

3600 0000-Le Mars Comm School District

CSIP-Assurances

1. All programs included in consolidation efforts will be administered in accordance with all applicable statutes, regulations, program plans and applications. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
2. The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require. Yes No
3. The school district/agency is in compliance with federal and state legislation which requires nondiscrimination on the basis of race, national origin, color, gender, religion, creed and disability including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Vocational Rehabilitation Act of 1973, the Americans with Disabilities Act of 1992 and Chapters 216.9 and 19B.11 of the Iowa Code. The district/agency utilizes multicultural, gender-fair approaches to its entire educational program as required in Chapter 256.11 of the Iowa Code. Yes No
4. The LEA/agency will allocate Title I funds to eligible attendance areas on the basis of the total number of children from low-income families in each area or schools in accordance with Section 1113. Yes No
5. The LEA shall provide students enrolled in a school identified under Section 1116(c) the option to transfer to another public school with the LEA, including a public school charter that has not been identified under Section 1116 (c). Yes No
6. The local education agency (LEA) informs eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
7. The LEA/agency will provide technical assistance and support to school wide programs. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
8. The LEA/agency will work in consultation with schools as the schools develop the schools' plans pursuant to school wide programs and assist schools as the schools implement such plans or undertake activities pursuant to target assistance schools so that each school can make adequate yearly progress toward meeting the State student academic achievement standards. Yes No

9. The LEA/agency will fulfill such agency's school improvement responsibilities. Yes No
10. The LEA/agency will provide services to eligible children attending private elementary schools and secondary schools and provide timely and meaningful consultation with private school officials regarding Title I, Title II, and Title IV Part A services. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
11. The LEA/agency will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
12. The LEA/agency, if choosing to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act. Head Start Act, 42 USC 9831 Yes No
13. The LEA/agency will use funds under this subpart to increase the level of state, local, and other non-federal funds that would be made available for programs and activities, and in no case supplant such state, local, and other non-federal funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
14. The LEA/agency will work in consultation with schools as the schools develop and implement their plans or activities related to Title I parent involvement and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
15. The LEA/agency will comply with Title I requirements regarding the qualifications of teachers and paraprofessionals and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
16. The LEA/agency will inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and inform waivers under the Education Flexibility Partnership Act of 1999. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
17. The LEA/agency will coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services Yes No

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

18. The LEA/agency will ensure that low income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
19. The LEA/agency will use the results of the students academic assessments and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under these parts to determine whether all the schools are making the progress necessary to ensure that all students will meet the locally determined level of achievement on the district academic assessments within 12, years from the end of the 2001-2002 school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
20. The LEA/agency will ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
21. The LEA/agency will assist each school served by the agency and assisted under these parts in developing or identifying examples of high quality, effective curricula. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
22. The LEA assures that teachers employed in nonpublic schools within the public school boundaries shall be provided equitable opportunity for participation in the benefits of the project. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
23. The control and administration of funds received for programs shall be a public entity, including property acquired with the funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
24. Funds received under this part will be used only for programs and projects, including the acquisition of equipment, in accordance with section 1306. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
25. Funds received under this part will be used only to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that Yes No

can benefit migratory children and their families. No Child Left Behind Act of 2001, Pub. L. No. 107-110

26. Such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 112,0A, and part I. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
27. In the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parent advisory councils for programs of 1 school year in duration, and that such programs are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provisions impractical; and in a format and language understandable to the parents. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
28. In the planning and carrying out such programs and projects, there has been and will be, adequate provision for addressing the unmet education needs of preschool migratory children. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
29. Migrant Education programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, school, and local educational agencies under Title. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
30. To the extent feasible, such programs and projects will provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
31. To the extent feasible, such programs and projects will provide for professional development programs, including mentoring, for teachers and other program personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
32. To the extent feasible, such programs and projects will provide for family literacy programs. Yes No
33. To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs. Yes No

34. To the extent feasible, such programs and projects will provide for programs to facilitate the transition of secondary school students to post-secondary education or employment. Yes No
35. The State will assist the Secretary in determining the number of migratory children in the State. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
36. Each LEA/agency that is included in the eligible entity is complying with section 3302 prior to, and throughout, each school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
37. The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
38. The eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
39. The eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
40. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
41. A needs assessment has been conducted and is available for review that a) Involved teachers in its development b) Considered the means teachers require to learn content knowledge and teaching skills that will provide students the opportunity to meet challenging academic achievement standards, c) Considered the means principals require to learn the instructional leadership skills that will provide students the opportunity to meet challenging academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
42. Activities have been identified and a description is available for review that - Denotes the involvement of teachers, principals, paraprofessionals, other relevant school personnel and parents collaboration in planning; Aligns professional development activities with curricula and programs that link with academic content standards, academic achievement standards, and assessments the results of which Yes No

correlate with ITBS/ITED; Demonstrates the selection was based on review of scientifically based research and why the activities are expected to improve student achievement; Explains how a substantial, measurable, and positive impact will be made on student academic achievement and, where applicable, will reduce the achievement gap that separates low-income and minority students from others. No Child Left Behind Act of 2001, Pub. L. No. 107-110

43. A description will be made available to teachers and principals explaining how the professional development activities will ensure the needs of teachers and principals will be met; will provide training to enable teachers to teach and address the needs of students with different learning styles, improve student behavior in the classroom, involve parents in their child's education and/or understand the use of data and assessments to improve classroom practice and student learning; will be part of the district's effort to ensure highly qualified staff. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
44. Resources have been targeted on schools that have the lowest proportion of highly qualified teachers; have the largest class size; or, are identified for school improvement under the provisions of Title I, Part A. No Child Left Behind Act of 2001. Yes No
45. Mentoring and Induction: Goals for the program. Teacher Quality Program 281-IAC 83.3(2)(a) Yes No
46. Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281-IAC 83.3(2)(b) Yes No
47. Mentoring and Induction: A mentor training process that addresses mentor needs and reflects a clear understanding of the role of the mentor. Teacher Quality Program 281-IAC 83.3(2)(c)(2) Yes No
48. That, in the expenditures for professional development the requirements of private school children and teacher participation have been adhered to. The specific stipulations in No Child Left Behind include equitable services and benefits that are, in the aggregate, no less than the services and benefits provided through the same funding sources in 2001- 2002; private school official consultation during the design and development of services; written justification by public school officials when private school officials disagree with the professional development design. Yes No
49. Mentoring and Induction: A mentor training process that results in the mentor's understanding of the personal and professional needs of new teachers. Teacher Quality Program 281-IAC 83.3(2)(c)(3) Yes No

50. Mentoring and Induction: A mentor training process that provides the mentor with an understanding of the district expectations for beginning teacher competencies based on the Iowa teaching standards. Teacher Quality Program 281-IAC 83.3(2)(c)(4) Yes No
51. Mentoring and Induction: A mentor training process that facilitates the mentor's ability to provide guidance and support to new teachers. Teacher Quality Program 281-IAC 83.3(2)(c)(5) Yes No
52. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and for beginning teachers that includes released time for mentors and beginning teachers to plan. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(1) Yes No
53. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers that provide demonstration of classroom practices. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(2) Yes No
54. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers to observe teaching. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(3) Yes No
55. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers to provide feedback. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(4) Yes No
56. Mentoring and Induction: A supportive organizational structure for beginning teachers which shall include a selection process of who will be in the mentoring/beginning teacher partnership. Teacher Quality Program 281-IAC 83.3(2)(d)(2) Yes No
57. Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281-IAC 83.3(2)(f) Yes No
58. Mentoring and Induction: A plan that reflects the needs of the beginning teacher employed by the district. Teacher Quality Program 281-IAC 83.3(2)(g) Yes No

