

**2013-2014 COMPREHENSIVE SCHOOL
IMPROVEMENT PLAN**

Des Moines Independent Community School District

901 Walnut St.

Des Moines IA 50309

November 1, 2013



Des Moines Public Schools Comprehensive School Improvement Plan

Vision, Mission, Goals

K-3

The district is accepting Early Intervention funding to be spent on K-3 reading and math.

The district's goals related to K-3 reading or mathematics:

All students in grades K-12 read at or above grade level.

All students in grades K-12 perform at or above grade level in math.

The district is accepting Early Intervention funding to be spent on class size reduction.

The state goal is no more than 17 students per teacher in kindergarten through third grade classrooms and Des Moines is working towards that goal also.

Activities in place for K-3 students to achieve a higher level of success in the basic skills:

Reading:

- Research based strategies from the HM Journeys Materials (©2012) in Grades K-8.
- Writing to Learn Strategies (Doug Reeves and the 90/90/90 Study) in Grades K-12.
- Gradual Release of Responsibility Instructional Model (Doug Fisher & Nancy Frey) in Grades K-12.
- Reading Recovery Instructional Framework (Grade 1)
- Reading / Small Group Differentiated Instruction in Grades K-8.
- Pre/Post data analysis to select or group students
- Ongoing formative data to monitor progress

Math:

- Instructional methods that support mathematical reasoning and problem solving
- Research based instructional strategies from Prentice Hall Investigations Series (K-5)
- Research based instructional strategies from Houghton Mifflin Harcourt Math Expressions Series (2-5)
- Differentiated math instruction (K-12)
- Early Number Concepts (K-1)

Diagnostic assessment tools the district uses 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:

- Benchmark tests for grades 1-12 in literacy.
- PA Profile (PAP) in grade 1 to measure proficiency and monitor progress in phonemic awareness and phonics.
- Emerging Literacy Survey in kdg measure the foundational literacy skills necessary for success.
- Basic Reading Inventory (BRI) in grades 1-2 to monitor progress in accuracy, fluency, and comprehension.
- Scholastic Reading Inventory (SRI) in grades 3-9 to monitor ability to read and comprehend (with 75% comprehension) grade level text.

Reading Goals

The district's measureable, long-range goal to address improvement in reading is:

All students in grades k-12 read at or above grade level.

Actions the district has in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in reading:

Instructional Strategies Currently Used in the District Reading:

- Research based strategies from the HM Journeys Materials (©2012) in Grades K-8.
- Writing to Learn Strategies (Doug Reeves and the 90/90/90 Study) in Grades K-12.
- Gradual Release of Responsibility Instructional Model (Doug Fisher & Nancy Frey) in Grades K-12.
- Reading Recovery Instructional Framework (Grade 1)
- Reading / Small Group Differentiated Instruction in Grades K-8.
- Pre/Post data analysis to select or group students in Grades K-12.
- Ongoing formative data to monitor progress in Grades K-12.
- Annual longitudinal data analysis to evaluate program impact in Grades K-8.

In addition to all of the strategies and programs/services that were identified, the district will implement an array of formative assessments in reading, math, and science.

Mathematics Goals

The district's measureable, long-range goal to address improvement in mathematics is:

All students in grades K-12 perform at or above grade level in mathematics.

Actions the district has in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in mathematics:

- Technology implementation to enhance math instruction (6-12)
- Instructional methods that support mathematical reasoning and problem solving (K-12)
- Inquiry Based Math Instruction (6-8)
- Research based instructional strategies from Prentice Hall Investigations Series (K-5)
- Research based instructional strategies from Houghton Mifflin Harcourt Math Expressions Series (2- 5)
- Differentiated math instruction (K-12)
- Annual longitudinal data analysis to select or group students in math (K-9)

In addition to all of the strategies and programs/services that were identified, the district will implement an array of formative assessments in reading, math, and science

Science Goals

The district's measureable, long-range goal to address improvement in science is:

All students in grades K-12 perform at or above grade level in science.

Actions the district has in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in science:

- Technology implementation to enhance science instruction (6-12)
- Inclusion of technology as part of the science curriculum (K-12)
- Diagnosing and providing science instruction for different learning styles (K-12)
- Implementation of the Iowa Core Curriculum to include an emphasis on inquiry-based instructional practices.
- Embedding a variety of assessment types, including performance tasks, science. (K-12)
- Encouraging the participation of under-represented groups in higher level science and math (SCIENCE BOUND and Project Lead the Way.
- High-Quality Professional Development for teachers of science.
- Partnership with ISU on National Science Foundation Grant.

In addition to all of the strategies and programs/services that were identified, the district will implement an array of formative assessments in reading, math, and science.

Collaborative Relationships

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 and building information is shared with various stakeholder groups, including the Des Moines school board, Comprehensive School Improvement Advisory Committee (CSIAC), and various community organizations.

The CSIAC reviews data from the district leadership group and makes recommendations back to the group and the school board regarding district-wide prioritized needs, possible adjustments to CSIP goals, and the programs and services provided to students. The Des Moines school board makes decisions based on these recommendations

The Des Moines Public Schools can expect to see an increase of at least 3% per year in the number of students who receive free/reduced lunch. The district learning needs reflect specific areas of concern for students of low socio-economic status and students with limited English-language skills. The district will need to implement research-based programs to assist students in overcoming the effects of poverty.

