



# Iowa Department of Education



## Fully Certified **Comprehensive School Improvement Plan (CSIP) Search Results**

*The CSIP is a report of current-school-year data. The CSIP search yield results for districts that are not closed.*

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**1 RECORD**

**The entire certification process has been completed for this district.**

Division of PK-12 Education

## **Comprehensive School Improvement Plan -- Summary 2007-2008**

**Five-Year Site Visit Plan for 2004-2005 -- 2008-2009**

### District Information

**Authorized Agency**

**Central Lyon Comm School District**  
 1105 S Story  
 Rock Rapids, Iowa 51246  
 AEA: **AEA 12 Northwest** (district filed under aea control code 9212)  
 District-Building Code: **1095 - 0000**

Comprehensive School Improvement Plan

[Select CSIP Form](#)

All

[Select CSIP Question](#)

### Public District's CSIP Content

All requirement codes for each question appear at least once in the District's CSIP Content and appear in **bolded text**. Examples of requirement codes: **LRDA1, LRDA4, SDF1, SDF3, MCGF3, AR6, EIG1**, etc.

Links to information about each requirement code can be found within CSIP Content and at the end of this form. Upon clicking a requirement code link, the information will open in a separate browser window, and will remain open until you close it.

#### I. What do data tell us about our student-learning needs?

A. What data do we collect?

The district collects the following required data: (**LRDA1, LRDA2, SDF4**)

- Trend line and subgroup data for ITBS/ITED reading and mathematics at grades 4, 8, and 11
- Trend line data for ITBS/ITED science for grades 8 and 11
- Graduation rate
- Grade 7-12 dropout percentages (aggregate and by subgroup)
- Percentage of graduates planning to pursue postsecondary education
- Percentage of graduates completing the core curriculum (4 years of English, 2 years each of mathematics, science, and social studies)

- Career and technical education (CTE) student data (e.g., 11th grade participants' proficiency in reading and mathematics, program completers, and occupational competency)
  - Percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. Our district uses the American College Test (ACT).
  - Trend line data from the Iowa Youth Survey (grade 11)
  - A comprehensive, community-wide needs assessment which includes input from community members, parents, administrators, staff, and students (completed once every five-years)
  - Participation rates for required district-wide assessments (grades 3-8, 11)
  - Aggregate and subgroup attendance data (grades K-12)
  - CBM Testing (Curriculum Based Measures for grades K-8 in reading, math, written expression, and spelling)
    - CCC (Computer-based Curriculum Corporation)
    - STAR (STAR reading diagnostic assessment in grades K-5)
    - Accelerated Reader (provided in grades K-8)
    - Computer Proficiency Testing for students in the 8th grade
    - Phonic Awareness Screening (K-3)

These data have been used to establish biennium trend lines, which are updated annually and reported in our Annual Progress Report (APR). Using National Percentile Rank (NPR) information from the ITBS and ITED assessments, we also monitor the progress of each student group over time in the areas of reading comprehension, mathematics, science, and social studies. ([LRDA1](#)) For three consecutive years, staff have been involved in item analysis. In addition to the above, on March 1st, we went through the various areas of instruction to find areas of strength and weakness. We also annually collect and analyze information on a variety of other indicators including the following:

- Locally developed survey on homework
- Locally developed survey on parent involvement
- District demographic data
- Climate surveys
- Basic Educational Data Survey (BEDS)
- ITBS/ITED data for other grade levels and subject areas
- Student work/course grades
- Student discipline data (e.g. office referrals, suspensions, and expulsions) (SDF1 and [SDF3](#))
- Student participation in the district's breakfast and lunch program (grades K-12)
- Referrals to building assistance teams and student assistance teams

B. How do we collect and analyze data to determine prioritized student learning needs?

The district collects and analyzes the data stated below: ([LC3](#), [LRDA3](#), [LRDA4](#))

Each year our students participate in the taking of standardized tests. With these tests, teachers are able to use item analysis in order to identify areas of strength and weakness within our curriculum. We commit a full day of inservice each spring to review and analyze our standardized tests results. With that data, we can then improve instructional techniques in order to focus on areas of need. In 2004, staff members collected data related to homework. With the data, they were able to analyze and present findings to the entire staff. Student performance data and data from state and local indicators are presented annually in the fall to our district SCAC. (School Community Advisory Committee)