59. Mentoring and Induction: The school district has a process for how information about the district's Beginning Teacher Induction and Mentoring program will be provided to interested stakeholders. Teacher Quality Program 281-IAC 83.3(e)(3) Yes No
60. The LEA/agency and the delinquent facility ensure that funded educational programs are coordinated with the student's home school. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
61. The funded delinquent facility will notify the LEA of the youth served is identified as in appropriate need of special education services while in the facility. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
62. The LEA/agency and delinquent facility, where feasible, will provide transition assistance to help the youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
63. The delinquent facility will work to ensure that teachers and other qualified staff are trained to work with children with disabilities and other students with special needs, taking into consideration the unique needs of such children and students. Yes No
64. The LEA/agency and the delinquent facility will work to ensure that educational programs provided are related to assisting students that meet high educational standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
65. Parents will be involved, where feasible, in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities. Yes No
66. Coordinate services and programs with other services and programs provided to delinquent youth (e.g., WIA & LEA activities under the Juvenile Justice and Delinquency Prevention Act of 1974; local businesses). No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
67. The LEA provides staff development to achieve greater access to and participation in the core subjects, especially in mathematics and science, by students from historically underrepresented groups. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No

68. Funds generated by a school district under Iowa Code 257.46 shall be utilized exclusively for a school district's gifted and talented program. Iowa Code section 257.46 Yes No
69. Any unused funds of the gifted and talented program at the end of the budget year will be carried over to the subsequent budget year to the gifted and talented program. Iowa Code section 257.46 Yes No
70. The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
71. The LEA/agency will employ teachers proficient in English, including written and oral communication skills. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
72. Assurances - The LEA/agency will integrate the bilingual program with the overall educational program. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
73. The LEA/agency has an advisory council with the majority of members being parents and representatives of the children and youth served in the program. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
74. The LEA will be in compliance with the federal regulation regarding lobbying and debarment. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
75. The LEA will provide a drug-free workplace environment. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
76. To the extent possible, the School Improvement Advisory Committee membership includes persons from diverse racial/ethnic backgrounds, a balance of men and women, and persons with disabilities. 281 - IAC 12.2 (256) Yes No
77. The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A. Yes No
78. The LEA has a staff utilization plan for at-risk allowable growth. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(4) Yes No

79. Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7) Yes No
80. The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3) Yes No
81. The LEA/agency has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, in developing Title III programs and activities. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
82. The LEA/agency has developed programs and activities for limited English proficient students and immigrant children and youth. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
83. The LEA/agency offers high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
84. The LEA/agency will hold elementary and secondary buildings receiving Title III funds accountable for A) meeting annual measurable achievement objectives for limited English proficient students, B) making adequate yearly progress for limited English proficient students, and C) annually measuring the English proficiency of limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
85. The LEA/agency will promote parental and community participation in programs for limited English proficient students. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
86. The LEA/agency will use Title III funds to meet all annual measurable achievement objectives for limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
87. The LEA/agency assures that language instruction educational programs carried out under Title III will ensure that limited English proficient children being served by the programs develop English proficiency. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No

88. If Title V funds are expended for any of the areas designated as appropriate for use, the LEA/agency assures that the funds are used to enhance student achievement. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
89. No smoking is permitted within any indoor facility owned, leased, or contracted for and utilized by the LEA for provisions of routine or regular kindergarten, elementary, or secondary education or library services to children. Yes No
90. As a condition of receiving funds under this Act, local education agency assures that no policy of the local education agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a). NCLB Section 9524 Yes No
91. Mentoring and Induction, Beginning Administrators: The district assures that it has a beginning administrator mentoring and induction plan that describes the following components: support system for the beginning administrator, program organizational and collaborative structures, budget, including a narrative that describes the sustainability of the program and program evaluation. Yes No
92. Anti-harassment and anti-bullying: The school/school district assures that it has an anti-harassment and anti-bullying policy in board policy and is integrated into the comprehensive school improvement plan under SF 61, 256.7 [subsection 21] and shall report data collected under SF 61, 256.7 [subsection 6]. Yes No
93. The district uses the TELPA to screen and identify English Language Learners within the first 30 days of a student being enrolled in the district. Yes No
94. The district/school has adopted the high school graduation requirements for all students to include a minimum satisfactory completion of four years of English and language arts, three years of mathematics, three years of science, and three years of social studies. Yes No

CSIP

Vision, Mission, Goals

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

Yes No

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

Reading: All students score at proficiency levels in reading.

2. Is the district accepting Early Intervention funding to be spent on class size reduction?

Yes No

1. What are the district's class size goals for each grade K through 3?

Maintain decreased class sizes.

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

Reading Recovery

Guided Reading

Daily 5 / Daily CAFE

Math Counts

Guided Reading (K-2)

VoWac Phonics (K-2)

Literature Circles (3-5)

Reading Counts (1-5)

Every Student Counts (K-5)

Writer's Workshop (K-5)
Daily Oral Language (1-8)
Daily Oral Math (1-5)
Hands-on inquiry based science (K-12)
Differentiated Instruction Strategies (K-12)
Vocabulary Strategies (K-12)
KU Strategies (4-8)
6 Trait Writing (1-8)
APL Strategies (K-12)
Reading Recovery (Grade 1)
Title I, Reading (1-5)
Title II, Part D: Technology Usage
Title III, Language Instruction for Limited English Proficient students
Title IV, Safe and Drug-Free Schools Program
Title V, Innovative Programs
Talented and Gifted Services (1-12)
Student Assistance Teams (K-12)
Mentoring and Induction Plan (K-12)
Special Education Program/Services (Pre-K-12)
K-12 Developmental Guidance Program
All day/Every day Kindergarten Program
Resource Allocation
Technology
Personnel evaluation systems
Policy Development
Curriculum development (Standards and Performance Indicators)
Curriculum Teams match local curriculum with Iowa Core Curriculum
Research Study Groups
Leadership for CSIP implementation
Monthly early release professional development time

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

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data (grades K-2)
- Kindergarten Metropolitan
- Gates MacGinite (Gr. 1 and 2)
- Iowa Assessment (Gr. 3)
- Rigby Assessment

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

Reading: All K-12 students score at proficiency levels in reading. (**LRG1, MCGF3, AR6, AR7, EIG1**)

Indicators for district progress with Goal 1:

- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the Iowa Assessments on the Reading Comprehension Test in grades 3-8 and 11, including data disaggregated by subgroup
- Percentage of students in grades 8 and 11 who achieve at the proficient level or above on the district developed reading assessment
- Percentage of students in grade 4 who achieve at the intermediate level or above on the Iowa Collaborative Assessment Modules
- Percentage of students in grades 1-3 considered proficient using District K-3 diagnostic assessment which includes assessments of phonemic awareness, fluency, and comprehension

6. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in reading?

The Curriculum, Instruction, and Assessment Team, the Administrative Cabinet, and the building level school improvement teams will collect input from the district staff to determine actions and strategies to meet the goals. The District Learning and Instructional Impact Team (involving LCSD administrators, teachers, community members, and AEA personnel) will review and make recommendations to the Board of Education. The district will use the Iowa Professional Development Model to develop the District Career Development Plan. The district's career development plan will include the following components: student achievement data, analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and collaboration. (TQ7) All teams in the shared decision making system in the district will continue to collect and analyze formative and summative data to monitor progress.

Current practice to support these long-range goals:

Participation in NWAEA Iowa Core Curriculum Investigations

Daily 5 and Daily CAFE (k-5)

Reading (K-2)

VoWac Phonics (K-2)

Literature Circles (3-5)

Reading Counts (1-5)

Writer's Workshop (K-5)

Daily Oral Language (1-8)

Differentiated Instruction Strategies (K-12)

Vocabulary Strategies (K-12)

Read Alouds, KWL's, Graphic Organizers (6-8)

KU Strategies (4-8)

Accelerated Reader (6-8)

Jamestown Reading Program (6-8)

6 Trait Writing (1-8)

Standards Based Instruction (K-12)

APL Strategies (K-12)

Guided

Instructional Programs/Services Supports Currently Used in the District

Reading Recovery (Grade 1)

Title I, Reading (1-5)

Title II, Part D: Technology Usage

Title III, Language Instruction for Limited English Proficient students

Title IV, Safe and Drug-Free Schools Program

Title V, Innovative Programs

Talented and Gifted Services (1-12)

Student Assistance Teams (K-12)

Mentoring and Induction Plan (K-12)

Special Education Program/Services (Pre-K-12)

E2T2 Technology Consortium (6-8)

Perkins: Vocational and Technical Education Programs (9-12)

Alternative High School

FAME Reading Program (9-12)

Tutorial Assistance Program and Services (TAPS) (9-12)

Ninth Grade Tutorial Assistance Program (NTAP) (9)

K-12 Developmental Guidance Program

All day/Every day Kindergarten

Program

Academy (6-8)

Math

System-wide Management Supports Currently Used in the District

Resource Allocation

Technology

Personnel evaluation systems

Policy Development

Curriculum development (Standards and Performance Indicators)

Curriculum Teams match local curriculum with Iowa Core Curriculum

Research Study Groups

ITAP

Leadership for CSIP implementation
Monthly early release time

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

Math: All K-12 students score at proficiency levels in math. (**LRG2, MCGF3, AR6, AR7, EIG1**)

Indicators for district progress with Goal 2:

- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the Iowa Assessments in Math Total in grades 3-8 and grade 11, including data disaggregated by subgroup
- Percentage of students in grade 8 who achieve at the intermediate level or above on the Iowa Collaborative Assessment Modules
- Percentage of students in grades 5 and 11 who achieve at the proficient level or above on the district developed math assessment
- Local assessments grades K-3 on students' number sense

8. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in mathematics?

