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0423 0000-Aurelia Comm School District**CSIP-Assurances**

1. The LEA/agency will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
2. The LEA/agency will use funds under this subpart to increase the level of state, local, and other non-federal funds that would be made available for programs and activities, and in no case supplant such state, local, and other non-federal funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
3. In the planning and carrying out such programs and projects, there has been and will be, adequate provision for addressing the unmet education needs of preschool migratory children. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
4. To the extent feasible, such programs and projects will provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
5. Mentoring and Induction: Goals for the program. Teacher Quality Program 281-IAC 83.3(2)(a) Yes No
6. Mentoring and Induction: A mentor training process that addresses mentor needs and reflects a clear understanding of the role of the mentor. Teacher Quality Program 281-IAC 83.3(2)(c)(2) Yes No
7. The LEA/agency and the delinquent facility ensure that funded educational programs are coordinated with the student's home school. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
8. The LEA/agency and delinquent facility, where feasible, will provide transition assistance to help the youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
9. Mentoring and Induction, Beginning Administrators: The district assures that it has a beginning administrator mentoring and induction plan that describes the following components: support system for the beginning administrator, program organizational and collaborative structures, budget, including a narrative that describes the sustainability of the program and program evaluation. Yes No
10. The LEA/agency will provide services to eligible children attending private elementary schools and secondary schools and provide timely and meaningful consultation with private school officials regarding Title I, Title II, and Title IV Part A services. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
11. The LEA/agency, if choosing to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act. Head Start Act, 42 USC 9831 Yes No
12. In the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parent advisory councils for programs of 1 school year in duration, and that such programs are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provisions impractical; and in a format and language understandable to the parents. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
13. Migrant Education programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, school, and local educational agencies under Title. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
14. Resources have been targeted on schools that have the lowest proportion of highly qualified teachers; have the largest class size; or, are identified for school improvement under the provisions of Title I, Part A. No Child Left Behind Act of 2001. Yes No
15. Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281-IAC 83.3(2)(b) Yes No

16. The funded delinquent facility will notify the LEA of the youth served is identified as in appropriate need of special education services while in the facility. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
17. The delinquent facility will work to ensure that teachers and other qualified staff are trained to work with children with disabilities and other students with special needs, taking into consideration the unique needs of such children and students. Yes No
18. The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A. Yes No
19. Anti-harassment and anti-bullying: The school/school district assures that it has an anti-harassment and anti-bullying policy in board policy and is integrated into the comprehensive school improvement plan under SF 61, 256.7 [subsection 21] and shall report data collected under SF 61, 256.7 [subsection 6]. Yes No
20. The LEA/agency will fulfill such agency's school improvement responsibilities. Yes No
21. The LEA/agency will inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and inform waivers under the Education Flexibility Partnership Act of 1999. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
22. The control and administration of funds received for programs shall be a public entity, including property acquired with the funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
23. To the extent feasible, such programs and projects will provide for programs to facilitate the transition of secondary school students to post-secondary education or employment. Yes No
24. A needs assessment has been conducted and is available for review that a) Involved teachers in its development b) Considered the means teachers require to learn content knowledge and teaching skills that will provide students the opportunity to meet challenging academic achievement standards, c) Considered the means principals require to learn the instructional leadership skills that will provide students the opportunity to meet challenging academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
25. That, in the expenditures for professional development the requirements of private school children and teacher participation have been adhered to. The specific stipulations in No Child Left Behind include equitable services and benefits that are, in the aggregate, no less than the services and benefits provided through the same funding sources in 2001- 2002; private school official consultation during the design and development of services; written justification by public school officials when private school officials disagree with the professional development design. Yes No
26. Mentoring and Induction: The school district has a process for how information about the district's Beginning Teacher Induction and Mentoring program will be provided to interested stakeholders. Teacher Quality Program 281-IAC 83.3(e)(3) Yes No
27. Coordinate services and programs with other services and programs provided to delinquent youth (e.g., WIA & LEA activities under the Juvenile Justice and Delinquency Prevention Act of 1974; local businesses). No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
28. The LEA/agency has an advisory council with the majority of members being parents and representatives of the children and youth served in the program. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
29. The LEA/agency has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, in developing Title III programs and activities. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
30. If Title V funds are expended for any of the areas designated as appropriate for use, the LEA/agency assures that the funds are used to enhance student achievement. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
31. 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 Yes No

Code.