C. What did we learn through this data analysis?

Through analysis of district and building data and comparisons with the state's student performance trajectories, the following was learned: ([SDF2](#), [LRDA1](#), [LRDA2](#), [LRDA3](#), and [LRDA4](#))

- The understanding of words in context is low in our elementary students
- Math computation, whole numbers, and conceptual understanding of fractions needs to be improved in every grade level
  - Inquiry based scores on our standardized tests are improving, but can continue to be improved each year
- Graduation rates are high consistently each and every year

- Dropout rates are low in Central Lyon each year
- The percent of the student body referred to the office for disruptive behavior continues to be low each year
- Our usage and expression of nouns, pronouns, and modifiers needs to continue to improve across the curriculum along with spelling and punctuation
- Youth survey with drugs and violence

D. From the data analysis, what are our prioritized needs?

Based on the data reviewed, we developed the following list of prioritized student needs: ([LC4](#))

- Improve conceptual understanding fractions for all students at Central Lyon as measured on standardized tests.
- Continue to focus on improving inquiry scores as measured by ITED.
- Improve understanding of words in context especially in the lower elementary.
- Improve usage and expression, spelling, and punctuation performance as measured by ITED, ITBS, and our multiple writing assessment.

E. How will we develop goals and actions based upon the prioritized needs?

Based on the data reviewed, we took steps to develop our goals and actions: ([TQ1](#), [TQ2](#))

As a district, we have chosen representative staff members and administrators from various educational areas to participate on a professional development planning committee. The purpose of this committee is to determine a district professional development plan that aligns with the prioritized needs. This committee meets in the spring and early fall as well as prior to each full day staff inservice.

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

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A. What long-range goals have been established to support prioritized student needs?

Based upon recommendations of the District Leadership Team and the School/Community Advisory Committee (SCAC), the school board has adopted district goals aligned with student needs. The SCAC is made up of school boards members, community members, parents, and school staff who meet annually to discuss school improvement issues. ([LC5](#) and [LC6](#))

District Student Learning Goals

Students from Central Lyon Community School District will:

1. Attain the language and communication skills needed to organize thoughts and information and to express them in written and spoken composition.
2. Acquire comprehensive, quality background in reading, writing, mathematics, science, health, fine arts, and vocational education.
3. Understand the history, political system, and geography of the United States and the world.
4. Attain the training and confidence to use current technology to obtain and process new information.
5. Develop interpersonal skills for the home, workplace, and community.
6. Understand the importance of being a life long learner.
7. Understand and model the District values\*/traits of character.
8. Provide leadership and a positive attitude in setting and achieving goals.
9. Understand, appreciate, and enjoy the contributions of the world's many cultures, as well as both men and women, to our lives and work. ([MCGF3](#))

\*VALUES

Honesty  
Respect  
Responsibility  
Fairness  
Citizenship  
Caring  
Safety  
Positive Attitude

District Long-Range Improvement Goals

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Goal 1: All K-12 students will be proficient in reading comprehension. ([LRG1](#), [MCGF3](#), [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 4 and 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup.
- 1b. Percentage of students in grades 1-3 who are independent readers at grade level as measured by the Basic Reading Inventory (BRI)
- 1c. Percentage of students who score at the proficient level or above on the locally developed multiple assessments in grades 3, 6, and 11.

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Goal 2: All students will be proficient in mathematics.. ([LRG2](#), [MCGF3](#))

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The following indicators will measure district progress with Goal 2:

- 2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 4 and 8 and the ITED Mathematics Total Test in grade 11, including data disaggregated by subgroup.
- 2b. Percentage of students in grades 4, 8, and 10 who achieve at the proficient level or above on the district developed secondary assessment.

Goal 3: All students will be proficient in science. ([LRG3](#),[AMN3](#),[MCGF3](#))

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The following indicators will measure district progress with Goal 3:

3a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 5 and 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.

3b. Percentage of students in grade 10 who achieve at the proficient level on the district developed science assessment.

Goal 4: All students will use technology in developing proficiency in reading, mathematics, and science. ([FTP1](#))

The following indicators will measure district progress with Goal 4:

4a. The indicators identified for Goals 1, 2, and 3.

4b. Percentage of students at grade 8 who score at the proficient level or above on a locally-developed exit technology assessment.