The Curriculum, Instruction, and Assessment Team, the Administrative Cabinet, and the building level school improvement teams will collect input from the district staff to determine actions and strategies to meet the goals. The District Learning and Instructional Impact Team will review and make recommendations to the Board of Education. The district will use the Iowa Professional Development Model to develop the District Career Development Plan. The district's career development plan will include the following components: student achievement data, analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and collaboration. (**TQ7**) All teams in the shared decision making system in the district will continue to collect and analyze formative and summative data to monitor progress.

Instructional Strategies Currently Used in the District

Every Student Counts Strategies (K-8)

Daily Oral Math (1-5)

Math Problem Solving Strategies (K-8)

Differentiated Instruction Strategies (K-12)

Vocabulary Strategies (K-12)

Read Alouds, KWL's, Graphic Organizers (6-8)

Standards Based Instruction (K-12)

Boystown Behavior Modification Program (K-12)

APL Strategies (K-12)

Instructional Programs/Services Supports Currently Used in the District

Title II, Part D: Technology Usage

Title III, Language Instruction for Limited English Proficient students

Title IV, Safe and Drug-Free Schools Program

Title V, Innovative Programs

Talented and Gifted Services (1-12)

Student Assistance Teams (K-12)

Mentoring and Induction Plan (K-12)

Special Education Program/Services (Pre-K-12)

Perkins: Vocational and Technical Education Programs (9-12)

Alternative High School

Tutorial Assistance Program and Services (TAPS) (9-12)

Ninth Grade Tutorial Assistance Program (NTAP) (9)

K-12 Developmental Guidance Program

All day/Every day Kindergarten Program

Math Academy (6-8)

System-wide Management Supports Currently Used in the District

Resource Allocation

Technology
Personnel evaluation systems
Policy Development
Curriculum development (Standards and Performance Indicators)
Curriculum Teams match local curriculum with Iowa Core Curriculum
Research Study Groups
ITAP
Leadership for CSIP implementation
Monthly early release professional development time

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

Science: All K-12 students score at proficiency levels in science. (**LRG3, MCGF3, AR6, EIG1**)

Indicators for district progress with Goal 3:

- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the Iowa Assessment Science Test in grades 3-8 and grade 11, including data disaggregated by subgroup
- Percentage of students in grades 4, 8, and 11 who score at proficiency on locally developed science assessment

10. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in science?

The Curriculum, Instruction, and Assessment Team, the Administrative Cabinet, and the building level school improvement teams will collect input from the district staff to determine actions and strategies to meet the goals. The District Learning and Instructional Impact Team will review and make recommendations to the Board of Education. The district will use the Iowa Professional Development Model to develop the District Career Development Plan. The district's career development plan will include the following components: student achievement data, analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and collaboration. (**TQ7**) All teams in the shared decision making system in the district will continue to collect and analyze formative and summative data to monitor progress.

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

Instructional Strategies Currently Used in the District

Guided Reading (K-2)

VoWac Phonics (K-2)

Literature Circles (3-5)

Reading Counts (1-5)

Every Student Counts (K-5)

Writer's Workshop (K-5)

Daily Oral Language (1-8)

Daily Oral Math (1-5)

Math Problem Solving Strategies (K-5)

Hands-on inquiry based science (K-12)

Differentiated Instruction Strategies (K-12)

Vocabulary Strategies (K-12)

Read Alouds, KWL's, Graphic Organizers (6-8)

KU Strategies (4-8)

Accelerated Reader (6-8)

Jamestown Reading Program (6-8)

6 Trait Writing (1-8)

Standards Based Instruction (K-12)

Boystown Behavior Modification Program (K-12)

APL Strategies (K-12)

Instructional Programs/Services Supports Currently Used in the District

Reading Recovery (Grade 1)

Title I, Reading (1-5)

Title II, Part D: Technology Usage

Title III, Language Instruction for Limited English Proficient students

Title IV, Safe and Drug-Free Schools Program

Title V, Innovative Programs

Talented and Gifted Services (1-12)

Student Assistance Teams (K-12)

Mentoring and Induction Plan (K-12)
Special Education Program/Services (Pre-K-12)
E2T2 Technology Consortium (6-8)
Perkins: Vocational and Technical Education Programs (9-12)
Alternative High School
FAME Reading Program (9-12)
Tutorial Assistance Program and Services (TAPS) (9-12)
Ninth Grade Tutorial Assistance Program (NTAP) (9)
K-12 Developmental Guidance Program
All day/Every day Kindergarten Program

System-wide Management Supports Currently Used in the District
Resource Allocation
Technology
Personnel evaluation systems
Policy Development
Curriculum development (Standards and Performance Indicators)
Curriculum Teams match local curriculum with Iowa Core Curriculum
Research Study Groups
ITAP
Leadership for CSIP implementation
Monthly early release time

Collaborative Relationships

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

District Learning and Instructional Impact Team (DLIIT)

The superintendent convenes the District Learning and Instructional Impact Team (DLIIT) that meets five times

per year. The team is comprised of teachers from each building, administrators, board members, AEA representatives, parents, students, and community members. This group serves as the “caretaker of the school improvement process” in the district in addition to providing the Board of Education input regarding specific issues. The team reviews information from building level School Improvement Teams (SIT), other committees (including MCGF) (MCGF 3) and collects and analyzes district level data, e.g., the Iowa Youth Survey results, information from the Annual Progress Report and Principals’ Annual Reports, and the data from the five-year comprehensive community-wide needs assessment. In addition, information regarding the implementation of action plans to support district and building goals is collected, monitored, and analyzed to help identify future student learning and program needs.

Based upon the data reviewed, we developed the following list of prioritized student needs: **(LC4)**

- Improve the reading scores as measured by the Iowa Assessments at all grade levels.
- Improve the math abilities of all students as measured by the Iowa Assessments at all grade levels.
- Improve the science skills of all students as measured by the Iowa Assessments at all grade levels.
- Improve the learning environment for all students by improving student behavior, increase support, and providing quality facilities.
- Lower the number of students participating in alcohol, drug, and tobacco use by improving on the students’ ability to make healthy choices **(SDF4)**.

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

Long Range Goal: All K-12 students score at proficiency levels in reading, math, and science. (LRG1, MCGF3, AR6, EIG1)

Annual Goal: Decrease the percent of students not proficient in grade spans 3-5, 6-8, and 9-11, in reading, math, and science, by 10%.

Goal Input Process: The superintendent convenes the District Learning and Instructional Impact Team (DLIIT) that meets five times per year. The team is comprised of teachers from each building, administrators, board members, AEA

representatives, parents, students, and community members. This group serves as the “caretaker of the school improvement process” in the district in addition to providing the Board of Education input regarding specific issues. The team reviews information from building level School Improvement Teams (SIT), other committees (including MCGF) (MCGF 3) and collects and analyzes district level data, e.g., the Iowa Youth Survey results, information from the Annual Progress Report and Principals’ Annual Reports, and the data from the five-year comprehensive community-wide needs assessment. In addition, information regarding the implementation of action plans to support district and building goals is collected, monitored, and analyzed to help identify future student learning and program needs. All K-12 students score at proficiency levels in math. (LRG2, MCGF3, AR6, EIG1)

Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Math Total in grades 3-8 and the ITED Math Total in grade 11, including data disaggregated by subgroup
Percentage of students in grade 8 who achieve at the intermediate level or above on the Iowa Collaborative Assessment Modules

Percentage of students in grades 5 and 11 who achieve at the proficient level or above on the district developed math assessment

Learning Environment

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

The goals outlined in this section form the basis for the multicultural, gender fair education plan. They are written to ensure that **pluralism** and **equality** are part of the structure, content, processes, and instructional strategies of each program, activity, and curriculum area. They are as follows:

1. To help students understand themselves and others as cultural beings acting within a cultural context.
2. To help students recognize, respect and value the diversity represented in the population of the United States and the world.
3. To help students understand how group membership affects one’s values, attitudes and behaviors.