Major educational needs are to:

- Close the achievement gap among ethnic groups in reading, math and science.
- Close the achievement gap between low and high socio-economic groups in reading, math and science.
- Close the achievement gap between special education and non-special education students in reading, math and science.
- Close the achievement gap between ELL and non-ELL students in reading, math and science.
- Reduce the gap in achievement between transition years of 5th to 6th and 8th to 9th grades.
- Develop a plan to assess the impact of professional development on student learning.
- Provide professional development that is informed through item analysis of IA Assessments, district benchmarks and other data points to identify areas of instructional needs.
- Increase the number of students who feel safe at and connected to school
- Implement consistent district-wide data collection and reporting in the area of integrity of implementation of content area curriculum and effective teaching strategies.

The district uses a variety of means to gather input and share information with the public, in a combination of both public meetings and numerous online opportunities. During the first half of 2012, the district held a series of Community Conversations to discuss the end goals for our graduates, which were developed five years ago, gather input and ideas for how those goals could be improved and updated, and discuss other issues on supporting the academic needs for students. The Community Conversations consisted of five town hall meetings held at middle schools throughout the city in addition to an online survey. All parents as well as district staff were invited to participate in this process via postcard mailings as well as by email.

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:

District goals:

1. All students in grades K-12 read at or above grade level.
2. All students in grades K-12 perform at or above grade level in math.
3. All students in grades K-12 perform at or above grade level in science.
4. The achievement gap between low-income and non-low-income students will be reduced in reading,
 - a. math, and science.
5. The achievement gap between minority and non-minority students will be reduced in reading, math, and
6. science.
7. All students will feel safe at and connected to school.
8. All students will use technology in developing proficiency in reading, mathematics, and science.

District and building information is shared with various stakeholder groups, including the Des Moines school board, Comprehensive School Improvement Advisory Committee (CSIAC), and various community

organizations.

The CSIAC reviews data from the district leadership group and makes recommendations back to the group and the school board regarding district-wide prioritized needs, possible adjustments to CSIP goals, and the programs and services provided to students. The Des Moines school board makes decisions based on these recommendations.

Annual reporting is made to the school board and the public on the progress of each of the student learning goals.

The district uses a variety of means to gather input and share information with the public, in a combination of both public meetings and numerous online opportunities. During the first half of 2012, the district held a series of Community Conversations to discuss the end goals for our graduates, which were developed five years ago, gather input and ideas for how those goals could be improved and updated, and discuss other issues on supporting the academic needs for students. The Community Conversations consisted of five town hall meetings held at middle schools throughout the city in addition to an online survey. All parents as well as district staff were invited to participate in this process via postcard mailings as well as by email.

Learning Environment

The district's goals that support the incorporation of multicultural and gender fair curriculum into the educational program:

One of the district goals is graduates have world awareness.

They understand the rights and obligations of citizenship at local, state, national and global levels.

They learn from and work with individuals representing diverse cultures and religions in a spirit of mutual respect in school, work and community contexts.

They are aware of issues facing the world.

They are actively engaged in community life.

This goal summarizes the view that the curriculum represents a multicultural gender fair view at all times within the educational program.

Description of online curriculum:

DMPS has partnered with Edgenuity (formerly E20/20) to offer students the opportunity for credit recovery via the academic support labs in every HS. Curriculum coordinators have engaged in alignment work with Edgenuity course content to ensure all online courses align to core courses. Students can engage in course or unit recovery. We are currently exploring options for expanding to include opportunities for initial credit.

Curriculum and Instruction

Literacy

Steps the district/school is taking to ensure that the standards are being implemented in literacy:

Over the course of the past several years, curriculum has been aligned to the Iowa Core Standards in literacy by engaging in teacher-led workgroups to restructure existing courses to focus on the standards at each grade band. Beyond the construction of these guiding documents for teachers, the district has monitored and refined this approach through ongoing collaborative efforts in professional learning communities and with annual curriculum reviews that focus on tightening the alignment of teacher and building lessons with Iowa Core Standards. Each successive revision more fully integrates the full range of literacy standards while also allowing for improved professional development to increase teacher capacity in understanding both the expectations of the Iowa Core and the avenues of approach available to them when assisting students in reaching these rigorous standards.

Mathematics

Steps the district/school is taking to ensure that the standards are being implemented in mathematics:

Des Moines Public Schools Mathematics Department has written and organized the curriculum guides and assessments in response to the expectations of the Iowa Core Standards. Teachers will continue to receive district-led professional development for deep understanding of the Iowa Core Math Content Standards, as

well as, Mathematical Practice Standards. An instructional coach or school improvement leader is assigned to each school to assist teachers in planning rigorous instruction, analyzing data and providing frequent feedback in the implementation of the Core.