Goal 5: All students will feel safe at and connected to school. ([SDF5](#), [SDF6](#), [SDF7](#),[AR6](#))

The following indicators will measure district progress with goal 5:

5a. Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR).

5b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.

5c. Percentage of student body in middle and high school that receives any serious discipline referrals (i.e., office referrals, suspensions, and expulsions). ([SDF5](#), [SDF6](#), [SDF7](#))

5d. Percentage of students in grades 6, 8, and 11 that report that they have used alcohol tobacco or other drugs on the triennial Iowa Youth Survey and locally developed annual survey. ([SDF5](#), [SDF6](#), [SDF7](#))

5e. Percentage of students in grades 8 and 11 that feel safe at school as reported by triennial Iowa Youth Survey and locally developed annual survey. ([SDF5](#), [SDF6](#), [SDF7](#))

B. What process will be used to determine what we will do to meet the long-range goals?

Administration and teaching staff had a role in writing these actions by being a part of the analysis, voicing their opinions, evaluating results, formulating plans for improvement, and determining potential strategies. Committees of Central Lyon content area specialists (teachers) with the guidance of AEA4 specialists provided input regarding the following action plans. This input included possible strategies for addressing identified needs in the areas of reading, math, science, technology, and school climate. We are going to focus our district-wide professional development on instructional strategies that will help us meet our student achievement improvement goals. Our action plans that follow were reviewed by our SCAC, which consists of community members, students, board members, administrators, and parents. Final approval was provided by the district school board.

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

1. Instructional Strategies and programs currently used in the District to address reading achievement include:

- Cooperative learning (K-12)
- Daily Oral Language (2-8)
- Kansas University Reading Strategies (think alouds, etc.)

2. Instructional Strategies and programs currently used in the District to address math achievement include:

- Adoption of new mathematics curriculum for the 2003/2004 school year
- Manipulatives in the Mathematics Curriculum

3. Instructional Strategies and programs currently used in the District to address science achievement include:

- Inquiry-based science (3-12)
- Hands of science (K-12)

4. Instructional Strategies and programs currently used in the District to address the integration of technology include: [\(FTP2\)](#)

- Technology based reading and math programs
- Middle-school technology integration classes
- Required 9th grade computer application class
- District technology usage survey

5. Instructional Strategies and programs currently used in the District to address school safety and climate include:

- Students Caught Doing Something Good
- Student of the Month
- Lion's Pride
- BABES Program and elementary and middle school responsibility programs
- Character Counts
- Anti-bullying Curriculum

6. Instructional programs and services currently used in the District to support general student achievement:

- Curriculum Mapping
- Standards-based Instruction
- Global Awareness Strategies
- Career Information Strategies
- Multicultural Gender Fair
- Gifted and Talented Programs and Services
- Special Education Programs and Services ([SPED1](#))
- Alternative High School
- Building Assistance Team
- Service Learning Opportunities
- After school and summer school programs
- Foster Grandparent and Parent Volunteer Programs
- Mentoring and Induction Program for Beginning Teachers ([PD5](#))
- On-site professional development opportunities
- Curriculum and assessment alignment using the Iowa Technical Adequacy Project Process

(ITAP)

Central Lyon delivers the following programs and accesses these program funds as a result of identified student needs:

- Perkins: Vocational and Technical Education Programs (9-12)
- Title I, Part A: Reading Program/Services (K-5)
- Title II, Part A: Teacher Quality and Classroom Size Reduction
- Title II, Part D: Technology Usage
- Title III, Language Instruction for Limited English Proficient and Immigrant Students (K-12)
- Title IV: Safe and Drug-Free Schools Programs/Services
- Title V: Innovative Funds (Library Funds)
- Title VI: Assessment Funds for NCLB
- Tobacco Funds
- Federal and State Special Education Funding
- Iowa Early Intervention Funds are used to reduce classroom size in grades K-3 ([IEI1](#))

D. How is our current practice aligned with or supported by the research base?

#### Current Practices Supported by Research and/or Local Data

Using the Iowa Content Networks, the AEA, and local content experts, we have found research and local data that indicates the following current practices should contribute to positive student results:

- Kansas University Teaching Strategies
- Use of Manipulatives in Math Classroom (NCTM Research Companion)
- Providing students with loving, caring adults to foster school achievement (Research by the