4. To help students understand the dynamics of discrimination, bias, prejudice and stereotyping.
5. To help students demonstrate the skills for effective social action and interaction between racial/ethnic groups, the sexes and persons of varying abilities and socio-economic backgrounds.
6. The curriculum review and development process will include procedures and activities which ensure adherence to the multicultural, gender fair philosophy.
7. Specifications for the selection of textbooks and other instructional materials will visibly include the necessity for them to meet multicultural, gender fair criteria.
8. Curriculum guides and student course of study guides will direct the multicultural, nonsexist content of the programs and courses.
9. Instruction will be delivered in such a manner that each student has an equal opportunity to learn and identify with the educational program being delivered.
10. Curriculum content will reflect the contributions, perspectives, and interests of diverse racial/ethnic groups, both sexes and persons with disabilities as an integral part of the curriculum.
11. Instructional strategies will foster equity and encourage contributions from males and females, diverse racial/ethnic groups and students of diverse ability and socio-economic backgrounds.
12. Scheduling and grouping practices will promote collaboration between males and females, diverse racial/ethnic groups and students of varying abilities and socio-economic status.

Curriculum and Instruction

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

The Le Mars Community School Board has directed district administration to provide resources and work with building administration and staff to develop action plans, and time for teachers to study, plan, implement, assess, and monitor implementation of the Iowa Core Curriculum as set forth by Iowa code and Iowa Department of Education procedural guidelines.

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

The Le Mars Community School Board has directed district administration to provide resources and work with building administration and staff to develop action plans, and time for teachers to study, plan, implement, assess, and monitor implementation of the Iowa Core Curriculum as set forth by Iowa code and Iowa Department of Education procedural guidelines.

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

The Le Mars Community School Board has directed district administration to provide resources and work with building administration and staff to develop action plans, and time for teachers to study, plan, implement, assess, and monitor implementation of the Iowa Core Curriculum as set forth by Iowa code and Iowa Department of Education procedural guidelines.

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

The Le Mars Community School Board has directed district administration to provide resources and work with building administration and staff to develop action plans, and time for teachers to study, plan, implement, assess, and monitor implementation of the Iowa Core Curriculum as set forth by Iowa code and Iowa Department of Education procedural guidelines.

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

The Le Mars Community School Board has directed district administration to provide resources and work with building administration and staff to develop action plans, and time for teachers to study, plan, implement, assess, and monitor

implementation of the Iowa Core Curriculum as set forth by Iowa code and Iowa Department of Education procedural guidelines.

Learning Environment

19. Does your district offer any online courses?

Yes No

1. Please provide a description of your online curriculum.

Postsecondary Enrollment Options (PSEO) are offered to sophomores labeled as Talented and Gifted juniors, and seniors. These online courses are offered through Western Iowa Technical Community College. Courses offered: Philosophy, Criminal Justice, Health Occupations, Education, French, and Medical Office Procedures.

Professional Development

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

District stakeholder teams (DLIIT, SIT, Cabinet, building level PD and content teams) analyze student data and provide input for professional development activities directly aligned to long-range student learning goals. District-wide professional development follows the Iowa Professional Development Model. Stakeholder team input is utilized in the development of a district professional development plan to meet long-range goals. The district plan directs the overall district focus; building professional development plans are developed to meet specific student needs within each building, adhering to the district long range goals within the district professional development plan. The building principal and SIT teams design building professional development activities aligned to these long range goals. The professional development plans are then evaluated by district administration and CIA to guarantee adherence to district long-range goals. The LCSD Board of Education is then presented district and building professional development plans for approval to meet district learning

goals. Throughout the school year, the Board monitors goals through regular reports from district and building level administration as to the progress toward goals.

District Learning and Instructional Impact Team (DLIIT)

The superintendent convenes the District Learning and Instructional Impact Team (DLIIT) that meets five times per year. The team is comprised of teachers from each building, administrators, board members, AEA representatives, parents, students, and community members. This group serves as the “caretaker of the school improvement process” in the district in addition to providing the Board of Education input regarding specific issues. The team reviews information from building level School Improvement Teams (SIT), other committees (including MCGF) (MCGF 3) and collects and analyzes district level data, e.g., the Iowa Youth Survey results, information from the Annual Progress Report and Principals’ Annual Reports, and the data from the five-year comprehensive community-wide needs assessment. In addition, information regarding the implementation of action plans to support district and building goals is collected, monitored, and analyzed to help identify future student learning and program needs.

Curriculum, Instruction, and Assessment Team (CIA)

The Curriculum, Instruction, and Assessment Team (CIA) includes three teacher leaders from each level in the district, the building principals, and the assistant superintendent. This team serves as a capacity building team in the district’s efforts related to aligning curriculum, instruction, and assessment for the purpose of improving student achievement. This team analyzes all aspects of the student achievement data collected and input from other teams in the shared decision process in the school district, and helps develop, deliver, and assess, the district’s professional development plan.

The Administrative Cabinet

The administrative cabinet includes the superintendent, assistant superintendent, all six building principals, the activities director, and the director of music programming. The cabinet meets weekly to discuss student and staff issues. They review raw data and the recommendations made by the other teams in the district. The cabinet also develops recommendations to present to the other teams and plans for the professional

development activities in the district.

School Improvement Teams (SIT)

Each level in the district has a School Improvement Team (SIT) that is responsible for the collection and analysis of the data related to it's level. SIT teams provide leadership in planning and implementing the building level school improvement plans. SIT teams at each level are comprised of building representatives of the licensed staff in that building and are chaired by the building principal. Members examine Iowa Assessment item analysis information and frequency data (e.g., the number of special education students and low socioeconomic students scoring at or below the 40th percentile), as well as building specific indicator data (e.g., other grade level assessments, discipline data, graduation rate, and attendance). Interventions are then planned based upon the data analysis and the school improvement plan is developed. This information is then reviewed with the rest of the building staff during faculty meetings. The teams focus on professional development plan implementation and design directly aligned to district and building goals.

Communication and Problem Solving Team (CAPS)

The Communication and Problem Solving Team (CAPS) is a team chaired by the superintendent that consists of representatives from all the work groups in the district. This includes teachers, instructional aides, secretaries, central office personnel, transportation, maintenance, food service, technology and media production, and administrators. The purpose of this team is to facilitate continuous communication throughout the district regarding issues, problems, concerns, and suggestions regarding the school improvement process and operations in the district. The team works collaboratively through a shared problem solving process as problems are identified and solutions are decided upon to address the problems. The CAPS team meets every other month during the school year.

Teacher Quality Committee

The Teacher Quality Committee is co-chaired by the superintendent and the president of the local teacher's association. The Teacher Quality Committee has six members – three administrators (superintendent, assistant superintendent, and one building principal) and three teacher representatives from local teacher's association. The purpose of this committee is to oversee the district professional development plan and determine

expenditure of state designated professional development dollars. The Teacher Quality Committee has directed the Curriculum, Instruction, and Assessment Team to plan specific district professional development activities

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

Our school improvement teams at both the building and district level 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:

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

Professional Development Practices:

Iowa Professional Development Model

Iowa Core Curriculum Characteristics of Effective Instruction

Professional Learning Communities.

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

Target:

Le Mars CSD professional development will target the Iowa Core “Characteristics of Effective Instruction.” District-wide professional development activities will utilize the Characteristics of Effective Instruction to improve student achievement within reading comprehension.