32. The LEA/agency will allocate Title I funds to eligible attendance areas on the basis of the total number of children from low-income families in each area or schools in accordance with Section 1113. Yes No
33. The LEA/agency will assist each school served by the agency and assisted under these parts in developing or identifying examples of high quality, effective curricula. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
34. The LEA assures that teachers employed in nonpublic schools within the public school boundaries shall be provided equitable opportunity for participation in the benefits of the project. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
35. The State will assist the Secretary in determining the number of migratory children in the State. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
36. Each LEA/agency that is included in the eligible entity is complying with section 3302 prior to, and throughout, each school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
37. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers that provide demonstration of classroom practices. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(2) Yes No
38. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers to observe teaching. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(3) Yes No
39. The LEA/agency will employ teachers proficient in English, including written and oral communication skills. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
40. Assurances - The LEA/agency will integrate the bilingual program with the overall educational program. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
41. The LEA/agency has developed programs and activities for limited English proficient students and immigrant children and youth. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
42. The LEA/agency offers high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
43. The LEA/agency will use Title III funds to meet all annual measurable achievement objectives for limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
44. The LEA/agency will comply with Title I requirements regarding the qualifications of teachers and paraprofessionals and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
45. 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 Yes No
46. Funds received under this part will be used only for programs and projects, including the acquisition of equipment, in accordance with section 1306. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
47. Such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 112,0A, and part I. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
48. Mentoring and Induction: A mentor training process that results in the mentor's understanding of the personal and professional needs of new teachers. Teacher Quality Program 281-IAC 83.3(2)(c)(3) Yes No
49. Mentoring and Induction: A mentor training process that facilitates the mentor's ability to provide guidance and support to new teachers. Teacher Quality Program 281-IAC 83.3(2)(c)(5) Yes No
50. Mentoring and Induction: A supportive organizational structure for beginning teachers which shall include a selection process of who will be in the mentoring/beginning teacher partnership. Teacher Quality Program 281-IAC 83.3(2)(d)(2) Yes No
51. Mentoring and Induction: A plan that reflects the needs of the beginning teacher employed by the Yes No

district. Teacher Quality Program 281-IAC 83.3(2)(g)

52. The LEA has a staff utilization plan for at-risk allowable growth. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(4) Yes No
53. The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3) Yes No
54. The LEA/agency assures that language instruction educational programs carried out under Title III will ensure that limited English proficient children being served by the programs develop English proficiency. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
55. No smoking is permitted within any indoor facility owned, leased, or contracted for and utilized by the LEA for provisions of routine or regular kindergarten, elementary, or secondary education or library services to children. Yes No
56. The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require. Yes No
57. The LEA shall provide students enrolled in a school identified under Section 1116(c) the option to transfer to another public school with the LEA, including a public school charter that has not been identified under Section 1116 (c). Yes No
58. The LEA/agency will use the results of the students academic assessments and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under these parts to determine whether all the schools are making the progress necessary to ensure that all students will meet the locally determined level of achievement on the district academic assessments within 12, years from the end of the 2001-2002 school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
59. The LEA/agency will ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
60. The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
61. The eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
62. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and for beginning teachers that includes released time for mentors and beginning teachers to plan. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(1) Yes No
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) Yes No
64. Any unused funds of the gifted and talented program at the end of the budget year will be carried over to the subsequent budget year to the gifted and talented program. Iowa Code section 257.46 Yes No
65. The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
66. The LEA/agency will hold elementary and secondary buildings receiving Title III funds accountable for A) meeting annual measurable achievement objectives for limited English proficient students, B) making adequate yearly progress for limited English proficient students, and C) annually measuring the English proficiency of limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
67. The LEA/agency will promote parental and community participation in programs for limited English proficient students. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
68. The district uses the TELPA to screen and identify English Language Learners within the first 30 days of a student being enrolled in the district. Yes No
69. 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. Yes No