Science

Steps the district/school is taking to ensure that the standards are being implemented in science:

Des Moines Public Schools has curriculum that is directly aligned to the Iowa Core Standards in science. In 2009, the district convened groups of K-12 instructors and district content leadership to evaluate our curriculum for alignment to the Iowa Core Standards. At that time, the curriculum outcomes at grades K-2, 3-5, 6-8 and 9-12 were aligned with the Iowa Core Standards at each grade band. The big ideas from the Iowa Core were adopted as the basis for the units of instruction taught at each grade level. Since 2009, the curriculum and assessments at each grade level have been reviewed yearly for content alignment as well as level of rigor, to ensure that we are meeting the concepts and skills requirements in the Iowa Core Standards for science. The district has instructional guides for each grade level, K-12, that explicitly outline the Iowa Core Standards and expectations. Each teacher is held accountable for teaching the standards through frequent assessment of student proficiency against the standards on district-wide assessments.

Frequent and ongoing professional development around the Iowa Core Standards has also been provided to teachers, through both the district and Heartland AEA. District Professional Learning Communities (PLCs) meet monthly to discuss and refine curriculum and instruction to continue to ensure alignment to the Standards.

Social Studies

Steps the district/school is taking to ensure that the standards are being implemented in social studies:

Des Moines Public Schools has curriculum that is directly aligned to the Iowa Core Standards in social studies. The curriculum and assessments at each grade level are reviewed yearly for content alignment as well as level of rigor, to ensure that we are meeting the concepts and skills requirements in the Iowa Core Standards for social studies. The district has instructional guides for each grade level, K-12, that explicitly outline the Iowa Core Standards and expectations. Each teacher is held accountable for teaching the standards through frequent assessment of student proficiency against the standards on district-wide assessments.

Frequent and ongoing professional development around the Iowa Core Standards has also been provided to teachers. District Professional Learning Communities (PLCs) meet monthly to discuss and refine curriculum and instruction to continue to ensure alignment to the Standards.

21st Century Skills

Steps the district/school is taking to ensure that the standards are being implemented in 21st Century Skills:

DMPS utilizes common rubrics to evaluate implementation of 21st Century Skills for numerous courses. Teacher time during district PLCs is spent in program evaluation and improvement. The common rubrics allow teams to identify problem areas and make corrections.

An employability rubric will allow a student to be assessed in every class for 21st century skills. CTE uses a rubric for program evaluation that assesses the implementation of 21st century skills in every program of study. Each CTE program of study must undergo annual program evaluation. CTE includes all aspects of industry in every program of study, which includes all 21st century skills. All rubric scores will be evaluated annually to determine growth in 21st century skills.

In addition to HS programming, DMPS has established new grading practices (beginning in middle schools) that will allow teachers to report on many of the 21st Century Skills separate from the academic grades. This practice will be scaled up to high schools over the next three years.

Professional Development

Professional development activities were identified based on student data, and the content for professional development is based on district goals to ensure alignment between student learning goals and professional development.

Research-based staff development practices the district has in place:

The district professional development plan implements a repertoire of appropriate research-based strategies to increase student achievement and encompass the components of the Iowa Professional Development model.

District professional development requires that teachers:

- Analyze achievement data
- Develop action plans to address individual student needs
- Monitor student progress on an ongoing basis
- Study the frequency and fidelity of the implementation process

The district's professional development learning opportunities above align directly with the Iowa Teaching Standards and Criteria.

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 by:

Des Moines Public Schools has implemented a data teams process where staff meets regularly with administration to analyze data, determine instructional goals and strategies, and to examine areas of growth or concern for academic success. Data teams will meet and implement the established process before and after scheduled benchmark assessments. This includes: collecting and charting data, analyzing strengths and obstacles, establishing SMART goals, and determining common strategies and results indicators. Tiered intervention systems for addressing academic concerns will be identified and implemented. Tiered intervention systems provide early intensive intervention for students most at risk (those who require occasional additional instruction as well as those requiring long term support).

Professional development, including professional development is 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:

Professional Development	Educator Quality	Teaching & Learning		Additional Teacher Development	
		T&L Meetings with Building Leadership Teams	Mentoring and Instructional Coach Training	PD Modules for Teachers New to the District	Standards-Referenced Grading (MS Cohort)
<p>Adjusted Dismissal Wednesdays</p> <p>District PLCs</p> <p>The purpose of the district PLCs is to support the implementation of our common district initiatives and provide teachers with an opportunity to share ideas and collaborate with colleagues from around the district.</p> <ul style="list-style-type: none"> We will have District PLCs 8 times throughout the school year These mandatory District PLCs will include ALL teachers Curriculum coordinators will work with teacher facilitators to ensure clarity and consistency of message An updated schedule is attached Please review additional supporting documents All teachers will register by Aug. 20. 	<p>School leadership teams, curriculum coordinators, individual teachers and teacher teams will facilitate sessions directly linked to ongoing building and district improvement initiatives. The majority of the sessions will be held in District facilities. The following changes are incorporated into the plan for October 25.</p> <ul style="list-style-type: none"> EQ PD day remains in the fall to allow more time for teachers to implement new strategies Streamlined proposal submission and approval process Improved efficiency of course confirmation process Information collected in advance of PD day to create sessions based on preference and need System created to gather feedback from individual attendees to better tailor offerings and provide a more personalized learning experience 	<p>The purpose of our monthly Teaching and Learning meetings is to strengthen capacity at the school level in order to support ongoing teacher professional development focused on the IA Core, effective instruction, and balanced assessment.</p> <p>The T & L department will meet with school leadership teams (three participant maximum) monthly to discuss curriculum, instruction and assessment.</p> <p>Meeting structure: Elementary (Plymouth Church)</p> <p>8:30am-12:30pm</p> <p>Middle & High (Dean Ave)</p> <p>7:45-11:30am</p>	<p>NTC training will include 4 Academies throughout the year:</p> <ul style="list-style-type: none"> Instructional Mentoring and Formative Assessment (Aug 7&8) Mentoring for Effective Instruction (Sept 19&20) Inquiry into Practice (Feb 6&7) Assess Growth and Deepening Practice (April 17&18) <p>Forums:</p> <p>The purpose of our monthly Instructional Coach forums is to create a Professional Learning Community for risk-free practice of specific coaching strategies and tools. This time will include reflection on successes, challenges, next steps and problem solving in cohorts of coaches.</p> <p>Meeting location: Dean Ave</p>	<p>The professional development modules will provide differentiated support to schools around our collective commitments. Each module will consist of 1 full-day training, specifically designed for ES or MS/HS to supplement implementation gaps and/or deepen mastery of T & L initiatives.</p> <p>Module 1 will be required for all teachers new to the district. The T&L department will cover the costs for every teacher that is new to district.</p> <p>Modules 2, 3 and 4 will be optional for all teachers. Schools will be responsible for the cost of subs.</p> <p>Modules 1, 2, and 4:</p> <p>Elem 8:30-3:00</p> <p>Secondary 8:30-3:00 (Plymouth)</p> <p>Module 3:</p> <p>8:30-3:00 (Plymouth)</p>	<p>The professional development monthly sessions will provide on-going training and support for teachers involved in the partial implementation of the new grading practices.</p> <p>Sessions will be held on Wednesdays from 8:00am to 12:30pm. Participants will return to the building or the appropriate PLC session by 1:30.</p> <p>All middle school SILs are required attend all PD sessions.</p>

Meeting Dates	Timeline for October 25, 2013	Meeting Dates	PD Modules	Meeting Dates	Meeting Dates	Timeline for October 25, 2013	Meeting Dates	PD Modules
ES	MS/HS	May 15	Session proposal form sent to all staff	ES	MS/HS	Forums		
September 18	September 4	Aug 28	Session proposals due	Sept 17	Sept 26	September 6 (12:00-4:00)	Module 1: An Overview of our DMPS Collective Commitments	June 11 & 12
October 30	October 2	Sept 23	Registration opens	Oct 22	Oct 24			October 8
December 4	November 6	Oct 4	Registration closes	Nov 19	Nov 21	November 1 (12:00-4:00)	Module 2: Balancing Assessments	October 9
January 15	December 11	Oct 10	List of non-registered employees sent to building principals & office managers	Jan 21	Jan 23	January 24		November 7
February 5	January 29	Oct 17	Late registration deadline	Feb 25	Feb 27	February 28	Module 3: Writing to Learn	January 8
March 5	February 26	Oct 18	Session rosters updated	Mar 25	Mar 27	March 28 (12:00-4:00)		February 4
April 16	March 26	Oct 21	Presenters/facilitators communicate a confirmation email to all registered participants via student messenger in Infinite Campus	April 15	April 24	April 25	Module 4: Analyzing Data	March 5
May 14	April 30			May 20	May 22	May 23		April 8

The district ensures that professional development includes all K-12 teachers responsible for instruction by: Des Moines Public Schools has designated monthly professional development days that are focused on the Iowa Core content and characteristics of effective instruction. These sessions are planned by district curriculum coordinators for specific target audiences. All teachers are engaged in this professional development, including those responsible for Title I, Special Education, At-Risk, ELL, and Gifted and Talented. Special education teachers are included in all professional development in math and reading, and special education teachers are encouraged to collaborate with regular education teachers.

The district's approved professional development providers are:

- Professionals that have been approved by Heartland AEA 11
- Trainers from higher education institutions
- Nationally recognized trainers
- Trainers from the Curriculum Department

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

On-going and sustained professional development opportunities are provided to assist teachers, administrators, and school librarians in using online resources and other educational software products and in integrating literacy skills and information technology across the curriculum. Professional development is also provided to support teachers and administrators' skills in using information systems to collect and analyze data for better instruction.