PD Content:

- Iowa Core’s “Characteristics of Effective Instruction” at all levels.
- Rachel Billmeyer’s “Reading in the Content Area” and ASCD PLC Strategic Reading Inference Guide at the high school.
- E2T2 Reading Framework at the middle school.
- Daily Five and Daily CAFÉ, as well as Every Student Counts at the elementary

Research Base:

Professional development will be based upon the research detailed within the Iowa Core Curriculum; E2T2 reading framework at the middle school level, Daily CAFÉ and Every Student Counts at the elementary; and DuFour/ASCD PLC Reading Inference research and Rachel Billmeyer’s “Reading in the Content Area” at the high school.

All Site Personnel: All district personnel will participate in in-service activities.

Design:

- **Monthly In-Service:** The design of monthly district-wide in-service activities will follow the specific professional development needs within each level (elementary, middle school, and high school), in order to focus upon the specific student achievement needs of each level within reading comprehension and the Characteristics of Effective Instruction. Activities will include collaborative learning teams studying research-based reading comprehension strategies and Characteristics of Effective Instruction; classroom implementation; self and group reflection; and sharing of student work and assessments, as well as peer feedback and input.

Additional Professional Development Hours:

- **Extra Professional Development Hours:** This time will be used outside of teacher contract time in order to reinforce the learning taking place during in-service activities.
- **Professional Development Classes:** Optional classes will be scheduled throughout the school year, outside of contract time, to study and implement additional instructional initiatives.

Collaborative work between full-group sessions:

Curriculum Instruction and Assessment (CIA) Team members will continue their study of the Iowa Core Curriculum, as well as state-wide initiatives with potential impact upon LCSD. Building leadership teams will plan activities for inservices and the extra PD hours to support professional development activities. Additionally, teachers will have the opportunity to reinforce in-service learning by working together during the seven additional hours, as well as voluntary professional development classes.

Implementation Plan:

CIA members, building leadership teams, building administration, and district leadership, will work collaboratively to develop the professional development plan. The implementation plan will follow the Iowa professional development model which includes research, modeling, time for groups of teachers to discuss the research and possible implementation strategies, time for implementation, and reflection and feedback.

Monitoring of Implementation:

Teacher implementation of in-service activities will be monitored by district and building administration. Teachers will complete a written reflection after implementation of strategies and discuss with other teachers at in-service. Building principals and fellow teachers will offer feedback on implementation logs. In addition, administrators will conduct regular walk-through visits to stay apprised of implementation of strategies and development of plans.

Evaluation:

- **Formative assessment** of strategy implementation will consist of teacher reflection (i.e. electronic reflection logs), building principals' feedback, and administrator walk-throughs.
- **Summative assessment** will be based upon student improvement on Iowa Assessments and local assessments in the areas of reading, math, science, and language.

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

- **Alignment with the Iowa Teaching Standards**

These professional development actions align directly with the following Iowa Teaching Standards and Criteria: (TQ5)

- **Standard #2 – Demonstrates competence in content knowledge (specifically criteria 2a, 2b, and 2d)**
- **Standard #3 – Demonstrates competence in planning and preparation for instruction (specifically criteria 3a, 3b, 3d, and 3e)**
- **Standard #4 – Uses strategies to deliver instruction that meets the multiple learning needs of students (specifically criteria 4a, 4b, and 4f)**
- **Standard #7 – Professional Development (specifically criteria 7a, 7b, 7c, and 7d)**

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

(May) Teachers and administrators perform item analysis on the Iowa Assessments to identify determine goal attainment and professional development activity effectiveness in improving student achievement, as well as identify areas for improvement and success to replicated. This data is shared with school improvement teams, DLIT, and CIA. Each team compares student achievement data as compared to goal attainment. The teams then provide input into district goals; translating into professional development activities based upon student

need within Iowa Assessments. (May/June) Each level's school improvement team (elementary, middle school, and high school) develops yearly and monthly professional activities in order to improve student achievement data within identified goals. (August) District and building-level professional development plans are presented to the board of education. (Monthly) Teachers share implementation and student data related to professional development activities with fellow teachers and administration. This information is utilized by individual teachers and school improvement teams to monitor and adjust professional development activities, as needed. (Monthly) The board of education monitors district goal attainment progress by receiving updates from administration and staff on professional development activities.

Based upon this process, this year's professional development activities targeted the Iowa Core "Characteristics of Effective Instruction." District-wide professional development activities utilize the Iowa Core Curriculum's Characteristics of Effective Instruction to improve student achievement within reading comprehension.

The following teams provide input and monitor professional development activities throughout the school year:

District Learning and Instructional Impact Team (DLIIT)

The superintendent convenes the District Learning and Instructional Impact Team (DLIIT) that meets five times per year. The team is comprised of teachers from each building, administrators, board members, AEA representatives, parents, students, and community members. This group serves as the "caretaker of the school improvement process" in the district in addition to providing the Board of Education input regarding specific issues. The team reviews information from building level School Improvement Teams (SIT), other committees (including MCGF) (MCGF 3) and collects and analyzes district level data, e.g., the Iowa Youth Survey results, information from the Annual Progress Report and Principals' Annual Reports, and the data from the five-year comprehensive community-wide needs assessment. In addition, information regarding the implementation of action plans to support district and building goals is collected, monitored, and analyzed to help identify future student learning and program needs.

Curriculum, Instruction, and Assessment Team (CIA)

The Curriculum, Instruction, and Assessment Team (CIA) includes three teacher leaders from each level in the district, the building principals, and the assistant superintendent. This team serves as a capacity building team

in the district's efforts related to aligning curriculum, instruction, and assessment for the purpose of improving student achievement. This team analyzes all aspects of the student achievement data collected and input from other teams in the shared decision process in the school district, and helps develop and deliver the district's professional development plan.

The Administrative Cabinet

The administrative cabinet includes the superintendent, assistant superintendent, all six building principals, the activities director, and the director of music programming. The cabinet meets weekly to discuss student and staff issues. They review raw data and the recommendations made by the other teams in the district. The cabinet also develops recommendations to present to the other teams and plans for the professional development activities in the district.

School Improvement Teams (SIT)

Each level in the district has a School Improvement Team (SIT) that is responsible for the collection and analysis of the data related to its level. SIT teams provide leadership in planning and implementing the building level school improvement plans. SIT teams at each level are comprised of building representatives of the licensed staff in that building and are chaired by the building principal. Members examine ITBS/ITED item analysis information and frequency data (e.g., the number of special education students and low socioeconomic students scoring at or below the 40th percentile), as well as building specific indicator data (e.g., other grade level assessments, discipline data, graduation rate, and attendance). Interventions are then planned based upon the data analysis and the school improvement plan is developed. This information is then reviewed with the rest of the building staff during faculty meetings.

Communication and Problem Solving Team (CAPS)

The Communication and Problem Solving Team (CAPS) is a team chaired by the superintendent that consists of representatives from all the work groups in the district. This includes teachers, instructional aides, secretaries, central office personnel, transportation, maintenance, food service, technology and media production, and administrators. The purpose of this team is to facilitate continuous communication throughout the district

regarding issues, problems, concerns, and suggestions regarding the school improvement process and operations in the district. The team works collaboratively through a shared problem solving process as problems are identified and solutions are decided upon to address the problems. The CAPS team meets every other month during the school year.

Teacher Quality Committee

The Teacher Quality Committee is co-chaired by the superintendent and the president of the local teacher's association. The Teacher Quality Committee has six members – three administrators (superintendent, assistant superintendent, and one building principal) and three teacher representatives from local teacher's association. The purpose of this committee is to oversee the district professional development plan and determine expenditure of state designated professional development dollars. The Teacher Quality Committee has directed the Curriculum, Instruction, and Assessment Team to plan specific district professional development activities

25. Describe how professional development, including professional development supportive of the implementation of the Iowa Core, contains all the elements of effective professional development for student achievement (theory, demonstration, practice, observation, reflection, collaboration, mentoring, and peer coaching). Include specific activities, resources, and timelines.

Research Base:

Professional development will be based upon the research detailed within the Iowa Core Curriculum; E2T2 reading framework at the middle school level, Daily CAFÉ and Every Student Counts at the elementary; and DuFour/ASCD PLC Reading Inference research and Rachel Billmeyer's "Reading in the Content Area" at the high school.