Search Institute)

- Cooperative Learning (Johnson and Johnson and McREL)
- Inquiry-based science (NSES)
- the impact of homework on school achievement (McREL)
- building a positive classroom climate (McREL)
- improving school and community relations

#### Research Needed

- Integration of technology across content areas
- At risk program services
- Validity and reliability of local assessments
- Research effectiveness of new math series

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 in all content areas. Over the past few years, we have focused on curriculum mapping in order to help us align our curriculum both vertically and horizontally. Using the state-wide ITAP process, we completed an alignment review of our district curriculum during 2002/2003 school year. We have also updated our curriculum maps and posted them on the school web-site so that students, parents, and the community in general can stay updated on what is being taught. In addition, we have studied the ITED and ITBS tests. With these tests, we have discovered the areas in which students are low, and adjusted our instruction accordingly. In order to improve students scores in math and reading we will implement 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 (professional development program). ([AMN1](#), [AMN2](#), [SPED1](#), [SDF9](#), [PD5](#), [PD6](#), [TQ1](#), [TQ2](#), [TQ3](#), [TQ4](#), [TQ5](#), [TQ6](#), [TQ7](#), [TQ8](#))

Our staff identified the conceptual understanding of fractions as an area of improvement within our mathematics curriculum. We believe that effective use of visual representation will improve student understanding of fraction concepts. Item analysis of ITBS/ITED assessments indicates an improvement need in the area of punctuation, word usage and expression, and spelling. We believe that implementation of the Six-Trait Writing model will increase classroom attention on mechanics and improve student achievement in that area.

The plan to improve instruction and performance in these areas coincides with our students needs as identified during item analysis of ITED/ITBS assessments, Spring of 2004. These plans also align with our long-range improvement goals in reading and mathematics. The Six Trait Writing model will help us address student learning goal number 1 (language and communication skills). The focus on nonlinguistic representation will address district student learning goal number 2 (comprehensive mathematics education)

Our professional development team, consisting of representative from the building and district leadership teams, reviewed the research on the strategies below and found that they have resulted in significant student achievement gains. Classroom Instruction that Works outlines research that supports the use of visual or nonlinguistic representations.

The Iowa Teaching Standard supported by this professional development is standard #4: effective instructional strategies.

With the assistance of AEA staff the Central Lyon School District will serve as its own professional development provider. Six all-day staff in-service dates have been scheduled for the 2004-2005 school year: October 4, January 17, February 7, March 7, April 18, and May 27. Sessions will be led by AEA 4 staff and district leaders.

All teachers will be engaged in training including those responsible for Title 1, Special Education, and the Gifted and Talented program. The elementary staff will attend training and implement the Six Traits of Writing. The high school staff will attend training and implement the nonlinguistic representation strategy from Classroom Instruction that Works.

Each full day of inservice will include large group sessions that will provide theory and modeling of the strategies. In addition, time will be provided for small groups to discuss classroom application and implementation of the strategies. In between the scheduled inservice dates, teachers will be asked to implement and coach each other on the instructional models. Minutes of small group sessions, lesson plans, and implementation logs will be used assess the level of performance.

2. Additional action steps to address CSIP goals 1, 2, 3, and 4. (ANM3, [LEP1](#), [FTP2](#), [FTP3](#), [FTP4](#), [FTP5](#), [PERK1](#))

In addition to our district-wide professional development which will focus on mathandreading, our secondary science staff are going to study the implementation of a supplemental biology and general science curriculum to serve students of all abilities.

Our middle school staff will conduct research to adopt or develop an 8th grade technology literacy assessment to have in place by the year 2005/2006.

District representatives are sent to ELL training sponsored with AEA4 Title 3 funds.

Our district provides technology training on at least an annual basis to all K-12 staff including administration and media personnel. During the 2004/2005 school year, our staff will receive training in inspirational software and how it can be used to address the strategy of nonlinguistic representation.

Our district will provide staff development training for all high school staff of the use and integration of the greenhouse and equipment purchased with Perkins funds.

