Online Communication Systems (SOCS) to support our efforts with our new school WEBSITE. The website will provide a broad spectrum of school information, including a link to K-12 Planet, an Internet login to the CR-B studnet info. system. District has purchased Infinite Campus Student Data Management System in previous year, with parent and student portal available ,etc. for assignments, attendance, grades, etc. Parents will be able to access assignment, grade, attendance and other info. about their students' program. The website will also provide access to basic school information such as menu's, fees, schedules, etc.</p>
Verified	<p><b>Technology:</b> A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology. Title II, Part D, Section 2414(b)(10)</p> <p>The CR-B District will review school policies and procedures as we investigate methods to support our community in the area of technology. We have sevarl options with our facilities. We have three computer labs in our district that could be available to our parents, families, and community members for training before and after school. DMACC College Comp. 1 &amp; 2 presently offered on-site and available to any adult learners thourgh DMACC registration.</p>