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70. The local education agency (LEA) informs eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
71. The LEA/agency will work in consultation with schools as the schools develop the schools' plans pursuant to school wide programs and assist schools as the schools implement such plans or undertake activities pursuant to target assistance schools so that each school can make adequate yearly progress toward meeting the State student academic achievement standards. Yes No
72. To the extent feasible, such programs and projects will provide for professional development programs, including mentoring, for teachers and other program personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
73. To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs. Yes No
74. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
75. 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 Yes No
76. Parents will be involved, where feasible, in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities. Yes No
77. The LEA provides staff development to achieve greater access to and participation in the core subjects, especially in mathematics and science, by students from historically underrepresented groups. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
78. The LEA will be in compliance with the federal regulation regarding lobbying and debarment. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
79. To the extent possible, the School Improvement Advisory Committee membership includes persons from diverse racial/ethnic backgrounds, a balance of men and women, and persons with disabilities. 281 - IAC 12.2 (256) Yes No
80. The LEA/agency will provide technical assistance and support to school wide programs. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
81. The LEA/agency will work in consultation with schools as the schools develop and implement their plans or activities related to Title I parent involvement and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
82. The LEA/agency will ensure that low income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
83. 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 Yes No
84. To the extent feasible, such programs and projects will provide for family literacy programs. Yes No
85. The eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110 Yes No
86. A description will be made available to teachers and principals explaining how the professional

development activities will ensure the needs of teachers and principals will be met; will provide training to enable teachers to teach and address the needs of students with different learning styles, improve student behavior in the classroom, involve parents in their child's education and/or understand the use of data and assessments to improve classroom practice and student learning; will be part of the district's effort to ensure highly qualified staff. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Yes

No

87. Mentoring and Induction: A mentor training process that provides the mentor with an understanding of the district expectations for beginning teacher competencies based on the Iowa teaching standards. Teacher Quality Program 281-IAC 83.3(2)(c)(4)

Yes

No

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

Yes

No

89. The LEA/agency and the delinquent facility will work to ensure that educational programs provided are related to assisting students that meet high educational standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110

Yes

No

90. Funds generated by a school district under Iowa Code 257.46 shall be utilized exclusively for a school district's gifted and talented program. Iowa Code section 257.46

Yes

No

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

Yes

No

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

Yes

No

93. As a condition of receiving funds under this Act, local education agency assures that no policy of the local education agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a). NCLB Section 9524

Yes

No

CSIP

Vision, Mission, Goals

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

Yes No

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

All students in grades K-12 will achieve at high levels in Reading.

All students in grades K-12 will achieve at high levels in Mathematics.

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

Yes No

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

Ideally, the district strives to maintain a less than 22:1 student to teacher ratio. If a section approaches 25:1, an evaluation of adding an additional section is conducted to reduce the student to teacher ratio. Individual student needs are a factor in these decisions.

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

Cognitively Guided Instruction

Cooperative Learning

Think Alouds

Daily 5

Differentiated Instruction

Leveled Reading Groups

Inquiry-based Instruction

Multi-tiered systems of support based on data

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

DIBELS

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

All k-12 students will achieve at high levels in reading comprehension.

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

Instructinal practices currently use in district:

- cooperative learning
- daily 5
- differentiated instruction
- leveled reading groups
- flexible small group instruction
- think alouds
- project readers
- daily oral language
- multi-tiered system of supports

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

All K-12 students will achieve at high levels in mathematics.

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

- cooperative learning
- cognitively guided instruction
- standards based instruction
- differentiated instruction
- flexible small group instruction
- think alouds

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

All K-12 students will achieve at high levels in science.