#### Actions for CSIP Goal 5

Actions to address CSIP goal number 5: Students will feel safe at and connected to school. ([AR7](#))

- 1 Increase number of parents who attend parent teacher conferences by scheduling conferences for all K-8 students. (Previously conferences were only scheduled for grades K-6th)
- 2 Staff will research and implement an anti-bullying curriculum into the 9th grade English program.
- 3 An area of major concern among the school district and the community is that there are limited resources available for at-risk youth in the Central Lyon School District. In conjunction with the Lyon County Sheriff Department and the local juvenile justice system, a liaison officer program will be implemented in grades K-12. The responsibilities of the liaison officer will include education, prevention, and contact with the students beyond the school day.
- 4 As a district, we will continue the after school program with our 3rd-6th grade students.

#### G. How will we support implementation of the identified actions?

We will devise implementation plans for the actions previously described for CSIP goals 1, 2, 3, 4, and 5. Implementation plans will address the following components:

- Clear expectations at the district, building, and classroom levels.
- 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

### 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?

To determine if student learning has changed, the Central Lyon School District will continue to use a combination of district-wide standardized assessments, grade-level and classroom assessments, and perceptual data. The professional development planning team will ensure that data from these assessments are collected, analyzed, and shared with all staff. The district will continue to ensure that all students enrolled at the specified grade level are included in district-wide assessments. ([DWAP1](#))

Monitoring Progress with Long-Range CSIP Goals

As stated previously, see question 2A . Central Lyon will monitor progress on its long range improvement goals using the following sources: ([DWAP6](#), [DWAP3](#), [DWAP4](#), [DWAP7](#), [DWAP8](#))

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 4 and 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup.

1b. Percentage of students in grades 1-3 who are independent readers at grade level as measured by the Basic Reading Inventory (BRI)

1c. Percentage of students who score at the proficient level or above on the locally developed multiple assessments in grades 3, 6, and 11.

2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 4 and 8 and the ITED Mathematics Total Test in grade 11, including data disaggregated by subgroup.

2b. Percentage of students in grades 4, 8, and 10 who achieve at the proficient level or above on the district developed secondary assessment.

3a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 5 and 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.

3b. Percentage of students in grade 10 who achieve at the proficient level on the district developed science assessment.

4a. The indicators identified for Goals 1, 2, and 3.

4b. Percentage of students at grade 8 who score at the proficient level or above on a locally-developed exit technology assessment

5a. Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR).

5b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.

5c. Percentage of student body in middle and high school that receives any serious discipline referrals (i.e., office referrals, suspensions, and expulsions).

5d. Percentage of students in grades 6, 8, and 11 that report that they have used alcohol tobacco or other drugs on the triennial Iowa Youth Survey and locally developed annual survey.

5e. Percentage of students in grades 8 and 11 that feel safe at school as reported by triennial Iowa Youth Survey and locally developed annual survey.

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

To determine the extent of alignment between our district-wide assessments and our district curriculum, Central Lyon schools completed the Iowa Technical Adequacy Project (ITAP) for ITBS, ITED, and locally-developed assessments in reading and mathematics (grades 4, 8, and 11). We learned that, for grades 4 and 8 reading, standard D (Read to accomplish task as well as for personal enjoyment) was not sufficiently covered. We revised the standard and its accompanying benchmarks in order to make it a more measurable goal. When considering all district-wide mathematics assessments combined, we found that all standards at all grade spans have sufficient comprehensiveness of coverage and range of coverage.

#### Additional Data Gathering and Analysis

Central Lyon will also continue to monitor the following data sources: ([LEP2](#))

- All data points included in the district's Annual Progress Report (APR)
- The Language Assessment Scale (LAS) to measure ELL students' English Proficiency.

#### 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?

Central Lyon will use a combination of formative and summative instruments to evaluate our programs and services. At a minimum, formal evaluation for all of the programs that Central Lyon incorporates into its CSIP will occur within a five year rotation. The formal evaluations will follow the following timeline: ([ECSIP1](#))