All Site Personnel: All district personnel will participate in in-service activities.

Design for the 2012-2013 school year:

- **Monthly In-Service:** The design of monthly district-wide in-service activities will follow the specific professional development needs within each level (elementary, middle school, and high school), in order to focus upon the specific

student achievement needs of each level within reading comprehension and the Characteristics of Effective Instruction. Activities will include collaborative learning teams studying research-based reading comprehension strategies and Characteristics of Effective Instruction; peer observations; classroom implementation; self and group reflection; and sharing of student work and assessments, as well as peer feedback and input.

Additional Professional Development Hours:

- **Extra Professional Development Hours:** This time will be used outside of teacher contract time in order to reinforce the learning taking place during in-service activities.
- **Professional Development Classes:** Optional classes will be scheduled throughout the school year, outside of contract time, to study and implement additional instructional initiatives.

Collaborative work between full-group sessions:

Curriculum Instruction and Assessment (CIA) Team members will continue their study of the Iowa Core Curriculum, as well as state-wide initiatives with potential impact upon LCSD. Building leadership teams will plan activities for inservices and the extra PD hours to support professional development activities. Additionally, teachers will have the opportunity to reinforce in-service learning by working together during the seven additional hours, as well as voluntary professional development classes.

Implementation Plan:

CIA members, building leadership teams, building administration, and district leadership, will work collaboratively to develop the professional development plan. The implementation plan will follow the Iowa professional development model which includes research, modeling, time for groups of teachers to discuss the research and possible implementation strategies, time for implementation, and reflection and feedback.

Monitoring of Implementation:

Teacher implementation of in-service activities will be monitored by district and building administration. Teachers will complete a written reflection after implementation of strategies and discuss with other teachers at in-service. Building principals and fellow teachers will offer feedback on implementation logs. In addition, administrators will conduct regular walk-through visits to stay apprised of implementation of strategies and development of plans.

Evaluation:

- Formative assessment of strategy implementation will consist of teacher reflection (i.e. electronic reflection logs), building principals' feedback, and administrator walk-throughs.
- Summative assessment will be based upon student improvement on Iowa Assessments and local assessments in the areas of reading, math, science, and language.

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

All teachers will be engaged in training, including those responsible for Title I, Special Education, At-risk, ELL, career/technical courses, guidance, and Talented and Gifted. All teachers are required to take part in professional development plan activities. Teachers complete learning logs based upon activities, all teachers are evaluated utilizing professional growth standards within the Iowa Teaching Standards, and all teachers are required to fulfill Career Development Plans linked to professional development activities. We will continue to work with AEA so that teachers can receive licensure renewal credits for participation in district-wide and building-wide professional development meetings and for their work with implementation of new strategies within their classrooms. (**PERK1, SPED1, LEP1, TQ8**)

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

Le Mars Community School District will serve as the professional development provider. Northwest AEA consultants and other providers accredited by the Iowa Dept. of Education will provide technical assistance. (TQ6)

28. Describe the district's sustained professional development related to the integration and effective use of technology for teachers, principals, administrators, and school media library personnel.

Le Mars CSD has continuous efforts to identify technology to supplement curriculum, increase communication, and increase efficiency within daily operations. The following are samples of technology professional development and implementation:

Skills Iowa; Smartboards; Mobi Notepads; XL math; Iowa Core Curriculum Alignment Tool (I-CAT); science Lab Pro; Google (teacher and student email and teacher general usage of Google programs); C-Plan, EdInsight, PowerSchool; Wiki; Moodle; movement of all K-8 students to Reading Counts; and training for teachers to post course materials on the district website.

Monitoring and Accountability

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

- IEP teams goals are written so they can be monitored on a regular basis in order to guide decision making. NWAEA has facilitated professional development for our staff on writing such goals.
- Regular assessments/probes are provided to set baseline data and then measured on a frequent and regular basis throughout the school year. These probes are renormed every five years with regular education students as to provide up to date norming trends.
- Special education teachers meet frequently with regular education teachers to discuss student progress and goal monitoring; regular education teachers provide feedback to IEP team on goals.
- All members of the IEP team are provided results of individual student assessment data (regular trendline data over the span of the school year/comparison to previous progress); the team then analyzes data with comparison to baseline data and regular progress to achieve IEP goals, in order to develop determine effectiveness of education interventions and develop new goals and/or IEP interventions to improve student learning.
- Parents receive additional IEP progress reports during school district regular education reporting periods.
- During each IEP team meeting, the data collection process and interpretation are explained to the team members to help them understand so the team may provide input as to IEP changes/goals.
- Special education teachers meet frequently with regular education teachers to discuss student progress and goal monitoring; regular education teachers provide feedback to IEP team on goals.

- The district compliant/cooperative with NWAEA in their random audit of IEPs and making necessary changes to meet state guidelines of IEP writing.

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

Curriculum and Professional Development: Iowa Core Curriculum supplemented by a variety of research-based programs (ie. KU Strategies, E2T2, Language!, Every Student Counts, Characteristics of Effective Instruction, Differentiated Instruction, Daily 5/CAFE). Special education and regular education teachers have participated in these research-based learning supports to enhance curriculum and student achievement of all students. Special education and regular education teachers participate in professional development activities together; working collaboratively to enhance IEP student performance. Additionally, Special education teachers have also been provided professional development by NWAEA on effective IEP/goal writing and co-teaching in order to improve student performance.

Initial Support/Identification: CARE Team- Teachers and administration meet to identify students struggling and possibly in need of special education services.

IEP Support Activities:

Consulting Teacher services in which indirect services are provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.

Co-Teaching Services: Co-teaching services in which specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skills needs of students in the general education classroom. These services take shape in a variety of manners. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. The effectiveness of services provided through co-teaching have a strong research base.

Pre-Teaching: Students are provided pre-taught services to students participating in regular education co-taught courses in order to prepare them for content/activities. This provides double/extended exposure to content, as well as additional support to meet learning goals.

Collaborative Services: Collaborative services provide direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

Specially Designed Instructional Services: Specially designed instruction is provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. Specially designed instruction supplements the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided does not supplant the instruction provided in the general education classroom.

Special Class: Special Class services provide direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education curriculum, but has been modified to meet the unique needs of the student(s) in a self contained setting. This means the student is receiving his or her primary instruction separate from non-disabled peers.

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

In order to determine at-risk programming needed, data from yearly Iowa Youth Surveys, drop-out rates, students considered at-risk analysis, grades, discipline numbers, and district goals are analyzed, to name a few. The following teams analyze this data and provide input into programming needs:

District Learning and Instructional Impact Team (DLIIT)

The superintendent convenes the District Learning and Instructional Impact Team (DLIIT) that meets five times per year. The team is comprised of teachers from each building, administrators, board members, AEA representatives, parents, students, and community members. This group serves as the "caretaker of the school improvement process" in the district in addition to providing the Board of Education input regarding specific issues. The team reviews information from

building level School Improvement Teams (SIT), other committees (including MCGF) (MCGF 3) and collects and analyzes district level data, e.g., the Iowa Youth Survey results, information from the Annual Progress Report and Principals' Annual Reports, and the data from the five-year comprehensive community-wide needs assessment. In addition, information regarding the implementation of action plans to support district and building goals is collected, monitored, and analyzed to help identify future student learning and program needs.

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through a shared problem solving process as problems are identified and solutions are decided upon to address the problems. The CAPS team meets every other month during the school year.

Programs and data utilized to evaluate each program:

- Le Mars Alternative High School- Credit completion, diplomas earned
- LCHS Tutorial Room- attendance; incompletes; performance regression/maintained/improved; number of students served; grades; student feedback (tutorial helpfulness, conduciveness to success, subjects needing tutoring, student effort, student work priority, time studying).
- Middle School Academy/Specialized Study- Number of students failing/prevented Fs within core courses and student achievement based upon baseline data gathered within Math and Literacy Academies.
- High School Summer School- Number of credits completed.

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

In order to evaluate dropout prevention programs, the following teams analyze this data and provide input into programming needs:

District Learning and Instructional Impact Team (DLIIT)

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- Middle School Academy/Specialized Study- Number of students failing/prevented Fs within core courses and student achievement based upon baseline data gathered within Math and Literacy Academies.
- High School Summer School- Number of credits completed.