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

- cooperative learning
- standards based instruction
- project based learning
- think alouds
- differentiated instruction

Collaborative Relationships

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

Based on student achievement data, the district's needs are in middle school and elementary mathematics and reading. At least once every five years, the district uses a community survey that is mailed out to a representative cross section of the school district. In the future survey's there will be an electronic option for patrons to complete the community survey.

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

1. All K-12 students will achieve at high levels in reading comprehension.
2. All K-12 students will achieve at high levels in mathematics.
3. All K-12 students will achieve at high levels in science.
4. All K-12 students will use technology in developing proficiency in reading, mathematics and science.

The district seeks input annually fro the SIAC on all long-range goals and reviews data with the SIAC supporting long-range goals and annual goals. At least once every 5 years, a community survey is used to gain additional input on goals.

Learning Environment

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

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, creed, socioeconomic status, color, sex, marital status, snational origin, sexual orientation, gender identity, or disability.

The education program is free of discrimination and provides equal opportunity for the students. The education program will foster knowledge of and respect and apprieciation for the historical and contemporary contributions fo diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans, and persons with disabilities. It will also reflect teh wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Curriculum and Instruction

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

Participation in the Iowa Core Consortium professional development days give teachers 32 hours of dedicated time to work with teachers from other districts on the implementation of the Iowa Core Curriculum. Additionally, each of our building levels has dedicate time during early dismissal professional development time (nine early dismissals with 2 hours each time dedicated to working collaboratively for an additional 18 hours of collaboration time) for gap analysis, and vertical articulation for aligning local standars with the Iowa Core Standards.

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

Participation in the Iowa Core Consortium professional development days give teachers 32 hours of dedicated time to work with teachers from other districts on the implementation of the Iowa Core Curriculum. Additionally, each of our building levels will dedicate time during early dismissal professional development time (nine early dismissals with 2 hours each time dedicated to working collaboratively for an additional 18 hours of collaboration time) for gap analysis, and vertical articulation for aligning local standars with the Iowa Core Standards.

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

Participation in the Iowa Core Consortium professional development days give teachers 32 hours of dedicated time to work with teachers from other districts on the implementation of the Iowa Core Curriculum. Additionally, each of our building levels will dedicate time during early dismissal professional development time (nine early dismissals with 2 hours each time dedicated to working collaboratively for an additional 18 hours of collaboration time) for gap analysis, and vertical articulation for aligning local standars with the Iowa Core Standards.

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

Participation in the Iowa Core Consortium professional development days give teachers 32 hours of dedicated time to work with teachers from other districts on the implementation of the Iowa Core Curriculum. Additionally, each of our building levels will dedicate time during early dismissal professional development time (nine early dismissals with 2 hours each time dedicated to working collaboratively for an additional 18 hours of collaboration time) for gap analysis, and vertical articulation for aligning local standars with the Iowa Core Standards.

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

Participation in the Iowa Core Consortium professional development days give teachers 32 hours of dedicated time to work with teachers from other districts on the implementation of the Iowa Core Curriculum. Additionally, each of our building levels will dedicate time during early dismissal professional development time (nine early dismissals with 2 hours each time dedicated to working collaboratively for an additional 18 hours of collaboration time) for gap analysis, and vertical articulation for aligning local standars with the Iowa Core Standards.

Learning Environment

19. Does your district offer any online courses?

Yes No

1. Please provide a description of your online curriculum.

Online courses are offered to secondary students for credit recovery, acceleration, and alternative school.

Professional Development

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

The District Leadership Team (teachers, administrators) review student achievement data as compared to district goals and AYP. Plans for professional development are developed using an Action Research model and the Iowa Professional Development Model for continuous improvement base on these data points. Vertical articulation.

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

- Implementation of the Iowa Core Curriculum
- Characteristics of Effective Instruction
- Cognitively Guided Instruction
- Positive Behavioral Supports
- Standards-base/competency-based grading

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

The focus on professional development is implementation of the Iowa Core Curriculum. This is being done through a collaborative process involving a consortium of ten school districts. This consortium is being lead in part by trained facilitators and Prairie Lakes AEA staff.