Program	In-Depth Program Evaluation Rotation
Professional Development Program (District Career Development Plan)	Annually, beginning in 2005 ( <a href="#">TQ10</a> , <a href="#">TQ 11</a> )
Title II, Part A (Teacher and Principal Training/Recruiting)	Note: Title II, Part A is embedded into Central Lyon's district career development plan. Annually, beginning in 2005 ( <a href="#">TPTR1</a> ) <sup>1</sup>
Title I, Part A (Parent Involvement)	Annually, beginning in 2005( <a href="#">TITL1</a> )
Title II, Part D (E2T2)	Every two years, beginning in 2005 ( <a href="#">FTP6</a> )
Title IV (Safe and Drug Free Schools)	Every three years, beginning in 2005 ( <a href="#">SDF10</a> )
Mentoring and Induction Program	Every three years, beginning in 2006 ( <a href="#">TQ9</a> ) <sup>2</sup>
Title III (Language Instruction for LEP Students)	Every two years, beginning in 2006 ( <a href="#">LEP3</a> )
Talented and Gifted Program	Every five years, beginning in 2007 ( <a href="#">GT2</a> )
Perkins (Vocational/Career and Technical Education Programs)	Every five years, beginning in 2007 ( <a href="#">PERK2</a> , <a href="#">PERK3</a> )
At-risk Program	Every five years, beginning in 2008 ( <a href="#">AR4</a> )
Special Education Programs and Services	Every five years, beginning in 2008 ( <a href="#">ESPE1</a> , <a href="#">ESPE2</a> )

<sup>1</sup>Our district uses a portion of its Title II, Part A funds to support and AEA 4-wide professional development consortium. This consortium offers professional development opportunities to area teachers from both public and non-public school settings. Activities supported with consortium funds are sustained and focused on classroom instruction. All consortium activities are evaluated at least annually (by the participants) as to their perceived impact on student achievement.

<sup>2</sup>In addition to mentoring and induction activities supported at the district level, our district participates in the AEA 4 Mentoring Support Seminar Program. Over a two-year time period, each beginning teacher and mentor attend 8 seminar sessions designed to address specific topics within the Iowa teaching standards. Participants evaluate the effectiveness and relevance of each seminar on an annual basis. Each mentoring partnership will submit documentation of a least 6 classroom visits, three taking place in the mentor's classroom and three taking place in the beginning teacher's classroom. Participants will evaluate the effectiveness of these visits on an annual basis. AEA 4 will annually collect (and develop trend line) teacher retention data regarding beginning teachers participating in the mentoring and induction program.

B. What implementation/student data will we collect, analyze, and use to determine how well each program/service described in Constant Conversation Question #2 (What do/will we do to meet student learning needs?) has been implemented to support our CSIP goals?

Additional Indicator Data to Measure Program Effectiveness (in addition to the CSIP indicator data listed in question 2 part A)

Professional Development Program and Title II, Part A ([TQ10](#), [TQ11](#), [TQ12](#), [TPTR1](#))

- Percentage of K-5 teachers who accurately use the 6 plus 1 traits of writing strategy as measured by classroom observations and implementation logs.
- Percentage of 6-12 teachers who accurately use the nonlinguistic representation strategy as measured by classroom observations and implementation logs.
- Percentage of 6-12 teachers who document their technology usage in their implementation logs.

At-Risk Program ([AR4](#))

- Percentage of juveniles that are repeat offenders after the implementation of the liaison officer program.

Gifted and Talented Program ([GT2](#))

- Percentage of students participating in the talented and gifted program who perform in the proficient range in the math and reading standardized tests.

Perkins (Vocational/Career and Technical Education Programs ([PERK2](#), [PERK3](#)))

- Percentage of senior program completers who receive a high school diploma.

Mentoring and Induction Program ([TQ9](#))

- Percentage of beginning teachers participating in the mentoring and induction program who successfully meet the goals of our professional development plan.

Special Education Programs and Services ([ESPE1](#))

- Percentage of students with Individualized Education Programs (IEP's) who met their IEP goals.

Title I, Part A ([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 II, Part A (Teacher and Principal Training and Recruiting Program) ([TPTR1](#))

- A majority of our Title II Part A funds are use to reduce classroom size in the lower elementary. Our indicator will be the student teacher ratio in grades K-3.

Title III ([LEP3](#))

- Percentage of ELL students who are proficient in English.