Local Indicators

The district's locally defined indicators:

- Graduation rate of 95%
- Attendance rate (grades K-12) of 95%
- Third grade proficiency on the Scholastic Reading Inventory
- Eighth grade proficiency on the Scholastic Math Inventory
- Sixth grade proficiency on the district developed criterion-referenced tests in Science.
- Low incidence rate of Bullying

The progress the district has made on these indicators:

- Graduation rate of 95%- Des Moines 4-year cohort graduation rate increased by 3.47%; from 75.68% (class of 2011) to 79.15% (class of 2012).
- Attendance rate (grades K-12) of 95% -Des Moines K-12 attendance rate increased by 0.2%; from 94.1% in the 2011-12 school year to 94.3% in the 2012-13 school year.
- Third grade proficiency on the Scholastic Reading Inventory- Third grade proficiency on the Scholastic Reading Inventory increased by 16.3%; from 70.5% at or above the basic achievement level in the fall of 2012 to 86.8% at or above the basic achievement level in the spring of 2013.
- Eighth grade proficiency on the Scholastic Math Inventory-Eighth grade proficiency on the Scholastic Math Inventory increased by 18.3%; from 33.7% at or above the basic achievement level in the fall of 2012 to 52.0% at or above the basic achievement level in the spring of 2013.
- Sixth grade proficiency on the district developed criterion-referenced tests in Science- Sixth grade proficiency on the district-developed science tests increased by 7.9%; from 59.4% proficient in the 2011-12 school year to 67.3% proficient on the 2012-13 school year.
- Low incidence rate of Bullying-Incidence rates of bullying remain low, with 142 incidences of bullying (0.005 per student) in the 2011-12 school year and 162 incidences (0.005 per student) in the 2012-13 school year.

Assistance mechanisms that the district provided for student athletes in grades 9-12 in 2012-2013:

- Classroom teacher interventions
- Coach interventions
- Study hall/study table
- Tutors
- Parent involvement
- Classroom interventions
- Problem solving team
- Before/after school help
- Counseling services
- At-risk program
- Progress reports

Monitoring and Accountability

IEP

The district monitors goal attainment for individualized education programs (IEPs) with:

Progress toward IEP goals is measured through progress monitoring for each individual student and adjustments are made to instruction as needed. Goal attainment data is gathered and analyzed by student, school, zone and district. District-wide evaluation results are disaggregated and analyzed for students with IEPs.

Evidence-based activities the district has in place designed to improve individual student performance resulting from the provision of special education:

The District uses evidence based practices in all academic and behavioral areas in the provision of special education services. The data team process is used to monitor the effectiveness of strategies as well as to

lead discussions around changes that should be made in instruction, accommodations and services to meet the needs of the individual learner.

At-Risk

The district evaluated its at-risk program with:

Des Moines has adopted a goal-oriented approach to formally evaluate the programs and services it offers to meet prioritized student needs.

This goal-oriented approach to program evaluation includes the following components:

- Identification of programs that contribute to progress in meeting 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 and analysis of performance data
- Comparison of the information regarding performance with the program goals
- Communication of results of the comparison to appropriate audiences

An annual evaluation is completed that analyzes student and program performance.

The district evaluates its dropout prevention programs for returning and potential dropouts with:

Des Moines has adopted a goal-oriented approach to formally evaluate the programs and services it offers to meet returning and potential drop outs needs.

This goal-oriented approach to program evaluation includes the following components:

- Identification of programs that contribute to progress in meeting 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 and analysis of performance data
- Comparison of the information regarding performance with the program goals
- Communication of results of the comparison to appropriate audiences

An annual evaluation is completed that analyzes attendance rates, IA assessment performance, and progress in earning credits toward graduation for all students that are served by Dropout Prevention programs.

G/T

The district evaluates its gifted and talented program with:

Each year, information is gathered from parents, teachers, students, and G/T consultants. The Gifted and Talented Program Self-Audit/Reflection model developed by the Heartland School Improvement Consultants is used. This is a systematic guide for program evaluation. An in-depth evaluation of student achievement is done in conjunction with the Heartland GT consultant every five years.

ELL

The professional development that is provided to improve curriculum, instruction, and assessment for Limited English Proficient children includes:

In order to improve curriculum, instruction, and assessment for Limited English Proficient students, the district has provided a consistent professional development program through all content areas with great emphasis on strategies working with English Language Learners. ELL staff is also in attendance at monthly PLC groups at different levels, K-5, 6-8, and content areas in English, math and social studies. In addition, all teachers have opportunities to participate in Sheltered Instruction training, to attend the Iowa Culture and Language Conference in November and Our KIDS workshop in the summer.

The district annually assesses the English proficiency of limited English proficient students by:

The district is using the Iowa English Language Development Assessment annually to assess the English proficiency of limited English proficient students. Des Moines administers the I-ELDA in the month of February each year.

The district ensures that its English language instruction educational program assists LEP students to develop English proficiency by:

The English Language Learner (ELL) Program at different grade levels utilizes an instructional model designed to develop proficiency in comprehension, listening, speaking, reading, and composition (writing) in the English language. ELL methodology is used to develop social and academic English commensurate with the student's level of English proficiency and developmental level of instruction. In order to maintain a quality program of instruction and the ability to provide a smooth transition into recommended mainstream classes, ELL Service Models: K-2, 3-5, 6-8, 9-12, are aligned with district content area objectives. The curriculum reflects the integration of ELL methods and content area material promoting the development of English language, literacy and content-area skills and builds a background of knowledge that students are able to expand on as they progress in the program and in content area classes. (Please see the service models in DMPS ELL Guide).