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

Rather than judging the effectiveness of this program through CSIP goal indicators, since Le Mars Community does not believe that disaggregating it's district-wide assessment data by TAG student participants provides meaningful information, we will utilize the following to determine effectiveness:

- Percentage of all students participating in the TAG program who meet goals in their individualized learning plans.

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

35. Will the district receive services under Title III in (current_school_year), either as a direct subgrantee or though an AEA consortium?

Yes No

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

Curriculum and Instruction:

Attendance to Iowa Core Curriculum Update meetings; NWAEA Iowa Core Curriculum Investigations Workshops in order to understand the Iowa Core, implement the curriculum, and learn how to teach the curriculum to a high degree to all students, including ELL.

The following are professional development activities the district has implemented which impact achievement of ELL students:

- Daily 5 (1-5)
- Daily Cafe (1-5)
- E2T2 Reading Framework (6-8)
- Guided Reading (K-2)
- VoWac Phonics (K-2)
- Literature Circles (3-5)
- Reading Counts (1-5)
- Every Student Counts (K-5)
- Writer's Workshop (K-5)
- Daily Oral Language (1-8)
- Daily Oral Math (1-5)
- Math Problem Solving Strategies (K-8)
- Hands-on inquiry based science (K-12)
- Differentiated Instruction Strategies (K-12)
- Vocabulary Strategies (K-12)
- Read Alouds, KWL's, Graphic Organizers (6-8)
- KU Strategies (4-8)
- Jamestown Reading Program (6-8)
- 6 Trait Writing (1-8)
- Standards Based Instruction (K-12)
- Boystown Behavior Modification Program (K-12)
- APL Strategies (K-12)

Assessment: Staff have been trained to implement ELDA and TELPA. Staff are provided training on Iowa Assessment accommodations for ELL students.

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

ELDA assessment

TELPA for newcomers to the district is provided as a placement tool

Classroom performance

Iowa Assessments

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

An annual ELL student performance matrix is created utilizing ELDA scores, GPA, Iowa Assessment student achievement data, course grades, and teacher input on student performance as related to acquisition of the language. This data is compiled and administration then creates a program for students. Programs range from full integration with support, a pullout ELL classroom, and one on one ELL instruction/assistance within the regular education classroom.

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

(May) Teachers and administrators perform item analysis on the Iowa Assessments to identify determine goal attainment and professional development activity effectiveness in improving student achievement, as well as identify areas for improvement and success to replicated for all students. These data have been used to establish trend-lines, which are updated annually and reported in our Annual Progress report (APR). Using National Percentile Rank (NPR) information from the Iowa Assessments, we also monitor the progress of each peer cohort group as they progress from 3rd to 9th grade in the areas of reading, mathematics, science, and language. (**LRDA1**, LRDA 3). This data is shared with school improvement teams, DLIT, and CIA. Each team compares student achievement data as compared to goal attainment. The teams then provide input into district goals; translating into professional development activities based upon student need within Iowa Assessments. (May/June) Each level's school improvement team (elementary, middle school, and high

school) develops yearly and monthly professional activities in order to improve student achievement data within identified goals. (August) District and building-level professional development plans are presented to the board of education. (Monthly) Teachers share implementation and student data related to professional development activities with fellow teachers and administration. This information is utilized by individual teachers to school improvement teams to monitor and adjust professional development activities, as needed.

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

The district collects the following required data (LRDA1, LRDA2, LRDA3,LRDA4):

- Trend line data for Iowa Assessments in reading, math, and science at grades 4, 8, and 11
- Subgroup data for Iowa Assessments in reading, math, and science at grades 4, 8, and 11
- Graduation rate
- Grade 7-12 dropout percentage
- Percentage of graduates planning to pursue postsecondary education
- Percentage of graduates completing the core curriculum as defined by the state of Iowa
- Percentage of high school students achieving a score or status on a measure indicating probably postsecondary success as defined by the state of Iowa
- Trend line data from the Iowa Youth Survey in grades 6, 8, and 11 (SDF1, SDF3, SDF4)
- A comprehensive, community-wide needs assessment (administered at least once every five years) which includes input from community members, parents, administrators, staff, and students in the form of surveys and focus groups (LC3, LRDA 2)
- Participation rates for required district-wide assessments in grades 3-11
- Aggregate and subgroup attendance data grades K-12
- Career and technical education (CTE) student data (e.g., 11th grade participants' proficiency in reading and math, program completers, and occupational competency) (PERK3)
- Iowa Collaborative Assessment Modules in 4th grade reading and 8th grade math

These data have been used to establish trend-lines, which are updated annually and reported in our Annual Progress report (APR). Now, using National Percentile Rank information from the Iowa Assessments, we also monitor the progress of each peer cohort group as they progress from 3rd to 9th grade in the areas of reading, mathematics, science, and language. (LRDA1, LRDA 3)

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

Through our local decision making process (noted below) the district collects and analyzes information on a variety of other indicators including the following (LRDA 4) :

- Kindergarten Metropolitan
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data (grades K-2)
- Curriculum-Based Measurements (CBMs) (grades 5, 8, and 11)
- Gates MacGinite for 1st and 2nd grades
- District demographic data
- Basic Educational data Survey (BEDS) data (e.g., course offerings and enrollment information by course/gender)
- Iowa Assessment data for other grade levels and subject areas (grades 3, 5, 6, 7, 9, and 10)
- Student discipline data (e.g., office referrals, suspensions, and expulsions) (grades 4-12) (**SDF1, SDF3**)
- Student participation in the district's breakfast and lunch program (grades K-12)

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comprehensive community-wide needs assessment. In addition, information regarding the implementation of action plans to support district and building goals is collected, monitored, and analyzed to help identify future student learning and program needs.

Curriculum, Instruction, and Assessment Team (CIA)

The Curriculum, Instruction, and Assessment Team (CIA) includes three teacher leaders from each level in the district, the building principals, and the assistant superintendent. This team serves as a capacity building team in the district's efforts related to aligning curriculum, instruction, and assessment for the purpose of improving student achievement. This team analyzes all aspects of the student achievement data collected and input from other teams in the shared decision process in the school district, and helps develop and deliver the district's professional development plan.

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

Teachers and administrators perform item analysis on the Iowa Assessments to identify determine goal attainment and professional development activity effectiveness in improving student achievement, as well as identify areas for improvement and success to replicated for all students. These data have been used to establish trend-lines, which are updated annually and reported in our Annual Progress report (APR). Using National Percentile Rank (NPR) information from the Iowa Assessments, we also monitor the progress of each peer cohort group as they progress from 3rd to 9th grade in the areas of reading, mathematics, science, and language. (**LRDA1**, LRDA 3). This data is shared with school improvement teams, DLIT, and CIA. Each team compares student achievement data as compared to goal attainment. The teams then provide input into district goals; translating into professional development activities based upon student need within Iowa

Assessments. Each level's school improvement team (elementary, middle school, and high school) develops yearly and monthly professional activities in order to improve student achievement data within identified goals. District and building-level professional development plans are presented to the board of education. Teachers share implementation and student data related to professional development activities with fellow teachers and administration. This information is utilized by individual teachers to school improvement teams to monitor and adjust professional development activities, as needed.

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40. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2012-2013.

Assessment	Other
Gates MacGinitie	

41. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2012-2013.

Assessment	Other
ICAM – Iowa Collaborative Assessment Modules (from ICIIC)	

42. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2012-2013.

Assessment	Other
Locally Developed Assess	

43. Describe how the district administers district-wide assessments and analyzes results of these assessments for all students (IEP, ELL, FRL, etc.) in reading and mathematics.

