



# **2015-2016 Comprehensive School Improvement Plan**

**Des Moines Independent Community School District**

2323 Grand Avenue

Des Moines IA 50312

# Des Moines Public Schools Comprehensive School Improvement Plan

## Vision, Mission, Goals

### K-3

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

The district's class size goals for each grade K through 3:

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-6.
- 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 Houghton Mifflin Harcourt *GO Math* (K-5)
- Fastt Math (Basic Math Fact Program (2-5)
- Differentiated math instruction (K-12)

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.
- Fast earlyReading Assessments for universal screening and progress monitoring grades K-1
- Fast CBMReading Assessments for universal screening and progress monitoring in grades 2-3
- Scholastic Reading Inventory (SRI) in grades 4-10 to monitor ability to read and comprehend grade level text.

## Reading Goals

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

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-6
- 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-9.
- Pre/Post data analysis to select or group students.
- Ongoing formative data to monitor progress.

## Mathematics Goals

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

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) supported by McGraw-Hill's *Glencoe Math* series (6-8)
- Technology implementation to enhance math instruction (K-5) supported by Houghton Mifflin Harcourt *Go Math* series (K-5)
- Instructional methods that support mathematical reasoning and problem solving (K-12)
- Problem Based Math Instruction (6-8)
- Research based instructional strategies from Houghton Mifflin Harcourt *Go Math* (K-5)
- Differentiated math instruction (K-12)
- Focus on under-represented groups in higher level math (6-12)
- 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 goals to address improvement in science:

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.
- Partnership with Drake and Grand View University for elementary STEM professional development

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, various community organizations, and the 2015-16 Comprehensive School Improvement Advisory Committee (CSIAC).

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; as well as harassment or bullying prevention goals, programs, training, and other initiatives. 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 Comprehensive School Improvement Advisory Committee will provide recommendations regarding the process to seek input from the community for the next community needs assessment.

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 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.
4. The achievement gap between low-income and non-low-income students will be reduced in reading, math, and science.
5. The achievement gap between minority and non-minority students will be reduced in reading, math, and science.
6. All students will feel safe at and connected to school.
7. 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, various community organizations, and the 2015-16 Comprehensive School Improvement Advisory Committee (CSIAC).

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; as well as harassment or bullying prevention goals, programs, training, and other initiatives. 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.

The Comprehensive School Improvement Advisory Committee will provide recommendations regarding the process to seek input from the community for the next community needs assessment.

## 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. In addition, specific steps have been added to all curriculum adoption procedures that ensure materials are appropriately vetted for multicultural and gender fair content.

## Curriculum and Instruction

### Literacy

Steps the district 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 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 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 by providing evidence of student proficiency using collaboratively created 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 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.

## 21<sup>st</sup> Century Skills

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

DMPS utilizes common rubrics to evaluate implementation of 21<sup>st</sup> 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 21<sup>st</sup> Century Skills separate from the academic grades. This practice will be scaled up to high schools over the next three years.

## Online

The district offers any online courses. A description of the district's 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. Additionally, we are in the process of articulating policies and procedures for students who desire to take online courses via Iowa Learning Online.

## Professional Development

The district ensures that professional development activities are aligned with its long-range student learning goals. The district goals were identified based on student data, and the content for professional development is based on district goals. All district PD aligns to the identified priorities of Multi-Tiered System of Supports, Standards-Referenced Grading, Instructional Framework, and Cultural Competency.

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

In 2014-15, all curriculum team members received professional development on adult learning theory. The department has taken specific steps to put theory into practice through an increased use of technology to personalize professional development based on goals through a “flipped classroom” approach.

The district's (CSIP and DINA)/building's (SINA) plan for professional development, specifically focuses on curriculum, instruction, and assessment that targets student achievement.

Monthly Leadership Meetings are held for school leadership teams in collaboration with Office of Schools. The purpose of these meetings is to strengthen capacity at the school level in order to support ongoing teacher professional development focused on the district priorities of SRG, MTSS, Instructional Framework, and Cultural Competency.

Face to face professional development around district priorities is offered on a monthly basis and subs will be hired to cover classrooms.

In addition, the Teaching and Learning Department has created online modules to provide differentiated support to buildings. All modules allow teachers to select specific areas where support is needed and engage in the modules in a flexible way. Monthly webinars will also be added in 2015-16 to support teachers who are not able to participate in face to face professional development sessions.

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

The district ensures that professional development includes all K-12 teachers responsible for instruction.