Goals Data Collection

The district collects and analyzes data over time to determine the accomplishment of the district's goals:

Des Moines monitors progress on its long-range goals through analysis of aggregated and disaggregated data from the following sources:

Goal 1 (Reading), Goal 2 (Math); Goal 3 (Science):

Achievement scores from the Iowa Assessments (grade 3-11)

Common district benchmark assessments (grades 3-12)

Scholastic Reading Inventory (grades 3-8)

Scholastic Math Inventory (grades 3-8)

Basic Reading Inventory (grade K-2)

Goal 4 and 5 (Achievement Gaps)

Disaggregated data from the above listed sources is analyzed to study the achievement gaps between low-income and non-low-income and between minority and non-minority students in reading, math, and science.

Trend Iowa Assessments data for grades 4, 8 and 11 has been maintained for over 10 years.

The district uses electronic tools to assist with the collection and analysis of data, for example SPSS, Excel, and Edinsight. Data Director is another tool that is used for collection and analysis of benchmark data at the building level. Data is reviewed in Data Teams to aid in instruction and curricular decisions.

A district Instructional Cabinet consisting of administrative staff meets weekly and plays a major role in monitoring student achievement and discussing issues related to achievement.

Also, Des Moines Public Schools has implemented a data teams process whereby staff meet regularly with administration to analyze data, determine instructional goals and strategies, and to examine areas of growth or concern for academic success. Data teams meet and implement the established process before and after scheduled benchmark assessments. This includes: collecting and charting data, analyzing strengths and obstacles, establishing SMART goals, and determining common strategies and results indicators. Tiered intervention systems for addressing academic concerns will be identified and implemented. Tiered intervention systems provide early intensive intervention for students most at risk (those who require occasional additional instruction as well as those requiring long term support).

Goal 6 (Safe Schools)

A district developed is used to monitor the percentage of students who report that they feel safe and that other students treat them with respect.

The percentage of middle and high school students that receive a discipline referral (office referral, suspension, expulsion) as reported through Infinite Campus Attendance data

Discipline and attendance data is maintained through the district's student information system (Infinite Campus). This data is analyzed yearly and presented to district administrative staff including building principals.

NEEDS

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:

Through an analysis of disaggregated student achievement data, the following needs were identified for state indicators #1, #2 and #3:

1. Reading; 2. Mathematics; and 3. Science:

Close the achievement gap among ethnic groups in reading, math and science.

Close the achievement gap between low and high socio-economic groups in reading, math and science.

Close the achievement gap between special education and non-special education students in reading, math and science.

Close the achievement gap between ELL and non-ELL students in reading, math and science.

Reduce the gap in achievement between transition years of 5th to 6th and 8th to 9th grades.

For the state indicators of # 4 (Drop-outs), #5 (High school seniors intending to pursue post-secondary education), # 6 (High school students/indicators of post-secondary success) and # 7 (High school graduates completing core program) Des Moines analyzed academic results and the following:

Destination Plans of Graduates Survey

Student discipline data (e.g., office referrals, suspensions, and expulsions) (grades K-12)

Referrals to building assistance teams (BAT) or behavior intervention cadres (BIC) and /or student assessment teams (SATS) (grades K-12)

Senior Survey information

Percentage of high school students achieving a score on a measure indicating probable postsecondary success (ACT).

Percentage of graduates completing the core curriculum (4 years of English, 3 years each of mathematics, science, and social studies).

The dropout rate

The graduation rate.

From these measures a need became clear to reduce the number of students dropping out of high school and the number graduating, ready for post-graduate success. In response, the following actions were implemented:

Early Indicator system

Reach out to Drop-outs program

Senior Summer School

Striving to meet the graduation rate of 95%

Administration of ACT to all juniors to increase college aspirations and access.

Administration of PLAN to all sophomores to increase college aspirations and access.

Career counseling starting in middle school to stress the importance of completing the core curriculum

Plans to re-tool the Math k-8 curriculum to ensure that all students are algebra-ready by 9th grade as algebra readiness is an indicator of college readiness.

The district's long-range needs assessment analysis for locally determined indicators:

The graduation rate has been monitored annually for reporting to the DE and for the district's own goals. As the goal was to have 95% of seniors graduate and the district is far from that goal, a strong need was noted.

In October 2010, the district was awarded \$6 million in grants from the U.S. Department of Education to reform high schools and improve the educational outcomes of students. The school district will receive \$1.2 million each year for the next five years to support *Destination Graduation*™ the district's initiative to

see fewer students drop out of school and more students graduate. The five-year goal for DMPS is to raise the graduation rate to 95 percent and lower the dropout rate to below state average.

Des Moines has monitored its attendance rate for over 10 years. At the elementary level the rate has been 95% and the goal is to maintain that. Middle schools average 94.4% while high schools average 91.4%. The goal is to bring those levels up to the 95% rate also. This information is collected through Infinite Campus, the student information system, and counselors work with students to help them increase their attendance rates.

In order to meet the district goals of all students achieving on grade level for Reading, Math and Science, Des Moines chose to monitor student progress throughout the year on assessment instruments in addition to the *LA Assessments*. During 2013-14 the *Scholastic Math and Reading Inventories* will continued to be administered to identify areas of need and support changes in instruction. The Science benchmarks will be administered to students in grade 6.