Safe and Drug Free Program ([SDF10](#))

- Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR).
- Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.
- Percentage of student body in middle and high school that receives any serious discipline referrals (i.e., office referrals, suspensions, and expulsions). ([SDF5](#), [SDF6](#), [SDF7](#))
- Percentage of students in grades 6, 8, and 11 that report that they have used alcohol tobacco or

other drugs on the triennial Iowa Youth Survey and locally developed annual survey. ([SDF5](#), [SDF6](#), [SDF7](#))

- Percentage of students in grades 8 and 11 that feel safe at school as reported by triennial Iowa Youth Survey and locally developed annual survey. ([SDF5](#), [SDF6](#), [SDF7](#))

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**Rule Topics for All Questions:**

- [Help](#) 1. -- Long-range data analysis
- [Help](#) 2. -- Major educational needs
- [Help](#) 3. -- Application for federal funding \*\* Safe and Drug-Free Schools and Communities federal programs: Collection and analysis of violence and illegal drug use data
- [Help](#) 4. -- Application for federal funding \*\* Safe and Drug-Free Schools and Communities federal programs: Collection and analysis of community risk and protective factors data
- [Help](#) 5. -- Student learning goals
- [Help](#) 6. -- Long-range reading, mathematics, and science goal(s)
- [Help](#) 7. -- MCGF goals
- [Help](#) 8. -- Application for state funding in allowable growth \*\* At-risk students, returning dropouts, and dropout prevention: program goals and activities
- [Help](#) 9. -- Application for state funding \*\* Early intervention program: early intervention goals
- [Help](#) 10. -- Application for federal funding \*\* Federal technology program: Technology Goals \*\* E-Rate: Technology Goals
- [Help](#) 11. -- Application for federal funding \*\* Safe and Drug-Free Schools and Communities federal programs: Performance measures
- [Help](#) 12. -- Actions to meet the needs
- [Help](#) 13. -- Application for state funding Iowa Early Intervention Program: activities for K-3 students
- [Help](#) 14. -- Application for federal funding \*\* Federal technology program: technology integration into curricula and instruction
- [Help](#) 15. -- Application for funding Safe and Drug-Free Schools and Communities federal program: Scientifically-based research
- [Help](#) 16. -- Professional Development: Alignment with district goals
- [Help](#) 17. -- Professional Development: Improved Instruction
- [Help](#) 18. -- Professional Development: Research-based
- [Help](#) 19. -- Professional Development: Iowa Teaching Standards
- [Help](#) 20. -- Professional Development: Providers
- [Help](#) 21. -- Application for state funding Mentoring and Induction program \*\* Professional Development: Theory, Demonstration, Practice, Reflection, Collaboration
- [Help](#) 22. -- Application for federal funding \*\* Professional Development: Career and Technical Education
- [Help](#) 23. -- Application for federal funding \*\* Professional Development: Effective Use of Technology
- [Help](#) 24. -- Improvement of special education services: Implementation of activities
- [Help](#) 25. -- Assessment of all students
- [Help](#) 26. -- Multiple measures in reading
- [Help](#) 27. -- Application for state funding \*\* Diagnostic reading assessments
- [Help](#) 28. -- Multiple measures in mathematics
- [Help](#) 29. -- Multiple measures in science
- [Help](#) 30. -- Application for federal funding \*\* English proficiency of limited English proficient children
- [Help](#) 31. -- Evaluation of the comprehensive school improvement plan
- [Help](#) 32. -- Evaluation of gifted and talented program
- [Help](#) 33. -- Evaluation of at-risk program
- [Help](#) 34. -- Application for state funding \*\* Evaluation of mentoring and induction program
- [Help](#) 35. -- Evaluation of professional development: Improvement in instructional practice
- [Help](#) 36. -- Evaluation of special education services
- [Help](#) 37. -- Application for federal funding \*\* Evaluation of Title I program
- [Help](#) 38. -- Application for federal funding \*\* Evaluation of the training and recruiting program
- [Help](#) 39. -- Application for federal funding \*\* Evaluation of technology usage
- [Help](#) 40. -- Application for federal funding \*\* Evaluation of the program for limited English proficient children
- [Help](#) 41. -- Application for federal funding \*\* Evaluation of Safe and Drug-Free Schools and Communities Program
- [Help](#) 42. -- Application for federal funding \*\* Evaluation of vocational and technical education programs
- [Help](#) 43. -- Application for federal funding \*\* Evaluation of special student populations

**There are no NCLB SINA identified buildings for this district.**  
**No Child Left Behind (NCLB) legislation requires school districts to report the schools (i.e., buildings) identified in need of assistance to their local communities prior to the beginning of each school year.**