Des Moines Public Schools has designated monthly professional development days that are focused on the Iowa Core content and characteristics of effective instruction via the instructional framework. 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:

The district utilizes the following providers:

- Professionals that have been approved by Heartland AEA 11
- Trainers from higher education institutions
- Nationally recognized trainers (Marzano Research and Marzano Learning Sciences)
- Trainers from the Curriculum Department (after consultation with external experts)

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

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.

A new department (Office of Innovation) has been added to DMPS to support the implementation of a personalized learning environment via technology integration. This department will be responsible for the technology professional development of teachers and leaders.

## Monitoring and Accountability

### IEP

The process the district uses to monitor goal attainment for individualized education programs (IEPs):

Progress toward IEP goals is measured through progress monitoring for each individual student and adjustments are made to instruction as needed. Every two weeks when school is in session (or more often as determined by the IEP

team), progress toward IEP goals is collected and graphed on the IEP. Data is analyzed and adjustments are made to instruction, as necessary. Goal attainment data is gathered and analyzed by student, school, level 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.

- Co-Teaching
- Specially Designed Instruction, including:
  - clearly articulated learning goals
  - effective feedback
  - explicit instruction
  - structured overview
  - scaffolded instruction
  - high engagement
- Marzano Instructional Framework
- Universal Design for Learning
- Alternate Assessment using Iowa Core Essential Elements for Students with Significant Cognitive Disabilities

### **At-Risk**

The district evaluates its at-risk program:

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:

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 program goals
- 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, student behavior, failures earned 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:

The gifted and talented program applies the NAGC Pre-K-Grade 12 Gifted Programming Standards for the purpose of evaluation and action planning. As an ongoing communication goal we continuously seek feedback from parents, students, administrators and teachers throughout the school year. We annually survey teachers, parents, and administrators on key components for the purpose of program improvement. An in-depth evaluation of student achievement is done in conjunction with the Heartland GT consultant every five years.

During the 2014-15 school year, the gifted talented program implemented a building based model for our consultant assignments. As a result, 2 additional gifted and talented consultant teachers were added to the staff to provide “bell to bell” service to gifted and talented students and their teachers at least one full day per week. A GT advisory board representing teachers, parents, students, counselors, and administrators meets quarterly to continuously review practices and procedures.

The district receives services under Title III in 2015-16, either as a direct subgrantee or through an AEA consortium.

## ELL

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

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, 9-12 and content areas in English, math and science. In addition, all teachers have opportunities to participate in Sheltered Instruction training in the summer, 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:

The district is using the Iowa approved English Language Proficiency Assessment (ELPA21) to assess the English proficiency of limited English proficient students. Des Moines administers the ELPA21 beginning in the month of March in the spring of 2016.

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

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 and strategies are 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, the Language Instruction Educational Program in K-5, 6-8, 9-12, are aligned with district content area objectives and English language proficiency standards. 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.

## Goals Data Collection

The process the district uses to collect and analyze 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):

- Fast earlyReading (grades K-1)
- Fast CBMReading (grades 2-3)
- Achievement scores from the Iowa Assessments (grade 3-11)
- Common district benchmark and tiered assessments (grades 3-12)
- Scholastic Reading Inventory (grades 4-10)

- Scholastic Math Inventory (grades 3-9)
- Achievement scores for ACT (grade 11)

Goal 2 (Math):

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

- Common Comprehensive Standards Assessments (grades K-5)
- We do not have common district benchmark assessments in secondary. We use district tiered assessments aligned to the standards and reported by standards.
- Scholastic Math Inventory (grades 3-9)
- Achievement scores from ACT (grade 11)

Goal 3 (Science):

- Achievement scores from the Iowa Assessments (grade 3-11)
- Standards based topic scales with common formative assessments (grades 4-11)

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, Edinsight, Infinite Campus with Tableau, and Iowa TIER. 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)

- 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):

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.
- Currently, we are also analyzing our alumni data for enrollment in post-secondary institutions. This is leading to development of additional curriculum regarding college access as well as comprehensive college and career readiness programs.

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 9<sup>th</sup> grade as algebra readiness is an indicator of college readiness.
- We have begun implementing Naviance in order to be more efficient in analyzing data and helping students complete tasks related to college and career readiness, course planning, and post-secondary planning/access.

The districts 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 ACT Science will be administered to students in grade 11.