The district's long-range needs assessment analysis for locally established student learning goals:

The first three locally established student learning goals are:

1. All students in grades K-12 read at or above grade level.
2. All students in grades K-12 perform at or above grade level in math
3. All students in grades K-12 perform at or above grade level in science.

A review of achievement in those areas and trends across time show that the goals are not consistently met.

In 2012-13 a review of the *LA Assessments* scores showed :

66% of students in grades 3-5 were proficient in reading, 60 % in grades 6-8 and 71% in grade 11. Likewise in Math, 64% of students in grades 3-5 were proficient, 59% in grades 6-8 and 62% in grade 11.

In Science, 60.7% were proficient in grades 3-5, 54.9% in grades 6-8 and 69.2% in grade 11.

An analysis of disaggregated student achievement data showed that there were discrepancies in how well the different subgroups performed on the assessments.

The following two learning goals are a result of that analysis of data. As the percent of children in poverty has increased in Des Moines, so too has the need to address the specific learning needs of those students.

4. The achievement gap between low-income and non-low-income students will be reduced in reading, math, and science.

In grade 4 in 2012-13, twenty three % more of the non-low-income students were proficient in Math than those who were low-income.

5. The achievement gap between minority and non-minority students will be reduced in reading, math, and science.

In 4th grade in 2012-13, there was a gap of approximately 13% proficiency between White and Hispanic students and a gap of approximately 34.1% between White and African-American students on the math test of the *LA Assessments*.

In addition to these two goals, the following needs are also addressed:

Close the achievement gap between special education and non-special education students in reading, math and science.

In 4th grade in 2012-13 there was a gap in Math of 45.9% proficiency between students with an IEP and those without one.

Close the achievement gap between ELL and non-ELL students in reading, math and science.

In 4th grade in 2012-13 there was a gap in math proficiency of approximately 12.3% between ELL and non-ELL.

Reduce the gap in achievement between transition years of 5th to 6th and 8th to 9th grades.

Between 5th and 6th grade the percent of students who were proficient in reading dropped from 60.5% in 2011-12 in 5th grade to 47.3% in 2012-13 in 6th grade.

All of these needs to address academic achievement are being met in a myriad of ways in the district educational programs. Programs exist to address needs of at-risk, ELL, gifted, and special needs students in addition to the core curriculum which is being taught in all classrooms.

6. All students will feel safe at and connected to school.

Data from the Iowa Youth Survey led to this goal. As a result, K-5 guidance counselors implement a research based (based in Olweus) anti-bullying curriculum for elementary school students.

DMPS has a district step-by-step bullying and harassment investigation procedure aimed to decrease bullying and handling all bullying/behavior incidences in a safe and efficient manner. Building staff has yearly training on bullying and behavior issues to ensure consistent handling of instances throughout the district.

7. All students will use technology in developing proficiency in reading, mathematics, and science.

As the pace of society has changed and the use of electronic devices from cell phones to I-pads to computers has become the norm rather than the occasional activity, a need has arisen for students to be fluent in using those tools and to have the skills to adapt to their changes. Specific courses are included in the curriculum so that students can learn how to become proficient with technology and eventually use it for mastery of other subjects.

Multiple Assessments

Reading

The district-wide multiple assessment, other than the required state accountability assessment, that the district used to measure student progress in reading in 2012-2013 was the Scholastic Reading Inventory.

Mathematics

The district-wide multiple assessment, other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2012-2013 was the Scholastic Math Inventory.

Science

The district-wide multiple assessment, other than the required state accountability assessment, that the district used to measure student progress in science in 2012-2013 was district developed, district wide assessments.

Monitoring Data

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

All students enrolled on the first day of the test administration for AYP participate in the testing. Schools are responsible for accounting for any students who are not tested and determining the reason for their absence.

Students with an IEP participate in accordance with their IMS status - either the IA Assessment (with or without accommodations) or an alternate as delineated in their IEP.

Trend data of proficiency has been maintained for over 10 years, including all subgroups and their relative achievements compared to each other. The data is analyzed separately for all students tested and for those who are labeled as full academic year (FAY) to see trends in achievement.

Title

The district accepted Title II, Part A funds 2013-2014.

The activities that are funded through Title II, Part A will have a substantial, measurable, and positive impact on student academic achievement:

Title II provides additional staffing to buildings in order to support varying student needs in literacy and math.

Students receive more opportunities for small group instruction and interventions that target specific skill support.

Student progress is regularly monitored in buildings and support is adjusted based on the needs of students.

Induction and Mentoring

The district evaluates its Beginning Teacher Induction and Mentoring program by:

The program evaluation process will evaluate district success in meeting program goals, provide for program revisions, and include a procedure for how information will be shared with stakeholders. Beginning educators, mentors, and principals will complete a questionnaire annually. Feedback will be gathered at all trainings, each mentor meeting and each beginning educator session with results analyzed by the program facilitator.

Questionnaire and feedback results will be analyzed by the District Facilitator in preparation for training/meetings and to determine program revisions.

Goal #1: To promote excellence in teachers as described in the Iowa Teaching Standards.

At the end of the year, beginning educators will be asked to complete an open-ended survey about what they learned about each Iowa Teaching Standard addressed in a learning project this year. Mentors will also be asked about their perceptions observation of what the beginning educator learned.