Administration of district-wide assessments:

- Administered during the spring (Iowa Assessments are taken district-wide during the same days; schedule is building dependent).
- Permitted testing supports are made available to necessary students (ie. ELL, IEP)

Analysis of Assessment Results:

(May) Teachers and administrators perform item analysis on the Iowa Assessments to identify determine goal attainment and professional development activity effectiveness in improving student achievement, as well as identify areas for improvement and success to replicated for all students. These data have been used to establish trend-lines, which are updated annually and reported in our Annual Progress report (APR). Using Iowa Percentile Rank (IPR) information from the Iowa Assessments, we also monitor the progress of each peer cohort group as they progress from 3rd to 9th grade in the areas of reading, mathematics, science, and language. (LRDA1, LRDA 3). This data is shared with school improvement teams, DLIT, and CIA. Each team compares student achievement data as compared to goal attainment. The teams then provide input into district goals; translating into professional development activities based upon student need within Iowa Assessments. (May/June) Each level's school improvement team (elementary, middle school, and high school) develops yearly and monthly professional activities in order to improve student achievement data within identified goals. (August) District and building-level professional development plans are presented to the board of education. (Monthly) Teachers share implementation and student data related to professional development activities with fellow teachers and administration. This information is utilized by individual teachers to school improvement teams to monitor and adjust professional development activities, as needed.

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44. Does the district accept Title II, Part A funds 2013-2014?

Yes No

1. Describe how the activities funded through Title II, Part A will have a substantial, measurable, and positive impact on student academic achievement.

Funds are utilized to decrease class sizes in the first and second grades by adding one section (one teacher) at each of these grade levels. Without these funds, section sizes would increase by approximately 4-7 students per class. These decreased class sizes provide students opportunities for increased personalized in a smaller class setting; therefore, increasing student performance at the lower grade levels.

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

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, as well as results of their summative evaluation.

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

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

Percentage of K-12 teachers who accurately use the strategies as measured by observations and implementation logs.

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

Career Development Plans are directly related to district and building student achievement goals; therefore, directly tied to district and building professional development plans. These plans, and their effectiveness, are evaluated by analyzing

student achievement data through the following process: Teachers and administrators perform item analysis on the Iowa Assessments to identify determine goal attainment and professional development activity effectiveness in improving student achievement, as well as identify areas for improvement and success to replicated for all students. These data have been used to establish trend-lines, which are updated annually and reported in our Annual Progress report (APR). Using National Percentile Rank (NPR) information from the Iowa Assessments, we also monitor the progress of each peer cohort group as they progress from 3rd to 9th grade in the areas of reading, mathematics, and science. This data is shared with school improvement teams, DLIT, and CIA. Each team compares student achievement data as compared to goal attainment. The teams then provide input into district goals; translating into professional development activities based upon student need within Iowa Assessments. (May/June) Each level's school improvement team (elementary, middle school, and high school) develops yearly and monthly professional activities in order to improve student achievement data within identified goals. (August) District and building-level professional development plans are presented to the board of education. (Monthly) Teachers share implementation and student data related to professional development activities with fellow teachers and administration. This information is utilized by individual teachers to school improvement teams to monitor and adjust professional development activities, which are directly tied to career development plans.

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

Formative: Utilization of administrator classroom walk-throughs; administrator classroom observations; professional development learning logs discussed with peers and submitted to administration; and formative teacher evaluation data.

Summative: Summative teacher evaluation and formalized teacher and administrator evaluation of the Career Development Plan by utilizing the required district Performance Review. This Performance Review includes the following: connection to the Iowa Teaching Standards; evidence of results, outcomes, and/or products of the plan; communication pertaining to new knowledge/skills learned as a result of the plan; next year career development plan actions based upon results of the current plan; teacher comments and reflections; and administrator comments and reflections.

Is the district accepting Perkins funds in 2013-2014?

Yes No

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

LeMars Community Schools 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
- Communication of the results of the comparison to appropriate audiences

LeMars Community Schools 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 evaluation 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 LeMars incorporates into its CSIP will occur within a five-year rotation. Note: LeMars will submit, as required, any annual evaluation/reporting data for state and federal programs.

The district's School Improvement Team recommended the following program rotation and timelines for in-depth summative program evaluation, using both student achievement data and teacher implementation data: *Perkins (Vocational/Career and Technical Education Programs) – Every five years, continuing in 2008 (**PERK2, PERK3**)*

LeMars Community Schools 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

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development plan), more frequently. Progress toward meeting program/service expectations will be reported through the districts shared decision making structure.

CSIP Indicator Data to Measure Program Effectiveness

LeMars Community Schools 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 the its CSIP Constant conversation Question #2. Based on input from the program providers, Building School Improvement Teams, and the District Learning and Instructional Impact Team, the district decided that evaluation of these data would be sufficient, at this time, to assist in determining the effectiveness of the following programs:

- Perkins (Vocational/Career and Technical Education Programs) (**PERK2, PERK3**)

The district will also collect, analyze, and use the following data to inform effectiveness with the following programs:

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

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

All teachers will be engaged in training, including those responsible for Title I, Special Education, At-risk, ELL, career/technical courses, guidance, and Talented and Gifted. All teachers are required to take part in professional development plan activities, and will be provided the opportunity to participate in other professional development opportunities outside the district (for example, CTE teachers attend various NWEA CTE trainings, as well as conferences and workshops throughout the United States). Teachers complete learning logs based upon activities, all teachers are

evaluated utilizing professional growth standards within the Iowa Teaching Standards, and all teachers are required to fulfill Career Development Plans linked to professional development activities. We will continue to work with AEA so that teachers can receive licensure renewal credits for participation in district-wide and building-wide professional development meetings and for their work with implementation of new strategies within their classrooms. (PERK1, SPED1, LEP1, TQ8)

This year's PD for all staff includes the following Plan-

Target:

Le Mars CSD professional development will target the Iowa Core "Characteristics of Effective Instruction." District-wide professional development activities will utilize the Characteristics of Effective Instruction to improve student achievement within reading comprehension.

PD Content:

- Iowa Core's "Characteristics of Effective Instruction" at all levels.
- Rachel Billmeyer's "Reading in the Content Area" and ASCD PLC Strategic Reading Inference Guide at the high school.
- E2T2 Reading Framework at the middle school.
- Daily Five and Daily CAFÉ, as well as Every Student Counts at the elementary

Research Base:

Professional development will be based upon the research detailed within the Iowa Core Curriculum; E2T2 reading framework at the middle school level, Daily CAFÉ and Every Student Counts at the elementary; and DuFour/ASCD PLC Reading Inference research and Rachel Billmeyer's "Reading in the Content Area" at the high school.

All Site Personnel: All district personnel will participate in in-service activities.

Design:

- **Monthly In-Service:** The design of monthly district-wide in-service activities will follow the specific professional development needs within each level (elementary, middle school, and high school), in order to focus upon the specific student achievement needs of each level within reading comprehension and the Characteristics of Effective Instruction. Activities will include collaborative learning teams studying research-based reading comprehension

strategies and Characteristics of Effective Instruction; classroom implementation; self and group reflection; and sharing of student work and assessments, as well as peer feedback and input.

Additional Professional Development Hours:

- **Extra Professional Development Hours:** This time will be used outside of teacher contract time in order to reinforce the learning taking place during in-service activities.
- **Professional Development Classes:** Optional classes will be scheduled throughout the school year, outside of contract time, to study and implement additional instructional initiatives.

Collaborative work between full-group sessions:

Curriculum Instruction and Assessment (CIA) Team members will continue their study of the Iowa Core Curriculum, as well as state-wide initiatives with potential impact upon LCSD. Building leadership teams will plan activities for inservices and the extra PD hours to support professional development activities. Additionally, teachers will have the opportunity to reinforce in-service learning by working together during the seven additional hours, as well as voluntary professional development classes.

Implementation Plan:

CIA members, building leadership teams, building administration, and district leadership, will work collaboratively to develop the professional development plan. The implementation plan will follow the Iowa professional development model which includes research, modeling, time for groups of teachers to discuss the research and possible implementation strategies, time for implementation, and reflection and feedback.

Monitoring of Implementation:

Teacher implementation of in-service activities will be monitored by district and building administration. Teachers will complete a written reflection after implementation of strategies and discuss with other teachers at in-service. Building principals and fellow teachers will offer feedback on implementation logs. In addition, administrators will conduct regular walk-through visits to stay apprised of implementation of strategies and development of plans.

Evaluation:

- **Formative assessment** of strategy implementation will consist of teacher reflection (i.e. electronic reflection logs), building principals' feedback, and administrator walk-throughs.
- **Summative assessment** will be based upon student improvement on Iowa Assessments and local assessments in the areas of reading, math, science, and language.