The districts 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 2014-15 a review of the *LA Assessments* scores showed:

- 62% of students in grades 3-5 were proficient in reading, 60 % in grades 6-8 and 68% in grades 9-11.
- Likewise in Math, 61% of students in grades 3-5 were proficient, 61% in grades 6-8 and 68% in grades 9-11.
- In Science, 64% were proficient in grades 3-5, 62% in grades 6-8 and 61% in grades 9-11.

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 2014-15, twenty nine % 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 4<sup>th</sup> grade in 2014-15, there was a gap of approximately 21% proficiency between White and Hispanic students and a gap of approximately 28% 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 4<sup>th</sup> grade in 2014-15 there was a gap in Math of 44% 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 4<sup>th</sup> grade in 2014-15 there was a gap in math proficiency of approximately 22% 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 6<sup>th</sup> grade the percent of students who were proficient in reading dropped from 64% in 2013-14 in 5<sup>th</sup> grade to 60% in 2014-15 in 6<sup>th</sup> 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 Gallop Student Poll supports the monitoring of this goal. DMPS has implemented a k-12 Student Behavior Framework aimed at creating a safe and supportive school climate. K-12 school counselors implement curriculum lessons addressing the career, academic, and social-emotional development of 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.

We are also working to increase digital content access for our students. In the fall of 2015, we will be adding Lexia Reading Core5 software in our K-5 classrooms, and ALEKs Math software in our 6-8 math classrooms to the digital content already available.

## Multiple Assessments

### Reading

The district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2014-2015 was the Scholastic Reading Inventory.

### Mathematics

The district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2014-2015 was the Scholastic Math Inventory.

### Science

The district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2014-2015 was Explore (ACT product).

## Monitoring Data

The process the district used to administer district-wide assessments and analyze 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 accepts Title II, Part A funds 2015-2016.

The activities 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:

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:

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.

Beginning in 2015-16 school year, the implementation of a common instructional framework will support more specific goal setting and growth monitoring. In addition to school leadership, the TLC instructional coach program and the new teacher induction program will support the growth and development of teachers within individual goal areas.

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

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. A student-centered approach to instructional coaching will also focus on evidence and shift the focus from a focus on teaching to a focus on learning.

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

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.

DMPS has also invested in Tableau, a system that works with Infinite Campus to provide just in time data for teachers based on our standards-based reporting system. Teachers can determine which students have mastered curriculum standards and which have not.

## Career and Technical Programs

The district accepted Perkins funds in 2015-2016.

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

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:

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

1. 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
2. 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
3. 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
4. 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
5. 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
6. 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
7. 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
8. 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
9. 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.
10. 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
11. 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.

12. 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].
13. 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
14. 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.
15. The LEA/agency will fulfill such agency's school improvement responsibilities.
16. 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
17. 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
18. 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
19. 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
20. 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
21. The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub. L. No. 107-110
22. 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
23. 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
24. 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
25. 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
26. The LEA will provide a drug-free workplace environment. No Child Left Behind Act of 2001, Pub. L. No. 107-110
27. 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.
28. 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
29. 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
30. 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
31. 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
32. 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
33. 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
34. 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
  35. 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)
  36. The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A.
  37. 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)
  38. Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7)
  39. The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3)
  40. 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
  41. 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
  42. The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require.
  43. 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.
  44. 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.
  45. 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).
  46. 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
  47. Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281-IAC 83.3(2)(f)
  48. 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)
  49. 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)
  50. 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
  51. 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
  52. 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
  53. 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

54. 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
55. 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
56. 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
57. 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
58. 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)
59. 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)
60. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and for beginning teachers that includes released time for mentors and beginning teachers to plan. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(1)
61. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers that provide demonstration of classroom practices. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(2)
62. 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)
63. 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)
64. 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)
65. 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
66. 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
67. 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
68. 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
69. The LEA/agency will ensure that low income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. No Child Left Behind Act of 2001, Pub. L. No. 107-110
70. 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
71. 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.
72. 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

73. 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.
74. 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
75. 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
76. 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
77. To the extent feasible, such programs and projects will provide for family literacy programs.
78. To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs.
79. 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.
80. 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
81. 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
82. 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
83. 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
84. 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
85. 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
86. 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
87. 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
88. 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
89. 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.
90. Mentoring and Induction: Goals for the program. Teacher Quality Program 281-IAC 83.3(2)(a)
91. Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281-IAC 83.3(2)(b)
92. 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)
93. 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.
94. 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)