Goal #2: To enhance student achievement

The district and school monitor student learning and achievement data, but may have difficulty linking academic progress directly to the mentoring and induction program. . However, samples of formative data used to inform instruction and discussed during learning focused conversations may provide snapshots of student achievement gains within units of study. These samples could provide some insight into the impact of mentoring efforts on student achievement

Goal #3: To build a supporting environment for beginning educators.

This topic will be addressed in the annual program questionnaire given to mentors, beginning educators, and principals.

Goal #4: To increase retention of promising beginning educators.

Retention data will be collected annually with a report showing the retention pattern over time. . Participant interviews will provide data about program effectiveness and determine reasons for transfers or resignations

Goal #5: To promote the personal and professional wellbeing of classroom teachers.

This topic will be addressed in the annual program questionnaire given to mentors, beginning educators, and principals.

Goal #6: To support continuous improvement and growth of beginning educators and mentors.

This topic will be addressed in the annual program questionnaire given to mentors, beginning educators, and principals.

Using the evaluation, changes will be made as needed. An annual Mentoring and Induction report based on participant and program data will be prepared and be shared with District Administration, Teacher Quality Committee, and the Board of Directors and others upon request. Program adjustments will be based on the results of program evaluation data.

Career Development Plans

The district evaluates the effectiveness of its district career development plan by analyzing teacher data about the implementation of instructional strategies by:

Administrators review, revise and monitor career development plans yearly. Career development plans support district and building school improvement goals. Teachers identify areas for growth in their teaching methods in order to improve instruction in the classroom. They target specific strategies based on their data in order to make a greater impact on student achievement in the classroom. Administrators analyze effectiveness through implementation plans, observational data, and artifacts supporting growth.

The district evaluates the effectiveness of its career development plan by analyzing student achievement data by:

Due to regular analysis of data (data teams), teachers and administrators are able to monitor student progress. They are responsible for the growth of all students in their classroom and at their grade level. Grade level teams are able to develop plans and identify strategies based on their data. Their plans of

implementation use the best researched based teaching strategies that can have a direct and positive impact on student achievement.

The district evaluates the effectiveness of its career development plan by analyzing formative and summative data by:

The district provides an assessment plan for all teaching staff. This allows teachers to assess at specific times during the year in order to regularly analyze their classroom and grade level data. Through the use of data teams, the building principal monitors teacher's formative and summative data. Career development plans can be updated on an annual basis based on their data and progress toward meeting their goals.

Career and Technical Programs

The district accepted Perkins funds in 2013-2014.

The district independently evaluates and continuously improves the performance of all of its career and technical education programs by:

A comprehensive program evaluation is conducted to determine annual Perkins priorities. The evaluation process includes review of the following data: enrollment, student information, student data from the end-of-year program report, academic attainment, graduation rates, technical skill attainment, equipment needs, industry trends, employment trends, and facility needs. The district will review the career and technical programs and adopt strategies, when appropriate, for special populations so that success is increased throughout the program.

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 is:

Comprehensive professional development is provided for career and technical staff, academic, guidance and administrative personnel through professional conferences, workshops offered in collaboration with other departments, community colleges and universities, credit courses and school improvement initiatives. The focus is to improve student achievement through collaboration and communication.

CSIP Assurances

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.

The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require.

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.

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.

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).

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

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

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.

The LEA/agency will fulfill such agency's school improvement responsibilities.

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

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

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

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

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

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

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

The LEA/agency will coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring. No Child Left Behind Act of 2001, Pub. L. No. 107-110

The LEA/agency will coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring. No Child Left Behind Act of 2001, Pub. L. No. 107-110

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

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

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

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

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

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

Funds received under this part will be used only to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families. No Child Left Behind Act of 2001, Pub. L. No. 107-110

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

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

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

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 -110

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

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

To the extent feasible, such programs and projects will provide for family literacy programs.

To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs.

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.

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

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

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

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

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

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

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

Activities have been identified and a description is available for review that - Denotes the involvement of teachers, principals, paraprofessionals, other relevant school personnel and parents collaboration in planning; Aligns professional development activities with curricula and programs that link with academic content standards, academic achievement standards, and assessments the results of which correlate with ITBS/ITED; Demonstrates the selection was based on review of scientifically based research and why the activities are expected to improve student achievement; Explains how a substantial, measurable, and positive impact will be made on student academic achievement and, where applicable, will reduce the achievement gap that separates low-income and minority students from others. No Child Left Behind Act of 2001, Pub. L. No. 107-110

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

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.

Mentoring and Induction: Goals for the program. Teacher Quality Program 281-IAC 83.3(2)(a)

Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281-IAC 83.3(2)(b)

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)

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.

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)

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)

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)

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)

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)

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)

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)

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)

Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281-IAC 83.3(2)(f)

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)

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)

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

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

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

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.

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

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.

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

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

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

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

The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub. L. No. 107-110

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

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

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

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

The LEA will provide a drug-free workplace environment. No Child Left Behind Act of 2001, Pub. L. No. 107-110

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)

The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A.

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)

Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7)

The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3)

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

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

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

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

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

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

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

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

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.

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

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.

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].

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.

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.