Curriculum gap analysis, Iowa Core Alignment, characteristics of effective instruction, Classroom Discussions for math, Interactive read louds and text talks.

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

It's based on the characteristics of effective instruction with most emphasis in the areas of student center classrooms, teaching for understanding, rigous and relevant instruction. Implementation of technology as a tool for teaching and learning. And Positive Behavioral Supports.

This aligns with Standard 1c ,1d, 1f, Standard 2a, 2b, 2d, Standard 3a, 3c, 3d, Standard 4b, 4f, Standard 5a, Standard 6a, 6c, 6d, Standard 7, Standard 8

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

All pk-12 teachers are required to participate in assigned professional development activities and are held accountable for completing all assigned professional development tasks. Attendance is taken and copies of assigned tasks are turned into building administrators.

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

Northwest Area Education Agency

Prairie Lakes Area Education Agency

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

Annual training/learning opportunities have been conducted the past two years facilitated by certified Google Apps for Education trainers on the use of Google Apps for Education as teaching/learning/communication tools. Other Web 2.0 tools have also been presented and practiced. This will continue to be a part of the district professional development for all certified staff.

Monitoring and Accountability

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

Bi-monthly probes conducted by the special education teachers that are graphed. Data from the graph is analyzed. If a student doesn't make progress in three consecutive bi-monthly check points then a phase line is drawn and instruction is modified.

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

- Differentiated instruction
- Word Journeys
- RTI process based on DIBELS Next Assessment includes special education students receiving additional instruction.
- Leveled reading groups
- Flexible grouping
- School-wide intervention time where all students are instructed using SBRR strategies for reading
- Inquiry based learning
- Cooperative learning
- Accelerated Math

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

The school district uses the student management system (JMC) to collect data on drop-outs, attendance, discipline referrals. The District Leadership Team and administrative team analyzes this data annually. Changes in data from one year to the next are noted and program changes are recommended based upon that data.

Evaluation is based on the collection of data include but are not limited to, student academic achievement, course completion, office referrals, student participation in extra-curricular activities.

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

The school district uses the student management system (JMC) to collect data on drop-outs, attendance, discipline referrals. The District Leadership Team and administrative team analyzes this data annually. Changes in data from one year to the next are noted and program changes are recommended based upon that data.

Evaluation is based on the collection of data include but are not limited to, student academic achievement, course completion, office referrals, student participation in extra-curricular activities,

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

At the end of each school year, one or two aspects of our school's G/T program are assessed using the self-audit/reflection forms recommended by the Prairie Lakes AEA's G/T consultant.

32. All districts are required to upload a current 2013-2014 ELL Plan (Word or pdf file). This plan must be submitted using the Title III state-required Lau (ELL) Plan template. The Lau (ELL) Plan template and Lau (ELL) Plan Reference Guide are found at https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners#Lau_ELL_Plan

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

Yes No

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

AEA provides ELL (Lau) Plan Training, SIOP Training, and consultative services, designed to improve curriculum, instruction and assessment for LEP children. Locally, the district was able to participate in a grant funded program that provided classes and training through Moringside College for ELL/ESL instructors.

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

LEP students are assessed annually using the I-ELDA.

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

LEP students are assessed annually using I-ELDA. Children are screen for services using TELPA. Individual student interventions are done within the classroom setting in consultation with the ELL coordinator to improve English Language Arts proficiency.

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

The administrative team consists of the building principals, curriculum coordinator, and superintendent. This group reviews and analyzes student achievement data. Information is given on progress toward the district learning goals. The administrative team ensures that action plans are being followed to meet district learning goals. Selected data is then used as a basis for conversations about student needs, programs and services.

Building level teams meet regularly as a staff and discuss the collection and analysis of the data related to its grade levels. Iowa Assessment student achievement data, item analysis and frequency data are reviewed. This information is used to make annual adjustments to the delivered curriculum to focus on areas in need of improvement.

The SIAC studies and discusses the data presented by the administrative team. The SIAC then makes recommendations to the board regarding district goals, programs and services provided to students. The school board makes decisions based upon these recommendations.

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

Building-level teams and District Leadership Team (DLT) review all student achievement data and make recommendations the administrative team. The SIAC review student achievement data and recommendations from the building-level and District Leadership Team to formulate recommendations to the board of education. The district uses the Iowa Professional Development Model process to develop its District Career Development Plan and an action research design to guide conversations and assist making progress. As actions are developed to support each goal, implementation plans will be developed at the appropriate levels to provide system alignment of efforts.

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

Building-level teams and District Leadership Team review all student achievement data and make recommendations to the administrative team. The SIAC review student achievement data and recommendations from the building-level and District Leadership Team to formulate recommendations to the board of education. The district uses the Iowa Professional Development Model process to develop its District Career Development Plan and an action research design to guide conversations and assist making progress. As actions are developed to support each goal, implementation plans will be developed at the appropriate levels to provide system alignment of efforts.

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

Building-level teams and District Leadership Team review all student achievement data and make recommendations to the administrative team. The SIAC review student achievement data and recommendations from the building-level and District Leadership Team to formulate recommendations to the board of education. The district uses the Iowa Professional Development Model process to develop its District Career Development Plan and an action research design to guide conversations and assist making progress. As actions are developed to support each goal, implementation plans will be developed at the appropriate levels to provide system alignment of efforts.

38. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2013-2014.

Assessment	Other
QRI	
DIBELS - Dynamic Indicators of Basic Early Literacy Skills	

39. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2013-2014.

Assessment	Other
STAR Math	
Other	Boulder Valley Math Screener

40. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2013-2014.

Assessment	Other
District Developmental Assessments	

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

Teachers are trained the proper protocols for the administration of district-wide assessments. Proper security is followed to ensure the data collected is reliable.

The administrative team meets monthly, a portion of each meeting is dedicated to the review of student achievement data. The administrative team monitors progress made towards the district learning goals, and ensures that action plans are being followed to meet district learning goals including specific outcomes for

activities. Selected data is used as a basis for conversation about student learning needs, programs and services.

Building level teams meet weekly and discuss the collection and analysis of the data related to it's grade levels. Each team consists of regular education teachers, special education teachers, support staff, and the principal. Members examine Iowa Assessment student achievement data, item analysis and frequency data, as well as classroom level data on each individual student. This information is used to make adjustments in curriculum during the year to focus on areas in need of improvement. This information is also used to created interventions for each individual student in grades K-8.

District and building information is shared with various stakeholder groups including the Aurelia school board, Aurelia SIAC, district patrons, and various community organizations. The SIAC then makes recommendations to the board regarding distict-wide goals, along with programs and services provided to students. The Aurelia board makes decisions based upon these recommendations.

42. Does the district accept Title II, Part A funds 2014-2015?

Yes No

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

Title II Part A funds were used to reduce class size in the elementary thus reducing the pupil to teacher ratio to have a positive impact on student academic achievement.

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

The district participates in the mentoring and induction program faciltied by NWAEA. Principals meet with beginning teachers and mentors at least annually to discuss and determine if the program is meeting district and staff needs

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

Evaluation of the distict career development plan is conducted by the District Leadership Team (DLT). A review of and discussions on implementation of instructional strategies as a part of our action research/Iowa Professional Development model.

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

Evaluation of the distict career development plan is conducted by the District Leadership Team (DLT) by analyzing student achievement data throughout the years as a part of our action research/Iowa Professional Development model. Building level teams and grade level teams reveiw student acheivement data and give input. Input from the SIAC is also gathered.

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

Evaluation of the distict career development plan is conducted by the District Leadership Team (DLT) by analyzing formative and summative data as a part of our action research/Iowa Professional Development model. Building level teams and grade level teams also review summative and formative data and give input on professional development activities.

47. Is the district accepting Perkins funds in 2014-2015?

Yes No

